

Strategic Improvement Plan 2021-2025

Wattle Flat Public School 3402



School vision and context

School vision statement

To foster a culture of educational excellence through high expectations, staff collaboration, innovative professional practice and meaningful community engagement, supported by a commitment to innovation, creativity, differentiation, and wellbeing.

School context

Wattle Flat Public School, with a current enrolment of 24 students, is a rural and remote school located in the Lithgow Network of Schools, 38 kilometres from our nearest regional centre. School numbers have remained steady over the past five years, with student numbers ranging from 24 to 31. We anticipate that this trend will continue in the future. Our Aboriginal student population is 25% of our current enrolment and 12.5% are students with complex needs.. Our FOEI is 148, identifying us as a low socio-economic rural school demographic.

The previous school plans, focused on an integrated approach to quality teaching, curriculum planning and delivery, and a school culture strongly focused on learning and supporting the wellbeing of all, were successful in attaining most planned improvement measures.

Through our situational analysis, we have identified the need for a continued emphasis on embedding quality teaching practices in literacy and numeracy. Targeted professional learning and the implementation of high impact teaching strategies will provide opportunities to improve teacher practice and ensure students achieve expected growth and attainment in their learning. This will be achieved through highly effective self-directed learning opportunities for all students and through staff collaboration to develop feedback strategies in order to deeply reflect on teaching and learning. There will be a strong focus on whole school community knowledge, understanding and use of effective practices and strategies to support student wellbeing.

We have identified the need to move towards deeper reflective practices based on quality data analysis. We will look to embed reflective practices not just in school planning, but also in all teaching and learning practices. This reflective practice will involve a deeper use of data to inform all processes and practices across the school, emphasising instructional leadership as the driver for continuous improvement in professional standards.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success.

We will further develop and refine analysis and use of data to ensure evidenced based, explicit teaching practices consistently challenge students and are responsive to their learning needs..

Improvement measures

Achieve by year: 2025

In the Teaching Domain: Data Skills and Use improvement- Excelling as measured against the School Excellence Framework

In the Teaching Domain: Effective Classroom Practice- Excelling as measured against the School Excellence Framework

In the Learning Domain: School Performance Measures- Excelling as measured against the School Excellence Framework

In the Learning Domain: Assessment-Excelling as measured against the School Excellence Framework

Achieve by year: 2022

Progressions

All Kindergarten students will achieve within the expected end of year progression for Understanding Texts (4) in Literacy and Quantifying Numbers (4) and Additive Strategies (2) in Numeracy.

All students achieve or exceed expected growth in Literacy and Numeracy using the literacy and numeracy progressions, PLAN2 data and syllabus indicators.

Reading growth

Achieve by year: 2023

Initiatives

Data Skills and Use

- Professional learning in order to deeply embed formative assessment practices expertly and to triangulate data collected so that the use of assessment will inform future teaching practices.
- Systematic analysis and use of Literacy and Numeracy Progressions to personalise learning and differentiate teaching for all students, as well as track progress and growth.
- Expert use of Authentic SelfAssessment processes to embed reflective practice for all school, teaching and learning practice
- Use systems and structures to record data such as data walls to display growth and achievement of every student and build collective teacher responsibility

Explicit Teaching

- Engaging in evidence based professional learning to ensure effective teaching practice with explicit and systematic instruction in the components of reading .
- Consistent understanding of reading development using syllabus outcomes and the Learning progression indicators.
- Consistent understanding of numeracy development using syllabus outcomes and the Learning progression indicators.
- Improved and more formalised systems for monitoring explicit teaching practices including timely and consistent feedback, application of high-quality learning intentions and success criteria and higher order questioning.

Success criteria for this strategic direction

Data Skills and Use

- Student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform the next steps for instruction or intervention.
- The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards learning goals is monitored through collection of quality, valid and reliable data, with teachers providing feedback to students about the next steps for learning- the faces are on the data.
- Teachers clearly understand, develop and apply a full range of assessment strategies - assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.

Explicit Teaching

- A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities.
- Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.
- All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.
- All teachers are committed to spending time with colleagues to improve their teaching practice including modelling, evaluating and providing feedback on classroom teaching.
- Teachers select content, resources and approaches to target the needs of individual students across the full range of abilities. Teachers develop positive relationships with and high expectations of all

Strategic Direction 1: Student growth and attainment

Improvement measures

Increase % of students achieving growth in reading

Numeracy growth

Achieve by year: 2023

Increase % of students achieving growth in numeracy

Success criteria for this strategic direction

students by setting challenging learning goals

Evaluation plan for this strategic direction

The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes
- Whole staff reflective sessions.

Questions: Have we achieved our purpose and can demonstrate impact and improvement of student outcomes in reading and numeracy?

Data: The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction.

- NAPLAN
- Check In Assessment
- Scout data
- Student work samples
- Literacy and numeracy PLAN2 data
- Student PLPs
- SEF
- SaS(IfSR) for Number and place value (NP)
- Survey
- Observation
- Focus groups
- Student voice
- Interview
- Document analysis
- Year 1 Phonics Screening Check

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

Analysis of data sources with a focus on what the data is telling us and where to next will inform future direction and practices.

Analysis will be embedded within the initiatives through progress and implementation monitoring

We will review progress towards the improvement measures annually.

Implications:

The findings of the analysis will inform:

- Future actions and strategies
- Annual reporting on the school progress measures - published in the Annual School Report and regularly reported throughout the school year on varied social media platforms including Facebook, newsletter and website.

Strategic Direction 2: A Culture of High Expectations and Collaboration

Purpose

To improve student learning outcomes and teacher capacity, we will develop processes to ensure staff are collaborating effectively to embed evidence-based strategies that consistently challenge students within their classroom practice.

Improvement measures

Achieve by year: 2025

In the Learning Domain: Learning Culture-Excelling as measured against the School Excellence Framework

In the Teaching Domain: Learning and Development-Excelling as measured against the School Excellence Framework

In the Leading Domain: Educational Leadership- Excelling as measured against the School Excellence Framework

All teachers are working beyond Proficient as measured against the Australian Professional Standards for Teachers.

Attendance >90%

Achieve by year: 2023

Increase the percentage of students attending >95% of the time to achieve the lower bound target of 70%

Initiatives

High Expectations

Build a culture of high expectations with staff, students, parents and community. working within a concept of respect and aspirational goals. This will be achieved through:-

- Consistently challenging and engaging all students to learn new things that require deeper thinking and problem solving.
- Setting both aspirational and attainable learning goals, and reviewing these goals every five weeks for all students
- Establishing consistent and explicit policies and expectations for learning, attendance and behaviour, providing clear and specific feedback that identifies the next step and skills needed for students to improve.

Collaboration

Increased teacher collective efficacy is the number one factor that influences student achievement (Hattie 2019). This will be achieved through:-

- Focused performance and development plans aligned with the School Improvement Plan
- Professional learning opportunities to share and gain expertise in evidenced based teaching practices
- Building systems to improve practices through observation, feedback and evidence of improving professional practice
- All teachers modelling instructional leadership and supporting a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement

Success criteria for this strategic direction

High Expectations

- The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence.
- Effective partnerships in learning with local A.E.C.G., communities of practice, professional networks, parents and students mean students are motivated to deliver their best and continually improve.

Collaboration

- Ongoing, school wide improvement in teaching practice and student results are the result of professional dialogue, coaching, mentoring, modelling, instructional rounds and observation and feedback.
- Performance and development practices and professional learning are conducted as a team with sharing and embedding of quality teaching practice, aligned to What Works Best.
- A high performance culture, aligned to improvement so that student progress and achievement is maintained and delivery is of high quality.
- All students are taught by high performing teachers-with proficiency the minimum standard.

Evaluation plan for this strategic direction

The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes
- Whole staff reflective sessions.

A strong culture of collaborative planning, reflection and peer coaching is embedded in everyday school life, where teachers and leaders are supported and support one

Strategic Direction 2: A Culture of High Expectations and Collaboration

Evaluation plan for this strategic direction

another to continuously develop their skills and knowledge

Q Have we achieved our purpose and can demonstrate impact and improvement of student outcomes by having consistent and explicit policies and expectations for learning and behaviour?

Analysis of data sources with a focus on what the data is telling us and where to next will inform future direction and practices.

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Implications:

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