

Strategic Improvement Plan 2021-2024

Wauchope Public School 3404



School vision and context

School vision statement

To provide an inclusive, welcoming and friendly school, where students receive a dynamic education and are provided with opportunities to foster individual talents and interests. We strive to align our school closely with the DoE priorities, with a focus on *Improving School Performance and Student Outcomes* and *Improving Teacher Quality*. A continued, refined and improved focus on Literacy and Numeracy remains our priority. We promote Respect, Responsibility and Resilience along with our motto Excellence, Opportunity and Success to foster a sense of belonging in and high expectations of our students.

School context

Wauchope Public School has an enrolment of 670 including 156 Aboriginal students. We have six Supported Learning classes, two Tier 2 classes and one enrichment class forming a total of 32 classes. The school is located 20km west of Port Macquarie and is a member of the Bago Community of Schools. As a very proud Public school, we take great pride in our students' achievements whilst ensuring the values and traditions of our families and the wider Wauchope community remain an important part of our school's direction. Our purpose is to provide stimulating programs and experiences which increase both functional and quality basic skills; develop resilience and the values required to engage successfully in society. Wauchope Public School has a caring, inviting, inclusive and positive school culture.

This culture is made possible due to an experienced, enthusiastic, dedicated staff and an active and committed parent body and community. The school is committed to ongoing improvement in all aspects of student learning with a renewed focus on and commitment to using evidence-based approaches to increase student outcomes in literacy and numeracy. There is a strong commitment to student wellbeing, student leadership, creative arts, sport, gifted and talented and special needs students.

We have just opened our future-focused 13 classroom building. This amazing building houses 40% of our school including Early Stage 1, Stage 3 and Supported Learning. Wi Fi inside and out enables agile usage of learning spaces. The building allows outdoor learning opportunities due to several tiered seating areas and large open breezeways. Classrooms provide a variety of learning spaces which facilitates small group learning in conjunction with flexible furniture arrangements.

The core values at Wauchope Public School are excellence, opportunity and success. Our entire school community strives to uphold these values with respect and integrity.

Strategic Direction 1: Student growth and attainment

Purpose

We will refine and embed data-driven processes that support explicit teaching practices to ensure student growth and attainment.

Improvement measures

Target year: 2022

System-negotiated Target - Top Two Bands

In NAPLAN Reading Top Two Bands we achieve an uplift of 0.8% from our baseline data.

In NAPLAN Numeracy Top Two Bands we achieve an uplift of 5.9% from our baseline data.

System-negotiated Target - Top Three Bands (ATSI)

In NAPLAN Reading Top Three Bands (ATSI) we achieve an uplift of 6.3% from our baseline data.

In NAPLAN Numeracy Top Three Bands (ATSI) we achieve an uplift of 5.1% from our baseline data.

Target year: 2023

System-negotiated Target -Growth

In NAPLAN Reading, students achieving expected growth, we achieve an uplift of 1.28% from our baseline data.

Students will achieve expected growth of 11.14% In NAPLAN Numeracy from our baseline data.

Target year: 2024

School-level Target

In the **Reading and Viewings** Literacy Progressions sub-element of **Understanding Texts** we achieve an increase of 30% of students achieving Stage Expectations from 2020 baseline.

Initiatives

Systems and processes to embed data-driven practices

All teachers have a sound understanding of student assessment and data concepts. They analyse, interpret and extrapolate data, and they collaboratively use this to inform planning, identify intervention and modify teaching practice in reading and numeracy. (SEF Data Skills and Use - Data Literacy/ Teaching domain)

- Ongoing PL in data literacy, data analysis and data use in teaching for all staff.
- Sustain and upskill teacher use of online data gathering tools (PAT, Acadience, Markbook, PLAN2, PLD and InitialLit Spreadsheets) to create continuity of assessment data across grades.
- Refine and embed Assessment Schedule to ensure consistency of data collection, analysis and usage to track each students' learning over time and whole-school needs. This would incorporate DoE assessment tools, standardised testing and consistent, progressive school-based assessment tasks.
- Timetabled, targeted PL sessions and planning sessions led by in-school experts with follow-up support to ensure consistency and fidelity.
- Teaching and Learning programs reflect data use to inform the teaching and learning cycle including assessment.
- Time dedicated to collection and analysis of data as identified in Assessment Schedule

Evidence-based practices

All teachers clearly understand, develop and apply a full range of assessment strategies in determining teaching directions and explicit teaching focus. They expertly monitor and assess student progress and achievement, and reflect on teaching effectiveness. (SEF Data Skills and Use / Data Use in Teaching)

- Develop our teaching staff's capacity to deliver evidence-based pedagogy through ongoing

Success criteria for this strategic direction

Staff collaboratively use student assessment data in a whole-school context to identify student achievements and progress in order to reflect on teaching effectiveness and inform future learning direction. (SEF/Teaching Domain excelling statement + AITSL APST 5.4.3).

All staff collaborate to plan and implement teaching and learning programs based on a deep understanding of evidence-based curriculum, assessment and reporting requirements. (AITSL APST 2.3.3)

Evaluation plan for this strategic direction

Question: How will embedded data-driven and evidence-based teaching, learning and assessment practices lead to whole-school focus, growth and attainment in reading and numeracy?

Data and Evidence:

- Whole-school assessment schedule
- Professional Development schedules, minutes and plans including staff and executive PDPs
- Internal (e.g. PAT) and external (e.g. NAPLAN) tracking and monitoring data and analysis.
- Observation notes from collegial and supervisor-based walk-throughs.

Analysis:

Regular data analysis sessions in Stage, Executive, Intervention and Learning Support Team settings.

Implications:

All adjustments will be represented in implementation progress monitoring.

Strategic Direction 1: Student growth and attainment

Improvement measures

In the **Number sense and Algebra** Numeracy Progressions sub-element of **Additive strategies** and **Multiplicative Strategies** we achieve an increase of 30% of students Stage Expectations outcome from 2020 baseline.

Target year: 2024

SEF

In the element of **Data Skills and Use** we demonstrate **excelling** in the themes of **Data Analysis** and **Data Use in Teaching**.

Initiatives

professional learning, with a focus on literacy and numeracy direction as outlined by DoE.

- Develop our existing literacy and numeracy intervention team through professional learning to provide expert support to pinpoint and respond to Tier 2 and Tier 3 student need, as an intensified, more targeted extension of classroom teacher practice.
- Embed data-informed teaching practices, including differentiation and tiers of intervention, through ongoing program reviews, collaborative meetings, observations and walk-throughs.
- K-6 including Supported Learning tracking and monitoring of student achievement data, using internal and external sources.

Strategic Direction 2: Systems to Increase Student Wellbeing

Purpose

Systems to support a strategic and planned approach will develop whole-school wellbeing processes that support all students.

Improvement measures

Target year: 2022

Attendance - system negotiated

Increase the percentage of students attending school 90% of the time by 5.6% from the baseline.

Target year: 2024

School-level Target

By 2024, decrease of at least 20% from average suspensions from the baseline combined average.(2017-2019).

Target year: 2024

SEF

In the element of **Learning Culture** we demonstrate **excelling** the themes of **Attendance**.

In the element of **Wellbeing** we demonstrate **excelling** in the themes of **Planned Approach to Wellbeing** and **Behaviour**.

Initiatives

A strategic and planned approach to wellbeing.

Implementing and sustaining evidence based change to Tier 1 (whole school) wellbeing practices, resulting in measurable improvements in wellbeing and engagement to support learning.

- Wellbeing Framework - review and refine (excursion planning, Five Ways to Wellbeing)
- PBL: Classroom Systems - whole school embedded
- Learning and Support procedures; development and implementation of student planning and interventions - further developing teacher capacity and consistent implementation
- School attendance procedures - increased consistency of application of existing systems to improve engagement.

Success criteria for this strategic direction

Teachers initiate and take responsibility for implementing current school and/or system, curriculum and legislative requirements to ensure student wellbeing and safety. (AITSL APST 4.4.3)

Executive staff evaluate the effectiveness of student wellbeing policies and safe working practices using current school and/or system, curriculum and legislative requirements and assist colleagues to update their practices. (+ AITSL APST 4.4.4)

Staff create environments which allow students to thrive by delivering high-quality learning experiences (Wellbeing Framework 2015 - Thrive p.7).

Evaluation plan for this strategic direction

Question: How can we determine that the strategic and planned improvements to the school's wellbeing practices have impacted student engagement and attendance?

Evidence:

- Attendance Data - Analysed fortnightly by Learning and Support Team.
- Behaviour referrals and LST plans including PLPs and SBSPs - Referrals addressed immediately by LST and reviewed on 5 week cycles.
- Student TTFM data - Analysed following the survey bi-annually.
- SENTRAL data - Reviewed and analysed weekly. Reviewed by PBL team on a 3 week cycle.

Analysis: As per regular WPS data analysis procedures as stated above.

Implications: All adjustments will be represented in implementation progress monitoring.

Strategic Direction 3: Student Wellbeing

Purpose

The school is focused on building individual and collective wellbeing through explicit, sequential and proactive teaching of wellbeing practices.

Improvement measures

Target year: 2024

School Level Target

TTFM Student surveys- Positive School Climate: Uplift .5 of a point increase over the period of 4 years from 2020 baseline.

Target year: 2024

TTFM Parent Survey- Parents and Carers felt informed on student social and emotional wellbeing: Uplift .5 of a point increase over the period of 4 years from 2020 baseline.

Initiatives

A Systematic whole-school focus on social-emotional learning.

Teachers focus on developing student capacity in self-awareness, and regulating their own emotions and behaviours. Students have the social and emotional skills to develop and maintain positive relationships and engage in pro-social behaviour (Wellbeing Framework 2015 - Connect p.6).

- Social and Emotional Professional development and understanding - focus on social and emotional language and capabilities.
- Personal and Social Capability Framework (acara) as a reference tool for HUB focus, wellbeing and intervention programs.
- Zones of Regulation K-6 - review and embed
- Worry Woos K-2 program - review and refine
- Year 3 - Year 6 wellbeing program delivered in classrooms to build on skills developed in K-2.
- WPS Merit System - review and embed

Success criteria for this strategic direction

Students are confident and resilient learners and school-community members. They demonstrate self-discipline and effort toward their learning and their social interactions.

Staff create environments which allow students to thrive by delivering high-quality learning experiences (Wellbeing Framework 2015 - Thrive p.7).

Evaluation plan for this strategic direction

Question: How can we ensure that our focus on explicit, sequential and proactive teaching of wellbeing practices has led to individual and collective student wellbeing.

Evidence:

- TPL records , teaching and learning programs and observations - Review in line with teacher supervision and program review schedule: Each term.
- Personal and Social Capability tracking systems based on ACARA continuum - Benchmark and end of year assessment (Term 1 and 4). Targeted students as required.
- Student Behaviour data (negative and positive) and suspension data - Senior Executive to review at the end of each term.
- Student TTFM data - Analysed following the survey bi-annually.

Analysis: As per regular WPS data analysis procedures. stated above.

Implications: All adjustments will be represented in implementation progress monitoring.