

# Strategic Improvement Plan 2021-2024

## Weethalle Public School 3415



# School vision and context

## School vision statement

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At Weethalle Public School we prepare our students to meet the needs of a changing world through personalised learning, productive partnerships, and strong foundations in literacy and numeracy. We encourage high expectations, aspirations and curiosity for lifelong learning.

Through high impact teaching strategies every student, every teacher, every leader and our school will improve every year.

## School context

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Weethalle Public School is a Small School situated on Wiradjuri Country on the edge the Riverina in the Central West of NSW. Our school community is made up of a mix of local residents and families that reside on the surrounding farm properties.

The Weethalle population is influence by local employment opportunities, predominately seasonal farming work, the availability of housing and other services. The school currently has 15 enrolments evenly spread through years Kindergarten to 6 of whom 20% of our total enrolment identify as Aboriginal.

Weethalle Public School, has a committed staff, a supportive P&C Association and partnerships with local community groups that collectively work together to provide rich learning opportunities and resources for all students.

Our school has a strong relationship with our neighboring small school communities in both the Griffith and West Wyalong Networks for the benefits of school planning, student engagement and interschool sporting opportunities.

The school is an active member of the Rural Innovative Educator's Network, a small schools' collaboration. The team provides staff with regular opportunities to participate in quality professional learning to improve teacher quality, and outcomes for all our students.

Weethalle Public School has a long established shared value system of Respect, Fairness and Learning which underpins our expectations of behavioral, wellbeing programs and learning expectations..

Students pride themselves in the work that has been put into our school garden, which is used to support our literacy and numeracy programs through hands on learning experiences.

Through a rigorous situational analysis, in consultation with stakeholders we identified the following high levels areas for further development:

- growth in reading and numeracy outcomes
- data-informed practice
- evidence-based teaching practices
- high-expectations relationships.

These areas will be strategically targeted through individualised learning support for all students, high impact professional learning or all staff, and clear practices and protocols for community engagement.

# Strategic Direction 1: Student growth and attainment

## Purpose

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In order to ensure every student can communicate effectively and make sense of the world through reading and numeracy, staff will use achievement data to understand every student in their learning and where to next.

## Improvement measures

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### Target year: 2022

#### Numeracy:

Improvement in the percentage of students in the West Wyalong Network small cohorts group achieving in the top 2 bands to be at least above the shared target of 30%.

### Target year: 2022

#### Reading:

Improvement in the percentage of students in the West Wyalong Network small cohorts group achieving in the top 2 bands to be at least above the shared target of 35%.

### Target year: 2024

School assessment in the School Excellence Framework (SEF) shows improvement from Delivering to Sustaining and Growing in the following themes; Data use in teaching Individual Learning and Assessment.

## Initiatives

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### Knowing our students and where to next through a collaborative planning process

Student success in reading and numeracy will be strategically monitored through collaborative case management approach.

Through regular data collection and review of student performance. Staff will seek to understand and answer 'why?', and 'how?' in all learning areas.

## Success criteria for this strategic direction

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A whole school shared understanding of high expectations.

All staff understand and meet the needs of all students.

Teachers and students and parents review progress and set goals for future improvement.

Teachers and leaders share a deep understanding of best practice in their teaching methods to meet the community context in order to improve academic outcomes.

Staff use assessment data to collaboratively plan next steps for individual and whole school learning programs.

Students are confident and capable.

## Evaluation plan for this strategic direction

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### Question

To what extent have we achieved our purpose?

### Data

We will use a combination of data sources, such as: NAPLAN, interviews, feedback, observations, internal assessments, Literacy and Numeracy Progression monitoring and check-in Assessments.

### Analysis

Analysis will be embedded within the project through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

### Implications

Rigorous analysis of the data to determine impact will guide both ongoing implementations as well as future school planning to provide continuous improvement, ensuring students grow in their learning.

# Strategic Direction 2: Quality teaching

## Purpose

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In order to ensure all students are engaged, and showing learning growth against outcomes we will, implement, and evaluate the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

## Improvement measures

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### Target year: 2023

Increase the number of students achieving at or above expected growth in NAPLAN reading.

### Target year: 2023

Increase the number of students achieving at or above expected growth in NAPLAN numeracy

### Target year: 2024

School assessment in the School Excellence Framework (SEF) shows improvement from Delivering to Sustaining and Growing in the following themes; high expectations, explicit teaching, and assessment

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## Initiatives

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### High Impact Professional Learning

Routinely review explicit teaching practices against contemporary evidence based research to ensure teachers are experts in the delivery of flexible, dynamic and technology enhanced curriculum delivery.

- Determine professional learning needs by evaluating teaching programs against student achievement data.
  - Collaborative practice is embedded in all systems giving staff the opportunity to support the development of each other through reflective practice and evaluation.
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## Success criteria for this strategic direction

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Student needs drive professional learning.

Professional learning is continuous and coherent.

The school has a culture of high expectations, collaboration and professional growth.

Teachers are responsible for the impact on student progress.

All teachers have expert contemporary content knowledge and deploy effective evidence-based teaching strategies that result in growth in student learning.

Staff create an environment that promotes learning and high levels of student engagement.

Professional learning is work focused and evidence informed.

## Evaluation plan for this strategic direction

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### Questions

Have we been able to critically connect educational research and our school context to the educational outcomes we are seeking to improve? What improvements in student learning have resulted as a direct impact of professional learning?

### Data

We will use a combination of data sources, such as: internal feedback surveys, interviews and group feedback, observations, AITSL reflections, SCOUT and Teacher programs.

### Analysis

Analysis will be embedded within the project through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

## Evaluation plan for this strategic direction

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### Implications

Rigorous analysis of the data to determine impact will guide both ongoing implementations as well as future school planning to provide continuous improvement, ensuring students grow in their learning.

# Strategic Direction 3: High expectations culture

## Purpose

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In order to ensure high expectations in learning and wellbeing, we will strengthen partnerships with parents, staff and the community so that students have a strong sense of belonging, high expectations for success and advocacy.

## Improvement measures

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### Target year: 2022

#### Attendance

Increase the percentage of students attending school more than 90% of the time to at least or above the school's negotiated lower bound target of 70%.

### Target year: 2022

#### Wellbeing

The school will maintain and grow positive levels of wellbeing according to the three domains in the Tell Them From Me surveys and internal surveys

### Target year: 2024

School assessment in the School Excellence Framework (SEF) shows improvement from Delivering to Sustaining and Growing in the following themes: A planned approach to wellbeing Individual learning needs and High expectations culture

## Initiatives

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### Protocols and Practices for High Expectations Relationships

The school will develop protocols and practices that will foster High Expectations Relationships throughout our whole school community.

## Success criteria for this strategic direction

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Students have positive behaviour and improved motivation.

Enhanced self-esteem and high levels of attendance

Students are actively engaged in the classroom and extra-curricular activities.

Student and Community voice is valued in all aspects of school decision making.

There is demonstrated commitment within the school community that all students make learning progress.

School staff are aware of Aboriginal culture and embed this knowledge into their teaching and classroom practice.

The whole school possess the knowledge, skills and understandings to contribute to, and benefit from, reconciliation between Aboriginal and Torres Straight Islander peoples and non-indigenous Australians.

## Evaluation plan for this strategic direction

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### Question

To what extent have we achieved our purpose?

### Data

We will use a combination of data sources, such as: internal feedback surveys and Tell Them From Me surveys, interviews, group feedback, observations and School Assessment Tool (Reflection matrix).

### Analysis

Analysis will be embedded within the project through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

### Implications

# Strategic Direction 3: High expectations culture

## Evaluation plan for this strategic direction

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Rigorous analysis of the data to determine impact will guide both ongoing implementations as well as future school planning to provide continuous improvement, ensuring students grow in their learning.