

Strategic Improvement Plan 2021-2024

Wellington Public School 3420



School vision and context

School vision statement

Wellington Public School is committed to providing an environment where quality teaching, literacy and numeracy learning and innovative leadership ensure future success and wellbeing for all students within an ever changing world.

School context

Wellington Public School has an enrolment of 525 students with 60% (more than 300) identifying as Indigenous. The school caters for a diverse range of students. There are 26 classes inclusive of 6 Special Education and two extension classes plus a preschool.

Wellington Public School has a very caring and dedicated team of teachers and support staff working collaboratively with families to provide a wide range of programs catering for the cognitive, social, emotional and spiritual needs of each student.

We are a proud Positive Behaviour for Learning (PBL) school with a focus on developing safe, respectful learners. PBL operates hand in hand with the Be You mental health initiative. In recent years we have successfully implemented the Positive Living Skills student wellbeing program.

Through Early Action for Success (EaFS) and our School Based Allocation of Resources (SBAR) the school has an Instructional Leader, 2 Learning and Support Teachers and 1 interventionist to provide tailored interventions in Literacy and Numeracy from Preschool to Year 6. These strategies are improving curriculum implementation and quality teaching using stringent data analysis linked to direct teaching and individualised learning programs for students.

This year the school conducted a community google survey to begin its collaborative consultation with the community. Feedback from this consultation contributed to our Situational Analysis which has assisted us to inform the future directions for the school presented in this plan.

Strategic Direction 1: Student growth and attainment

Purpose

Students will engage in differentiated learning and wellbeing opportunities that meet their individual needs preparing them for success in an ever changing world.

The whole school community is committed to providing learning opportunities supported by assessment practices and effective feedback which allow ALL students to connect, succeed, thrive and learn.

As a result every student at Wellington Public School is known, valued and cared for.

Improvement measures

Target year: 2022

Reading and Numeracy **TOP TWO** skill bands:

- At WPS the percentage of students achieving in the TOP 2 Skills bands in **Reading** will **increase by 7.9%** from a baseline of **16.8%** to a lower bound of **24.7%**.
- Percentage of students achieving in the TOP 2 Skills bands in Numeracy will **increase by 7.5%** from a baseline of **11.1%** to a lower bound of **18.6%**.

Target year: 2023

Expected Reading and Numeracy growth:

- At WPS the percentage of students achieving expected growth in **Reading** will **increase by 9.0%** from a baseline of **48.48%** to a lower bound of **57.4%**.
- and the percentage of students achieving expected growth in **Numeracy** will **increase by 5.9%** from a baseline of **54.6%** to a lower bound of **60.5%**.

Target year: 2022

Improved Attendance:

Initiatives

Describing and communicating student growth

Personalised Learning

Embed a learning culture that enables students to create, receive feedback and achieve their learning goals.

- Expertly use student assessment data to reflect on teaching effectiveness and provide individualised, explicit, differentiated and responsive learning opportunities.
- Professional Learning on the use of Literacy and Numeracy Progressions to personalise learning and understanding.

Effective Assessment and Reporting processes

Ensure effective strategies and processes for data analysis and reflection are used for curriculum delivery.

- Targeted professional learning for staff focusing on deepening teacher knowledge and practice for ongoing growth in student learning in literacy and numeracy.
- School Leadership work with teachers using data to monitor and assess student progress and design future programs.

Attendance

Strengthened community partnerships are enhancing student learning and address our improved attendance target, expand our cultural engagement programs and integrate innovative approaches to well being.

Explaining and monitoring attainment

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

This work will develop and implement collaborative approaches to monitor and review student learning through key strategies such as Learning Support

Success criteria for this strategic direction

At WPS success in our **assessment practices** will be visible when:

- students see assessment as a part of everyday practice. This will be evident in: Writing Learning Intentions; displayed writing levels; Numeracy exit slips; differentiated groups such as Daily 5 Literacy and Daily 4 Maths; monitored reading levels, Literacy and Numeracy Progressions.
- assessments provide students with targeted learning opportunities.
- qualitative and quantitative data are analysed to determine point of need instruction.
- high-quality formal assessment tasks are designed and delivered to provide the following: Pre/post writing assessments, half yearly and yearly Maths Assessment, reading monitoring graphs, Spelling Mastery tests, Minilit pre/post tests.
- carefully structuring group assessment activities are in place to ensure that students are supported, challenged and able to work successfully together such as: Daily 5 Literacy and Daily 4 Maths which group students according to learning needs.

At WPS we see **effective feedback** when staff use and students are seen:

- reflecting and communicating about each task and using learning intentions and communicating progress towards these intentions.
- using detailed and specific feedback about what they need to do to achieve growth as a learner by implementing daily check-ins with students, high expectations and discussions with individual students.
- accessing assistance to develop the skills to communicate about learning and to ask relevant questions such as: the use of WALT (We are learning to), WILF (what I am looking for), TIB (This is because) in all classrooms.
- being encouraged to self-assess, reflect and monitor their work: They are asked to tell us how they think

Strategic Direction 1: Student growth and attainment

Improvement measures

- The percentage of students attending school 90% of the time or more, will increase **by at least 6.8%** from the baseline of 63.8%

Initiatives

Plans/Personalised Learning Plans, adjustments, learning intentions, collation of reading data and review of learning data and progress.

Clear feedback structures are being developed for students and families to describe and monitor progress. Students communicate confidently, regularly and effectively about their own learning relative to their own level of development. Teachers give students clear, concise and effective feedback to build on learning. This is facilitated through key programs such as:

- Daily 5 Literacy,
- Daily 4 Maths to groups of students according to learning needs,
- Pre/post writing assessments,
- half yearly and yearly Maths Assessment,
- reading monitoring graphs,
- Spelling Mastery tests,
- Minilit pre/post tests,
- Literacy and Numeracy Progressions.

Success criteria for this strategic direction

they are going? What do they need to do to improve.?

- ensuring to act on feedback that they receive.

Evaluation plan for this strategic direction

Each activity is evaluated using the Q, D, A and I framework:

Question focus (Our key concepts are? Appropriateness, impact on quality, value added):

Data focus (What methods are we using to collect data? Can this be triangulated?):

Analysis focus (so what difference has our approach made using the What Works questions?):

Assessment practices in my Stage/Learning Area asks:

- How do I know where students are up to in their learning and what needs to be taught next?
- What types of questions do I ask to check student understanding of a concept, or grasp of a skill?
- How do I structure group assessment activities to support, challenge and enable students to work successfully together?
- How do I know if an assessment task clearly assesses the intended learning outcomes and is accessible to all students?
- Why do I need to know where my students are with their learning and what do I provide to address their individual learning needs?
- How do I structure group assessment tasks to ensure responsibilities are evenly distributed and students are accountable for their work?
- How do I check that assessment tasks are marked and scored consistently and objectively?

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- How do I facilitate opportunities for my students to reflect on and express their thoughts about the assessment tasks and the assessment process?

Feedback in my Stage/Learning Area questions:

- What opportunities for feedback do I provide to individual students and the whole class?
- How do I know if students have understood my feedback?
- How well do my students reflect on their work and detect their errors?
- How do I know if students have acted on my feedback?
- How does my feedback link to the identified learning intentions and success criteria?

Implications focus (Now what are we going to do differently next time?):

Strategic Direction 2: Improving Teaching through Innovative Practices

Purpose

Teachers will implement effective classroom management practices for all students with meaningful learning experiences that are explicit, inclusive, engaging and challenging.

Our school culture is built on respectful mentoring relationships and a foundation of professional learning that is focused on supporting quality curriculum planning, assessment, the effective use of data and continual improvement of teacher practice.

As a result Wellington Public School is a great place to work and our staff is of the highest calibre.

Improvement measures

Target year: 2022

- Professional learning for all staff is **evidence-based** and used to inform teaching and learning
- One in every two students** have access to an appropriate device and are engaging with digital technologies daily in their learning both at home and at school.
- All staff have their own notebook device** and are using digital technologies to plan and deliver relevant aspects of the curriculum both face to face and remotely.

Target year: 2023

- All teachers and support staff** regularly engage with needs based targeted Professional Learning (which is documented and reviewed twice a year in their Performance and Development Plan documentation) that is informed by current research.

Initiatives

Data driven practice

Effective strategies and processes are in place for data analysis and reflection. These include:

Data informing all Professional Learning in literacy and numeracy development and data analysis and data use in teaching for all staff leads to enhanced curriculum programming and delivery.

Our Instructional Leader works with teachers in analysing data to monitor, assess and design teaching and learning.

A range of assessment tools and practices incorporating digital technologies and are used at WPS to collect meaningful data on student learning in order to inform practice.

Data is recorded digitally and as work samples in situations that allow for sharing, tracking, reporting, planning and analysing.

Targeted Professional Learning

Interrogation of data identifies school wide patterns, the following projects and areas of need in student learning. This drives the delivery of Professional Learning in the following areas:

- Reading Leaders are in place for each Stage,
- IL support for PLAN 2 and check in data,
- Pre and Post testing PL to guide teacher learning,
- COVID tutoring across all Stages,
- Visiting peer classrooms.

Success criteria for this strategic direction

At WPS innovative **classroom management** is evident when:

- a positive social and emotionally stable classroom climate is in place which supports students' social and emotional competence and positive teacher-student relationships are visible.
- classroom teachers establish and teach rules and routines that communicate classroom expectations and provide structure and guidance for students in a wide variety of situations.
- student engagement is fostered and maintained in instruction, by including frequent opportunities for active student participation in lessons.
- students are actively supervised to keep them on task and proactively offer assistance or extension to students who may otherwise passively disengage or become disruptive.
- consistent and calm responses are provided to disengagement and disruptive behaviours to support students to re-engage in learning

For classroom management strategies to be most effective, there needs to not only be a commitment from the individual teacher, but also:

- a consistent school-wide approach
- access to professional learning with opportunities for subsequent monitoring, feedback and planning support
- proactive wellbeing support for teachers (Centre for Education Statistics and Evaluation 2020a).

At WPS we see **students being taught explicitly** by:

- telling students what they will be learning (learning intentions and success criteria), and being clear about the purpose of tasks
- demonstrating or explaining new ideas, and checking (clarifying) that students understand throughout lessons using explicit and planned teaching strategies

Strategic Direction 2: Improving Teaching through Innovative Practices

Success criteria for this strategic direction

- giving time for asking and answering questions
- giving specific feedback based on success criteria
- systematically delivering skills, concepts and content knowledge in the right sequence to provide the building blocks towards mastery scope and sequence
- assessing and confirming whether students understand what they are learning before progressing point of need teaching and planning
- reviewing learning and explaining how it contributes to related and more complex skills (progression of)
- providing opportunities for modelled, guided, and then independent, practise as students gain proficiency and understanding of concepts and skills.

At WPS view progress towards our targets by **using data to inform practice** ensuring that:

- Teachers and leaders collect meaningful, relevant data from all stages of the learning process. We gather both qualitative and quantitative data, using consistent, rigorous and ethical data collection methods.
- Time is dedicated to routinely and systematically collecting data, putting systems and structures in place to record and analyse data, and engaging in regular collaborative analysis of data with colleagues.
- Teaching and learning is directly informed by:
 - data through monitoring and reflecting on the progress of every student.
 - using connections should be made between different data sets to build up a rounded picture of each student.
 - analysing school wide data to identify trends, and identify effective teaching practices. Teachers at all Year levels take responsibility for school learning improvement.
- Data use is embedded within a whole-school

Strategic Direction 2: Improving Teaching through Innovative Practices

Success criteria for this strategic direction

framework by ensuring there is a school-wide plan to collect robust evidence of student learning and use that data to target teaching, give feedback to students and track student progress over time.

- Conclusions are drawn from data are validated through professional discussions and triangulated assessments.

Evaluation plan for this strategic direction

Each activity is evaluated using the Q, D, A and I framework:

Question focus (Our key concepts are? Appropriateness, impact on quality, value added):

Data focus (What methods are we using to collect data? Can this be triangulated?):

Analysis focus (so what difference has our approach made using the What Works questions?):

Classroom Management in my Stage/Learning Area we ask:

- How do I know if students are actively engaged in their learning?
- How do I know if students understand classroom rules and routines, and how can I ensure that they do? PBL Data
- How well-structured are my lessons? Programs collect by APs each term
- What does a well-managed lesson look like in my classroom?
- Do the students in my class understand the purpose of the lesson? High expectations WALT, WILF, TIB, WAGOLL

Explicit teaching occurs in my Stage/Learning Area when we question:

Strategic Direction 2: Improving Teaching through Innovative Practices

Evaluation plan for this strategic direction

- How do my students know what they are learning, why they are learning it, and when they have been successful? High expectations WALT, WILF, TIB, WAGOLL, Writing levels, exit slips
- How do I show students what to do and how to do it while providing opportunities for them to be active in their learning?
- How do I know if I am providing students with too little or too much support?
- How do I know if students understand concepts and skills and can apply them to unfamiliar problems and tasks?
- Do I ask students challenging questions, such as 'why, why-not, how, what-if, how does X compare to Y, and what is the evidence for X?'

Data use in my Stage/Learning Area is questioned by:

- What types of data do I use to identify my students' learning needs, develop learning targets and monitor their progress? Standardised assessments, Learning Intentions, Pre and post tests, exit tasks, PLAN 2 tracking. Students are given opportunities to demonstrate their learning during lessons.
- How do I use data to identify strengths and areas of development of a class or cohort?
- How often do I use student learning and wellbeing data to monitor and adapt my practice?
- How do I know when my teaching is working or not working for different students? Ask the students, comparison of pre and post test results, exit tasks
- How do I know I am using data effectively? Teachers are reflecting on data and discussing their findings. Teaching practice is modified and differentiation of lessons is evident.
- Teachers are giving access to relevant and useful professional learning in data use, including the opportunity to work with professional learning communities. Teachers are supported in the use of data and assessment tools (including PLAN 2,

Strategic Direction 2: Improving Teaching through Innovative Practices

Evaluation plan for this strategic direction

Online NAPLAN tools, DoE online assessments)

Implications focus (Now what are we going to do differently next time?):

Strategic Direction 3: Leading Educational Innovation

Purpose

Leadership across our school is driven by a culture of high expectations, strong wellbeing practices and community engagement supported by collaboration and inclusivity, focused on sustained and measurable whole school improvement.

Resources are strategically and innovatively used to achieve improved student outcomes and high quality educational delivery.

As a result community confidence in Wellington Public School is high.

Improvement measures

Target year: 2022

Whole School Leadership

All staff PDPs are integrated and inform school planning with each member of staff having a school, stage and personal goal.

Target year: 2022

Stage-based Leadership

All Stage goals are:

- based on the Professional Standards for Teachers.
- Explicitly linked to Professional Learning, and
- Regularly linked to and evaluated in staff PDPs in respect to the WPS strategic directions.

Target year: 2023

- **Community Leadership** sees assessment and reporting process at our school reach a level where all student feedback is evident directly in reports and all parents/carers are attending as active participants in Family and Friends afternoons.
- Additional psychological support reaches in excess

Initiatives

Whole school Leadership

Strategic financial planning is integrated with overall school planning and implementation processes to address school strategic priorities and meet identified goals. As a result:

- All staff develop a negotiated PDP
- Reading Teacher Leaders are being developed
- Staff are accessing High Impact School Leadership
- BNL(Building Numeracy Links) is a focus for numeracy development.

Stage Leadership - Coaching/Mentoring

Microsoft Teams and iPads provided to ensure all staff have the capacity to stay connected and informed.

Teacher leader programs with Assistant Principals as mentors across Stages leading to improved classroom practice.

Positive Living Skills, Be You, PBL integrated across the school.

School Counselling and additional Psychological Support - integrated support is provided for targeted students and families. Groups of students and staff have access to this resource with a focus on supporting and understanding effective Trauma Informed Care.

Evaluate and implement systems that build professional capacity of staff through the provision of targeted professional learning which is focused on supporting staff wellbeing, aptitude and mentoring.

Community Leadership

Community involvement in our school

Community members are invited to participate in the P and C to fundraise, run the canteen and beautify our

Success criteria for this strategic direction

At WPS **Collaborative** leadership practices are evident when:

- Teachers and school leaders draw on internal and external expertise to identify and implement best-practice models that centre first and foremost on students' needs and improving learning outcomes.
- All teachers are willing to openly share their classrooms and engage in structured lesson observations that focus on how different teaching approaches impact on student learning.
- School leaders create a strong impactful culture in which collaborative planning, reflection and peer coaching are embedded in everyday school life, ensuring that support for all staff is reciprocated between teachers to continuously develop their skills and knowledge.
- Collaborative planning is strategic based on current student and staff need. Power hours are implemented on a weekly basis, providing opportunity for mentoring by Assistant Principals, Instructional Leaders and their peers.
- School leaders are supported through the provision of professional development in leadership both through internal and external providers.

At WPS **wellbeing strategies** work because we see:

- positive learning environments being built which focuses on positive teacher-student relationships,
- Proactively taught healthy coping strategies,
- Our school being safe by employing bullying interventions,
- Target support being in place for different phases of student development and for students who may be at risk,
- a whole-school approach to wellbeing adopted across the school.

Strategic Direction 3: Leading Educational Innovation

Improvement measures

of 20 vulnerable students each Term.

Initiatives

school. Families and carers are invited to join in special days and to assist in creating learning goals for their children.

Cultural and Educational days

Planned activities are held throughout the year to invite families in and to build a rapport with them and to help build a positive school culture and to link with organisations in the town.

Wellbeing based programs

Links are built within the community through programs that assist in the health and wellbeing of our students with the help of local businesses and support services.

Our Communication Committee (with representation from across the school community) continues to regularly solicit and address feedback on school performance and uses this to enhance existing, and develop new approaches, to improve student learning. Ensuring that all members of the school community have access.

Evaluation plan for this strategic direction

Each activity is evaluated using the Q, D, A and I framework:

Question focus (Our key concepts are? Appropriateness, impact on quality, value added):

Data focus (What methods are we using to collect data? Can this be triangulated?):

Analysis focus (so what difference has our approach made using the What Works questions?):

Collaboration in my stage/learning area:

- What expertise and skills can I contribute to my colleagues and my school?
- How can I identify external experts to work on particular aspects of my practice? Discuss with Principal, supervisor, IL, participate in Statewide Staffrooms (Teams),
- How do I share ideas, practices and resources within and beyond my school? Statewide Staffrooms (Teams)
- How do I use structured lesson observations as a professional learning opportunity? Learning Walks, mentoring programs, Work with APs and ILs
- How can I find time to plan, develop and refine teaching and learning programs with colleagues?
Power Hour
- How do I know if I am effectively working in partnership with colleagues? 11% of staff did not think 'their workgroup works collaboratively to achieve its goals' who completed the People Matter survey in 2020. 13% did not think 'there is good team spirit in my workgroup'.

Wellbeing in my stage/learning area:

- How do I interact with each student in my class to get to know them?
- How well do I model healthy coping strategies and encourage students to self-regulate?

Strategic Direction 3: Leading Educational Innovation

Evaluation plan for this strategic direction

- How do I provide opportunities for students to develop and express their voices during lessons?
- How do I know if my students know who they can turn to when they need help to overcome and cope with setbacks?
- Students visiting the psychologist will be monitored for above lower bound attendance, literacy and numeracy growth and reduced major behaviour incidents.

Implications focus (Now what are we going to do differently next time?):