

Strategic Improvement Plan 2021-2024

Wentworth Public School 3421



School vision and context

School vision statement

Wentworth Public School provides students with an engaging, safe and supportive environment that is underpinned by our school values: Respect, Safety, Perseverance. Through the ongoing development of an integrated approach to quality teaching, curriculum planning and data driven practices, we promote learning excellence through point of need learning to meet the individual needs of every student. Wentworth Public School has a focus on wellbeing across the school community. We aim to build self belief in our students so they develop into lifelong learners academically and socially. We believe that our community play a vital role in modelling a passion for learning and partnering with the school to encourage shared values and high-level aspirations for ongoing improvement in all areas.

School context

Wentworth is situated at the junction of the Murray and Darling Rivers. Wentworth Public School is a welcoming school which actively builds relationships with families, wider community and beyond. Wentworth Public School has a current student population of 116, with 45% of the students identifying as Aboriginal. Enrollments fluctuate from year to year with as much as a 20%-30% student transition rate throughout the year. While Barkindji is the traditional land on which we work, there are diverse Aboriginal cultural and language groups in our community. The school is supported by additional funding to support Aboriginal students, as well as gaining extra support for low socio-economic students and low level disability. The school also receives support as a part of the "Early Action For Success" initiative .

At Wentworth, the students benefit from a wonderful range of activities that focus on individual needs and interests. A Kitchen-Garden program and a specialist music program are highlights. Wentworth Public School is part of the City Country Alliance project and are linked with Hunters Hill Public School, Sydney.

The whole school community, involving students, staff, parents/carers and the local Aboriginal Education Consultative Group (AECG), were consulted in a thorough situational analysis followed by the development of the strategic improvement plan. Through our situational analysis, we have identified a need to use evidence based data driven practices that ensure all students have access to point of need learning. Further work will need to occur around how teachers can successfully plan for and deliver quality differentiated instruction to students through high impact professional learning. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy.

Departmental support staff will be utilised to build understanding on how to do this successfully and the instructional leader will lead much of this work in the school. Work will take place on developing quality summative and formative assessment tasks and data collection practices and developing greater consistency of judgement within and across schools (see annotation 3).

Our work with individual students will be responsive and closely monitored. Individual and targeted support will be provided where growth is not evident. Pre and post assessments will be carried out to assess the impact of this support. Structures will be put in place to identify students who need intervention and students not showing growth will be referred to the Learning and Support Team for intensive intervention. Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success.

Furthermore, through the situational analysis it was identified that the schools Aboriginal enrollments had doubled over the last 10 years from approx 20% to 45%. This has meant that the school, through their strategic improvement plan will have a strong focus on Aboriginal Education for all. The school will utilise departmental resources, as well as the local AECG to support these processes. In addition, following the COVID-19 learning from home period, as well as state and Department restrictions there has been an identified need

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to reengage our community. It is hoped that partnerships will be formed and families more actively involved school events and activities, as well as in decision making processes of the school as active stakeholders. Transition processes in and out of the school through preschool and local high school have also been identified as an area to be strengthened, this will include creating extended transition programs for select students and providing early intervention support.

Wellbeing was identified as a focus during the 2018-2020 School Plan. Wentworth Public School was deemed as excelling during external validation processes in 2020. With the school achieving success in this area and consultation with staff, students and community the need to consolidate and expand well being practices, including continued use of Positive Behaviour for Learning (into classrooms) and exploration of other evidence based consolidations. Further evaluations of the school demographic identified that 90% of students come from the bottom two ICSEA quartiles, thus determining a low-level of socioeconomic within the community. The school will then ensure that students are provided with opportunities on the same basis as students from higher socio economic communities, through additional opportunities and experiences, both inside and outside of the school gates.

Continual monitoring of student data, as well as student, staff and community feedback sessions will allow the school to monitor its progress towards success and re-calibrate efforts to ensure authentic engagement by the whole school allowing students, staff and community to connect, engage and be inspired towards greater things

Strategic Direction 1: Student growth and attainment

Purpose

Teachers will participate in high impact professional learning, focused on effective assessment practices, data literacy and evidence based practice to drive teaching and learning, ensuring all students achieve their personal best, increasing student growth and attainment.

Improvement measures

Target year: 2022

Increase the proportion of students achieving in the top 2 NAPLAN numeracy bands by 7%

Target year: 2022

Increase the proportion of students achieving in the top 2 NAPLAN reading bands by 6.3%

Target year: 2023

Increase the % of students achieving expected growth in NAPLAN numeracy by 13.9% from the system-negotiated target baseline

Target year: 2023

Increase the % of students achieving expected growth in NAPLAN reading by 6.1% from the system-negotiated target baseline

Initiatives

1.1 - Data collection, literacy and analysis

Building the capacity across the school in the use of data through the development of clear systems for collection of data, professional learning in data literacy and in data analysis to drive student achievement.

1.1.1 Development of systems to consistently collect and collate targeted data sets

1.1.2 High Impact Professional Learning in data literacy & data analysis using the What Works Best toolkit

1.2 - Evidence based assessment practices

Develop and consistently apply a comprehensive range of formative and summative assessment strategies to inform teaching, adapt practice & meet learning needs of students

1.2.1 High Impact Professional Learning in assessment to develop a range of effective strategies from What Works Best

1.2.2 Review and adapt practice to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement consistently across the school

1.3 - Evidence based differentiation of teaching and learning

Implementation of teaching strategies within the school that improve students' achievement in literacy and numeracy through differentiation, ultimately extending the knowledge and skills of every student in every class, regardless of their starting point for instruction.

1.3.1 Build the capacity of teachers to deliver selected, evidence-based differentiated teaching programs

1.3.2 Build the capacity of staff to design and implement differentiated lesson plans that address the learning needs of targeted groups of students

Success criteria for this strategic direction

- Consistent school-wide practices for assessment are used to monitor, plan and report on student learning across the curriculum (School Excellence Framework - Assessment).
- Student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions (School Excellence Framework -Data Skills and Use).
- An integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the needs of all students (School Excellence Framework - Curriculum).

Evaluation plan for this strategic direction

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. This analysis will guide the school's future directions:

- External Assessment Data
- Internal Assessment Data
- Scout - Expected Growth data
- Learning Progressions Data
- Student Work Samples
- Student Personalised Learning Support Plans
- Student Surveys
- Staff Surveys
- Staff Observations
- Staff Performance and Development Plans

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.

Strategic Direction 1: Student growth and attainment

Initiatives

1.3.3 Development and implementation of programs to grow the achievement of identified high potential students in classrooms

Evaluation plan for this strategic direction

- Regular professional discussion around the School Excellence Framework elements and themes. Executive team and whole staff reflective sessions.
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions

Strategic Direction 2: Connect, Engage, Inspire

Purpose

Students, staff and the school community will exhibit high levels of connection and engagement with Wentworth Public School, through planned and proactive whole school processes that support student success.

Improvement measures

Target year: 2022

Increased % of students of students attending school more than 90% of the time by 6.9% or above

Target year: 2022

Tell Them From Me wellbeing data (advocacy, belonging, expectations) improves by 5.4% from the system negotiated target baseline.

Target year: 2024

School assessment in the School Excellence Framework (SEF) shows improvement from Delivering to Excelling in the following themes:

- Learning Culture
- Educational Leadership - Community Engagement

Initiatives

2.1 - Aboriginal Education

Empower Aboriginal students and their families, as well as building knowledge and understanding of non Aboriginal students, staff and community to value the identity, culture, heritage and language, to ensure we're working towards our selected outcomes listed in the Partnership Agreement between the NSW Aboriginal Education Consultative Group Inc and the NSW Department of Education 2020-2030 - "Walking Together, Working Together".

2.1.1 Expand the school culture program to authentically integrate Aboriginal perspectives throughout all key learning areas

2.1.2 Create a culturally safe environment that fosters open communication and engagement with Aboriginal students, staff and community across the school

2.1.3 Further develop a school culture of high expectations for Aboriginal students

2.2 - Community Engagement

Establish and sustain opportunities to engage students, staff, community groups and educational organisations within and beyond the classroom to enrich the educational context for students, to enhance their social and intellectual development..

2.2.1 Creation of contextual partnerships, locally and further afield

2.2.2 Active consistent and frequent participation of families in school life and decision making processes

2.2.3 Build strong transition processes, in and out of the school and key transition points

2.3 - Wellbeing, attendance and additional opportunities

2.3.1 Continue to implement and improve existing

Success criteria for this strategic direction

- The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points, including highly mobile students and students with atypical enrolment. (SEF, Learning Culture - Transitions and continuity of learning)
- There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers. (SEF - Wellbeing, Individual Learning Needs)
- Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. Reporting to parents has been enhanced in response to feedback received. (SEF - Reporting, Parent Engagement)
- The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school (SEF - Educational Leadership, Community Engagement).
- Management practices and processes are responsive to school community feedback. There is a whole school approach to improving service delivery and customer (parent and/or student) experience. (SEF - Management Practices and Processes)

Evaluation plan for this strategic direction

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. This analysis will guide the school's future directions:

- Surveys

Initiatives

wellbeing programs that support student behaviour

2.3.2 Implement and improve existing student attendance and engagement programs

2.3.3 Create quality learning opportunities for children and young people, to strengthen their cognitive, physical, social, emotional and spiritual development

2.3.4 Provide additional opportunities for students effectively catering for the range of equity issues in the school

Evaluation plan for this strategic direction

- Observation
- Focus Group
- Student voice
- Interviews
- Document Analysis
- School Wellbeing Data

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.
- Executive team and whole staff reflective sessions.
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions