

Strategic Improvement Plan 2021-2025

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 of Schools.

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.

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 enrolments 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 to reengage our community. It is hoped that partnerships will be formed and families more

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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

Reading growth

Achieve by year: 2023

All students can demonstrate growth and achievement in phonemic awareness or phonics or fluency over the year, using the learning progressions.

Numeracy growth

Achieve by year: 2023

All students can demonstrate growth and achievement in Number Sense and Algebra over the year, using the learning progressions.

Initiatives

Quality Learning - Reading

Establish and embed clear systems and process for the implementation of:

- Evidence Based Assessment Practices
- Data Collection, Literacy and Analysis
- Evidence Based Differentiation of Teaching and Learning

In reading practices across the school to drive student growth and attainment and providing targeted, differentiated instruction for every student.

Quality Learning - Numeracy

Establish and embed clear systems and process for the implementation of:

- Data Collection, Literacy and Analysis
- Evidence Based Assessment Practices
- Evidence Based Differentiation of Teaching and Learning

In numeracy practices across the school to drive student growth and attainment and providing targeted, differentiated instruction for every student.

Success criteria for this strategic direction

- All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data (Professional Standards - Literacy and Numeracy)
- Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning, and share expected outcomes.(Curriculum - Differentiation)
- The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. The school has processes in place to support teachers' consistent, evidence based judgement and moderation of assessments (Assessment - Whole School Monitoring)

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

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- 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.
- 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: Quality Teaching

Purpose

Teachers will identify, understand, implement and reflect upon the most effective explicit teaching and student management practices, to develop a process of continual improvement and refinement of their pedagogical techniques, increasing quality teaching for all students.

Improvement measures

Achieve by year: 2025

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

- Effective Classroom Practice

Achieve by year: 2025

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

- Learning and Development

Achieve by year: 2025

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

- Educational Leadership

Intentional and targeted teaching: A framework for teacher growth and leadership

Achieve by year: 2025

Using the Fisher, Frey and Fry (2020) rubric, teachers progress at least one category from their baseline within their target component.

Initiatives

Quality Teaching

Build the capacity of teachers to implement evidence based practices through high impact professional learning focused on teachers working collaboratively to continually refine their practices with a focus on:

- Explicit Teaching
- Collaborative Practice
- Feedback

to enable school wide improvement in teaching practice and student results

Success criteria for this strategic direction

- 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. Effective Classroom Practice (Explicit Teaching)
- Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated. (Effective classroom practice - Feedback)
- The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, schoolwide improvement in teaching practice and student results (Learning and Development - Collaborative Practice and Feedback)

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
- Observation
- Focus Group
- Student voice
- Interviews
- Document Analysis

Evaluation plan for this strategic direction

- 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.
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Strategic Direction 3: 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

Attendance >90%

Achieve by year: 2023

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

Achieve by year: 2025

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

* Learning Culture

Wellbeing

Achieve by year: 2023

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

Initiatives

Community Connections

Establish and sustain opportunities to engage and empower students, staff, community groups and educational organizations within and beyond the classroom through:

- Aboriginal Education
- Community Engagement
- Wellbeing and Additional Oppurtunites

to enrich the educational and wellbeing outcomes for students.

Success criteria for this strategic direction

- 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. (Educational Leadership, Community Engagement)
- 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. (Learning Culture - Transitions)
- Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school. (Wellbeing - Behaviour)

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- Interviews
- Document Analysis
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