

# Strategic Improvement Plan 2021-2024

## Wentworthville Public School 3423



# School vision and context

## School vision statement

At Wentworthville Public School we are committed to educating and supporting all students and their families from a range of diverse, multicultural backgrounds in an inclusive manner so that they can achieve learning growth each year and be prepared for being confident, resilient, global citizens.

We encourage lifelong learning for students, staff and the community and have the lens of students at the centre of our decision making. Explicit teaching strategies within innovative learning environments are at the core of teaching so as to build strong foundations in literacy and numeracy to ensure students are engaged and challenged.

Together with the wider community we support each other and are dedicated to partnering with families to provide the best opportunities for the students to learn and grow. We are committed to positive wellbeing practices and encourage students to connect, succeed and thrive so they can be the best versions of themselves.

## School context

Wentworthville Public School is large growing primary school in Western Sydney that is undergoing a major Schools Infrastructure NSW (SINSW) 3 staged building upgrade to cater for 1000 students.

The school recognises the traditional custodians of the land and the diversity within our community. The school community is linguistically diverse, with over 40 different languages spoken at the school. Over 96% of our students are from a Non English Speaking Background and diversity at our school is a strength and celebrated. Disability awareness and inclusion is also a key feature of our school as we have 3 Multi Categorical support classes catering for students with disability and we also support many students with additional needs in mainstream classes. Information Communication Technology underpins the teaching and learning that occurs in the classroom and a range of STEM strategies are embedded within programs.

Wentworthville Public School has a highly dedicated staff, with diverse teaching experience, ranging from enthusiastic early career teachers supported and mentored by highly skilled and experienced colleagues. Teachers work across four stage teams, led by five Assistant Principals to create teaching and learning programs that provide a range of learning opportunities designed to meet the needs of the students. The school senior executive team consists of two Deputy Principals and a Principal. A large number of specialist staff, including teacher librarians, EAL/D staff, learning support teachers, school counsellors / psychologists, Community Liaison Officer (2 days / week) and non-teaching administrative and general assistant staff are all highly skilled personnel who provide extensive opportunities for students and add value to the service provided at Wentworthville Public School. The school also offers a range of diverse extracurricular activities including sport, technology and the creative arts as we support students in becoming Safe, Respectful Learners and encourage them to have a growth mindset in an ever changing educational landscape.

The school has completed a comprehensive and consultative Situational Analysis, incorporating the voice of students, staff and the wider community prior to the writing of the Strategic Improvement Plan. The three areas identified for Strategic Directions in the 2021 - 2024 plan build on the previous school planning cycle's focus areas.

**Student Growth and Attainment** - Wentworthville Public School is committed to improving students' strong foundation and growth in Literacy and Numeracy. Evidence-based data will inform best practice in teaching Literacy and Numeracy across the school. Through High Impact Professional Learning (HIPL) teachers will adapt their practice and instruction so as to build deep content knowledge and confidence in students' ability to learn and be responsible citizens.

**Effective Collaboration and Feedback** - Wentworthville Public School is committed to developing quality teachers who collaborate and provide rich and purposeful feedback to colleagues and students. Effective collaboration is an integral part of the new upgrade of facilities at the school and expertise in Innovative Learning Environments ensures staff evaluate, refine and scale success.

# School vision and context

## School vision statement

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## School context

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**Authentic Partnerships** - Wentworthville Public School is committed to building authentic partnerships with all stakeholders. Through distributed, instructional leadership and building student voice, high expectations ensure that as a school we seek to continually improve.

# Strategic Direction 1: Student growth and attainment

## Purpose

Our purpose is to ensure our students at Wentworthville Public School grow each year in their learning through consistent and explicit research based teaching practices.

Our staff will collaborate together and evaluate their effectiveness through student assessment data to enable teachers to adapt their instruction and build strong literacy and numeracy foundations for academic success.

## Improvement measures

**Target year: 2022**

**NAPLAN-Top 2 Bands**

**Reading**

Increase the percentage of students achieving in the top 2 bands of NAPLAN reading to an uplift of 10% to meet the lower-bound system-negotiated target.

**Target year: 2022**

**NAPLAN- Top 2 Bands**

**Numeracy**

Increase the percentage of students achieving in the top 2 bands of NAPLAN numeracy to an uplift of 7.2% to meet the lower-bound system-negotiated.

**Target year: 2023**

**NAPLAN - Growth**

**Reading**

Increase the percentage of students achieving expected growth in NAPLAN reading to an uplift of 2.6% to meet the lower-bound system-negotiated target.

**Target year: 2023**

**NAPLAN-Growth**

## Initiatives

**Literacy (with a focus on Reading) and Numeracy**

Evidenced based strategies to improve the performance of students in literacy and numeracy through explicit evidence-based effective teaching practices.

High Impact Professional Learning in teaching Literacy and Numeracy to improve teacher practice.

Improving student engagement through a whole school approach to embed wellbeing initiatives.

**Data Informed Practices**

Embed effective strategies to develop sustainable whole school processes for collecting and analysing progress and achievement data.

Establish and implement a data team tasked with leading the analysis of student data and building capacity of staff. The evaluation of this data will inform:

- the selection of teaching strategies in relation to student learning needs;
- the impact of the implemented strategies on student learning;
- teacher professional learning and school resourcing,
- professional learning to build staff capacity in data literacy.

## Success criteria for this strategic direction

Explicit professional learning will build teacher capacity to model and embed evidence-based Literacy and Numeracy methods to optimise learning for all students, across the full range of abilities. (*School Excellence Framework (SEF -Effective Classroom Practice)*)

Assessment data is collected and analysed in literacy (with a focus on reading) and numeracy on a regular and planned basis and used responsively as an integral part of classroom instruction. (*School Excellence Framework (SEF) - Curriculum, Assessment*)

Valid consistent teacher judgment is evident across the school. (*SEF -Learning and Development*)

Data and feedback inform teaching practice and direct learners and learning. Student assessment data is regularly used school-wide to identify student achievement and progress in order to reflect on teaching effectiveness and inform future school directions. (*SEF - Data skills and use*)

EAL/D and LST teams are collaborative, build the capabilities of all teachers and are an integral component of whole school approaches to language, literacy and numeracy programs. (*SEF-Curriculum*)

As outlined in SEF, teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on student learning outcomes. (*SEF-Learning Culture and Wellbeing*).

## Evaluation plan for this strategic direction

**Question** - To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in literacy (with a focus on reading) and numeracy?

**Data** - The school will use the following data sources (not limited to) to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement

# Strategic Direction 1: Student growth and attainment

## Improvement measures

### Numeracy

Increase the percentage of students achieving expected growth in NAPLAN numeracy to an uplift of 1.8% to meet the lower-bound system-negotiated target.

**Target year: 2022**

### Attendance

Increase the percentage of students attending greater than 90% of the time to an uplift of 4.2% to meet the lower-bound system-negotiated target.

**Target year: 2023**

### NAPLAN-Top 2 Bands

#### Reading

Increase the percentage of students achieving in the top 2 bands of NAPLAN reading with an uplift of 15% to meet the system negotiated upper-bound system-negotiated target.

**Target year: 2023**

### NAPLAN-Top 2 Bands

#### Numeracy

Increase the percentage of students achieving in the top 2 bands of NAPLAN numeracy with an uplift of 12.2% to meet the system negotiated upper-bound system-negotiated target.

**Target year: 2023**

#### Attendance

Increase the percent of students attending greater than 90% of the time to an uplift of 8.7% to meet the upper-bound system-negotiated target.

## Evaluation plan for this strategic direction

measures of the strategic direction. This analysis of the following data sources will guide the school's future directions:

- NAPLAN data
- SCOUT - Value added data
- Literacy and Numeracy PLAN 2 data
- Check in assessments
- PAT Testing (Years 2-6)
- Student PLPs and IEPs
- TTFM data

The evaluation plan will involve:

- Regular review of data sources
- Regular professional discussion around the School Excellence Framework elements and themes
- Regular professional discussion around the What Works Best research and themes
- Executive team, data team and whole staff reflective sessions.

**Analysis** - Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures and complete the Annual School Report.

**Implications** - The findings of the analysis will inform:

- Future actions
- Annual reporting on school progress measures (published in the Annual School Report each year)
- Inform the school's 2023 External Validation process.

## Strategic Direction 2: Effective collaboration and feedback

### Purpose

Our purpose is to improve collective efficacy and teacher quality through participation in Quality Teaching Rounds. Quality Teaching Rounds will build teacher capacity to analyse and refine classroom practice using the Quality Teaching Framework. To develop effective collaboration strategies as an integral part of Innovative Learning Environments in the new upgrade of facilities at Wentworthville Public School.

### Improvement measures

#### Target year: 2024

Tell Them From Me (TTFM) teacher survey reports an uplift of 5% from 2020 baseline state average data in the collaboration domain driving student learning.

#### Target year: 2024

TTFM teacher survey reports an uplift of 5% from 2020 baseline state average data in the teaching strategies domain driving student learning.

#### Target year: 2024

100% staff utilise What Works Best document and reflect on research based best practice.

#### Target year: 2024

TTFM student survey reports an uplift of 5% from 2020 baseline school mean data in the explicit teaching practices and feedback domain driving student outcomes and school climate.

#### Target year: 2024

TTFM teacher survey reports an uplift of 5% from 2020 baseline state average data informs practice domain driving student learning.

#### Target year: 2024

Increase in teachers who have completed Innovative Learning Environment (ILE) professional learning to build

### Initiatives

#### Quality Teaching and Feedback

Effective feedback on teaching based on the research based Quality Teaching model builds collective efficacy and ensures best classroom practice and enhances quality teaching practice.

Feedback that incorporates students providing feedback on their learning is an integral part of the formative assessment process, so that they can articulate their knowledge and understanding.

Build teacher capacity through targeted High Impact Professional Learning via the WPS Quality Teacher Rounds Project which focuses on collaboration, classroom observation and specific and timely feedback.

#### Expertise and Innovation

As part of the new build / upgrade at Wentworthville PS and moving into Innovative Learning Environments (ILE) we are building the capacity in all students and staff to develop collaborative practices. This includes the co-teaching and planning cycle models so as to support a consistent approach to embed improved pedagogical practices.

The School Learning and Environments and Change (SLEC) framework are informing our school practices as we strategically transition into the new upgraded facilities.

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration and observation in ILE spaces.

### Success criteria for this strategic direction

All teachers in Year 1-6 and specialist staff participate in Quality Teaching Rounds at Wentworthville PS.

Teaching and learning programs are dynamic, showing evidence of adjustments based on feedback on teaching practices.

Teachers are familiar with the Quality Teaching Classroom Practice guide as a reference for rich discussion about best practice.

Teachers embed the Quality Teaching Model as part of planning and assessment in teaching and learning programs. (*SEF-Curriculum, Learning Culture and Wellbeing*)

Students at WPS use a range of feedback strategies to articulate their learning as part of the formative assessment process. (*SEF-Learning and Development*)

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. (*SEF-Curriculum, Learning Culture, Student Performance Measures and Effective Classroom Practice*)

All classrooms and other learning environments are well resourced and strategically managed within a consistent, school-wide approach. (*SEF -School Resources*)

All lessons are systematically planned as part of a coherent teaching and learning program that has been collaboratively designed. (*SEF -Effective Classroom Practice*)

A creative approach to the use of the physical environment by staff is utilised to ensure that it optimises learning opportunities within the constraints of the school design and setting. (*SEF -School Resources*)

All teachers have expert contemporary content knowledge and deploy effective teaching strategies. The school trials innovative practices and has processes in place to

## Strategic Direction 2: Effective collaboration and feedback

### Improvement measures

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their capacity about pedagogy related to Innovative Learning Environments.

#### Target year: 2024

Uplift of 2020 online platform use by teachers as a collaborative tool for program delivery and tracking student progress towards learning goals.

### Success criteria for this strategic direction

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evaluate, refine and scale success. (*SEF -Effective Classroom Practice and Learning and Development*).

### Evaluation plan for this strategic direction

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**Question** - How has Quality Teaching Rounds impacted teacher quality for both beginning and experienced teachers and generated discussion about best practice?

**Data-** Quantitative and qualitative data such as surveys and lesson coding will inform about the success of Quality Teaching Rounds for both teachers and students.

**Analysis** - How has Quality Teaching Rounds impacted student engagement and outcomes in learning? How is this reflected in student engagement and feedback?

Teaching and learning programs reflecting QTR principles.

Annually the school will review progress towards the improvement measures and complete the Annual School Report.

**Implications** - What are future implications for Quality Teaching Rounds implementation? Are Kindergarten staff involved beyond 2021?

The findings of the analysis will inform:

- Future actions
- Annual reporting on school progress measures (published in the Annual School Report each year)
- Inform the school's 2023 External Validation process.

**Question** - Do staff have a deep knowledge of the pedagogy related to Innovative Learning Environments to support the transition to the new learning facilities as part of the building upgrade?

**Data** - Analysis of feedback from surveys from key stakeholders regarding the effectiveness of the ILE

## Strategic Direction 2: Effective collaboration and feedback

### Evaluation plan for this strategic direction

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spaces.

Professional learning, staff feedback and completion of ILE online modules.

Staff partnerships with other new build schools with ILEs

**Analysis** - Occupancy guide for all new spaces created to ensure smooth transition into new ILE spaces and embedding of the co-teaching model and learning modes.

Annually the school will review progress towards the improvement measures and complete the Annual School Report.

**Implications** - Sustainability of ILE pedagogy in new ILE spaces to ensure consistency and longevity of embedded practices.

The findings of the analysis will inform:

- Future actions
- Annual reporting on school progress measures (published in the Annual School Report each year)
- Inform the school's 2023 External Validation processes.



## Strategic Direction 3: Authentic partnerships

### Purpose

Our purpose is to build authentic partnerships with students, staff and wider community so together we learn and share with other information sources beyond the school gate. Build the capacity of staff to ensure Wentworthville is a school that embraces a culture of ongoing improvement and builds a pipeline of future leaders in NSW Public Schools.

### Improvement measures

#### Target year: 2024

TTFM teacher survey reports a 10% uplift from 2020 baseline data in the leadership domain driving student learning.

#### Target year: 2024

Uplift of number of staff building their leadership capacity via the baseline data of 2021 aspirational leadership group.

#### Target year: 2024

TTFM teacher survey reports a 5% uplift from 2020 baseline state average data in the parent involvement domain driving student learning.

#### Target year: 2024

Increase of technology resourcing and use so as to enhance the teaching and learning service delivery, particularly as we move in to new learning spaces.

#### Target year: 2024

TTFM teacher survey reports a 5% uplift from 2020 state average data to above state average data in the technology domain driving student learning.

#### Target year: 2024

Uplift of students engaging in 3 Way Goal setting meetings with their families and teachers over the four years from 2021 baseline data collection.

### Initiatives

#### Instructional Leadership

Through building the capacity of the executive staff and the aspirational leadership group, the goal is to embed effective instructional leadership practices.

As a result of building transformational leaders within the school and through High Impact Professional Learning (HIPL), enhanced student outcomes can occur through an environment that is conducive to learning. This will be achieved through engaging external agencies to partner with the school and utilising existing expertise within the school to sustain a culture of effective, evidence based teaching and ongoing improvement.

#### Building student voice

Through effective partnerships in learning with students and their families, supportive and authentic aspirations can be embedded as we pursue a learning community that is motivated by a high expectations culture.

Building student voice enables the school to support students to be motivated to deliver their best and continually improve.

### Success criteria for this strategic direction

The school executive team model instructional leadership and support a culture of high expectations, resulting in sustained and measurable whole school improvement. The leadership team embed the goal of high expectations and focus on continuous improvement in the teaching and learning domains. *(SEF - Data, Learning and Development)*

The school leaders maintain and embed a focus of distributed leadership to ensure we maintain a standard of excelling. *(SEF - Educational Leadership)*

Embed HIPL over the four years to improve operational practice and build leadership capabilities. *(SEF - Learning and Development)*

All students articulate, understand and achieve their learning goals via 3 Way Goal setting each year. *(SEF - Wellbeing)*

The SRC is representative of K-6 and provides valuable student voice to school involvement and initiatives by ensuring feedback is provided to the leaders of the school.

Regular opportunities for feedback from staff, students and broader community to enable school to be responsive to needs, with the goal of building community satisfaction.

Respectful and positive relationships embedded throughout the school through explicit teaching and reflection of school values and expectations. *(SEF - Reporting, Wellbeing, Educational Leadership)*

Embed student wellbeing practices to ensure students can connect, succeed, thrive and learn. Evidence of widespread positive and respectful relationships evident among students and staff promoting positive wellbeing and ensuring optimal learning conditions. *(SEF - Wellbeing)*.

### Evaluation plan for this strategic direction

## Strategic Direction 3: Authentic partnerships

### Improvement measures

#### Target year: 2022

TTFM parent survey reports a 5% uplift from 2020 baseline data in the parents are informed domain of the partners in learning survey.

#### Target year: 2022

2.7% uplift of Wellbeing negotiated target from 2020 baseline measure to meet the lower-bound system-negotiated target.

#### Target year: 2023

7.7% uplift of Wellbeing negotiated target from 2020 baseline measure to meet the upper-bound system-negotiated target.

### Evaluation plan for this strategic direction

**Question** - To what extent have we achieved our purpose and can demonstrate impact and improvement on building authentic partnerships and student voice?

**Data** - 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 provide clarity around whether we are on track for achieving the intended improvement measures and guide the school's future directions.

The evaluation plan will involve: Regularly soliciting and synthesising feedback from staff, students and the wider community. Examples:

- Student work samples
- Student learning goals
- TTFM
- Surveys: School generated, regular professional discussions around School Excellence Framework elements and themes
- Executive team, aspiring leaders and teacher reflective sessions
- Employment matters survey results.

**Analysis**- Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures and complete the Annual School Report. After analysing the data a determination will be made via our evaluative lens during External Validation in 2023 and as to the future of the four years' work and then determining Where to next?

**Implications** - The findings of the analysis will inform:

- Future actions
- Annual reporting on school progress measures (published in the Annual School Report each year)
- Inform the school's 2023 External Validation process.