

# Strategic Improvement Plan 2021-2024

## Westdale Public School 3428



# School vision and context

## School vision statement

Westdale Public School seeks to prepare all students, regardless of background, for a rewarding future in a dynamic society, by providing a quality, holistic education.

Students participate in quality learning experiences in an environment that is nurturing, inclusive and responsive to individual needs.

Our positive school culture fosters lifelong learning so staff and students grow in confidence, knowledge and understanding; achieve higher goals and engage and contribute as citizens.

We embed our core values in our school life so students become respectful and resilient citizens: be proud, be safe and have high expectations.

We strive to build strong relationships within and beyond the school community as it is fundamental to future success.

## School context

Westdale Public School is situated within the Peel Network in Tamworth NSW. 480 students are enrolled in 21 classes, including a behaviour support class. Our community is diverse, with Aboriginal enrolments close to 30% and English as an additional language or dialect enrolments at 4%. In 2020, our Family Occupation and Education Index (FOEI) was 144 compared to the state average of 100. Within this community the school enjoys an outstanding reputation, being well known for feeling welcoming and inclusive.

We have invested heavily in student success. Our attractive, spacious, modern facilities, are equipped with educational resources that are amongst the most comprehensive in the region. Students benefit from a large number of support staff, a range of Information and Communication Technologies, literacy and numeracy resources and a wide variety of sporting and recreation equipment.

Our comprehensive student learning and support program ensures all K-6 students have the opportunity to improve their literacy and numeracy. The Positive Behaviour for Learning core values make school wide expectations explicit and consistent across all settings. We acknowledge and celebrate student success in all areas.

Since they are fundamental to future success, Westdale Public School continues to forge strong partnerships with community groups. We have programs in student leadership, student welfare, creative arts, sport, cultural and environmental education.

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan: student growth and attainment; powerful practices; and high impact support. These directions build upon the previous school planning cycle which centered on student learning, building capacity and positive relationships.

Collectively, these efforts aspire to develop confident, well balanced young adults who value education, have a strong sense of community and are well-prepared for the future.

# Strategic Direction 1: Student growth and attainment

## Purpose

To ensure all students improve learning outcomes in reading, numeracy and attendance through establishing a culture of high expectations, embedding sustainable whole school processes for collecting and analysing data and implementing evidence based teaching practices.

## Improvement measures

### Target year: 2022

A minimum of 20.9% of year 3 and 5 students achieve in the top 2 bands in NAPLAN numeracy (lower bound system negotiated target).

### Target year: 2022

A minimum of 27.5% of year 3 and 5 students achieve in the top 2 bands in NAPLAN reading (lower bound system negotiated target).

### Target year: 2023

A minimum of 61.1% of students achieve expected growth in NAPLAN numeracy (lower bound system negotiated target).

### Target year: 2023

A minimum of 56.8% of students achieve expected growth in NAPLAN reading (lower bound system negotiated target).

### Target year: 2022

A minimum of 31.7% of year 3 and 5 Aboriginal students achieve in the top 3 bands in NAPLAN numeracy (lower bound system negotiated target).

### Target year: 2022

A minimum of 38% of year 3 and 5 Aboriginal students achieve in the top 3 bands in NAPLAN reading (lower bound system negotiated target).

### Target year: 2022

## Initiatives

### Reading

Reading is the gateway to all academic knowledge. Therefore, we will embed sustainable whole school processes for collecting and analysing reading data. The evaluation of this data will regularly be used to 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.

As a whole school we will embed these evidence based practices:

- high expectations in attendance, reading progress and achievement
- the effective reading big six framework: oral language, phonological awareness, phonics, vocabulary, fluency and comprehension.

### Numeracy

In numeracy, we will embed sustainable whole school processes for collecting and analysing data. The evaluation of this data will regularly be used to 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.

As a whole school we will embed these evidence based practices and continue to monitor areas of improvement:

- high expectations in attendance, numeracy growth and attainment
- number talks and talk moves strategies.

## Success criteria for this strategic direction

From the School Excellence Framework:

- The school's curriculum provision supports high expectations for student learning (Curriculum).
- Teachers employ evidence-based effective teaching strategies (Effective Classroom Practice).
- All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, with success that can be measured by improved student progress and achievement data (Professional Standards).
- Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement (Curriculum).
- Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes (Learning Culture).
- School data shows that student progress and achievement is greater than students at statistically similar schools on external measures, and this is consistent with strong student progress and achievement on internal measures. Progress and achievement of equity groups within a school is equivalent to the progress and achievement of all students in the school (Student Performance Measures).

## Evaluation plan for this strategic direction

**Question:** To what extent have we achieved our purpose and can demonstrate growth and attainment in reading and numeracy?

**Data:** We will use a combination of data sources. These will include:

- internal reading and numeracy assessment
- external reading and numeracy assessment

# Strategic Direction 1: Student growth and attainment

## Improvement measures

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A minimum of 78.3% of students attending school > 90% of the time (lower bound system negotiated target).

## Evaluation plan for this strategic direction

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- survey observation
- student voice
- SCOUT.

**Analysis:** We will monitor student growth and attainment data from internal and external reading and numeracy assessments. Every term we will review our progress towards the improvement measures.

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

- future actions
- adjustments and/or eliminations
- successful practices to make standard practice.

## Strategic Direction 2: Powerful practices

### Purpose

To make reliable comparisons and judgements about student growth and attainment. We will use these judgements to deeply implement continuous evidence-based improvements to the teaching and learning of the curriculum.

### Improvement measures

#### Target year: 2024

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.

#### Target year: 2024

The school's curriculum provision supports high expectations for student learning.

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.

### Initiatives

#### Whole school assessment approach

Implement consistent assessment and data use practices across the school in order to make reliable comparisons and judgments about student growth and attainment. This will be achieved through instructional leaders who will:

- audit current assessment and data use practices across the school in numeracy and literacy
- determine which practices are and are not working
- research effective numeracy and literacy assessment and data use practices
- select the most effective assessment and data use practices for our context
- trial selected assessments and data use practices in pilot classes
- scale up successful assessment and data use practices across the whole school.

#### Effective curriculum and teaching practices

Use assessment and data to deeply implement continuous evidence-based improvements to the teaching and learning of the curriculum. This will be achieved through instructional leaders who will:

- analyse student growth and attainment data to identify patterns of student performance
- determine the potential causes of student performance
- determine evidence-based teaching strategies to address the causes of student performance
- prioritise and refine the teaching strategies to be used
- build the capacity of staff to implement the teaching strategies
- implement, monitor and adjust teaching strategies where needed

### Success criteria for this strategic direction

From the School Excellence Framework:

- Students' learning and courses of study are monitored longitudinally (for example K-2; K-6; 7-12) to ensure continued challenge and maximum learning (Curriculum).
- 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).
- 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).

### Evaluation plan for this strategic direction

**Question:** To what extent have we made reliable comparisons and judgements about student growth and attainment and used the information to make evidence-based improvements to the teaching and learning of the curriculum?

**Data:** We will use a combination of data sources. These will include:

- Quantitative and qualitative data on assessment and data use practices
- Quantitative and qualitative data on evidence based teaching practices
- Student growth and attainment data.

**Analysis:** Every term we will monitor the implementation and impact of our assessment, data use practices and

## Strategic Direction 2: Powerful practices

### Initiatives

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- make successful teaching strategies standard practice.
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### Evaluation plan for this strategic direction

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evidence based teaching practices on staff through the triangulation of quantitative and qualitative data in each of these areas. To determine their impact on student outcomes we will correlate the implementation data with student growth and attainment data.

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

- future actions
- adjustments and/or eliminations
- successful practices to make standard practice.

# Strategic Direction 3: High impact support

## Purpose

To support our individual and collective capacities to achieve student growth and attainment by:

- developing skills, qualities and understandings in powerful practices through high impact professional learning
- freeing up time to focus on teaching and learning by reducing administrative burden.

## Improvement measures

### Target year: 2024

The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning.

Teachers collaborate with staff in other schools to share and embed good practice.

### Target year: 2024

The school evaluates its administrative systems and processes, ensuring that they are delivering anticipated benefits to the school community, and makes changes when required.

The leadership team collects information about the school's administrative practices in order to ensure their effectiveness.

## Initiatives

### Implement high impact professional learning

In order to implement high impact professional learning we will:

1. Define the desired change. To do this, we will:

- determine the development that needs to occur for teaching strategies that have been committed to
- describe the specific behaviours staff will need to successfully implement the strategy
- forecast what might hold staff back from implementing the teaching strategies.

2. Build staff capacity. To do this, we will:

- draw on the desired change
- determine and define the high impact professional learning each teacher will need to undertake
- undertake the high impact professional learning
- establish routines to provide opportunities for deliberate practice, collaboration, observation and reflection
- align this process to the PDP and accreditation processes.

### Reduce administrative burden

In order to reduce the administrative burden on executive and teachers, we will routinely:

1. audit existing administrative processes and the time devoted to executing them
2. retain essential administrative processes and eliminate unnecessary ones
3. ensure external processes do not unnecessarily impact teachers where possible
4. seek to streamline, align and/ or delegate essential administrative processes where possible

## Success criteria for this strategic direction

From the School Excellence Framework:

- The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease (Instructional Leadership).
- The school has a high performing teaching staff as measured against the Australian Professional Standards, whose capacities are continually built to ensure every student experiences high quality teaching. The leadership team has participated in capacity development programs and implements principles of evaluative thinking, continually monitors the impact of programs and approaches used by all teachers, and improves practice as required (Professional Standards).
- The school trials innovative practices and has processes in place to evaluate, refine and scale success (Learning and Development).
- The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning (Learning and Development).
- The school evaluates its administrative systems and processes, ensuring that they are delivering anticipated benefits to the school community, and makes changes when required. The leadership team collects information about the school's administrative practices in order to ensure their effectiveness (Management Practices and Processes).

## Evaluation plan for this strategic direction

**Question:** To what extent have we supported our individual and collective capacities to achieve student growth and attainment?

**Data:** We will use a combination of data sources. These will include:

## Strategic Direction 3: High impact support

### Initiatives

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5. monitor and evaluate school-wide administrative processes.
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### Evaluation plan for this strategic direction

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- quantitative and qualitative data on our high impact professional learning
- quantitative and qualitative data on our reduction of administrative processes
- student growth and attainment data.

**Analysis:** Every term we will monitor the implementation of our high impact professional learning and reduction in administrative processes on staff through the triangulation of quantitative and qualitative data in each of these areas. To determine the impact of these actions on student outcomes we will correlate implementation data with student growth and attainment data.

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

- future actions
- adjustments and/or eliminations
- successful practices to make standard practice.