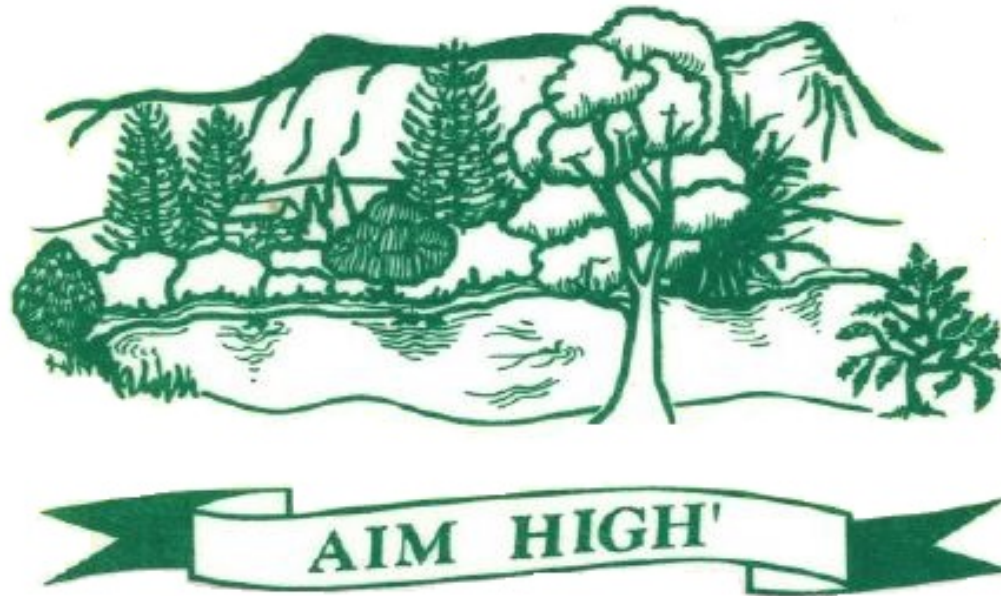


# Strategic Improvement Plan 2021-2024

## Wiangaree Public School 3439



# School vision and context

## School vision statement

Wiangaree Public School is a vibrant and harmonious learning community that is highly committed to creating successful, confident and creative learners who are able to thrive in our ever changing society. Our school will consistently develop and implement high quality individualised learning programs, where students have opportunities to collaborate, problem solve and utilise technology as a tool to enhance learning and reach their personal best. Wiangaree has a strong community involvement built on trust and transparency. Moving forward our school will focused on growing literacy and numeracy competent students equipped to become successful members of the community.

## School context

Wiangaree Public School has current enrollment of 19 students. It is a rural school located in the Far North Coast, 15 km North of Kyogle. We have a FOEI of 144 identifying us as low socio-economic rural school.

As a small school, we highly value and foster our Positive Behaviour for Learning expectations of safe, responsible learners that "Aim High" for personal best.

Through our Situational Analysis we have identified strong themes for continual improvement in students growth and attainment, teaching capacity and collaboration across all stakeholders; staff, students and community. A strong focus will be on a deep understanding of data and the use of that data to improve outcomes for all students and to drive professional learning for staff.

All teaching staff at Wiangaree Public School are accredited through the NSW Education Standards Authority and strive for excellence in education. We participate in regular professional development opportunities and implement positive changes in our classrooms for all of our students' needs, based on best practice and evidence based research. Ensuring high quality education is delivered to each students through a continuous cycle of plan, implement, evaluate and reflect on teaching practice that allows effective reporting on student progress.

The school is a proud member of the COLOURSS (Community of Learning of Upper Richmond Small Schools) learning community, which meets regularly for targeted professional development, planning, resource sharing and inter-school activities. Families of the students are very proud and supportive of our school and willingly participate in school and COLOURSS activities.

# Strategic Direction 1: Student growth and attainment

## Purpose

To maximise students achievement in literacy and numeracy with a strong focus on explicit instruction that caters to individual leaning needs, while recognising that each student comes to school with a different set of experiences, knowledge and skills.

## Improvement measures

### Target year: 2023

The proportion of students achieving expected growth in NAPLAN reading meets the system-negotiated lower bound targets

### Target year: 2023

The proportion of students achieving expected growth in NAPLAN numeracy meets the system-negotiated lower bound targets

### Target year: 2024

School's evidence supports on balance judgement of excelling in the element of student Performance measures in the learning domain of the School Excellence Framework

### Target year: 2022

The proportion of students attending more than 90% of the time meets the system negotiated lower bound target

## Initiatives

### Reading

- Embed whole school effective classroom practices in reading instruction that are explicit, sequential and systematic. These will based on evidence informed practice in effective reading instruction (Oral language development, phonemic awareness, phonics, vocabulary, fluency and comprehension).
- Ensure consistent, school wide assessment practices are utilised to monitor, plan, teach and report on student reading progress.
- Implement effective reading instruction professional learning to continue to build staff capacity
- Articulate students learning goals in reading, demonstrate explicit and systematic programming of reading K-6 through school scope and sequences and teaching programs
- Invest in high quality, high impact reading resources
- Differentiate the curriculum to meet the needs of students at different levels of achievement.

### Numeracy

- Deliver high quality, evidence based effective teaching practices in Mathematics;
- Regularly utilise consistent and reliable students assessment data to track student progress in Mathematics
- Provide access to high quality, evidence based professional learning with access to high quality teaching resources for teachers of Mathematics.
- Integration of technology to implement high quality teaching and learning activities in numeracy.
- Differentiate the curriculum to meet the needs of students through targeted intervention and adjustments during class.

### Attendance

## Success criteria for this strategic direction

### School Excellence Framework- Learning Domain- Curriculum

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.

### School Excellence Framework- Learning Domain- Student Performance Measures

The school's value-add trend is positive and students are aware of - and most are showing - expected growth on internal school progress and achievement data. School data shows that student progress and achievement on external measures is consistent with progress and achievement on internal assessments.

### School Excellence Framework: Learning Domain- Learning Culture- Attendance

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

### School Excellence Framework- Teaching Domain - Effective Classroom Practice - Explicit Teaching

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.

## Evaluation plan for this strategic direction

**Question:** In what ways and to what extent has teacher delivery of explicit instruction and targeted intervention improved student outcomes in reading and numeracy?

# Strategic Direction 1: Student growth and attainment

## Initiatives

- Embed whole school effective practices to regularly and accurately monitor attendance.
- Provide support for families to limit the impact on student learning
- Provide regular opportunities to communicate with parents and the community about the importance of attendance at school.

## Evaluation plan for this strategic direction

### Data:

NAPLAN

PLAN2

Check-In assessments

Internal school and COLOURSS assessments

**Analyse:** The data to determine the extent to which the purpose has been achieved

**Implication:** School staff determine future practices and plans on the basis of the above analysis.

## Strategic Direction 2: Building Teacher Capacity

### Purpose

To engage in consistent and purposeful data collection to inform and refine teaching practice that aligns to the schools overall achievement and the continual improvement of teacher quality.

### Improvement measures

#### Target year: 2024

School's evidence supports on balance judgement of Excelling in the element of Data Skills and Use in the Teaching domain of the School Excellence Framework

#### Target year: 2024

School's evidence supports on balance judgement of Excelling in the element of Learning and Development in the Teaching domain of the School Excellence Framework

### Initiatives

#### Data Skills and Use

- Use systematic and reliable assessment data to evaluate students learning and implement evidence based best practice to lead to improved outcomes for students and improved teacher quality
- Regularly reflect on and evaluate teaching effectiveness to establish high trust relationships that leads to a culture of continual improvement
- Collaboratively plan and develop highly effective teaching and learning programs with ongoing monitoring for success based off formative and summative assessments of students knowledge
- Continuously track and monitor students progress and achievement and regularly adjust learning to suit need
- Utilise the progressions in literacy and numeracy to monitor students progress and inform planning.

#### Learning and Development

- Provide access to high quality, evidence based professional learning for all staff that is aligned to the Strategic Improvement Plan
- Develop a coordinated whole school professional learning approach
- Ensure systems and structures are embedded to ensure continuous improvement through feedback, observation, goal setting and regular check ins
- Encourage professional discussions to evaluate practices directed at improving professional knowledge and practice
- Contribute to community of schools (COLOURSS) and build productive links with the wider community to improve teaching and learning.

### Success criteria for this strategic direction

#### School Excellence Framework- Learning Domain- Curriculum

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.

#### School Excellence Framework- Learning Domain- Assessment

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.

The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels.

#### School Excellence Framework- Teaching Domain- Data Skills and Use

Teachers clearly understand, develop and apply a full range of assessment strategies- assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.

School staff collaborate with the school community to use student progress and achievement data to identify strategic priorities, and develop and implement plans for continuous improvement. Strategies implemented reflect research on best practice and include ongoing monitoring of success.

#### School Excellence Framework- Teaching Domain- Professional Standards- Improvement of Practice

Teachers' Professional Development Plans are supported by a coordinated whole school approach to developing

## Strategic Direction 2: Building Teacher Capacity

### Success criteria for this strategic direction

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professional practice, informed by research. Whole school analysis of the teaching staff identifies strengths and gaps, with planning in place to build capabilities and source teachers with particular expertise to improve student learning outcomes.

#### **School Excellence Framework- Teaching Domain- Learning and Development- Collaborative practice and 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, school wide improvement in teaching practice and student results.

#### **School Excellence Framework- Leading Domain- Educational Leadership- Performance Management and Development**

The school demonstrates a high performance culture, with a clear focus on student progress and achievement and high quality service delivery. All students are taught by high performing teachers, and the leadership team supports the recognition of this through the teacher accreditation process.

### Evaluation plan for this strategic direction

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**Question:** In what ways and to what extent has the use of data informed practices improved teacher quality and student outcomes?

#### **Data:**

NAPLAN

PLAN2

Check-In assessments

Accreditation

## Strategic Direction 2: Building Teacher Capacity

### Evaluation plan for this strategic direction

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Performance Development Plans

Teacher and learning programs

Internal school data

**Analyse:** The data to determine the extent to which the purpose has been achieved

**Implication:** What are the implications for our work and future directions?