Strategic Improvement Plan 2021-2025

Wilberforce Public School 3441

School vision and context

School vision statement

Wilberforce Public School's vision, in partnership with parents and the community, is to provide *every* student with a learning environment that is engaging, inclusive and holistic, where *every* student makes progress in learning.

School context

Wilberforce Public School is situated in a semi-rural environment of the Hawkesbury District, north-west of Sydney. The school has 348 students with a dynamic and caring staff, providing a rich and varied learning environment. In 2023, we have 22 students identifying from an Aboriginal background. Our Current FOEI is 89.

The school has a strong academic record and this, combined with sound performing arts and successful sports programs, gives opportunities for students to gain a well-rounded education. We have high expectations of our students, with our school motto "Strive for Success" inspiring staff to equip students with the skills to both learn and adapt to an ever-changing world and, at the same time, set purposeful goals to further their own learning.

Parents, carers and the wider community are actively involved in the school, with parents and community members providing ongoing support for the school through volunteering, fundraising and collaboration with staff. The P&C Committee meets monthly, and supports the school targets to improve learning and support students through resourcing the school. There is meaningful collaboration and consultation between the school and its community, as well as organising events and initiatives which raise valuable funds for the school and provide opportunities for the school community to connect and thrive. A wide and diverse range of community members, parents, teachers and students were consulted through the planning process for the school plan.

Human Resources

The school has 23 staff members at the school with a total entitlement of 19.665. Through school allocated funds, an additional 2 full-time and 2 part-time SLSOs are employed. A diversity of staff experience exists at our school with 1 teacher gaining proficiency in 2023, and a further 6 teachers in the first 10 years of their careers. We utilise a teaching load of 1.3 for Learning Support and in 2023 will continue our various G&T programs totaling a 0.3 teaching load to cater for and extend our high potential students. This will be refined and expanded upon in the coming years. Our School counsellor time is 0.2.

Our school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan. It is important to note that this builds upon the work undertaken in the previous school planning cycle which focused on students-centred learning and ensuring teachers have a deep knowledge of syllabus content, which could be utilized to implement explicit teaching, differentiate curriculum and quality assessment practices.

Areas for improvement in reading from a gap analysis include: interpreting poetry and author's opinions, linking multimodal text and finding key words and inferring information within a text.

The gap analysis in numeracy indicates the need to focus on: effectively using a range of processes, problem solving strategies, fractions and decimals, knowledge of 3D objects and space and using measurement in context, particularly mass. Students have a good understanding of volume and capacity and strategies in multiplication and addition.

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School vision statement

School context

Wellbeing and Attendance

Students' advocacy at school was 81% which was above state (67%). Expectations for success and Sense of belonging were 96% and 76% respective which were both above state average. In 2023, 67.4% of our students are achieving 90% attendance (15% above state average) with an overall attendance rate of 91.1%.

Strategic Direction 1: Student growth and attainment

Purpose

To improve student learning outcomes in reading, writing and grammar, we will develop explicit learning sequences across the school which cater, challenge and ensure high expectations for every student, show evidence of revision based on feedback on teaching practices and the analysis of reliable student assessment data.

Improvement measures

Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2024

- All students demonstrate reading growth and achievement from Term 1 to Term 4 using PAT as a key data point.

Comprehension Improvement

Achieve by year: 2025

An uplift of 10% above SSSG schools when compared to 2022-2025 data.

Initiatives

a. Leading the improvement learning and curriculum in literacy

In English and literacy, we will improve teaching practices in reading, vocabulary, comprehension and writing by:

- Targeting specific teacher professional learning with school resources.
- Ensuring explicit teaching and high expectations strategies are present in every classroom during literacy sessions and reading groups that focus on differentiated syllabus outcomes.
- Embedding and using professional learning models to build teacher capabilities and collective pedagogical practice.
- Working with similar local school to create learning resources and lesson sequences which reflect best practice and the new English Syllabus.
- Developing stronger connections between local schools to establish a professional learning community focused on collaborative practice.
- Ensuring students are taught explicitly the metalanguage of English, so they can engage as, and with, the author through deliberate language choices.
- Defining and improving whole school approaches to the use of student-centred writing goals, based on the progressions.

b. Data collection, analysis and use in literacy

In reading, we will embed sustainable whole school processes for collecting and analysing data. The evaluation of this data by teachers and the executive will regularly be used to inform practice. This will be achieved by:

- Conducting professional learning in data literacy and analysis of student assessments to improve learning.
- Targeting students learning programs to meet individual learning needs, by improving assessment

Success criteria for this strategic direction

All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies. (Effective classroom practice)

Professional learning is directed toward improving the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice. (Learning and Development)

The principal and school leadership team model instructional leadership and support a culture of high expectations, resulting in sustained and measurable whole school improvement. (SEF - Educational Leadership)

The leadership team establishes a professional learning community, which is focused on continuous improvement of teaching and learning. (High Expectations Culture)

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. (Data Skills and Use)

All English lessons are systematically planned as part of a coherent program that has been collaboratively designed. Accommodations and adjustments are made to suit needs as they arise. Lesson planning references student information including progress achievement data, curriculum requirements, student feedback, and provides continuous improvement for all students, across the full range of abilities. (Effective Classroom Practice)

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. (Data Use in teaching)

Evaluation plan for this strategic direction

Initiatives

practices.

- Analysing the impact of strategies on student learning and student growth.

- Reviewing and adapting practice to ensure reliable formative and summative assessment tasks are used to analyse student progress and evaluate growth over time.

- Ensuring school reports are detailed and an accurate representation of student learning.

Evaluation plan for this strategic direction

Our School will use the following evaluation methods to gauge the effectiveness of the initiatives in achieving the improvement measures.

- NAPLAN data.
- Scout - Value added growth.
- PAT assessment data.
- Student work samples.
- Progression data.
- Check-in Assessment.
- Student PLPs.
- Teacher focus groups.
- SEF Assessment and External Validation.

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.

- After analysing the data, a determination will be made as to the future of the four years' work and 'Where to Next?'

Strategic Direction 2: Growth and attainment in numeracy

Purpose

To improve student learning outcomes in numeracy, we will develop differentiated curriculum content and learning experiences based on evidence-informed strategies, student data and embedded evaluative practice.

Improvement measures

Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2024

- All students demonstrate numeracy growth and achievement from Term 1 to Term 4 using PAT as a key data point.

Initiatives

a. Build teaching capacity of leaders and teachers in effective practice in numeracy

In Numeracy, we will improve teaching practices in and build the capacity of staff to lead numeracy improvements, by:

- Professional Learning in a range of Numeracy strategies to build the capacity of staff.

- Enabling numeracy coordinators conducting classroom observations to build capacity and to assist with creation of differentiated learning activities.

- Using staff expertise to direct whole school programs, explicit teaching activities, stage planning and lesson observations.

- Developing stronger connections between local schools to establish a professional learning community focused on collaborative practice.

- Having the APCI work with teachers to develop mathematics units based on the new syllabus and reflect Explicit teaching practices.

b. Personalised student learning through data skills and assessment

In numeracy, we will embed a learning culture that enables students to provide and receive feedback, in order to achieve learning goals, which are based on effective assessment. This will be completed by:

- Using progressions during stage planning to personalise learning and understanding, particularly for high potential students.

- Expertly utilising student assessment data to provide individualised differentiated learning opportunities, to reflect on teaching effectiveness and to provide responsive learning opportunities.

- Embedding explicit pre and post-testing assessments in all areas of mathematics, identifying student outcome capabilities and knowledge.

Success criteria for this strategic direction

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. Numeracy coordinators are collaborative, build the capacities of all teachers and are an integral component of whole school approaches to numeracy programs. (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. (Curriculum)

The school's curriculum provision supports high expectations for student learning. The curriculum is enhanced by learning alliances with other schools or organisations, where useful and practicable. (Curriculum)

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. (Assessment)

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)

The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning. (High Expectations Culture)

The principal and school leadership team model instructional leadership and support a culture of high

Strategic Direction 2: Growth and attainment in numeracy

Initiatives

Success criteria for this strategic direction

expectations, resulting in sustained and measurable whole school improvement. (Educational Leadership)

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:

- NAPLAN data.
- Scout - Value added data.
- Student assessment data.
- Literacy and numeracy PLAN2 data.
- Student PAT data.
- Student focus group.
- All students articulate, understand and make progress in achieving their learning goals.
- pre and post testing shows student learning areas are targeted and specific.
- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.

The evaluation plan will involve:

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

- After analysing the data a determination will be made as to the future of the four years' work and 'Where to Next?'

Strategic Direction 3: Promoting wellbeing and attendance through engagement and community partnerships

Purpose

To improve wellbeing and attendance, we will develop contemporary, engaging and forward-focussed strategies and partnerships that cater for the constantly changing needs of individual students, so that every student can connect, engage and succeed in learning.

Improvement measures

Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

The attendance rate for the school is increased from 91.31% in 2023 to 93% by 2027.

Initiatives

Embracing learning through Wellbeing, Attendance and Participation

We will create measurable improvements in wellbeing attendance and engagement to support learning by:

- Monitoring, Identifying and targeting improved of attendance, through personal contact, individual attendance plans and involvement of HSLO and AECG.
- Creating learning and wellbeing initiatives that engage and inspire students' passion for learning.
- Incorporating and developing learning sequences for learning dispositions and citizen values to create more independent learners.
- Increase the implementation and impact of STEM and future focused learning activities, through various technologies that drive engagement and independence.
- Implementing extra curricular initiatives which focus on student engagement.
- Provide wellbeing Professional Development to staff to improve practice in identified areas of need.
- Provide targeted intensive learning for students who are identified as those in need or displaying at risk behaviours.
- Continue to provide 8 ways PLP for indigenous students with a greater focus on revitalising language and culture.
- Create learning experiences for students to motivate and enable them to become self-directed learners.

Engaging in the Community

We will foster a culture of best practice and high expectations in our community and students by:

- Devising programs and initiatives that target parent and community engagement with the school.

Success criteria for this strategic direction

Assessment data is collected from the Tell Them From Me Survey twice a year with activities and strategies planned accordingly to target areas of need. LST teams are collaborative, build the capabilities of all teachers and are an integral component of whole school approaches to wellbeing.

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)

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. (Learning Culture)

The school is organised so all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential. (Wellbeing)

There is a 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. (Wellbeing)

The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and caters for the range of equity issues in the school. (Community Engagement.)

The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning. (High Expectations Culture)

Students and Parents assessment approaches used in the school and their benefits for learning. Feedback from students on their learning derived from assessments informs further teaching. (Assessment)

The principal and school leadership team model

Initiatives

- Modifying school structures and support to enable increased communication and support with students and their families, particularly students at risk.

- Developing stronger connections between local schools to establish a professional learning community focused on collaborative practice.

Success criteria for this strategic direction

instructional leadership and support a culture of high expectations, resulting in sustained and measurable whole school improvement. (Educational Leadership)

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:

- Tell Them From me survey data.

- Scout Attendance data and targets.

- SENTRAL attendance data analysis.

- SENTRAL student wellbeing/behaviour data analysis.

- Aboriginal student PLPs.

- Parent surveys.

- SEF Self-assessment and External Validation data.