

Strategic Improvement Plan 2021-2024

Windsor Public School 3459



School vision and context

School vision statement

At Windsor Public School we believe all students should be challenged in an inclusive environment, reflective of high expectations, a differentiated curriculum and a positive school culture. The school provides a broad and challenging curriculum across all key learning areas, with a focus on student wellbeing, academic growth and social success. Staff are committed to excellence in teaching and learning through collaborative partnerships with all stakeholders.

School context

Windsor Public School is located in the historic town of Windsor, north-west of Sydney. It has a current student enrolment of 150. Enrolments are continuing to decrease as a result of zero urban development.

It has excellent student wellbeing programs and is renowned for providing an inclusive, positive school culture and strong sense of community.

10% of our students have a language background other than English and 22% of students identify as Aboriginal. Our students come from quite a diverse range of backgrounds.

Extra-curricular opportunities in Sport, Technology, and Creative and Performing Arts, enable our students to excel through a range of different experiences, which cater for the needs of all individual students.

Through our situational analysis, we have identified a need to refine whole-school wellbeing processes that support all students so they can connect, succeed, thrive and learn.

We will continue to foster a school-wide culture of high expectations through a collaborative, consistent and committed approach to developing collective teacher efficacy and a rigorous focus on professional learning, quality teaching, mentoring, participative goal setting and instructional leadership that builds capacity for change and improvement.

Student learning will be underpinned by evidenced based teaching practice and responsive in meeting the needs of all students to achieve targeted growth in Literacy and Numeracy, as evidenced through the NAPLAN gap analysis.

Strategic Direction 1: Student growth and attainment

Purpose

- To embed quality student learning that is underpinned by evidenced based teaching practice and responsive in meeting the needs of all students to achieve targeted growth in Literacy and Numeracy.

Improvement measures

Target year: 2022

- Improvement in the percentage of students achieving in the top 2 bands in reading by 4.6% from the lower bound system-negotiated target.
- Improvement in the percentage of students achieving in the top 2 bands in numeracy by 5.8% from the lower bound system-negotiated target.

Target year: 2023

- Increase the percentage of students achieving expected growth in NAPLAN numeracy by 8.53% from the lower bound system-negotiated target.
- Increase the percentage of students achieving expected growth in NAPLAN reading by 6.1% from the lower bound system-negotiated target.

Target year: 2024

- Increase the percentage of students achieving expected growth in NAPLAN numeracy by 35% (upper bound system-negotiated target).
- Increase the percentage of students achieving expected growth in NAPLAN reading by 5% (upper bound system-negotiated target).

Initiatives

School-wide systems for assessment and feedback:

Targeted Professional Learning in the areas of:

- Formative assessment practices; creating, receiving and applying feedback (self, peer and teacher);
- Use of assessment data to reflect on and evaluate the effectiveness of teaching and to drive differentiated and responsive learning opportunities.
- Embedding and using professional learning to build teacher capabilities and to facilitate collective and consistent teacher practice.

School-wide systems of data driven practice:

- Professional learning in data literacy, data analysis and data use in teaching in order to identify and analyse trends across individuals, classes, grades and stages.
- Use Instructional Leader to work with teachers and develop the use of data to monitor and assess student progress and target future learning.
- Review and adapt practice to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and when reporting student achievement.

Success criteria for this strategic direction

- Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge.
- Most students can articulate their learning and understand what they need to learn next to enable continuous improvement.
- Assessment data collected in literacy and numeracy on a regular and planned basis and used responsively as an integral part of teacher practice.
- Valid and consistent teacher judgment and collective efficacy is evident across the school.
- Teachers respond to trends in student achievement, at individual, group and whole school levels.
- LaST team collaboratively work with and build the capabilities of staff and is an integral component of whole school approaches to literacy and numeracy programs.

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 / expected growth data
- Collection of formal and informal data samples(student work samples, diagnostic assessment tools, class/grade assessment spreadsheets, observations, surveys, checklists,
- Data Talks
- Completion of required and scheduled school-wide assessments
- Literacy and numeracy PLAN2 data

Evaluation plan for this strategic direction

- Student PLPs and PLaSPs

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 domains and themes.
- Executive team and whole staff reflective and evaluative sessions.
- Tracking against milestones to review and triangulate data sources (qualitative vs quantitative data; internal vs external data) to corroborate conclusions.
- After analysing the data a determination will be made on the future of the four year plan to synthesize a "Where to next?".

Strategic Direction 2: Wellbeing, attendance and strengthened transitions

Purpose

- To refine whole-school wellbeing processes that support all students so they can connect, succeed, thrive and learn.

Improvement measures

Target year: 2022

- Increase the percentage of students attending school more than 90% of the time by 5% from the lower bound system-negotiated target.
- Wellbeing data (advocacy, belonging, expectations) improves by 2.7% to be at the lower bound trajectory of 91.7%

Target year: 2023

- Increase the percentage of students attending school more than 90% of the time by 5% from the upper bound system-negotiated target.
- Wellbeing data (advocacy, belonging, expectations) improves by 5% to be at the higher bound trajectory of 96.7% (upper bound system-negotiated target).

Target year: 2024

- Increase the percentage of students attending school more than 90% of the time by 7.5%. (to equal 90%)
- Wellbeing data (advocacy, belonging, expectations) improves by 3.3% to be at the target of 100%
- 80% increase in staff wellbeing as shown on internal school surveys.

Target year: 2024

- Teaching and learning is not disrupted by unacceptable behaviour in the classroom, on the playground and in activities for which the school is responsible.

Initiatives

Wellbeing and Engagement

In wellbeing and engagement, we will establish school wide systems to support both staff and student wellbeing.

- The whole school community works to implement a positive for learning behaviour framework.
- Staff receive professional learning in strategies to support positive behaviour, student's social emotional learning and their own wellbeing.
- Streamline learning and support systems to be more inclusive of parents.

Positive Connections

Through positive connections, we will strengthen existing community partnerships and create new opportunities for our parents and wider school community, to be more involved.

- The establishment of three-way, student led interviews, increase community satisfaction when feeling informed.
- Teaching and Learning programs incorporate authentic community engagement opportunities where relevant
- Professional learning communities support both staff and student learning as well as transitions.

Success criteria for this strategic direction

Expectations of behaviour are co-developed with students, staff and the community and are designed to ensure effective conditions for learning. They are explicitly, consistently and supportively applied across the school.

A school-wide approach to effective and positive classroom management is evident.

The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students.

The leadership team analyses responses to school community satisfaction measures

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:

- TTFM Surveys
- SCOUT data
- NCCD data
- Staff and student internal wellbeing check-ins
- Student PLaSPs
- Behaviour Management Plans
- Attendance data staff & students
- Learning Walks
- Focus Groups - students, staff and community
- Bounce Back data
- Sentral wellbeing tracking

Strategic Direction 3: High expectations, collaboration and improvement culture

Purpose

- To foster a school-wide culture of high expectations through a collaborative, consistent and committed approach to developing collective teacher efficacy and a rigorous focus on professional learning, quality teaching, mentoring, participative goal setting and instructional leadership that builds capacity for change and improvement.

Improvement measures

Target year: 2022

- Annual Professional Learning per employee will increase a further 6.21 hrs.
- Sustaining and Growing in the theme of 'High Expectations' within the element Learning Culture.
- Sustaining and Growing in the theme of 'Collaborative Practice and Feedback' within the element Learning and Development.

Target year: 2023

- 100% of teaching and learning programs have Aboriginal perspectives embedded.
- Excelling in the theme of 'High Expectations' within the element Learning Culture.
- Excelling in the theme of 'Collaborative Practice and Feedback' within the element Learning and Development.
- Annual Professional Learning per employee will increase by a further 5 hrs.

Target year: 2024

- Excelling in the theme of 'Professional Learning' within the element Learning and Development.
- Annual Professional Learning per employee will be equal to or greater than 15 hrs.
- Excelling in the theme of 'Teaching and Learning Programs' within the element Curriculum.

Initiatives

Excellence in Teaching

- Differentiation is evident throughout teaching and learning
- Teaching practice includes research-based explicit teaching.
- All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement.
- Gradual Release of Responsibility model to encourage and enhance leadership skills among all teaching staff.

Learning and Development Systems

- All staff participate in collaborative practices
- All staff purposefully participate in the Performance and Development (PDP) process.
- Establish meaningful peer observations that improve teacher practice.
- Staff run professional learning to upskill colleagues utilising their expertise.

Success criteria for this strategic direction

- Well-developed and evidence-based approaches, programs and assessment processes identify, regularly monitor and review individual student learning needs.
- The school's curriculum provision and evidence-based teaching practices supports high expectations for student learning.
- 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
- 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.
- 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.
- Teacher Professional Development Plans are supported by a coordinated whole school approach, based on individual and whole-school student needs.

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:

- Programs
- Program evaluations

Strategic Direction 3: High expectations, collaboration and improvement culture

Improvement measures

- Learning sprints are sustained as embedded practice across the school with teachers applying a range of assessment strategies, informing teaching and learning.
-

Evaluation plan for this strategic direction

- PDPs
- Lesson observation sheets
- PL presentations
- PL schedule
- Staff survey after PL
- Student goals