

Strategic Improvement Plan 2021-2025

Wingello Public School 3461



School vision and context

School vision statement

At Wingello Public School every student is known valued and cared for. Our students are inspired to achieve in an inclusive environment where every student maximises their potential in all aspects of learning and wellbeing. We foster strong community connections to create a sense of belonging for all.

We are committed to a school-wide culture of high expectations and a shared responsibility that every student and every teacher improves every year.

School context

Wingello Public School is a small rural school located in the Southern Highlands of NSW in a beautiful bushland setting close to the city of Goulburn and the town of Moss Vale. We pay our respects to the Gundungurra people and acknowledge that they are the traditional custodians of the land on which our school sits. The playground reflects the natural beauty of the area with a yarn circle/ indigenous garden being developed in collaboration with National Parks.

Wingello Public school serves a diverse community that is continually growing due to land development and young families seeking a tree change. Student numbers have fluctuated over the last ten years between 14 and 33. Current numbers stand at 28 (7% Indigenous and 8% LBOTE). Currently there are two classes formed (K-2, 3-6). Wingello was severely affected by the bushfires in 2020 with homes being destroyed close to the school. This has had a deep impact on the community.

Wingello Public School is starting its journey as a Positive Behaviour for Learning school with its core values of Respect, Responsibility and Resilience.

A dedicated team of staff ensure that students always reach their potential in a safe, happy, inclusive and creative environment. An outstanding academic, sporting, cultural and creative and practical arts programs are delivered through rich and diverse curriculum. Students are offered music lessons by the Goulburn Hume Conservatorium. The school participates in sporting gala days, creative arts festivals such as Southern Stars and Instrumental of Music. It enjoys strong links with its partner high school -Moss Vale High as well as the Bundanoon pre-school.

The school benefits from the significant support of an active and dedicated Parents' and Citizens' Association which together with the wider community volunteer their time to support student learning and to raise funds for the school.

Through our situational analysis, we have identified that a focus on writing and numeracy, analysis of data skills, effective partnerships and teaching and learning are required to improved evidence based practices leading to improvement in student outcomes. A commitment to the Challenging Learning Project (CLP) will further support teaching practices by building teacher capacity in differentiation, foster student growth mindset, providing timely feedback. This project will enable for high impact professional learning and coaching and mentoring of all staff.

Wingello Public School is part of the a community of schools across the Southern Highlands participating in the Challenging Learning Process. and is one of four schools successful to receive the fair Education grant to prioritise strengthening family and community engagement.

Strategic Direction 1: Student growth and attainment

Purpose

To strengthen the explicit teaching of literacy and numeracy across the school by embedding strong evidence-based teacher practices and systemic data collection to ensure every student makes measurable learning progress.

Improvement measures

Reading growth

Achieve by year: 2023

Student cohorts can demonstrate improved reading and numeracy scores compared to 2021 and 2022 cohorts, using Check-In Assessment as a key data point.

Numeracy growth

Achieve by year: 2023

Student cohorts can demonstrate improved numeracy scores compared to 2021 and 2022 cohorts, using Check-In Assessment as a key data point.

Achieve by year: 2025

In the School Excellence Framework, school self assessment in the area of Data-Skills and Use will move from Delivering to Excelling.

In the School Excellence Framework the school self assessment in the area of Effective Classroom Practice will move from Sustaining and Growing to Excelling

Initiatives

Systematic data collection and skills

Staff to develop an understanding of research informed practice and data analysis to improve teaching practice. All teaching and learning experiences will be targeted, individualised and specific to the needs and abilities of students.

- Develop and implement a whole-school assessment schedule linked to scope and sequences in literacy and mathematics
- Student assessment data is consistently collected and record student literacy and numeracy data
- Data will be tracked against the Literacy and Numeracy progressions indicators.
- Professional Learning undertaken by staff in progressions and PLAN 2.
- Regular evaluation of data collection processes.

Effective Classroom Practice

Staff to develop an understanding of research informed practice, high impact teaching strategies and data analysis to improve teaching practice.

- Teaching and learning programs have a deep focus on developing mastery of explicit skills, strategies and deep content knowledge that transfers to new situations.
- Teachers participate in high impact professional learning in order to identify, understand and implement highly explicit evidence-based teaching.

Success criteria for this strategic direction

All teachers have a sound understanding of student assessment and data concepts. They analysis, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practices.

The learning goals for students are informed by analysis of internal and external student progress and achievement data and analysis. Progress towards goals is monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data.

A whole school wide approach ensures the most effective evidence based teaching methods optimises learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies and student;s learning improvement is monitored, demonstrating growth.

Evaluation plan for this strategic direction

Question: How will the impact of systematic data collection and effective classroom practice be measured?

Data: NAPLAN, check in assessment data, Best Start Data, Internal data, student work samples, Literacy and Numeracy PLAN2 data, Professional Development Plan, School self assessment against the School Excellence Framework, Multilit data, PAT data, Sound Waves data.

Analysis: Professional discussion using the What Works best tool analysis practices.. Regular review of these data sources to provide clarity around whether we are on track for achieving improvement measures.

Implication: Where to next using the evidence sourced. Reflective sessions. Triangulation of data through regular reviews.

Strategic Direction 2: Positive School Culture

Purpose

Strengthening effective partnerships with family and community coupled with effective learning and development leads to a positive school culture where every child is known, valued and cared for at Wingello Public School.

Improvement measures

Wellbeing

Achieve by year: 2023

Wellbeing Target

By the end of 2022 students reporting a positive sense of Wellbeing as reported in the Tell Them From Me survey is at or above 75% (Agreed target)

Attendance (>90%)

Achieve by year: 2023

Attendance Data

By the end of 2022 students attending 90% or more of the time will be at least 70% (lower bound target)

Achieve by year: 2025

By the end of 2024 the School Excellence Framework self- assessment of the element of Learning Culture will move from delivering to excelling

Achieve by year: 2025

By the end of 2024 the School Excellence Framework element of Learning and Development will move from delivering to excelling.

Initiatives

Partnerships and community engagement

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

- Positive Behaviour for Learning (PBL) is used to bring together the whole-school community to contribute to developing an inclusive, positive, safe and supportive learning culture.
- Professional learning in whole school approaches to social emotional learning and trauma informed practices to support whole school approach to well-being.
- Community Engagement Plan is developed using social media platforms and paper formats.
- Teachers regularly engage with parents and community to improve understanding of student learning.
- Transition to school experiences (Pre-school-Primary school, Primary school- HS) support the successful attendance and ensure optimum conditions that benefit learning.

Collaborative practice and feedback

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observations, the modelling of effective practice and the provision of specific and timely feedback between teachers.

- Engage in Learning and Support Team evaluation process to evaluate and refine practices.
- Engage in professional learning through the Challenging Learning process to support staff to improve feedback, outcomes, enhance classroom talk; deepen learning with better questioning techniques; move students from surface to deep learning; foster resilience and strengthen collective and self-efficacy.

Success criteria for this strategic direction

The whole community demonstrates aspirational expectations of learning and achievement for all students, and is committed to the pursuit of excellence.

Effective partnerships in learning with parents and students ensure students are motivated to deliver their best and continue to improve.

There is a school-wide 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 well-being and learning needs in consultation with parents/carers..

Positive respectful relationships exist between students and staff and promote student wellbeing to ensure optimum conditions for student learning.

Students and parents understand the assessment approaches used in the school and their benefits for learning

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

Evaluation plan for this strategic direction

Question: What has been the impact of the initiatives undertaken in creating a positive school culture?

Data: Challenging Learning process data, student work samples, Communication Engagement plan, TTFM survey data, What works best, Fair Education Grant Project, Attendance data

Analysis: Regular review of these data sources to check we are on track, Professional discussion around the School Excellence Framework elements and themes,

Implication: Review processes undertaken, what do we need to do to further strengthen school culture.

Strategic Direction 2: Positive School Culture

Initiatives

- Collaborative partnerships are fostered with local schools involved in the Challenging Learning process.
 - Teachers share expertise to collegiality build capacity of all in the pursuit of excellence and trials innovative practices and have processes in place to evaluate, refine and scale success.
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