

# Strategic Improvement Plan 2021-2024

## Wollongong West Public School 3477



# School vision and context

## School vision statement

At Wollongong West Public School we aspire to be a community of learners with a culture of continuous improvement.

We will empower students to engage in a meaningful curriculum as successful and resilient learners, creative and curious individuals and active and informed global citizens with dignity, purpose and options.

Our school will be a place where diversity is our strength and every child is known, valued and cared for.

## School context

Wollongong West Public School is a vibrant and dynamic primary school that has served the West Wollongong community for over 90 years.

Our school celebrates and values our diverse community, with 11% of students being Aboriginal and 47% of students learning English as an Additional Language/Dialect. The predominant home languages of our families are English and Arabic. Our school fosters a culture of inclusivity with students with diverse learning needs celebrated in all classes, including our three support classes catering for children with autism and children in need of additional emotional support. Our school receives equity funding to support the needs of our diverse learners.

Our localised wellbeing framework supports a positive, therapeutic and trauma informed learning environment where all children are supported to connect, succeed and thrive. Strong relationships between all community members are central to our school.

Student achievement of literacy and numeracy outcomes is a priority for our school, while also highly valuing our strong educational programs across all key learning areas. Extra curricular activities offered at our school include band, choir, dance troupes, sporting gala days and public speaking competitions.

Students are engaged in personalised learning experiences to support each child's growth and achievement. Teachers employ an enquiring mind as they learn and grow as collaborative educators through evidenced based teaching practices developed through high quality professional learning experiences supported by our strong instructional leadership program.

Our school is an active member of the Wollongong Community of Schools, Wollongong Literacy Leadership team and the Network of Inquiry and Innovation.

Our school treasures our supportive wider community, encompassing our Parents & Citizens Association, broad parent body and local community members, including the Northern Illawarra Aboriginal Education Consultative Group, local churches and other community organisations.

Standing proudly at the base of Mount Keira, traditionally a women's learning place of the Dharawal nation, our school has natural playground spaces, vast sporting grounds, an indoor swimming pool and plentiful outdoor learning areas including a permaculture garden.

Future directions for our school include:

### Collaboration

- to increase growth and attainment for our students in reading, writing and numeracy
- to strengthen evidenced-informed teaching practice

# School vision and context

## School vision statement

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## School context

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- to build a culture of deep inquiry

### Curriculum

- to deepen knowledge about what and how to teach
- to design quality assessment tasks to draw accurate conclusions and inform teaching

### Connection

- to strengthen relationships to support learning and wellbeing, including at transition points
- to increase student attendance rates
- to embed authentic relationships between the curriculum and local Aboriginal knowledge

# Strategic Direction 1: Student growth and attainment

## Purpose

To grow a professional learning community which is focused on continuous improvement and commitment to data informed, collaborative and evidence-based pedagogical teaching practice. Every child will achieve improved learning outcomes and above expected growth in literacy and numeracy and gaps in student achievement will decrease.

## Improvement measures

### Target year: 2022

7% uplift in the percentage of students achieving in the top two bands in NAPLAN reading to achieve the system negotiated lower bound target.

7% uplift in the percentage of students achieving in the top two bands in NAPLAN numeracy to achieve the system negotiated lower bound target.

### Target year: 2023

3% uplift in the percentage of students achieving expected growth in NAPLAN reading from baseline data to achieve the system negotiated lower bound target.

7% uplift in the percentage of students achieving expected growth in NAPLAN numeracy from baseline data to achieve the system negotiated lower bound target.

### Target year: 2024

Learning: Student Performance Measures is self assessed at sustaining and growing. Themes within are excelling using the School Excellence Framework.

Teaching: Effective Classroom Practice, Data Skills and Use and Learning and Development are self assessed at excelling using the School Excellence Framework.

Leading: Educational leadership is self assessed at excelling using the School Excellence Framework.

## Initiatives

### Collaboration

Collaboration and professional learning builds teacher capability, informs instructional practice and contributes to a culture of improvement for all. This will be achieved by teachers and leaders:

- Instructional Leadership

working with the Instructional Leader K-6 who will support teachers in their individual and collective focus on improvement of practice.

- Inquiry of practice

engaging in a process of deep inquiry to build collective efficacy and growth in evidence-based teaching practice.

- Data informed practice

strengthening systems and processes for teachers and leaders in ongoing data analysis and evaluation to monitor learning, inform instruction and determine next steps.

## Success criteria for this strategic direction

Embedded and explicit systems facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of explicit and timely feedback between teachers. Teachers take evidence-informed action to improve student learning outcomes.

Teachers regularly and collaboratively analyse, interpret and extrapolate data in order to inform planning, identify interventions and modify teaching practice.

Student progress and achievement on external measures is consistent with data obtained from internal measures.

## Evaluation plan for this strategic direction

### The evaluation plan will involve:

Integrating short term evaluation measures into activities to monitor impact during the year.

Regular review of data sources indicated below to monitor progress toward the improvement measures.

Linking the focused SEF elements and themes to activities to monitor and inform continuous improvement.

Use of the Question, Data, Analysis and Implication (QDAI) evaluation process to monitor the impact of activities by triangulating data sources including qualitative and quantitative, internal and external data to corroborate conclusions.

### We will use these tools and data source:

- NAPLAN
- Check In Assessment
- Best Start Kindergarten
- Instructional Rounds
- Tier mapping
- Tiered criteria tool

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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- Teaching and Learning programs
- Inquiry notes and reflections
- Films of teaching practice
- Teacher PDP goal self-review
- Instructional leadership notes

## Strategic Direction 2: Thriving

### Purpose

For all students to thrive as collaborative learners, creative individuals, critical reflectors and effective communicators through engagement in a personalised, meaningful and authentic curriculum. Quality, innovative and differentiated teaching and assessing practices will meet the individual learning needs of all students.

### Improvement measures

#### Target year: 2024

An increased percentage from 2023 data of students interviewed can articulate what they are learning in reading, writing and numeracy.

An increased percentage from 2023 data of students interviewed can articulate how they are going in reading, writing and numeracy.

An increased percentage from 2023 data of students interviewed can articulate where to next in their learning in reading, writing and numeracy.

#### Target year: 2024

An increased percentage from 2023 data of students achieving more than 1 year's growth for 1 year's learning in reading as indicated by internal tiered mapping.

An increased percentage from 2023 data of students achieving more than 1 year's growth for 1 year's learning in writing as indicated by internal tiered mapping.

An increased percentage from 2023 data of students achieving more than 1 year's growth for 1 year's learning in numeracy as indicated by internal tiered mapping.

#### Target year: 2024

Learning: Curriculum and Assessment are self assessed at excelling using the School Excellence Framework.

### Initiatives

#### Curriculum

Teaching and learning is collaborative, innovative and creative, delivered through an authentic, relevant and meaningful curriculum. Instruction and assessment are differentiated and timely and tiered interventions respond to individual learning needs. This will be achieved by teachers:

- Aligning Assessment

collaboratively constructing and aligning assessment tasks to the curriculum and drawing accurate conclusions about student outcomes that inform next steps in teaching and learning.

- Personalised Learning

creating teaching and learning experiences that are designed to challenge and engage students to achieve their educational potential through high expectations and effective, explicit, evidence-based teaching.

- Transformative teaching practice

embedding creativity, critical reflection, communication and collaboration within a broad curriculum, focused on literacy and numeracy.

- New Syllabus

implementing new syllabus documents by developing deep knowledge within the key learning areas along with general capabilities to equip students with the knowledge, skills and confidence to actively contribute to society.

### Success criteria for this strategic direction

All assessments are systematically planned as part of a coherent program that has been collaboratively designed and provides continuous improvement for all students across the full range of abilities.

Teaching and learning programs across the school show evidence that they address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning.

Students will make meaning, think, and build new ideas within a team to develop creative solutions to complex problems through curiosity, grit, focus, empathy and initiative.

Teachers prioritise core knowledge, deep understanding and competences, and progress learners along a sequence of increasing complexity.

### Evaluation plan for this strategic direction

#### The evaluation plan will involve:

Integrating short term evaluation measures into activities to monitor impact during the year.

Regular review of data sources indicated below to monitor progress toward the improvement measures.

Linking the focused SEF elements and themes to activities to monitor and inform continuous improvement.

Use of the Question, Data, Analysis and Implication (QDAI) evaluation process to monitor the impact of activities by triangulating data sources including qualitative and quantitative, internal and external data to corroborate conclusions.

#### We will use these tools and data source:

- Student Personalised Learning and Support Plans
- Teaching and Learning programs
- Tiered mapping

## Strategic Direction 2: Thriving

### Evaluation plan for this strategic direction

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- Tell Them from Me

# Strategic Direction 3: Belonging

## Purpose

For all community members to experience a strong sense of connection and belonging. The learning and wellbeing needs of every student will be supported through the fostering of authentic, respectful and informed relationships.

## Improvement measures

### Target year: 2022

5% uplift in the percentage of students above 90% attendance from baseline data to achieve the system negotiated lower bound target.

### Target year: 2022

4% uplift in the percentage of students reporting positive wellbeing (expectations of success, advocacy and sense of belonging) in the Tell Them From Me survey from baseline data to achieve the system negotiated lower bound target.

### Target year: 2024

An increased percentage from 2023 data of Aboriginal students achieving more than 1 year's growth for 1 year's learning in reading, as indicated by internal tiered mapping.

An increased percentage from 2023 data of Aboriginal students achieving more than 1 year's growth for 1 year's learning in writing, as indicated by internal tiered mapping.

An increased percentage from 2023 data of Aboriginal students achieving more than 1 year's growth for 1 year's learning in numeracy, as indicated by internal tiered mapping.

### Target year: 2024

Learning: Learning Culture and Wellbeing are self evaluated at sustaining and growing. Themes within are excelling.

## Initiatives

### Connection

Belonging is developed through positive, trusting and respectful relationships that build connections across the school community. This will be achieved by teachers and leaders:

- Student Wellbeing

implementing the Wellbeing Framework, where trauma informed practice supports the social and emotional development of students. Strong transitions will support the learning and wellbeing of each child.

- Aboriginal Connection

promoting the intellectual engagement of Aboriginal students and providing a learning environment that reflects the strengths, needs, learning preferences and cultural perspectives of Aboriginal students within a community that honours and respects Aboriginal knowledge.

- Community Engagement

engaging community members as respected, valued partners committed to the pursuit of excellence in student learning.

## Success criteria for this strategic direction

Students and parents will be actively connected to learning, have positive and respectful relationships and experience a sense of belonging to their school.

Students will be respected, valued, encouraged, supported and empowered to succeed.

Aboriginal perspectives and ways of learning will be embedded throughout the curriculum.

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

## Evaluation plan for this strategic direction

### The evaluation plan will involve:

Integrating short term evaluation measures into activities to monitor impact during the year.

Regular review of data sources indicated below to monitor progress toward the improvement measures.

Linking the focused SEF elements and themes to activities to monitor and inform continuous improvement.

Use of the Question, Data, Analysis and Implication (QDAI) evaluation process to monitor the impact of activities by triangulating data sources including qualitative and quantitative, internal and external data to corroborate conclusions.

### We will use these tools and data source:

- Tell Them From Me
- Teaching and learning programs
- Attendance records
- Tiered mapping