

Strategic Improvement Plan 2021-2024

Wolumla Public School 3479



School vision and context

School vision statement

At Wolumla Public School we have a positive, safe and supportive learning culture and offer a holistic educational environment that inspires academic excellence, creativity and personal well-being. The school culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community. All members of the Wolumla Public School community are committed to ensuring our school values safe and respectful learners, guiding our actions and all we do.

School context

Wolumla Public School a small rural educational facility with a rich history. Established in 1882, the school has retained a focus on educating students with contextually relevant learning opportunities driven by community needs.

The school is highly regarded for its inclusive approach to learning and staff have developed educational practices which provide a high level of support to student achievement. Central to the success of the school is a commitment by all staff to work in a collegiate manner and continually improve classroom practice and student attainment. The school values holistic learning opportunities and is committed to developing student engagement through offering opportunities creative and performing arts, languages, STEM and sport. Of further importance is a deep belief in student equity and specific learning programs are in place to ensure that students with disabilities and higher learning needs are regularly and systematically addressed. This includes targeted small group learning in literacy and numeracy and focused individual tutoring for individual needs to cater to the 25% of students identified with deficits to learning.

Over the past four years, enrolment at Wolumla Public School has increase from 63 - 100 students, a trend which is expected to continue as residential development in the town continues. Growth has increased complexity across the school with 11% of the student body identifying as Aboriginal. The school has a Family Occupation and Educational Index of 108 indicating an average level of socio-economic disadvantage.

In 2020, Staff at Wolumla Public School school completed a situational analysis and identified two areas of focus for this Strategic Improvement Plan identified as; Student Growth and Attainment and Quality Systems and practices. The strategic directions support the identified need to focus on the development of school wide systems, programming and assessment to enhance teaching, learning and administration. Across the life of the School Improvement Plan all staff will collaboratively work to ensure increased evaluative practice and build capacity to engage with explicit teaching and differentiation guided by data informed practice. Formative and summative assessment protocols will be developed to create a consistent approach to assessment from K-6. Student goal setting (learning intentions) and effective feedback will be developed in alignment with the What Works Best in Practice publication.

Wolumla Public School has also prioritised deep learning around Aboriginal Education as an improvement focus. Further work will also need to occur around how teachers can successfully plan for and deliver quality differentiated instruction to students capable of working independently and those identified as gifted. System negotiated targets were also identified through the NAPLAN gap analysis, in the areas of Reading and Numeracy.

Strategic Direction 1: Student growth and attainment

Purpose

The wellbeing, engagement and provision of creative opportunities for our students is a priority at Wolumla Public School and every staff member will be supported to encourage the development of learners who can set goals, articulate what they are learning and know what their next learning steps are. Student growth will be measured against qualitative and quantitative data sets which are targeted to meet the needs of individual learners while teaching staff will engage in formal mentoring and coaching to improve teaching and learning.

Improvement measures

Target year: 2022

% Students in Top 2 Bands Numeracy

An uplift of 6.5% in the percentage of students achieving in the top 2 bands of NAPLAN numeracy.

Target year: 2022

% Students in Top 2 Bands Reading

An uplift of 6.1% in the percentage of students achieving in the top 2 bands of NAPLAN reading.

Target year: 2023

% of Students Achieving Expected Growth Numeracy

Increase the percentage of students achieving expected growth in NAPLAN numeracy to the school's lower bound system-negotiated target.

Target year: 2023

% of Students Achieving Expected Growth Reading

Improvement in the percentage of students achieving expected growth in NAPLAN reading to the school's lower bound system-negotiated target.

Target year: 2022

Initiatives

Effective Classroom Practice

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 leading to ongoing, school-wide improvement. All teaching staff at Wolumla Public School will:

- Research and implement high impact, evidence based teaching strategies to support explicit teaching, high expectations and effective feedback to inform teaching and learning.
- Develop and Implement a consistent K-6 approach to differentiated learning goals based on best practice that is aligned with assessment data and supports individual student success in reading and numeracy.
- Develop and implement whole school processes and procedures where student progress and achievement data is collected, analysed, monitored and used to inform teaching and learning practices and track student progress and achievement leading to measurable improvement.
- Research, develop and implement programs that cater to the diverse learning needs of Aboriginal and Torres Strait Islander students and students who are gifted and talented.
- Expertly use student assessment data to reflect on teaching effectiveness and provide individualised, explicit, differentiated and responsive learning opportunities.
- Embed a learning culture that enables students to create, receive feedback and achieve their learning goals.

Assessment

Consistent school-wide practices for assessment are used to monitor, plan and report on student learning across the curriculum. All teaching staff at Wolumla Public School will:

Success criteria for this strategic direction

- By 2024, all students at Wolumla Public School will be able to independently identify individual learning goals and what they need to do to achieve them.
- Assessments are developed/sourced and used regularly across the whole school to help promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension.
- The school identifies and meets the educational needs for expected growth in each student.
- Students are achieving at, or higher than, expected growth on internal and external school progress and achievement data .
- LaST team works collaboratively with all staff and builds the capabilities with school approaches to literacy and numeracy programs.
- Classroom programs, class structure and learning opportunities are differentiated to meet the needs of all students, regardless of complexity including students with high support needs, Gifted and talented students and independent learners.
- Teachers demonstrate high quality skills in explicit teaching and differentiation to highly engage students.
- Aboriginal students and their families have a clear idea of learning goals and pathways to success, combined with a rich and meaningful Aboriginal education program as identified in classroom teaching programs.
- A whole school approach to student goal setting (learning intentions) aligned with the 'Explicit Teaching' and 'Effective feedback' elements of 'What Works Best' is evident in all classrooms.
- Aboriginal education is a recognised priority across the school community and programs are in place to support families and cater to student needs regarding culture, belonging, trauma and mental health.

Strategic Direction 1: Student growth and attainment

Improvement measures

Attendance

Increase the percentage of students attending school 90% of the time or more with an uplift of 11.6% to the school's lower bound system negotiated target.

Target year: 2022

Wellbeing

An uplift of 3.3% in the wellbeing of students when measured by data such as Tell Them From Me.

Target year: 2024

Aboriginal Education

Embedding Aboriginal perspectives throughout all teaching programs and key learning areas from K-6.

Target year: 2024

School Excellence Framework Evaluation

In the element of *Effective Classroom Practice*, School Excellence Framework Self Assessment and External Validation show uplift to *Excelling*.

In the element of Assessment, School Excellence Framework Self Assessment and External Validation show uplift to Sustaining and Growing.

Initiatives

- Develop and implement school frameworks that facilitate structured collaborative practice which adopt high impact evidence based strategies to support planning and programming based on assessment and data analysis across the school.
- Develop and implement whole school formative and summative assessment practices which reflectively inform differentiated programming in order to embed effective teaching strategies to meet the complex needs of students.
- Develop and implement school processes which provide students with explicit feedback, based on formative and summative assessment, to strengthen their ability to articulate what they are learning, how they know they have learnt what has been taught and the next steps to take for improvement.
- Use qualitative and quantitative assessment and data to inform teaching practice for high impact learning which meets or exceeds system and school targets.

Evaluation plan for this strategic direction

Question: What has been the impact on student performance of effective classroom practice and attention to assessment?

Data:

- external student performance measures (NAPLAN, check in assessments)
- internal student performance measures (SENA, Reading Benchmarks, Literacy and Numeracy Progressions).
- Collaborative planning and peer mentoring
- data informed practice is aligned with a K-6 approach and evident in teaching programs
- student work samples
- assessment schedules
- classroom observations

Analysis: Ongoing analysis will measure the success of initiatives and identify areas for improvement or modification through:

- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.
- 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.
- Leadership team and whole staff reflective sessions.

Implications: As a result from analysis drawn from evidence sets, the key findings will guide future directions.

Strategic Direction 2: Quality Systems and Practices

Purpose

Systems and practices at Wolumla PS are implemented, with the collection, tracking and analysis of data across K-6 clearly evident. Staff collaborate to ensure that planning, programming, assessment and reflection across the school is consistent and the approach to learning goals is based on best practice aligned with assessment data which collectively reflects on student progress and achievement.

Improvement measures

Target year: 2024

Data Skills and Use

100% of staff engage in and utilise data skills and use professional learning to improve school performance. Systems are developed to support this alignment between student performance and identifying professional learning needs.

Target year: 2024

High Impact Professional Learning

In the element of 'Professional Learning is Driven By Identified Student Needs' in the *High Impact Professional Learning (HIPL) School Self Assessment Tool* shows uplift towards excelling whereby teachers consistently use system, school and classroom data to inform their professional learning needs and planning. Trends in student progress are regularly analysed at a whole school, student cohort and individual teacher level to determine future planning.

Target year: 2024

School Excellence Framework Evaluation

In the element of *Data Skills and Use*, School Excellence Framework Self Assessment and External Validation show uplift to *sustaining and Growing*.

Initiatives

Data Informed Practice

Data collection, analysis and reflection are underpinned by effective processes and strategies for best practice in curriculum delivery.

- Develop and implement professional learning structures to build teacher capacity in data literacy, data analysis and data use in teaching which can be linked to gap analysis data to inform the next steps in the teaching cycle.
- Develop and implement structures which use aligned systems to analyse, interpret and extrapolate data to inform teaching practice and administrative processes.
- Develop implement and embed school processes to monitor the collection of data to ensure its validity and reliability for reporting and planning.
- Develop processes for collaborative reflection on the usefulness of collected evidence for informing teaching, learning and whole school systems, which in turn supports adjustments in practice to facilitate school improvement.

High Impact Professional Learning

Professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice. At Wolumla Public School teachers will:

- Undertake sustained professional learning to support the implementation of whole school systems which are evidence based, best practice and underpinned by robust and meaningful data sets.
- Engage in high impact professional learning to meaningfully engage in collaborative practice for school improvement.
- Develop frameworks for collaboration to ensure collective teacher efficacy supports a shared vision for planning and implementation of new systems

Success criteria for this strategic direction

- Teachers engage in strategic PL relating to data skills and use effective classroom practice and assessment.
- SASS involved in professional learning relating to data skills and use.
- All staff articulate how and what data is used to support student progress and administration across all areas of the school, with measurable benefits evident for time management, clarity of process, information delivery and data use.
- Systems are aligned across K-6 with data collection consistently implemented.
- Teachers regularly collaborate to share curriculum knowledge, data, feedback and other information about student progress and achievement which meet the learning needs of all students.
- The school community has a shared vision of excellence and understanding of systems, learning progress and achievement for all students. Effective partnerships in learning with parents and students directly impact the health, well-being and educational outcomes for individual students.
- Staff evaluate student performance formative and summative assessment data in order to align professional learning needs.
- Teachers collaborate with staff in other schools to share and embed best practice.

Evaluation plan for this strategic direction

Question: How does high impact professional learning and data informed practice impact the effectiveness of teaching to achieve the improvement measures outline for students?

Data: The data sources include:

- Internal and external student progress data
- NAPLAN

Strategic Direction 2: Quality Systems and Practices

Initiatives

- which is underpinned by skill development of all teachers to ensure success.
- Build teacher capacity to ensure a whole school approach to improving service delivery and community satisfaction is evident.

Evaluation plan for this strategic direction

- Check in Assessment data
- TTFM survey
- Classroom observational data
- PBL data
- Differentiated teaching programs (IEP's PLP's , behaviour plans)
- SEF-SAS
- Teacher evaluation of professional learning
- HIPL Self Assessment Tool data
- Individual transition plans
- NCCD
- P&C meeting minutes, parent teacher interviews

Analysis: Ongoing analysis will measure the success of initiatives and identify areas for improvement or modification through:

- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.
- 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.
- Leadership team and whole staff reflective sessions.

Implications: As a result from analysis drawn from evidence sets, the key findings will guide future directions.