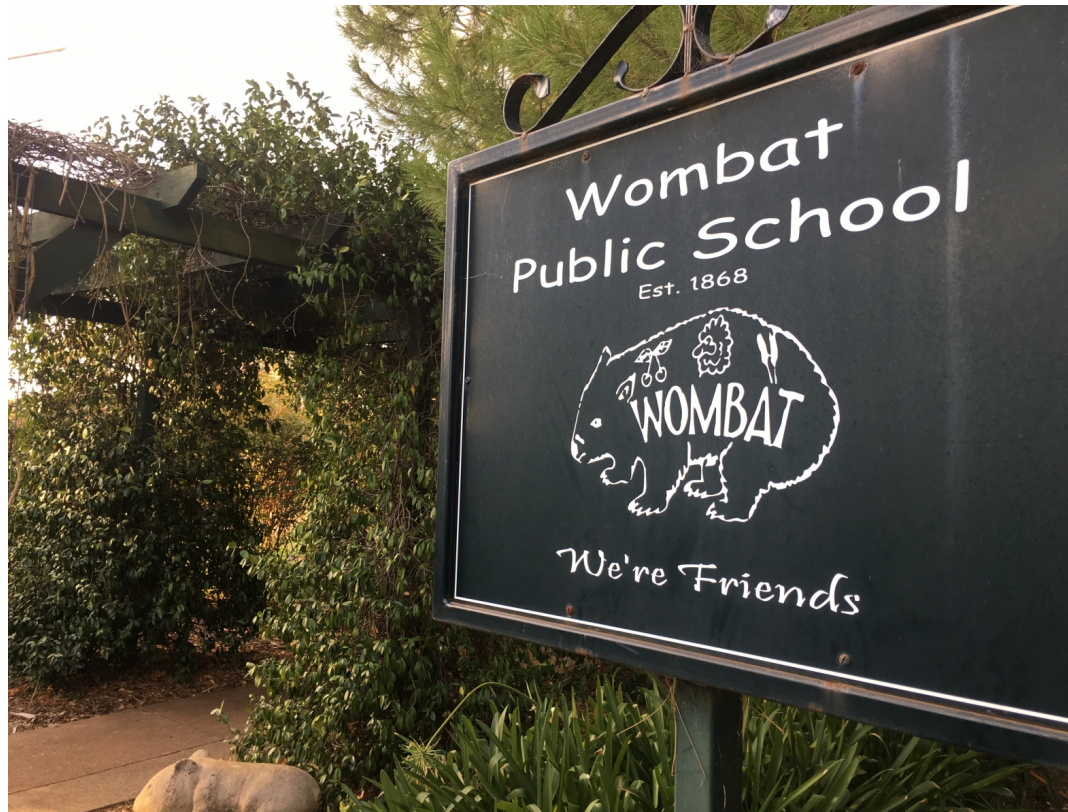


Strategic Improvement Plan 2021-2024

Wombat Public School 3482



School vision and context

School vision statement

The community of Wombat are committed to meeting our school code of behaviour, by showing honesty, kindness and respect in our daily interactions with each other. Through the connections we are building with one another, the community of Wombat and the land we are on, we will thrive in our learning and wellbeing.

Every student, every teacher, every day shows honesty, kindness and respect to connect, learn and thrive at Wombat Public School.

School context

Wombat Public School is situated on Wiradjuri Country on the South West Slopes of the Riverina in New South Wales. The school is over 150 years old and is set in the rural village of Wombat which has a population of approximately 250 citizens.

In 2021 there are 28 students enrolled at the school. Our students come from a wide range of socio-economic backgrounds with 0% students identifying as Aboriginal in 2021. Wombat Public School is an Early Action for Success school and is supported with adjustments for low level disabilities.

The teaching staff comprises of two full-time teachers, a teaching principal and a K-2 teacher. In addition we have a part-time teacher two days per week, an Instructional Leader one day per week and a School Learning Support Officer (SLSO) that engages in targeted interventions and support in the classrooms. The School Administrative Manager and General Assistant work part-time.

In 2021 Wombat Public School has two cross-stage classes, K-2 and 3-6. These classes provide an opportunity for highly individualised and differentiated learning programs to suit each learners' development.

Some of the programs and opportunities we offer all students include:

- Stephanie Alexander Kitchen Garden Program
- A music program delivered by a specialist music teacher
- External Sport Program
- Library facilities
- High Student to Online Device ratios
- Read to 3 program thrice weekly

The school works very closely with the local community, and in particular with the Young Small Schools' Network, and a collection of other small schools. The school works closely with the local High Schools of Young and Murrumburrah to support students as they transition to high school.

The school has an active P&C committee who are committed to supporting the students, allowing them to participate in extracurricular activities such as Kitchen Garden and excursions with less cost to families.

At Wombat Public School we are committed to building student growth and attainment through building a picture of where each student is and knowing where they need to go next. As part of leading a quality teaching team staff will be focused on building quality classroom practices that support each student's growth and building their own knowledge and capabilities. As a result of consultation with the community we will be focusing on building student reading abilities through our reading strategy, engaging students in their

School vision and context

School vision statement

School context

learning journeys, and building connections with the community surrounding us. This includes building a connection with the local AECG. so that students are able to connect and thrive in their learning and engagement.

Quality improvement practices will be underpinned by the School Excellence Framework, What Works Best in Practice and the Professional Teaching Standards with the goal of enhancing student growth.

Strategic Direction 1: Student growth and attainment

Purpose

Every student is actively engaged in quality literacy and numeracy programs that support high expectations for individual student learning, ensuring that all students are challenged and all adjustments lead to improved learning.

Improvement measures

Target year: 2022

The proportion of Year 3 & Year 5 students achieving in the top two bands in NAPLAN reading increases from 34.1% to at least 40.4% (lower bound system-negotiated network target).

Target year: 2023

The proportion of students in Year 5 achieving expected growth in NAPLAN reading will be at least 80% of students (lower bound system-negotiated target).

Target year: 2022

The proportion of Year 3 & Year 5 students achieving in the top two bands in NAPLAN numeracy increases from 25.6% to at least 31.9% (lower bound system-negotiated target).

Target year: 2023

The proportion of students in Year 5 achieving expected growth in NAPLAN numeracy will be at least 80% of students (lower bound system-negotiated target).

Target year: 2024

Wombat Public School self-assessment of the element 'assessment' and 'data skills and use' indicates improvement from Delivering and Sustaining and Growing to Excelling as detailed in the *Schools Excellence Framework*.

Initiatives

Knowing our students and where to next

Building a comprehensive and individualised snapshot of where each student is, knowing where they need to go and how to get them there.

- All teachers understand and explicitly teach literacy and numeracy with high expectations for all students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.
- Build teacher capacity to collect, dissect and analyse student data to inform teaching and provide feedback to staff and students.
- Assessment is used flexibly and responsibly to allow teachers to respond to trends in student achievements at individual, group and whole school levels.
- Systematic analysis and use of syllabus documents together with the literacy and numeracy progressions to drive high expectations and personalised learning and differentiation for all students.

Student engagement

Build student engagement and self directed learning.

- This is accomplished by establishing clear individual expectations and goals based on student need.
- Teachers focus on explicit teaching and effective feedback practices to help students monitor and recognise their successes.
- The feedback given to students is derived from assessments and informs further teaching.

Success criteria for this strategic direction

- All teachers show evidence in their program of analyses, interpretation of data and using this to inform planning, identify interventions and modify teaching practice.
- Teachers have identified what growth is expected for each student and students are clearly showing growth in literacy and numeracy.
- Valid and reliable student assessment data is regularly collected, monitored and deeply analysed on a 5 weekly cycle in literacy and numeracy. This data is tracked through school identified monitoring processes and PLAN2. This assessment and continuous tracking is documented through programming and is responsive to the needs of student attainment and progress.
- Student goals are adjusted as needed through collaborative discussion with all stakeholders and students are able to articulate their literacy and numeracy goals and their successes.
- Explicit feedback practices are evident in practice during classroom observations and students are able to clearly identify what they are learning and how they know they are successful.

Evaluation plan for this strategic direction

Questions:

- Do teachers have a sound understanding of student assessment and data concepts?
- Are teachers identifying expected growth for each student and are students showing growth in literacy and numeracy?
- Are student assessment data regularly collected, monitored and used in planning in a 5 weekly cycle?
- Are student goals regularly monitored and updated according to attainment and are students able to articulate their goals and successes?

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

Data:

- NAPLAN
- Check-In Assessment
- PLAN2
- Phonological Awareness Diagnostic
- Phonics Screening check
- IfSR NP Number and Place Value
- Professional Teacher Judgement
- Programming Improvement Measures
- Student worksamples

Analysis:

- Teaching staff collaborative five weekly for a review of data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Weekly whole staff meetings to identify students at risk and set appropriate interventions.
- All data will be triangulated using SCOUT, PLAN2 and internal data regularly to inform progress towards the improvement measures and student attainment.

Implications:

The findings of the analysis will inform

- Future activities
- Determination of where to next after analysis of data for individual students.
- Annual reporting on school progress measures
- Future school planning cycles

Strategic Direction 2: Leading quality teaching

Purpose

Through collaboration build a culture where teachers are committed to working through the literacy and numeracy teaching and learning cycle using effective classroom practices to provide students with quality learning experiences.

Improvement measures

Target year: 2023

The proportion of students in Year 5 achieving expected growth in NAPLAN reading will be at least 80% of students (lower bound system-negotiated target).

Target year: 2023

The Proportion of students in Year 5 achieving expected growth in NAPLAN numeracy will be at least 80% of students (lower bound system negotiated target).

Target year: 2022

Wombat Public School self-assessment of the elements 'curriculum', 'effective classroom practice' and 'data skills and use' indicates improvement from Delivering to Sustaining and Growing as detailed in the *Schools Excellence Framework*

Target year: 2024

Wombat Public School self-assessment of the elements 'curriculum', 'effective classroom practice' and 'data skills and use' indicates improvement from Sustaining and Growing to Excelling as detailed in the *Schools Excellence Framework*.

Initiatives

Effective Classroom Practice

Teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with priority given to evidence-based teaching strategies and what works best.

- Build teacher capacity to ensure the literacy and numeracy teaching and learning cycle is clearly evident in teacher practices.
- Regular quality professional conversations reflect a strong coaching and mentoring culture focusing on data analysis, curriculum planning and teaching practices found within the What Works Best document. The process includes regular collaborative discussions that facilitate professional dialogue and model effective practice. Lesson observations and walk throughs are built into the process.
- Create a collaborative focus on effective classroom practices including quality curriculum provision.
- Professional Learning is ongoing and reflective of all elements of the Teaching Professional Standards and individual Professional Development Plans.

Success criteria for this strategic direction

- All teaching programs reflect the literacy and numeracy teaching and learning cycle and learning intentions, success criteria and explicit feedback are embedded practice in all classrooms.
- All teachers engage in Quality Teaching Rounds with Professional Learning Communities.
- Regular implementation of lesson observations, walk throughs, PDP discussions and feedback processes are evident.

Evaluation plan for this strategic direction

Questions:

- Is there regular planned collaborative meetings focused on quality teaching practices and curriculum planning?
- Is there a mentor coaching program in place that encourages quality discussion around teaching practices as found in the What Works Best in Practice document?
- Are regular walks and talks scheduled by school leaders focusing on looking for explicit learning intentions and success criteria evident in the environment and planning programs?
- Is professional learning deliberately planned with a focus on whole school initiatives, discussions and staff identified needs as determined in Professional Development Plans?
- Are Students able to clearly identify what they are learning and how they know they are successful evidencing the strategic use of learning intentions and success criteria?

Data:

- Professional Development Plans
- Online Teacher Accreditation Management System (eTAMS)

Strategic Direction 2: Leading quality teaching

Evaluation plan for this strategic direction

- MyPL
- Teacher Programs
- Meeting Minutes
- Observations

Analysis:

- Analysis of the evaluation questions and data sources will identify strengths and weaknesses in teaching practices.
- Teaching staff collaborative five weekly for a review of data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Weekly whole staff meetings to identify students at risk and set appropriate interventions.

Implications:

This evaluation will inform direct planning to build capabilities that improve teacher expertise and student learning outcomes.

The findings will inform

- Future activities
- Determination of where to next after analysis of data for individual students.
- Annual reporting on school progress measures
- Future school planning cycles

Strategic Direction 3: Community partnerships for success

Purpose

To develop a community that is committed to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success. The community, including school staff, students, parents, carers and the wider community actively work together to benefit students with a planned and proactive approach to their learning and wellbeing.

Improvement measures

Target year: 2022

School Attendance Target of above 90% and each student above 90% attendance.

Target year: 2024

Wombat Public School self-assessment of the elements 'Learning and Culture' indicates improvement from Sustaining and Growing to Excelling as detailed in the *Schools Excellence Framework*.

Initiatives

Community Partnerships & Engagement

A culture of high expectations and community engagement is implemented resulting in continuous improvement of student learning and wellbeing.

- Planning for learning is informed by sound holistic information about student's wellbeing and learning needs in consultation with parents/carers.
- Engagement with parents and carers mean students are motivated to deliver their best and to continually improve.
- Continuous improvement is achieved through all parties understanding and using the same language in conversations including a clear vision statement, known and understood by all parties, to support learning and wellbeing conversations.
- Students are supported in their cultural identity and feel culturally safe at school.
- All students are immersed in learning and experiences that foster an understanding of the cultural heritage of others, with a focus on Aboriginal heritage and culture.

Attendance

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

Success criteria for this strategic direction

- Regular meetings are scheduled with parents and carers to discuss student growth, engagement and learning goals. As a result students are supported in their literacy, numeracy and wellbeing goals by the collaborative planning team consisting of teachers, parents, carers and themselves. This will be observed through a record of goals made, when they are met and the date of scheduled meetings.
- All parties are aware of and follow a clear behaviour policy that supports Wombat PS vision statement and has been created in consultation with all stakeholders through staff and student feedback.
- Respectful and positive relationships are evident throughout the school through explicit, culturally respectful discussions through staff and student feedback.
- Our students and teachers will demonstrate through their programs and work samples that they value the identity, culture, heritage and languages of the Wiradjuri land on which we live.
- Student absences are monitored and processes are in place to support students to ensure absences are explained and do not impact on learning outcomes.

Evaluation plan for this strategic direction

Questions:

- Is there a successful process in place whereby all students are supported by their community (parents, carers, teachers) in the development of goals that impact their attainment and wellbeing?
- Are students able to articulate the school vision statement and clarify how this impacts their decisions in their learning and wellbeing at school?
- Is the vision statement promoting positive interactions between all stakeholders of the school?
- Are all students exposed to and able to articulate their understanding of Aboriginal heritage and culture

Strategic Direction 3: Community partnerships for success

Evaluation plan for this strategic direction

and the history of the interactions between Indigenous and non-Indigenous peoples?

Data:

- School Attendance Data
- Student individual Attendance Data
- Satisfaction surveys.

Analysis:

- Teaching staff collaborative five weekly for a review of data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Weekly whole staff meetings to identify students at risk and set appropriate interventions.

Implications:

The findings will inform

- Future activities
- Determination of where to next after analysis of data for individual students.
- Annual reporting on school progress measures
- Future school planning cycles