

Strategic Improvement Plan 2021-2025

Wongarbon Public School 3487



School vision and context

School vision statement

Wongarbon Public School is committed to creating a positive and secure learning environment that promotes life-long learning and responsible citizens. Every student is known, valued and cared for through inclusive and engaging learning opportunities.

We recognise the importance of the partnerships developed between the school, outside agencies and parents when maximising student wellbeing, learning and engagement.

School context

Wongarbon Public School is located 19 kilometres east of Dubbo, in a small rural, village. There is a current enrolment of 53 students, 27% of whom identify as Aboriginal. The daily school operations consists of three multi stage classrooms with access to the library one day a week. The school has a strong and committed P&C who actively fundraise and contribute to school initiatives.

The school strives for excellence in an inclusive environment where every student and every teacher improves every year.

At Wongarbon Public School, quality teaching and learning programs provide a strong foundation in literacy and numeracy through explicit teaching, high expectations and collaboration where students are challenged to meet their learning goals in a safe learning environment.

Students maximise their potential and remain engaged through continuity of learning and a strong sense of community connectedness. Wongarbon Public School provides future focused learning for all students. We celebrate the success of all student learning; their ability, traditions and beliefs, by treating each other with respect.

The whole school community, involving students, staff, parents and the Local Dubbo AECG, was consulted in a situational analysis followed by the development of the 2021-2024 Strategic Improvement Plan. Throughout our situational analysis, we have identified key focus areas for improvement.

The school will develop a culture that is focused on student learning outcomes in reading and numeracy to build strong foundations for academic success. We will refine and further develop data informed teaching practices that are responsive to the learning needs of individual students.

The school will develop and implement specific programs that build cognitive, emotional, physical and social wellbeing in all students. These programs will offer extra-curricula activities in Sport, Science, Technology, Creative and Performing Arts to ensure our students have a variety of learning opportunities so that each student will connect, succeed, thrive and learn.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to enhance student outcomes in reading and numeracy through building teacher capacity to deliver explicit and targeted teaching based on effective collection and analysis of data.

Improvement measures

Achieve by year: 2025

All teachers expertly use data to inform planning and monitor student progress.

Achieve by year: 2025

The school self-assessment in the element 'Effective Classroom Practice' indicates improvement from Delivering to Sustaining and Growing.

Achieve by year: 2025

At least 85% of students achieve the relevant learning indicators with Vocabulary in the learning progressions.

Achieve by year: 2025

At least 85% of students achieve the relevant learning indicators with Quantifying Numbers and Additive Strategies in the learning progressions.

Reading growth

Achieve by year: 2023

All students are able to demonstrate growth and achievement in vocabulary over the year, using the learning progressions.

Numeracy growth

Achieve by year: 2023

All students are able to demonstrate growth and achievement in Place Value over the year, using the learning progressions.

Initiatives

Explicit Teaching

In order to achieve a strong foundation in literacy and numeracy, explicit teaching entails a whole school approach to effective classroom practice through consistent, explicit, systematic and sequenced teaching using evidence-based practices.

- Build teacher capacity to ensure data collection is used to differentiate curriculum, inform teaching and provide feedback to students so that learning is maximised for all.
- Analysis and use of literacy and numeracy progressions to personalised learning and differentiate teaching for all students, as well as track progress and growth.
- Use student assessment data to reflect on teaching effectiveness and provide individualised explicit differentiated and responsive learning opportunities.

Data Informed Teaching

In order to review student learning progress and inform teaching programs for whole school and targeted group learning, collection and analysis of relevant data through the implementation and evaluation of a consistent whole school literacy and numeracy assessment schedule will be implemented.

- Deliver tailored learning support for students in literacy and numeracy through a tiered approach that involves quality evidence-based learning.
- Use instructional leadership time to work with teachers using data to monitor and assess student progress and design future learning on a whole class, group and individual level.
- Review and adapt practice to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement.
- Embed data informed formative assessment practices as an integral part of daily instruction in

Success criteria for this strategic direction

All staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning.

The whole school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement.

The school has processes in place to support teachers' consistent, evidence-based judgement and moderation of assessments.

Teachers clearly understand, develop and apply a full range of assessment strategies - assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.

Evaluation plan for this strategic direction

The school will regularly use the following data sources to analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction.

- NAPLAN data
- Scout data
- Check-in assessment data
- Reading (phonological awareness, phonics, fluency and benchmarking) and Numeracy (quantifying numbers).
- Student work samples
- Literacy and Numeracy PLAN2 data
- Student Individual Learning Plans
- SES SaS

The evaluation plan will involve:

- Regular review of these data sources to provide

Strategic Direction 1: Student growth and attainment

Initiatives

every classroom.

Evaluation plan for this strategic direction

clarity around whether or not we are on track for achieving the intended improvement measures.

- regular professional discussion around the School Excellence Framework elements and themes.
- Allocated time for whole staff reflective sessions.
- Termly review and triangulation of data sources including qualitative and quantitative, internal and external data will be used to corroborate conclusions and guide future school planning.

Strategic Direction 2: Wellbeing

Purpose

Our purpose is to ensure all of our students are able to connect, succeed, thrive and learn. There will be a planned approach to delivering whole school wellbeing processes that support high levels of wellbeing and engagement.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

Maintain the proportion of students attending school more than 90% of the time to achieve a minimum of the system-negotiated lower bound target of 80%.

Achieve by year: 2025

Maintain the criteria for Sustaining and Growing across all three areas of the Sport and Physical Activity: School Health Check.

Wellbeing

Achieve by year: 2023

The proportion of students reporting Advocacy, Sense of Belonging at School and Expectations for Success in the TTFM wellbeing data improves to be at or above the SSSG data.

Achieve by year: 2025

Wellbeing plans are maintained and embedded in practice and goals are articulated and achieved by all students.

Initiatives

Physical Activity

Embed a whole school approach to sport and physical activity where there is a collective responsibility for student wellbeing across the school.

In order to achieve this we will:

- Collaboratively develop a whole school philosophy on the importance of physical activity and the link to wellbeing.
- Develop staff and student skills to regularly monitor sport and physical activity progress and development by embedding processes and practices.
- Improve teacher capacity in the delivery of sport and physical activity programs.
- Strategically use resources to support full implementation of sport and physical activity.

Wellbeing and Engagement

Embed a whole school approach to student wellbeing, engagement and personalised learning with regular review and analysis to ensure student success.

In order to achieve this we will:

- Develop and implement processes for regular monitoring and support of student wellbeing.
- Use data based and differentiated practices to support every students' wellbeing and engagement.
- Embed strong and consistent practices to support students' successful transitions in collaboration with parents/carers.
- Regularly monitor and address individual student attendance.

Success criteria for this strategic direction

The school has implemented evidence-based change to whole school practices resulting in measurable improvements in wellbeing and engagement to support learning.

Strategic use of the physical environment, and financial and human resources to ensure that they optimise learning for all students.

Regular and ongoing planning, monitoring and evaluation of the whole school approach to student wellbeing and engagement is embedded across the school.

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

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

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effective of the initiative in achieving the purpose and improvement measures of the strategic direction.

This analysis will guide the school's future directions:

- TTFM survey results
- Wellbeing Framework Self-Assessment
- Attendance data
- Sport and Physical Activity Health Check
- Staff, students and community surveys.
- SEF SaS

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.

Strategic Direction 2: Wellbeing

Evaluation plan for this strategic direction

Regular review and triangulation of data sources including quantitative and qualitative, internal and external data will be used to collaborate conclusions and guide future school planning.