

# Strategic Improvement Plan 2021-2024

## Woodenbong Central School 3491



# School vision and context

## School vision statement

### *A community learning, teaching and leading together for the future.*

We believe in practice that is collaborative, reflective and restorative. We believe:

- in the power of **collaboration** to achieve improved practice for teachers and equity of outcomes for all students.
- **reflective practice** provides a means for leaders, teachers and students to improve their practice and learning outcomes with open-mindedness (critical and creative thinking), responsibility and whole-heartedness (high expectations relationships).
- we can address the needs of the school community when we are committed to building, maintaining and restoring healthy relationships. **Restorative practice** is a whole school teaching and learning approach that encourages behaviour that is supportive and respectful.

**Learning:** We believe in using pedagogy that is marked by high expectations matched by high support, is dialogue based, meets the needs of the individual, uses processes for feedback, builds capacity for learning resilience and allows for creative choice and expansion of the learner's world.

**Teaching:** We have high expectations that every teacher is a leader in their classroom and they know every student, they know their strengths, their areas for further development, and they're working together to improve those learning outcomes using data and evidence informed practice.

**Leading:** We have high expectations that our leaders know those whom they lead, facilitate and create the environment for collaboration, reflection and learning.

## School context

Woodenbong Central School (WCS) is a K-12 school that aims to prepare students for their future role in a rapidly changing world by building capacity adapt and thrive.

WCS is a comprehensive central school with around 190 students. Approximately 35% of the students identify as Aboriginal or Torres Strait Islander.

The school is well resourced to support the learning needs of all students. All students have access to technology. The school has a 1-1 laptop program for students from Year 5 to 12 and a 1-1 iPad program for Kindergarten to Year 12 students. Equity funding is used to support student learning and the initiatives outlined in the Strategic Improvement Plan.

WCS's Learning Support Team provides identified students with additional assistance.

WCS is seen as one of the hubs of the local remote and rural community, in the foothills of the Northern Border Ranges. Parents, staff and students view WCS's sense of community as a strength of the school. WCS will build on this strength by designing, implementing and evaluating learning experiences that are significant and relevant to students by utilising the local community's expertise and resources.

Over the years WCS has established a strong relationship with the traditional owners of the land on which the school is built, the Githabul Nation. WCS will continue to strengthen this relationship to ensure that all Aboriginal students achieve equitable outcomes.

The focus at WCS has been on building an engaged learning community that focuses on improving student achievement and developing capacity to meet individual learning needs through high quality learning experiences guided by collaborative and reflective practices.

# Strategic Direction 1: Student growth and attainment

## Purpose

To ensure students grow in their learning through explicit, consistent and evidence-informed pedagogical practices. Our teachers will collaboratively and individually evaluate their effectiveness and reflective on their practice through quality, targeted professional learning and use of student assessment data to inform teaching.

## Improvement measures

### Target year: 2023

Improve the percentage of secondary students achieving expected growth in NAPLAN numeracy to above the school's lower bound system-negotiated target of 79.7%.

### Target year: 2023

Improve the percentage of students achieving expected growth in NAPLAN reading to above the school's lower bound system-negotiated target of 52.7%.

### Target year: 2022

Improvement in percentage of students achieving in the top 2 bands to be above the schools lower band system negotiated target in numeracy of 28.9% for primary and 15.6% in secondary.

### Target year: 2022

Increase the percentage of Aboriginal students achieving top 3 NAPLAN bands in reading and numeracy to be above the school's lower bound system negotiated targets.

### Target year: 2022

Improvement in the percentage of Higher School Certificate course results in the top 3 bands to above the school's lower bound target systems negotiated target.

### Target year: 2023

Increase the percentage of Aboriginal students attaining the HSC whilst maintaining their cultural identity to the

## Initiatives

### Evidence informed pedagogical practices to support growth in student learning.

Improve growth in student learning through a focus on evidence informed explicit teaching practices, formative assessment, literacy and numeracy progressions and General Capabilities.

Use a variety of evidence based teaching strategies to develop higher order thinking, creative and critical thinking skills of students.

Literacy and numeracy practice is informed by research. Literacy and numeracy professional learning and teaching practice is informed by research such as What Works Best and High Impact Professional Learning.

Change & adjust practice using the Progressions, explicit individual student goals, formative feedback to plot students and differentiated teaching

Establish and use additional Learning and Support Teacher time to support and work with teachers using data to monitor and assess student progress and design future learning on a whole class, group and individual level.

Embed the use of formative data collection and feedback and reflection on teaching effectiveness

Develop deep staff understanding and effective implementation of programs related to the High Potential and Gifted Education policy

### Collaborative practices and the use of student data to reflect on teacher practice.

Strengthen collaborative support for teacher performance development, cross-faculty collaborations and evidence-based programs and lessons.

Whole school adoption of Literacy and Numeracy Learning Progressions. The use of PLAN2 for Kindergarten to year 6.

## Success criteria for this strategic direction

Teachers collaborate to share curriculum knowledge, data, feedback and other information about student progress and achievement which meet the learning needs of all students.

A range of assessments strategies and tasks are used regularly across the whole school to help promote consistent and comparable judgement of the growth of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension.

The school identifies expected growth for each student. Students are achieving higher than expected growth on internal school progress and achievement data

School data demonstrates that student progress and achievement is greater than students at statistically similar schools on external measures, that is consistent with the school's internal metrics.

Progress and achievement of equity groups within the school is equivalent to or greater than the progress and achievement of all students in the school

The school's teacher teams are collaborative, build the capabilities of all teachers and are an integral component of whole school approaches to support students grow in their learning.

Teachers demonstrate high quality skills in explicit teaching and differentiation to highly engaged and achieving students

## Evaluation plan for this strategic direction

**Question:** What has been the impact of using consistent, explicit evidence-based teaching practices, on student performance, in particular student growth in learning? Do teachers collaborate to evaluate, reflect on and adapt practice?

**Data:** These data sources will be collected and analysed

# Strategic Direction 1: Student growth and attainment

## Improvement measures

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lower bound system-negotiated target.

### Target year: 2024

School Excellence Framework assessment of the element "Student Performance Measures" indicates improvement from Delivering to Sustaining and Growing.

### Target year: 2022

Improvement in percentage of students achieving in the top 2 bands to be above the schools lower band system negotiated target in reading of 28.2% for primary and 15.0% in secondary.

## Initiatives

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Develop collaborative systems and professional capacity for analysis of NAPLAN, Higher School Certificate and minimum standard data to identify monitor improvement measures and to target areas as needed.

Collaboratively review and improve the use of formative data sources, monitoring and reflecting on teaching effectiveness.

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.

Use the school's collaborative structures to embed the use of formative data collection, use of Progressions and General Capabilities for goal setting leading to changes in explicit teaching practice.

Extend the school's culture of collaboration and focus on learning to the building of educational aspiration and continual improvement throughout the whole school community. In particular, strengthen the collaboration between the school, parents and community to support the continuity of learning of all students.

## Evaluation plan for this strategic direction

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by relevant teachers, leaders and teams: external student performance measures (NAPLAN, HSC, VALID); internal student performance measures (Literacy, Numeracy Progressions and General Capabilities); teaching programs; classroom observations; student work samples; peer coaching meeting minutes; School Excellence Framework assessments.

**Analysis:** Data is analysed regularly to determine the extent to which the purpose and improvement measures have been achieved.

**Implications:** Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning

## Strategic Direction 2: Evidence Informed Wellbeing Practices

### Purpose

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To ensure that all of our students are able to connect, succeed, thrive and learn, there will be a planned approach to developing whole school wellbeing processes that support high levels of wellbeing and engagement.

### Improvement measures

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#### Target year: 2022

Increase the proportion of students attending > 90% of the time by 5 percent

#### Target year: 2024

All students have a co-developed Individual Education Plan, in consultation with parents to meet the student's wellbeing and learning needs.

#### Target year: 2024

School Excellence Framework assessment of the element 'Curriculum' shows improvement from Sustaining and Growing to Excelling.

#### Target year: 2024

School Excellence Framework assessment of the element 'Wellbeing' shows improvement from Sustaining and Growing to Excelling.

#### Target year: 2022

Improve the proportion of student's sense of belong at the school to above 85%

### Initiatives

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#### A planned approach to Wellbeing

Ensure that the school's strategic and planned approach to whole school wellbeing processes support the wellbeing of all students so they can connect, succeed, thrive and learn.

Whole school wellbeing practices that are informed by research such as What Works Best and The Wellbeing Framework for schools.

High Impact professional learning in wellbeing practices for all staff.

Embed a learning culture that empowers all students to create, enact, monitor and reflect on wellbeing and learning goals.

#### Meeting Individual Learning needs

Ensure that planning for learning is informed by sound holistic information about each student's wellbeing and learning needs, in consultation with parents/carers.

Embed the use evidence-informed effective strategies are used and evaluated to ensure the learning and wellbeing need needs are met in classrooms for every student.

- High impact professional learning on the use of learning adjustments in teaching for all teachers.
- Use of student assessment data to reflect in teaching effectiveness and the provision of individualised explicit responsive learning opportunities.
- Use of best practice Individualised Educational Plans

### Success criteria for this strategic direction

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High functioning wellbeing and learning team with practices and processes that assist teachers to support student learning needs.

There is a school wide collective responsibility for student learning and success that is shared by parents and students.

Respectful and positive relationships are evident and widespread among students and staff.

The promotion of evidence based whole school wellbeing practices.

All students have Independent Educational Plans with co-developed learning goals.

### Evaluation plan for this strategic direction

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**Question:** To what extent has the school's planned approach to whole school wellbeing enabled students to connect, succeed, thrive and learn?

**Data:** What does our data from surveys, focus groups, internal assessments and evaluation of wellbeing processes show regarding meeting students' learning and wellbeing needs?

**Analysis:** What areas are showing improvements for students?

**Implications:** What are the implications for future allocation of resources and areas of priorities?

# Strategic Direction 3: Evidence Informed Teaching, Leading and Learning

## Purpose

To enhance our students' learning, the school's leaders will facilitate and create the environment for collaboration, reflection and learning; where our teachers will collaboratively use the teaching and learning cycle to implement evidence based pedagogies enhance student learning. Our teachers will effectively use data to inform their practice and individualise student learning.

## Improvement measures

### Target year: 2024

School Excellence Framework assessment of the element 'Educational Leadership' indicates improvement from Sustaining and Growing to Excelling.

### Target year: 2024

School Excellence Framework assessment of the element 'Effective Classroom practice' indicates improvement from Sustaining and Growing to Excelling.

### Target year: 2024

School Excellence Framework assessment of the element 'Assessment' indicates improvement from Sustaining and Growing to Excelling.

### Target year: 2024

School Excellence Framework assessment of the element 'Data Skills and Use' indicates improvement from Delivering to Excelling.

### Target year: 2024

School Excellence Framework assessment of the element 'Curriculum' indicates improvement from Sustaining and Growing to Excelling.

All students achieve or exceed their co-developed learning goals based on internal and external data.

## Initiatives

### Culture of continuous improvement and high expectations

The leadership team ensures the professional learning community at Woodenbong Central School remains focused on continuous improvement of teaching and learning through the effective use of data to inform teacher practice and personalised learning.

Ensure effective strategies and processes for data analysis, collaboration and reflection are used for responsive curriculum delivery.

- High impact professional learning in data literacy, data analysis and data use in teaching to inform practice for all staff.
- Mentoring, peer coaching and collaborative processes to build the capacity of teachers in the use of 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 every classroom.
- Develop systems to longitudinally track student progress K-12.

Embed a learning culture that enables students to create, receive feedback and achieve their learning goals.

- High impact professional learning on the use of learning progressions and the High Potential and Gifted Education policy to personalise learning and understanding.
- Expertly use student assessment data to reflect on teaching effectiveness and provide individualised, explicit, differentiated and responsive learning opportunities.

## Success criteria for this strategic direction

Teachers collaborate to share curriculum knowledge, data, feedback and other information about student progress and achievement which meet the learning needs of all students.

A range of assessments are 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 expected growth for each student. Students are achieving higher than expected growth on internal school progress and achievement data

School data demonstrates that student progress and achievement is greater than students at statistically similar schools on external measures. This is consistent with strong student progress and achievement on internal measures.

Progress and achievement of equity groups within the school is equivalent to or greater than the progress and achievement of all students in the school

Teachers demonstrate high quality skills in explicit teaching and differentiation to highly engage students

All teachers have a sound understanding of student assessment and data concepts and use this to inform planning, identify interventions and modify teaching practice.

All students articulate, understand and achieve learning goals.

Learning and Support Team collaboratively, build the capabilities of all teachers and are an integral component of whole school approaches to language, literacy and numeracy programs.

## Evaluation plan for this strategic direction

# Strategic Direction 3: Evidence Informed Teaching, Leading and Learning

## Initiatives

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- Embed and use high impact professional learning and collaborative structures to build teacher capabilities and collective pedagogical practice.

### Highly effective Classroom practice

The leadership team will enhance a culture of learning and excellence improvement through continuous improvement of effective classroom practice with a focus on explicit teaching practice and assessment, strategies.

- Professional learning regarding evidence based teaching practice is informed by research such as What Works Best, High Impact Professional Learning and High Impact Teaching Strategies.
- Strengthen collaborative support for teacher performance development, cross-faculty collaborations and evidence-based programs guided by the School Excellence Framework.
- Develop high impact professional learning for teaching and implementation.
- Whole school monitoring of student learning in all faculties.
- Embed the use of formative data collection and feedback and reflection on teaching effectiveness.
- Develop systems and professional capacity for analysis of data to identify monitor improvement measures and to target areas of need.
- Develop deep staff understanding and effective implementation of programs related to the High Potential and Gifted Education policy

## Evaluation plan for this strategic direction

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**Question:** To what extent have school's collaborative and reflective practices improved learning outcomes? How has our use of data impacted teacher practice and student learning? To what extent have evidence based pedagogies enhanced student learning?

**Data:** What do school surveys, focus groups, internal assessments and external data, Personalised Learning Plans, Individual Educational Plans, and differentiation indicate about improvements in learning?

**Analysis:** What areas are showing improvements and which show opportunities for future growth?

**Implications:** What are the implications for future allocation of resources and areas of priorities? Which evidence-based pedagogies are most effective at Woodenbong Central School?