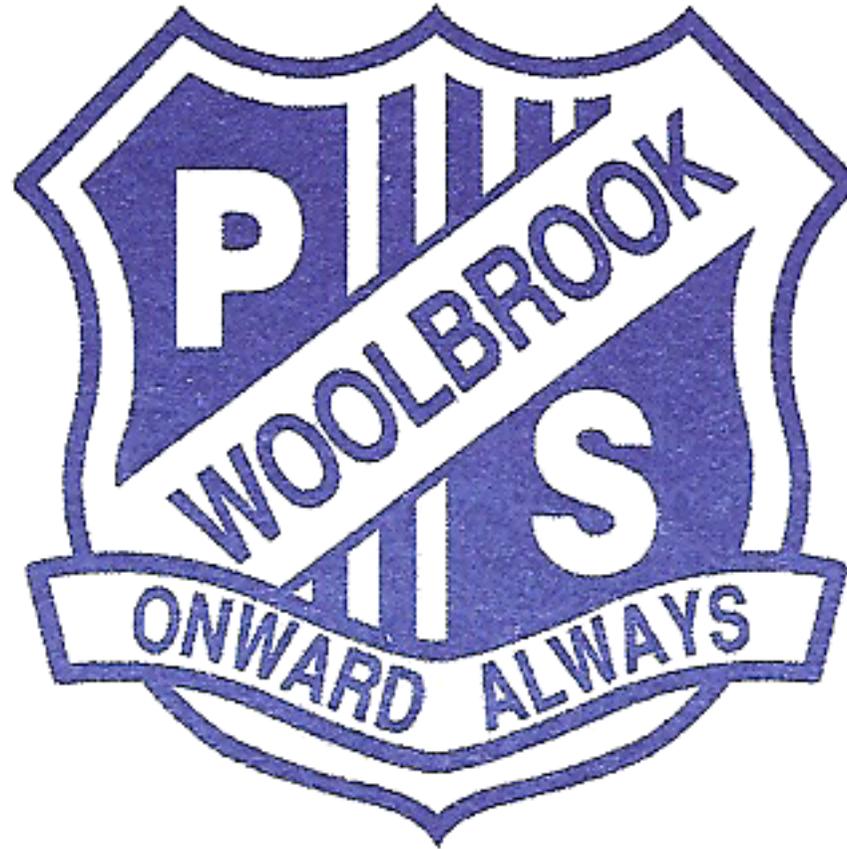


Strategic Improvement Plan 2021-2024

Woolbrook Public School 3501



School vision and context

School vision statement

At Woolbrook School, we provide high quality educational experiences to every student and hold high expectations for students to achieve their personal best through engaged, active learning in a safe, respectful and supportive environment.

School context

Woolbrook Public School is located in the village of Woolbrook in the southern New England Tablelands. The school has an anticipated enrolment of 8 children in 2021 (63% of whom identify as Aboriginal)-from a combination of both town and surrounding rural properties. In 2021, it is expected that there will be enrolments in all years, except Years one and four. Staff includes a full-time teaching principal, a release from face-to-face teacher, a school administrative manager, a school learning support officer, a cleaner and general assistant. The school benefits greatly from involved parents and a supportive community. There is an operational Parents and Citizens Association, where meetings attract a good attendance. The school has links with Aboriginal Elders and work closely with the Aboriginal community. There is a strong and relentless focus on literacy and numeracy, with flexible groupings and differentiated curriculum utilised to optimise the learning of students across all stages. Technology is an integral part of each day's learning, seamlessly supporting the teaching of all Key Learning Areas.

As an Early Action for Success school, an instructional leader has been appointed, additional resources allocated and professional learning provided that enable the school to provide tiered interventions that focus on Literacy and Numeracy outcomes for all students in Kindergarten to Year Three. Our situational analysis indicates continued focus on Literacy and Numeracy; building of teacher capacity in use of data and formative assessment and explicit approaches to wellbeing.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes and to build strong foundations for academic success, all staff will refine data driven teaching practices that are responsive to the learning needs of individual students.

Students become self-directed learners who are aware of their own progress and feel confident in working with teachers to help direct future learning, supported by effective feedback.

Improvement measures

Target year: 2022

SEF - 'Data Skills and Use' - Sustaining and Growing

Data Driven Practices

All students show at or above expected growth in Literacy (Reading) and Numeracy (Place Value), using the Learning Progressions, NAPLAN, PLAN2 and Syllabus indicators to deliver expected stage outcomes.

As a school we aim to increase the proportion of students in the top 2 bands for Reading and Numeracy.

Target year: 2024

SEF - 'Effective Classroom Practice' - Sustaining and Growing

Self Directed Learning

Teachers and students collaborate to recognise next steps in individual student learning and engage in self and peer assessment using criteria for Literacy and Numeracy goals.

Target year: 2023

SEF - 'Data Skills and Use' - Sustaining and Growing

Data Driven Practices

Initiatives

1. Data driven practices

- Systematic analysis and use of Literacy and Numeracy Progressions to personalise learning and differentiate teaching for all students, as well as track progress and growth in PLAN 2 and mapped against Syllabus outcomes.
- Collaborative work with the Instructional Leader to build teacher capacity in the analysis and use of data to drive teaching.
- Whole school assessment to drive individual learning plans.

2. Self Directed Learning

- Build teacher capacity in the use of Formative Assessment strategies such as Learning Intentions, Success Criteria and Effective Feedback through collaboration within our Professional Learning Community.
- Implement whole school processes for deliberate student self reflection and regulation.
- Develop Student directed individual learning contracts.

Success criteria for this strategic direction

1. Data driven practices

- All teachers systematically use student data to inform future programming and regularly reflect on the impact of teaching and learning.
- High impact professional learning processes exist through commitment to the Professional Learning Community.

2. Self Directed Learning

- All teachers use formative assessment data to accurately track and monitor student achievement.
- All students use a variety of strategies to reflect and articulate the next steps in their learning journey.
- Student directed individual learning contracts are communicated to parents/carers to support students in monitoring their progress.

Evaluation plan for this strategic direction

In order to reflect on the success of this Strategic Direction we plan to use the evaluative practice QDAI. (Questions, Data, Analysis, Implications)

Q. Has teacher capacity supported students growth in learning?

Are reflective practices visible amongst staff and students?

D.

- PLAN2
- NAPLAN
- Literacy and Numeracy Progressions
- Essential Assessment
- Syllabus outcomes
- Student Work Samples
- Learning Journals

Strategic Direction 1: Student growth and attainment

Improvement measures

Teacher capacity in the use of data increases through collaboration with the Instructional Leader and Learning Community.

As a school we aim to increase the % of students achieving growth in Reading and Numeracy.

Increase in Aboriginal students achieving top 3 NAPLAN bands in Reading and Numeracy.

Evaluation plan for this strategic direction

- Staff PDPs

A. Analyse the data to determine effectiveness of teaching and learning strategies.

I. Data will direct the next steps in student learning.

Strategic Direction 2: Building Resilient Learners

Purpose

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

Improvement measures

Target year: 2022

SEF - 'Wellbeing' - Sustaining and Growing

We will regularly and deliberately reflect against the Wellbeing Framework Self-Assessment Tool to indicate growth from Connect to Thrive.

Student success against wellbeing indicators show improvement using a five point scale.

We aim to increase the proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School.

Target year: 2022

SEF - Attendance - Delivering

As a school we aim to increase the proportion of students attending at or above 90% of the time.

Initiatives

Embedding wellbeing practices

- Implementation of evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.
 - Students are provided with opportunities to exercise choice in the context of self-regulation, self determination, ethical decision making and responsibility.
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Attendance

- We will maintain our current support practices to achieve the our aim of having student attendance at or above 90%.
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Success criteria for this strategic direction

Students are recognised, respected and valued.

School-wide collective responsibility for student learning and success is shared by parents and carers.

Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs.

Respectful and positive relationships are evident throughout the school as a result of the explicit teaching and reflection of wellbeing practices.

Students are self-aware and regulate their own emotions and behaviours.

Students develop strong character traits that are reflected in their behaviour, decision making and relationships.

Wellbeing and behaviour programs are embedded practice and achieved for all students.

Evaluation plan for this strategic direction

In order to reflect on the success of this Strategic Direction we plan to use the evaluative practice QDAI. (Questions, Data, Analysis, Implications)

Q. Has regular and ongoing planning, monitoring and evaluation of the whole school approaches to student wellbeing and engagement been successful?

Has student Attendance increased from the implementation of support measures?

D.

- Use of the Wellbeing Self Assessment Tool.
- The Wellbeing for School Excellence - Evaluation Support Tool.
- Pre and post engagement data
- Individual reflection data.

Evaluation plan for this strategic direction

- SCOUT attendance data.

A. Analyse the data to determine the extent to which the purpose has been achieved.

I. What are the implications for our work? Future directions and next steps.