

Strategic Improvement Plan 2021-2025

Woonona Public School 3510



School vision and context

School vision statement

At Woonona Public School, our staff and community believe every student should be known, valued and cared for in a nurturing environment, where our school motto of "Learning and Working Together" typifies our everyday aspirations.

Our vision is to work in partnership to provide students with the skills and experiences that will allow them to exceed their potential, engage in reflective practice, build strength as a learner and promote individual social, emotional and academic growth.

School context

Woonona Public School was established in 1882 and has a long, proud history of serving and working with the local community. The current enrolment of 620 students work in 24 stage and grade based classes. In 2021, the school had a Family Occupation and Education Index (FOEI) of 54.

The school's approach to teaching and learning is heavily invested in the work of Professor John Hattie and Dr Dylan William, Shirley Clark and Carol Dweck. The school implements Visible Learning and formative assessment strategies across all areas of the curriculum. Our work revolves around three key questions- answered by students and staff alike- Where am I? Where do I need to go? How will I get there? We regard effective feedback, evidence based practice and data driven quality teaching as the keys to success.

Extra-curricular opportunities in Sport, Science, Technology and Creative and Performing Arts, enable our students to excel through a range of different experiences.

The whole school community, involving students, staff, parents and the local AECG, was consulted in a thorough Situational Analysis, followed by the development of our Strategic Improvement Plan. The school has identified three areas of focus that form the Strategic Directions for the school.

The first Strategic Direction is **Student growth and attainment**. A school wide commitment to outstanding student achievement in literacy and numeracy will be facilitated through collaborative, data informed and innovative learning experiences.

The second Strategic Direction is **Strategic, differentiated and inclusive curriculum for all**. Dynamic, curriculum aligned, learning environments will be created through evidence-based practice, collaboration and reflective processes that facilitate purposeful learning and maximise engagement and outcomes, for all students.

The third Strategic Direction is **Life long learners**. A strong commitment to identifying and developing, in our students, the skills and strategies to engage with the learning process in a way that will enhance learning and produce learners who have the capacity to succeed within and beyond school, and during key transition times.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in literacy and numeracy and build strong foundations for academic success, we will further develop and refine our evidence based teaching practices to ensure they are responsive to student learning needs.

Improvement measures

Reading growth

Achieve by year: 2023

Check-in assessment

An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

Numeracy growth

Achieve by year: 2023

Check-in assessment

An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

Initiatives

Effective Classroom Practice

All literacy and numeracy teaching and learning experiences will be targeted, individualised and specific to the needs and abilities of our students. Evidence-informed, research-based and collaboratively developed programs will be embedded, K-6. To achieve this we will:

- Ensure high impact professional learning in literacy and numeracy to personalise learning and understanding for staff and students.
- Develop and implement school-wide processes and protocols to support professional improvement and encourage reflective practice, for all staff.

Data Skills and Use

The school will embed consistent school-wide practices for assessment that monitor, plan and report on student learning across the curriculum. Teachers will use evidence of learning to inform their teaching, adapt their practice and meet the learning needs of students, K-6. To achieve this we will:

- Review and adapt practice to ensure reliable and consistent formative and summative assessment tasks are being used to analyse student progress, evaluate growth over time and report student achievement.
- Utilise Instructional Leader position, AP Executive Release and Data Days to work with teachers using data to monitor and assess student progress and design future learning on a whole stage, class, group and individual level.

Success criteria for this strategic direction

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable assessment and continuous tracking of student progress and achievement. Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs.

(SEF Teaching - Effective Classroom Practice) Student feedback is routine, elicited by teachers and informs their teaching. Teaching cycles reflect adjustment to student need in differentiation and formative assessment, ensuring all students have a clear understanding of how to improve.

(SEF Learning - Curriculum) Our schools value-add trend is positive. School data shows that student progress and achievement is consistent with progress and achievement on internal assessments.

(SEF Learning - Student Performance Measures) All lessons are systematically planned as part of a coherent program that has been collaboratively designed. A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities.

(SEF Teaching - Data skills and use) All teachers have a sound understanding of student assessment and data concepts. Data and feedback inform teaching practice and direct learners and learning. Teaching strategies implemented reflect research on best practice and include ongoing monitoring of success.

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in literacy and numeracy?

Evaluation plan for this strategic direction

Data: We will use a combination of data sources.

These will include:

- internal assessments - PLAN2, PAT, SEF
- external assessments - NAPLAN, check-in assessments
- Literacy and Numeracy Progressions
- PLPs
- surveys
- observation/s
- focus groups
- interviews
- document analysis
- resource allocation analysis

Analysis: Analysis will be embedded within the Initiatives through Progress and Implementation Monitoring every 5 weeks. Annually, the school will review progress towards the improvement measures and report on this in the Annual Report.

Implications: The findings of the analysis will inform future actions.

Strategic Direction 2: Strategic, differentiated and inclusive curriculum for all

Purpose

In order to maximise learning outcomes for all students, we will identify and address student needs, through strong curriculum knowledge and implementation, by catering for their individual needs. A consistent, collective and refined approach to curriculum delivery, will ensure that an educational environment is created that will foster students ability to exceed their potential.

Improvement measures

HPGE

Achieve by year: 2025

All teaching and learning programs across the school include differentiated activities, ensuring all students are challenged.

Professional Learning

Achieve by year: 2025

Alignment of professional learning to the school plan has had an impact on the quality of teaching and student learning outcomes.

Initiatives

Professional Learning

A whole school system and integrated approach to quality teaching, curriculum planning, delivery and assessment promotes learning excellence and is responsive to meeting the needs of all students, K-6. To achieve this we will:

- Embed and use high impact professional learning structures to build teacher capabilities and collective pedagogical practice that meet the engagement and learning needs of students.
- Allocate time and resources to enable staff to share best-practice pedagogy across classrooms.
- Support staff in the development of explicit teaching and learning programs that is curriculum aligned and differentiated to have the greatest impact on student learning outcomes.
- Implement the Quality Teaching Framework in all teaching and learning programs to ensure that quality education is being provided throughout the school and as a means of providing staff with a platform for critical reflection and analysis of current teaching practice, and used to guide planning of classroom and assessment practices

High Potential and Gifted Education

Targeted support will drive improved teacher knowledge and implementation in High Potential and Gifted Education (HPGE). Staff will be provided with explicit systems for identification, professional learning and successful integration into daily classroom practice. This will occur through collaborative whole school systems that ensure sustained educational quality for all HPGE students, from a diverse range of backgrounds, whilst catering for individual needs, K-6. To achieve this we will:

- Ensure high impact professional learning in the High Potential and Gifted Education policy occurs and becomes an embedded practice in all classrooms.
- Lead collaboration with families, our school community and the wider community to support the

Success criteria for this strategic direction

The school has implemented evidence-based change to whole school practices. Planning for learning is informed by sound holistic information about each student's capacity to learn, wellbeing needs and individual story, in consultation with parents and carers, and is strongly aligned and reinforced by staff who display a strong depth of understanding of curriculum requirements. Purposeful, personalised, differentiated and curriculum aligned learning occurs daily, resulting in measurable improvements in student wellbeing and engagement.

(SEF Learning - Curriculum) Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning, and share expected outcomes.

(SEF Learning - Learning Culture) Strong links are deep and meaningful for each student, parent and teacher. Aspirational goals for each student to exceed their potential and to engage with their personal story.

(SEF Learning - Wellbeing) There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers so that all students can connect, succeed, thrive and learn.

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in connecting to their learning?

Data: We will use a combination of data sources.

These will include:

Strategic Direction 2: Strategic, differentiated and inclusive curriculum for all

Initiatives

- talent development of high potential and gifted students.
 - Support teachers in the assessment and identification of the specific learning needs of high potential and gifted students across all domains of potential and effective differentiation for those students.
 - Develop an efficient and systematic system, to enable monitoring of procedures, programs and practices for high potential and gifted students.
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Evaluation plan for this strategic direction

- internal assessments - PLAN2, PAT, SEF, SCOUT
- external assessments - NAPLAN, check-in assessment
- Literacy and Numeracy Progressions
- PLPs
- surveys
- observation/s
- focus groups
- interviews
- document analysis
- resource allocation analysis

Analysis: Analysis will be embedded within the Initiatives through Progress and Implementation Monitoring every 5 weeks. Annually, the school will review progress towards the improvement measures and report on this in the Annual Report.

Implications: The findings of the analysis will inform future actions.

Strategic Direction 3: Life long learners

Purpose

In order to maximise student learning outcomes, we will apply a collective approach that encourages our students to be actively and successfully connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school, while maintaining a vision for the future. We will enhance every student's ability to work successfully by developing critical and creative learners.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

6% uplift in the percentage of students attending school greater than 90% of the time.

Transition

Achieve by year: 2025

Strong collaborations between the school, parents, students and the wider community inform and support the continuity of learning and care for all students at transition points.

Wellbeing

Achieve by year: 2025

Whole school wellbeing processes support students' positive sense of belonging and engagement with school so they can connect, succeed, thrive and learn.

Initiatives

Learner Dispositions

Embed learner dispositions and their core practices to maximise every student's ability to learn and progress. Create a whole school learning environment that supports the wellbeing of all students, in order for them to connect, succeed, thrive and learn, K-6. To achieve this we will:

- Maximise student learning by developing practices that will make a difference to the will (dispositions) and thrill (motivation) learners bring to their learning.
- Ensure high impact Professional Learning in Learning dispositions and transferable competencies to create a positive impact on each student's ability to learn.
- Embed learner dispositions into classroom practice, including the disposition language across K-6, in all curriculum lessons.
- Strengthen every students cognitive, social, emotional and spiritual development by creating quality wellbeing opportunities.

Transitions

Maintaining our school as the school of choice for our local community. We will ensure that the key transition times are the focus for our school, by working collaboratively with all Key Stakeholders. Students' continuity of learning will be streamlined and enhanced as they move from one setting to another, K-6. To achieve this we will:

- Develop improved processes, by working with parents more strategically, prior to their child beginning their educational journey at WPS.
- Collaborate with all our feeder pre-schools to ensure that all students are being catered for and that programs within our setting and their setting, reflect continuity of learning.
- Work collectively with our Community of Schools to ensure consistency in our approach to students across K-6, with focus on enhanced student

Success criteria for this strategic direction

Positive, respectful and collaborative relationships are evident among students, parents, staff and schools and promote student wellbeing, and a continuity of learning, to ensure optimum conditions for engagement across K-6, and beyond. All staff and students can articulate and understand the learner disposition core practices and strategies and implement them in a way that sees them connecting to successful learning.

(SEF Learning - Wellbeing) Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve. Teachers, parents and the community work together to support consistent and systematic processes that ensure student attendance is enhanced through school engagement.

(SEF Learning - Learning culture) The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students.

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes?

Data: We will use a combination of data sources.

These will include:

- Corwin School Capability Assessment
- Mindframes Survey (Questionnaire for Staff)
- Corwin Classroom Observation Tool
- School Matrix - to collect information about the beliefs and practices that are in place across the school in

Strategic Direction 3: Life long learners

Initiatives

collaboration as students enter the final years of primary school.

- Establish strong foundations for our students as they begin to transition to Woonona High School (Year 5 - 8), by working closely with our feeder high school, ensuring students' wellbeing, academic, social and emotional needs are shared, for the benefit of all.
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Evaluation plan for this strategic direction

relation to Visible Learning and Dispositions

- Transition Data
- Tell Them From Me Survey
- PIVOT - student survey (internal assessment)
- PDPs
- PLPs
- focus groups
- interviews
- document analysis
- resource allocation analysis

Analysis: Analysis will be embedded within the Initiatives through Progress and Implementation Monitoring every 5 weeks. Annually, the school will review progress towards the improvement measures and report on this in the Annual Report.

Implications: The findings of the analysis will inform future actions.