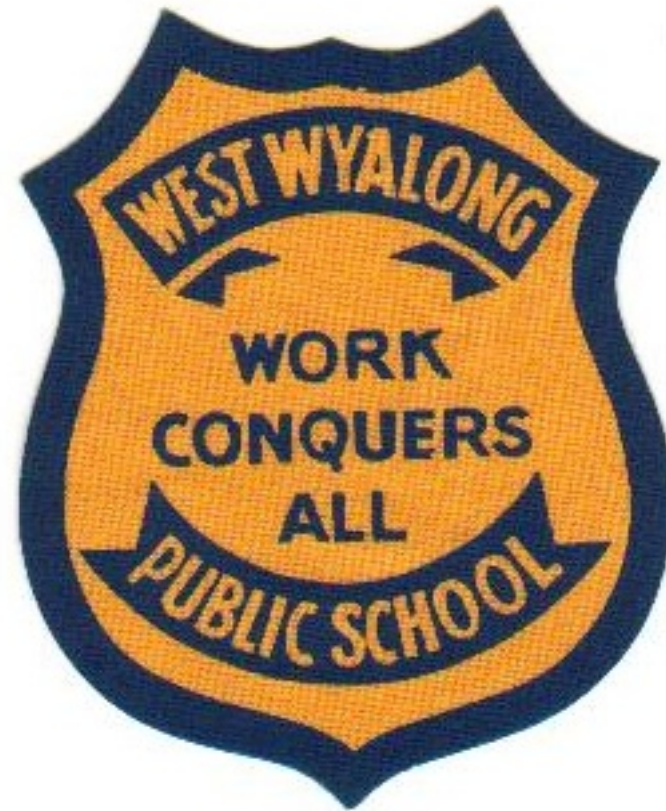


Strategic Improvement Plan 2021-2024

West Wyalong Public School 3519



School vision and context

School vision statement

At West Wyalong Public School, every student is known, valued and cared for in a kind, respectful and inclusive environment. Our vision is for our whole school community to be partners in learning and collaborate to empower all students to become confident, resilient, self-directed and successful learners. This will be achieved through embedded whole school practices of quality teaching, high expectations and individualised learning.

School context

West Wyalong Public School sits on the lands and waterways of the Wiradjuri people, situated in the town of West Wyalong, which is the major town in the Bland Shire, in the Riverina Region of NSW.

The school has historically drawn its enrolments from farms and the rural sector. With the opening of the Cowal Gold Mine, (now called Evolution) our school has seen a change in its cultural dynamic. Our enrolment numbers initially increased, since the establishment of the mine, bringing a transient population. Over the past 7 years with a change in roster requirements, our enrolments are now decreasing with less employee's families moving to West Wyalong.

Aboriginal enrolment numbers have remained steady over the last five years averaging 37 students per year. We currently have 1 EAL/D student. In 2018 we started a cultural group with our Indigenous students with the support of the Local Aboriginal Lands Council. We have a significant number of students who are on integration funding and are supported by School Learning Support Officers within our school.

Our school has many extra-curriculum opportunities through sport, music, cultural experiences, excursions, leadership initiatives and performances. A whole school wellbeing program has been implemented, to provide extra support for individual student's needs. Our school enjoys a collaborative relationship with the High School - all Year 6 students participate in a Middle School program each Thursday that involve specialised High School teachers teaching Literacy, Numeracy, STEM and PD/H/PE.

We have a very active and interested parent body and our P&C members have been an integral part of the consultation process for this plan.

After extensive work on a Situational Analysis and through a consultative process, the staff and school community have determined a set of high level areas for improvement. These include the need to improve literacy and numeracy results across the school. To enable this, an evidence based K -6 continuum of learning for literacy and numeracy will be necessary. This will be supported by evidence-based approaches to professional learning that will improve teacher practice and increase teacher capacity. In addition, deeper collaboration across the school community and increased involvement in the school by the community, with a focus of high expectations will improve student learning outcomes.

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve literacy and numeracy achievement, we will embed a consistent cyclic approach to measure progress so that staff know and understand where students are at and where to next.

Improvement measures

Target year: 2022

Increase the number of students achieving in the top 2 bands in NAPLAN reading assessment by at least 9%

Target year: 2022

Increase the number of students achieving in the top 2 bands in NAPLAN numeracy assessment by at least 10%.

Target year: 2024

By the end of 2024 we will be at excelling in the data skills and use element of the School Excellence Framework.

Initiatives

Assessment Driven Practices

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching to lead measurable improvement. This will be achieved by:

- The use of high impact professional learning in data analysis and consistent evidence based judgement
- Professional learning of effective reading and numeracy strategies
- Structures that enable regular collection and analysis of data to inform where to next.
- Individualised reading and numeracy programs to provide varied teaching and learning experiences as part of a collaborative case management approach

Success criteria for this strategic direction

Assessment data is regularly collected in planned intervals, monitored and deeply analysed in reading and numeracy.

Teachers and school leaders are using data to identify individual, class and whole school trends and develop a variety of teaching and learning strategies to address where to next.

All teachers understand and explicitly teach reading and numeracy to students at all levels of achievement with success that can be measured

All students can articulate, understand and achieve their reading and numeracy learning goals.

Effective case management approaches are evident

Evaluation plan for this strategic direction

Question: To what extent has the application of effective strategies and strong data processes impacted on the improvement in reading and numeracy?

Data: These data sources will be collected and analysed by relevant teachers, leaders and teams: external student performance measures (NAPLAN and Check in assessment), PAT assessments, internal student performance measures (Reading and Numeracy Progressions); teaching programs; classroom observations; student work samples; School Excellence Framework assessments.

Analysis: Data is analysed and triangulated 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: High impact quality teaching

Purpose

In order to ensure that every student achieves growth in their learning we will build teacher capacity in high impact quality teaching practices.

Improvement measures

Target year: 2023

Increase the number of students achieving at or above expected growth in the reading NAPLAN assessment by at least 12%.

Target year: 2023

Increase the number of students achieving at or above expected growth in the numeracy NAPLAN assessment by at least 12%.

Target year: 2024

By the end of 2024 the school will be at excelling in the theme of collaborative practice and feedback in the School Excellence Framework

Target year: 2024

By the end of 2024 the school will be at excelling in the theme of explicit teaching in the School Excellence Framework.

Initiatives

High Impact Professional Learning

Evidence based practices professional learning to build capability in evidence based practices in:

- Explicit teaching
- Collaborative practice
- Assessment and feedback

Success criteria for this strategic direction

- A whole school approach ensures the most effective evidence-based teaching methods to optimise learning progress for all students.
- Collaboration that involves professional dialogue, classroom observation, modelling of effective practice and the provision of specific and timely feedback between teachers.
- There are explicit systems for collaboration and feedback to sustain quality teaching practices
- Teachers evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning.

Evaluation plan for this strategic direction

Question: To what extent have high impact teaching practices ensured growth for every student?

Data: These data sources will be collected and analysed by relevant teachers, leaders and teams: external student performance measures (NAPLAN); Literacy and Numeracy Progressions; teaching programs; classroom observations; student work samples; coaching records; School Excellence Framework assessments, PDP's and teacher feedback.

Analysis: Data is analysed and triangulated 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 3: High expectations relationships

Purpose

In order to optimise the educational and wellbeing outcomes of every student we will create a culture of high expectation through the shared responsibility of students, parents and staff.

Improvement measures

Target year: 2022

Increase the number of students attending at 90% or higher by at least 5%.

Target year: 2022

Increase the number of students surveyed using the tell Them From Me survey, who experience a sense of belonging, advocacy and high expectations by 6%.

Target year: 2024

By the end of 2024 the school will be excelling in the theme of high expectation culture in the School Excellence Framework.

Initiatives

High Expectations Relationships

Building a school culture that is strongly focused on learning, improving educational aspiration and ongoing performance with the whole school community through:

- Effective partnering with students, parents and staff to provide input and feedback with each other that enables the setting of challenging learning and personal goals as well as adjustments and support.
- High expectations relationships with the whole school community that improve transition programs, attendance and student engagement.

Success criteria for this strategic direction

- Parent input and feedback is provided on their children's learning based on individual goals and focused areas for improvement.
- Understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages through teaching programs and Personalised Learning Pathways.
- Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.
- Teaching and learning programs show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning.
- The educational environment of the school is improved and adapted to ensure that it optimises learning and the school becomes a place that students, staff and parents feel a connection to.
- Expectations of behaviour are co-developed with students, staff and the community and are designed to ensure effective conditions for learning. (PBL)

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose?

Data: These data sources will be collected and analysed by relevant teachers, leaders and teams: Student goals, Tell Them From Me Surveys, School Excellence Framework assessments, student wellbeing monitoring, attendance data and Personalised Pathways Plans and Individual Learning Plans.

Analysis: Data is analysed and triangulated 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

Strategic Direction 3: High expectations relationships

Evaluation plan for this strategic direction

improvement, ensuring individual needs are met and they feel they belong.