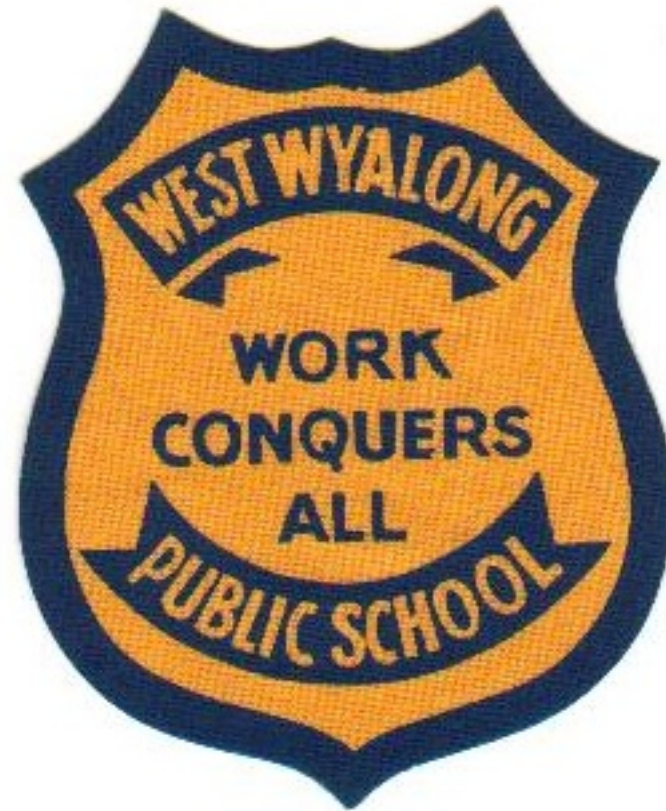


# Strategic Improvement Plan 2021-2025

## West Wyalong Public School 3519



# School vision and context

## School vision statement

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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

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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 draws its enrolments from the rural sector and a lot of families of the employees of the Cowal Gold Mine or business associated with the mine. Our enrolment numbers have recently declined due to a shortage of residences and drive in, drive out workers with no families residing in the town. .

Aboriginal enrolment numbers have remained steady with 35 students this year. We currently have 12 EAL/D students. 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.

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.

Our school Strategic Improvement Plan includes a focus on improving literacy and numeracy results across the school. To enable this, an evidence based K -6 continuum of learning for literacy and numeracy is used. This is supported by evidence-based approaches to professional learning that 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

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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

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Achieve by year: 2025

By the end of 2025 we will be at excelling in the data skills and use element of the School Excellence Framework.

### Reading growth

Achieve by year: 2023

Increase the mean scaled score of Years 3 and 5 students from 2022 to 2023 in the Reading Check-in assessment.

### Numeracy growth

Achieve by year: 2023

Increase the mean scaled score of Years 3 and 5 students from 2022 to 2023 in the Numeracy Check-in assessment.

## Initiatives

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### 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

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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

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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

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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

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Achieve by year: 2025

By the end of 2025 the school will be at excelling in the theme of collaborative practice and feedback in the School Excellence Framework

Achieve by year: 2025

By the end of 2025 the school will be at excelling in the theme of explicit teaching in the School Excellence Framework.

### Reading growth

Achieve by year: 2023

An increase in the number of students in Year 3, 4, 5, 6 students demonstrating growth in reading comprehension using the scaled score in the Star Reading assessment.

### Numeracy growth

Achieve by year: 2023

An increase in the number of students in Year 3, 4, 5 and 6 achieving growth in Number and Algebra using the Essential Assessment common grade scale as data.

### Initiatives

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#### 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

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- 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

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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

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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

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### Attendance (>90%)

Achieve by year: 2023

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

### Wellbeing

Achieve by year: 2023

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%.

Achieve by year: 2025

By the end of 2025 the school will be excelling in the theme of high expectation culture in the School Excellence Framework.

## Initiatives

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### 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

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- 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

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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 improvement, ensuring individual needs are met and they

# Strategic Direction 3: High expectations relationships

## Evaluation plan for this strategic direction

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feel they belong.