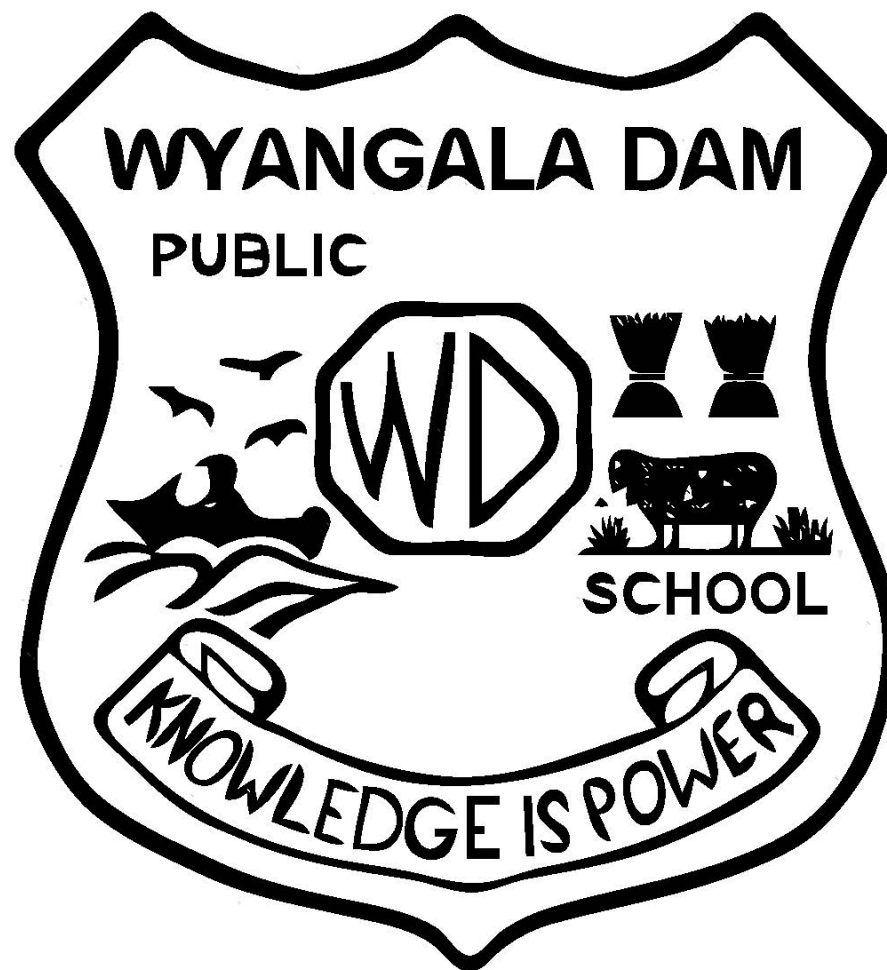


Strategic Improvement Plan 2021-2024

Wyangala Dam Public School 3521



School vision and context

School vision statement

Wyangala Dam Public School aims to provide students with opportunities to be responsible, problem solving, self directed learners who continually strive for growth and improvement. We aim to maximise learning potential through strong collaboration within and beyond the school, connection with the community and quality teaching.

School context

Wyangala Dam Public School, with a current enrolment of 5 students, is a small school located in the Central East of New South Wales, 42 kilometres from Cowra. School numbers have remained fairly steady over the past ten years, with an average enrolment of 7 students per year. We anticipate that this trend will continue in the future. Wyangala Dam Public School currently has one full time teaching principal, a part time teacher, a part time School Administrative Managers, a part time General Assistant and 2 part time School Learning Support Officers. All members of the staff value the learning and wellbeing of the students which is highly important and beneficial with a small cohort.

Through our situational analysis, we have identified the need for a more consistent collection of quality data that will enable the accurate identification of gaps and strengths in student learning. This will allow teaching to be targeted to individual student needs and ensure that they experience success. In order for students to grow and achieve, explicit teaching of key concepts across the areas of literacy and numeracy will be a strong focus.

Quality teaching practices in literacy and numeracy was also recognised as key driver for improvement. The use of high impact teaching strategies will improve teacher practice and ensure students achieve expected growth in their learning. This will be achieved through collaborative professional development practices within the school, across the Cowra Network and with the wider community, including Aboriginal parents. Collaborative feedback strategies to deeply reflect on the success of teaching and learning strategies will be implemented. Reflective practice will involve all staff striving for their own growth to become experts in a range of areas.

Strategic Direction 1: Student growth and attainment

Purpose

We will maximise student learning opportunities in reading and numeracy to create a culture of growth and improvement. We will develop our skills of collecting and analysing data to drive teaching practices for individual needs. This will be achieved through explicit teaching and quality and consistent assessment.

Improvement measures

Target year: 2022

Reading - Increase the percentage of students achieving in the top two NAPLAN bands by 8.3% to reach or exceed the Cowra Small Schools Network target.

Target year: 2022

Numeracy - Increase the percentage of students achieving in the top two NAPLAN bands by 8% to reach or exceed the Cowra Small Schools Network target.

Target year: 2023

Increase the percentage of students achieving expected growth in NAPLAN Reading to between 60% and 100%

Target year: 2023

Increase the percentage of students achieving expected growth in NAPLAN Numeracy to between 60% and 100%

Target year: 2024

School Excellence Framework

SEF element: Data Skills and Use - Excelling

SEF element: Effective Classroom Practice - Excelling

Initiatives

Data to inform practice

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

Review and adapt practice to ensure reliable formative and summative assessment tasks are used to inform student progress, evaluate growth over time and report on student achievement.

Reading and Numeracy

Participation in professional learning in data literacy, data analysis and data use in teaching for all staff. This is linked to gap analysis data.

A regular time is allocated to use data effectively including analysing moderated student work samples against the literacy progressions.

Data is collaboratively analysed as a whole school group with a focus on the evidence of learning by individual students. Professional discussions about where students are at and where to next and are put into targeted teaching strategies around areas of need.

Use data to evaluate individual learning programs to inform new reading and numeracy goals for student learning or adapt existing goals to ensure that all students are challenged and successful. Target teaching to areas of improvement for individual students need.

Explicit Teaching

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

Reading and Numeracy

Teaching is targeted to meet the individual learning goals of each student with a focus of achieving continual growth.

Frequently use formative assessment, such as asking for

Success criteria for this strategic direction

Teachers clearly understand, develop and apply a full range of assessment strategies - assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. The school has processes in place to support teachers' consistent, evidence based judgement and moderation of assessments.

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.

Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that improvement is demonstrated.

Evaluation plan for this strategic direction

Question:

How has data informed improvements in teaching and student learning?

Strategic Direction 1: Student growth and attainment

Initiatives

verbal, written or visual responses from all students during activities or tasks, to monitor their levels of understanding and to provide effective and reliable feedback. This will be reflected by differentiating programs. Regularly, every 5 weeks, review student learning records to inform differentiation and future direction.

Expertly use student data to explain what is being learned and why by using learning intention and success criteria.

Numeracy

Work through examples of new or more complex learning, explaining the steps, connections or concepts, and check for student understanding regularly. Complete worked examples in 'real time', rather than showing students prepared solutions or responses, and regularly provide opportunities for all students to ask questions to clarify their thinking and to monitor understanding.

Provide opportunities for guided, and then independent, practice as students gain proficiency and understanding in the process of concepts and mathematical skills.

A focus on specific mathematical vocabulary to ensure a deep understanding of mathematical concepts with linkages to other curriculum areas.

Evaluation plan for this strategic direction

Data:

NAPLAN, Check In Assessment, Internal assessments, PLAN2, Work Samples

Analysis:

Analysis will be ongoing and use formative and summative data sources .

The school will annually review progress towards the improvement measures which will guide future planning to ensure all students are growing in their learning.

Implications:

The findings of the analysis will inform:

Future directions including professional learning opportunities and teaching and learning practices

Annual reporting on annual progress measures

Continual implementation and progress measures

Question:

Have explicit teaching strategies had a positive impact on student growth and attainment?

Data:

PLAN 2, NAPLAN, Data Walls, Internal Student Surveys, Work Samples, Rubrics, Professional Learning records

Analysis:

Analysis will be embedded through implementation and progress monitoring.

The school will annually review progress towards the improvement measures which will guide future planning to ensure all students are growing in their learning.

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

Implications:

The findings of the analysis will inform:

Future directions including professional learning opportunities and teaching and learning practices

Annual reporting on annual progress measures

Continual implementation and progress measures

Strategic Direction 2: Quality Practice

Purpose

Students are able to achieve when high quality teaching practice is embedded within the school. We will create a culture of improvement of all staff through collaborative partnerships and developing educational leadership through goal setting, sharing pedagogy and high performance to lead to improved outcomes for all students.

Improvement measures

Target year: 2022

All staff have participated in the Quality Teaching Rounds process within the school and with another school.

Teachers who participated in Quality Teaching Round in 2021 collaboratively develop teaching and learning programs incorporating the Quality Teaching Framework.

Target year: 2022

Increase the percentage of students attending school more than 90% of the time to be above the schools lower bound target of 70%

Target year: 2024

School Excellence Framework

SEF Element - Learning and Development - Excelling

SEF Element - Educational Leadership - Excelling

Target year: 2022

Wyangala Dam Public School community have created a Reconciliation Action Plan (RAP) in conjunction with the relevant community groups.

Initiatives

Collaborative partnerships

Regular participation in structured lesson observations through the implementation of the Quality Teaching Rounds with partner schools to enhance feedback, focusing on teaching approaches which impact student learning across the school, the small schools and the Cowra network.

Establish professional learning partnerships to share and gain expertise in evidence-based teaching practices across the school and with other schools within the network to develop and work within partnerships to achieve collaboration goals of quality teaching and valuable transitions.

Dedicate time to work with colleagues to plan, develop and refine teaching practice.

Embed practices which have a positive impact for Aboriginal students through connection with the community.

Run workshops with other schools in collaboration with parents and community to create an environment of connection and belonging.

Developing educational leaders

Create a high performing staff culture, where all staff are aspirational and empowered with contemporary practices. All students are taught by high performing teachers. Students have high expectations of themselves. The leadership team supports this recognition and encourages teachers to set goals and to continually improve.

Establish a shared pedagogy that incorporates knowledge of how students learn in particular subjects. Professional learning is based on improving the quality practice of all staff members where the strive for excellence is evident.

Success criteria for this strategic direction

Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching. Student errors and misunderstandings are explicitly addressed until teachers and students are confident.

Teaching staff demonstrate and share their expertise within their school and with other schools. All teachers have expert contemporary content knowledge and deploy effective teaching strategies. The school trials innovative practices and has processes in place to evaluate, refine and scale success.

Whole school and/or inter-school relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers, by expert teachers such as those accredited at Highly Accomplished or Lead.

The school has a high performing teaching staff as measured against the Australian Professional Standards, whose capacities are continually built to ensure every student experiences high quality teaching. The leadership team has participated in capacity development programs and implements principles of evaluative thinking, continually monitors the impact of programs and approaches used by all teachers, and improves practice as required.

The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school.

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

Evaluation plan for this strategic direction

Questions:

Strategic Direction 2: Quality Practice

Evaluation plan for this strategic direction

To what extent has the quality of teaching practice improved as a result of teachers having engaged with Quality Teaching Rounds?

To what extent has the collaborative culture across the school improved? ·

To what extent has Quality Teaching Rounds improved the quality of teaching?

Data:

Pre and post teacher surveys focusing on the strength and impact of the Quality Teaching Rounds, Program checklist with evidence of the Quality Teaching Framework and What Works Best being included, SCOUT school dashboard student performance, PLAN2 data

Analysis:

Analysis will be embedded through implementation and progress monitoring. The school will annually review progress towards the improvement measures which will guide future planning to ensure collaborative partnerships and quality teaching have a positive impact on learning.

Implications:

The findings of the analysis will inform:

Future directions including professional learning opportunities, teaching and learning practices

Annual reporting on annual progress measures

Continual implementation and progress measures

Questions:

To what extent has collaboration with all sectors of the community improved teaching practices?

Data:

Strategic Direction 2: Quality Practice

Evaluation plan for this strategic direction

Teacher Surveys, PLAN2, Teaching and Learning Programs, Community surveys

Analysis:

Analysis will be embedded through implementation and progress monitoring. The school will annually review progress towards the improvement measures which will guide future planning to ensure collaborative partnerships and quality teaching has a positive impact on learning for all.

Implications:

The findings of the analysis will inform:

Future collaborative practices and actions

Annual reporting on annual progress measures

Ongoing implementation and progress measures

Questions:

Have staff consistently developed their practice and achieved their long term professional goals?

Data:

Accreditation, movement of staff, casual numbers, staff surveys

Analysis:

Analysis will be embedded through implementation and progress monitoring. The school will annually review progress towards the improvement measures which will guide future planning to ensure staff are feeling successful in their role.

Implications:

The findings of the analysis will inform:

Strategic Direction 2: Quality Practice

Evaluation plan for this strategic direction

Future directions

Annual reporting on annual progress measures

Ongoing implementation and progress measure