

Strategic Improvement Plan 2021-2025

Wyee Public School 3522



School vision and context

School vision statement

At Wyee Public School, in partnership with the whole school community, we strive for individual growth and excellence to develop well-rounded students in a safe, supportive and inclusive environment.

School context

Wyee Public School opened in 1879. It now has an enrolment of 171 students in eight classes, including 26 Aboriginal and Torres Strait Islander students. The school is located in the bush setting of Wyee, which is part of the Lake Macquarie Council area. The students and staff enjoy an attractive physical environment of many gardens, trees and wide-open play areas. The school prides itself on being a welcoming and friendly school, which works in close partnership with parents, local businesses and the wider community. We have strong partnerships with our four partner primary schools and the local high school in our learning alliance (Western Shores Learning Alliance), the Itji-Marru Aboriginal Education Consultative Group and the local pre-school. Parents are engaged in their children's learning and participate in a wide range of school activities across all aspects of school life. We have an active P&C who coordinate a range of events and fundraising activities throughout each year.

At Wyee Public School we have a dedicated staff team, who are trained in current evidence-based teaching practices to ensure every child receives a quality education. In order to achieve whole school improvement, staff engage in one hour of professional learning each week, as well as an additional time for intensive focused collaborative team planning, high impact professional learning and data discussions. We pride ourselves on our quality learning environments with fully resourced classrooms.

Through our situational analysis we identified a need to have a strong focus on individual student achievement K-6 in order to achieve individual student growth. We have an Assistant Principal, Curriculum and Instruction employed solely to work with teachers to oversee the progress of every child. School Learning Support Officers are in every classroom, every day, to assist the teachers in supporting student learning and wellbeing in a variety of ways. They work with individual students and small groups to assist with the attainment of learning goals. Evidence based intervention programs are implemented across the school to assist students if they have been identified as needing extra support or extension. We have a Wellbeing Assistant Principal who oversees the wellbeing of all students K-6.

Students have access to a range of extra-curricular opportunities including sport, public speaking, debating, dance, choir, environmental group, extension programs and Aboriginal and Torres Strait Islander cultural programs and opportunities. A range of leadership opportunities are offered across the school including Peer Support leaders, SRC as well as the school leadership team. During break times students are offered a range of interest groups including coding/robotics, chess, mindfulness, gardening, structured sport games, STEM, board games, construction, book club, sewing/knitting and a range of art experiences. All students are surveyed regularly by the SRC for their preferred interest groups. All students K-6 also have access to a range of ICT opportunities with interactive touchscreens and iPads in all classrooms and class sets of laptops available for use. Across the school we have a range of coding and robotics resources as well as a computer lab and a brand new Maker Space.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise the learning outcomes and growth for every student, all staff will use data to drive evidence-based teaching practices. Staff will be responsive to the learning needs of all individual students, using data to inform differentiated support for all students.

Improvement measures

Numeracy growth

Achieve by year: 2023

An increased proportion of students in Year 4 and Year 6 can demonstrate numeracy growth - measurement and geometry, compared to 2022 as measured by Check-In.

Reading growth

Achieve by year: 2023

An increased proportion of students in Year 4 and Year 6 can demonstrate reading growth - comprehension, compared to 2022 as measured in Check-In

Initiatives

Evidence-based Teaching

Provide high impact professional learning around literacy and numeracy, informed by student needs, which is evidence-based and proven to have impact on the quality of teaching in order to improve student learning outcomes.

- Teachers engage in professional learning based around evidence-based teaching strategies.
- Teachers explicitly teach using evidence-based teaching strategies in their classrooms.
- Build teacher capacity to use formative assessment to drive teaching and learning programs responsive to student needs.
- Teachers use student feedback effectively to improve student learning outcomes.

Personalised Learning

Embed a learning culture where students needs are identified and interventions planned to support the needs of each student.

- Classroom teachers engage in data talks every 5 weeks to discuss student progress, identify needs and plan interventions.
- Intervention programs implemented by LaSTs and SLSOs to support all classrooms.
- Utilise external agencies to support identified student needs.
- Individualised learning plans and PLPs are in place for all students where required and are constantly reviewed and implemented.

Success criteria for this strategic direction

The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning.

Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is evidenced in all teaching and learning programs.

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 mastery is demonstrated.

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.

The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis.

Evaluation plan for this strategic direction

Question - How has our evidence-based teaching practices and personalised learning impacted student growth and attainment?

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction.

This analysis will guide the schools future directions:

- NAPLAN data
- PAT Data
- Staff surveys
- Teaching and learning programs
- Personalised Learning Plans
- Intervention Spreadsheet
- Check in assessment data
- Student surveys

The evaluation plan will involve regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.

Strategic Direction 2: Staff Professional Growth

Purpose

In order to maximise the learning outcomes for every student, we need to further develop staff expertise across the school. Staff growth will be developed through the implementation of high impact professional learning, collaborative and reflective practices.

Improvement measures

Achieve by year: 2025

Self assessment against the High Impact Professional Learning (HIPL) school self assessment tool has us at excelling in the area of '*Collaborative and applied professional learning strengthens teaching practice*' and '*Teachers and school leaders are responsible for the impact of professional learning on student progress and achievement*'.

Achieve by year: 2025

TTFM teacher survey results will remain above NSW Govt Norm in the domains of 'Collaboration', 'Data Informs Practice' and 'Quality Feedback'.

Achieve by year: 2025

Improvement as measured by the School Excellence Framework:

Teaching Domain

Element: Learning and Development

Achieve excellence in at least three themes.

Initiatives

High Impact Professional Learning

Teachers and school leaders evaluate how adjustments in their practice following professional learning impact on student progress and achievement, regularly recalibrating and refining to ensure ongoing progress and achievement for students.

- All staff to identify professional learning goals through the PDP process aligned with school, system and personal priorities.
- Leadership team identify professional learning aligned with school plan and matched to staff PDP goals.
- Identify emerging leaders to take on a role in leading professional learning in order to build capacity.
- Professional learning is systematically evaluated to measure impact on staff knowledge and practice as well as student outcomes.
- SLSOs undertake PL around evidence-based teaching practices in order to support student learning.

Collaborative and Reflective Practice

All staff work and learn collaboratively to focus on student growth, seek input from experts, share knowledge, observe each other in practice, ask probing questions and actively challenge others' perspectives. All staff take responsibility for their own professional growth.

- Teachers routinely conduct research and evaluate relevant evidence-based research in teaching to inform their classroom practice.
- Teachers use collaborative approaches to test and evaluate the efficacy of evidence-based strategies.
- Establish and embed a culture of lesson observations with staff learning from each other and guiding each other.

Success criteria for this strategic direction

The school demonstrates a high performance culture, with a clear focus on student progress and achievement and high quality service delivery. All students are taught and supported by high performing teachers and non-teaching staff, and the leadership team supports the recognition of this through the teacher accreditation process.

A consistent and structured approach is embedded to identify, demonstrate and evaluate the impact of professional learning on staff learning, staff practice and student progress and achievement.

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, schoolwide improvement in teaching practice and student results.

Whole school relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all staff.

Evaluation plan for this strategic direction

Question - How have our HIPL and collaborative and reflective teaching practices improved staff professional growth?

The school will use the following data sources to regularly analyse the effectiveness of the initiative in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions.

- TTFM - teacher
- HIPL self assessment
- PDPs
- PDP/PL tracking sheet
- Teacher PL Reflection Sheet
- Teaching Sprint Impact Wall

Strategic Direction 2: Staff Professional Growth

Evaluation plan for this strategic direction

- Teaching Sprint evidence folder
- Classroom Observation Sheet
- Walk throughs
- Assessment Data

The evaluation plan will involve regular reviews of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.

Strategic Direction 3: Positive Relationships

Purpose

There will be a planned approach to whole school wellbeing processes to ensure all staff and students maximise their learning potential.

Productive relationships between all stakeholders will be fostered to ensure high levels of engagement across the whole school community.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

Achievement of system negotiated targets:

Achieve an uplift of 1.98% of students attending school 90% of the time or more from baseline data.

Wellbeing

Achieve by year: 2023

Increase % of students with positive wellbeing to be within 1% of SSSG as evidenced in the student TTFM survey.

Achieve by year: 2025

On the parent TTFM surveys, the school scores will remain above NSW Govt Norm in the element of 'Parents Feel Welcome'.

Maintain equal to or above 95% of parents strongly agreeing/agreeing they recommend the school.

Achieve by year: 2025

Improvement as measured by the School Excellence Framework:

Leading Domain

Element: Management Practices and Processes

Focus theme: Community Satisfaction (E)

Initiatives

Wellbeing

Embed a whole school approach to wellbeing and engagement where there is a collective responsibility for student learning and success.

- Implement a planned approach to wellbeing supported by the use of the NSW Wellbeing Framework.
- Continued implementation of Positive Behaviour for Learning with ongoing adjustments and enhancements made.
- PBL focuses are co-developed with students, staff and the community and are explicitly, consistently and supportively applied across the school.
- Empower Aboriginal and Torres Strait islander students to lead reconciliation across the student body.
- Sustain current attendance monitoring procedures, adjusting where required.
- Promote student attendance and behaviour across the school.

Community Voice and Engagement

Staff, parents and wider school community work collaboratively to support a culture of high expectations and measureable whole school improvement.

- Parents/carers and community members are active participants in all facets of their child's school life.
- Engage our Aboriginal and Torres Strait Islander family and community members to further promote cultural awareness and understanding within the wider school community.
- Feedback from the wider school community is regularly sought and acted upon.

Success criteria for this strategic direction

Maintain achieving at excelling in all themes across the element of Wellbeing in the Learning Domain of the School Excellence Framework.

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

The leadership team measures school community (parent and student) satisfaction and shares its analysis and actions in response to the findings with its community.

Evaluation plan for this strategic direction

Question - How have our wellbeing practices and community engagement enhanced positive relationships across the school?

The school will use the following data sources to regularly analyse the effectiveness of the initiative in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions.

Scout

TTFM

SEF

Student and parent surveys

PBL Data/Sentral data

The evaluation plan will involve regular reviews of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.