

Strategic Improvement Plan 2021-2024

Wyndham Public School 3525



School vision and context

School vision statement

At Wyndham Public School we have high expectations and continually strive to improve ourselves and our work. We collaborate with our school community to be partners in learning, and challenge our students to continually improve and be successful learners in all opportunities they undertake

We are committed to lifting literacy and numeracy standards to ensure students are given every opportunity to be their best. We have a strong focus on literacy and numeracy skills, to unlock children's academic potential at school, improving their overall academic outcomes and increasing the likelihood they will attain tertiary qualifications.

School context

Wyndham Public School, with a current enrolment of 25 students, is a rural and remote school in the high country of the Bega Valley Shire. Our connection to students, families, carers and the broader community creates a school culture that promotes inclusion, belonging, and a pursuit of excellence. Our students are supported through targeted intervention programs, with teaching and learning programs that are developed through best-practice reflecting the Quality Teaching Principles and the School Excellence Framework. Student growth is monitored in both Literacy and Numeracy using syllabus and PLAN2 (Planning for Literacy and Numeracy), to support the development of future teaching and individualised programs.

Our school community of students, staff and parents was consulted throughout the development of our situational analysis and then collaboratively developed our strategic improvement plan. We have identified the need to continue our focus on quality teaching and data driven practices to ensure that every student is engaged and challenged to continue to learn, with strong foundations in literacy and numeracy.

Through individualised learning plans we know our students and how they learn and provide unique and diverse learning opportunities to support every student.

Wyndham Public school is committed to continuing to strengthen its partnership with the local community. We strive to create partnerships that reflect the rich culture and language of the Yuin land which we are privileged to teach and live on.

Strategic Direction 1: Student growth and attainment

Purpose

To develop and refine data collection and analysis to drive quality teaching practices that are responsive to the learning needs of all students; promoting student growth in reading and numeracy and generating success in all other key learning areas.

Improvement measures

Target year: 2022

Improvement in the percentage of students achieving in the top 2 bands in reading with a minimum of the lower bound system-negotiated targets being achieved.

Target year: 2022

Improvement in the percentage of students achieving in the top 2 bands in numeracy with a minimum of the lower bound system-negotiated targets being achieved.

Target year: 2023

Improvement in the percentage of students achieving expected growth to be at or above the school's lower bound system-negotiated target in reading.

Target year: 2023

Improvement in the percentage of students achieving expected growth to be at or above the school's lower bound system-negotiated target in numeracy.

Initiatives

Data Driven Practice

Student assessment data is regularly used to identify student achievements and progress in order to inform quality teaching cycles.

- Establish a culture using data to monitor and assess student progress through evidence based assessment tools to inform future teaching and learning at a class, group and individual level.
- Revise and adjust practice to evaluate student growth through assessment as well as consistent teacher judgement across community of small schools.
- Professional learning that is researched and evidenced based to build teacher capabilities and practice in data literacy, data analysis and data use.

Personalised Learning.

School-wide high expectations of learning progress and achievement for all students with an active commitment to the pursuit of excellence through the application of high impact evidence based strategies that support student success.

- Individualised learning plans that are differentiated and responsive to student need, informed through expert use of data and include a focus on student improvement in Literacy and Numeracy.
- Professional learning in effective use of Literacy and Numeracy progressions to support student growth.
- Implement and support effective use of professional learning to build teacher capabilities to apply high impact teaching strategies such as those outlined in What Works Best and inform the method and practice of teaching.

Success criteria for this strategic direction

- All teachers have a sound understanding of student assessment and data concepts. They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practices.
- Consistent teacher judgement is evident across school.
- Individual education plans are developed with students and are responsive to the needs of all students, with reviews and progress tracked through the Literacy and Numeracy progressions.
- Assessment data is collected in alignment with school scope and sequence and reviewed to support classroom instruction.
- Students are demonstrating growth in literacy and numeracy.
- Students articulate, understand and achieve their literacy and numeracy learning goals.
- Teachers consistently provide high impact teaching strategies to support student growth and attainment through the quality teaching cycle.

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 school's future directions:

- Small School NAPLAN data
- Check-in assessment
- Progression Data
- Student work samples
- Student IEP's.
- Teaching and learning programs show evidence of data informed practice and are adjusted to address student need.

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- Whole staff reflection meetings.
- Professional discussion and reflection against the School Excellence Framework.
- PATM and PATR.

The evaluation plan will involve:

- Regular review of these data sources to provide clarity on whether we are progressing on identified improvement measures.
- Regular professional discussion guided by the School Excellence Framework.
- Staff meetings and case management sessions
- Term by term review and triangulation of all data sources to guide conclusions and future directions of initiatives.

In depth and continuous analysis of data will inform future school planning to ensure ongoing improvement to ensure students growth and attainment.

Strategic Direction 2: Community as partners in learning

Purpose

To build mutually beneficial relationships with families, other schools, external organisations and the local community for the purposes of sharing experiences and expertise; enhancing opportunities for students, and better meeting individual learning and wellbeing needs.

Improvement measures

Target year: 2022

An increase in the percentage of students attending school 90% of the time or more to be at or above the lower bound system-negotiated target.

Target year: 2024

Learning culture and Wellbeing elements of the School Excellence Framework are assessed at excelling.

Target year: 2024

Increase in the proportion of students reporting Expectations for Success, Advocacy and Sense of Belonging against the 2021 baseline.

Target year: 2024

Decrease in negative recorded behaviours and suspensions by a minimum of 25%.

Initiatives

Building effective partnerships.

Effective partnerships that draw on the knowledge, expertise and resources that community has to share with education. These partnerships help to create an environment where students can be supported to reach their full potential.

- Foster relationships between the school and broader community to enhance student wellbeing and learning outcomes through evidence based practices.
- Develop and embed frameworks that promote a school culture that embeds respectful relationships between students, parents and the school community, and where all voices are heard and influence actions and decisions.
- Develop strong partnerships that support and planned approach to wellbeing and strengthen existing knowledge, policy and practice to improve students social and emotional wellbeing aligned to the Learning and Wellbeing Framework.

Engagement in learning.

Building collaborative partnerships with parents to draw on knowledge, capacities and diversity of families focused on student learning and development. These partnerships support and empower positive parent engagement and bring together family and community resources to enrich student learning and wellbeing.

- Enabling a school environment that supports partnership with students, parents, staff and the broader community to connect, succeed and thrive.
- Planning and provision for learning is informed by holistic information about each student's wellbeing and learning in partnership with families.
- Develop respectful, caring alliances with stakeholders, learn from and with them in dialogue, and include their voices in setting agendas, through parent participation in forums, parent teacher

Success criteria for this strategic direction

- The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence.
- Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.
- The school uses evidence based practice and innovation to design and implement initiatives that drive ongoing measured improvement in wellbeing and engagement to support learning.
- There is a whole school approach to support parent and community engagement, with positive, respectful relationships being evident with students and staff, ensuring optimum conditions for student learning.
- Parents are involved early in the school year and periodically throughout the school year in IEP meetings.
- Students learn more effectively through education that is based on purposeful and productive relationships that expand their interest, knowledge needs and resources .
- Student advocacy and voice is heard and reflected in day to day activities of the school.
- Whole school self-assessment completed and findings implemented against the Learning and Wellbeing Framework.

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of initiatives, to ensure they are achieving the purpose and improvement measures of strategic direction:

- Attendance data, including Scout enrollment and attendance reports.
- Evidence of individual attendance plans developed in collaboration with the student and parent/carer.

Strategic Direction 2: Community as partners in learning

Initiatives

interviews and social media platforms.

Evaluation plan for this strategic direction

- Evidence of community engagement, such as parent workshops.
- Parent communication promoting the importance of school attendance e.g. outlined in school information booklets and orientation programs.
- Copy of Learning and Support or Wellbeing team minutes reflecting student attendance as an agenda item.
- Student engagement and attendance in community based initiatives.
- All students have IEP's that are updated regularly.
- Evidence that students can access alternative learning formats and associated success/completion rates.
- Transition to School/Orientation programs.
- Student voice evidenced in teaching and learning programs: Inquiry or project based learning /entrepreneurial learning

The evaluation plan will involve:

- Regular review of these data sources to provide clarity on whether we are progressing on identified improvement measures.
- Regular professional discussion guided by the School Excellence Framework.
- Staff meetings, parent and community meetings and surveys.
- Term by term review and triangulation of all data sources to guide conclusion and future directions of initiatives.

In depth and continuous analysis of data will inform future school planning to ensure ongoing improvement to ensure community are partners in learning.