

Strategic Improvement Plan 2021-2024

Wyong Public School 3527



School vision and context

School vision statement

Wyong Public School is dedicated to implementing evidence-based practices and developing all students as continuous, flexible learners. Together we provide academic and wellbeing support for the pursuit of excellence. Our school promotes productive citizenship, collaboration and diversity.

School context

Wyong Public School has a focus on quality teaching and learning to improve student learning outcomes. School priorities include literacy, numeracy, building leadership, increasing engagement through technology and opportunities in sports and the creative and performing arts. The school has a strong student wellbeing program.

The school is located on the Central Coast and our students represent a wide range of backgrounds. Wyong PS has approximately 460 students with 21 classes including two Opportunity Classes, two Multi Category classes and one Emotionally Disturbed class. The school caters for a wide range of needs and learning abilities. Classes are formed into grade groups to maximise student learning.

Our school funding in equity and tied funding is used to support all students in the classroom with an off-class, school-funded Deputy Principal, Highly Accomplished Lead Teacher, Instructional Leader Literacy, Assistant Principal Wellbeing and additional support staff, including SLSO staff. These funds are also used strategically to provide additional training and development for all staff.

We work closely with the Wyong Learning Community of schools, collaborating for school transition, sports, music, Education Week and professional learning opportunities for staff, including AVID.

Wyong Public School is a proud member of the Local Ngara AECG. We have very strong connections to the local Aboriginal community and families. Our current Aboriginal population of 116 students are well supported by an Aboriginal Education Officer, SLSOs and LASTs. We include all students in learning Aboriginal perspectives in the classroom and in acknowledging or celebrating culturally significant days.

The school works in partnership with the Schools as Community Centre (SACC) on our school site that provides many services and programs for 0-8 years families and children. Our school has an active group of Parents and Citizens who support school programs and make time to meet, raise additional funds for acquisitions and attend the uniform shop. The school has a small sponsorship with Brian Hilton Toyota, L.J. Hooker Real Estate and QBD Bookstore.

Findings from our situational analysis drive our strategic directions for the next 4 years.. Our Strategic Directions include:

- *Student Growth and Attainment*
- *Differentiation*
- *Wellbeing*

Strategic Direction 1: Student growth and attainment

Purpose

To have high expectations for all students that meet identified growth and attainment targets and to refine data driven teaching practices that are responsive to student learning needs.

Improvement measures

Target year: 2022

Achievement of 2022 system negotiated targets:

- Uplift of 6% of students in Top 2 bands NAPLAN reading.
- Uplift of 5% of students in Top 2 bands NAPLAN numeracy.

Target year: 2022

- Uplift from baseline of 48.4% with expected growth in reading in upward trajectory in reaching lower bound target of 57.4%.
- Uplift from baseline of 51.1% with expected growth in numeracy in upward trajectory in reaching lower bound target of 58.2%.

Target year: 2022

- Uplift of 3% of students achieving stage reading benchmarks for K-2. to 70%.
- Uplift of 2% of students achieving stage reading benchmarks for 3-6 to 73%.
- Uplift of 2% of students achieving stage numeracy progressions for K-2 to 81.5%.
- Uplift of 2% of students achieving sound or above in

Initiatives

K-6 Critical Reading

Embed sustainable whole school practices in critical reading to inform:

- teacher professional learning and develop teacher capacity to understand and implement critical reading skills.
- Establish and utilize Instructional Leadership positions to work with teachers using data to monitor and assess student progress and design future learning on a whole class, group and individual level.
- Evidence-based strategies are introduced across the school with teachers trialling a range of assessment practices to inform the teaching and learning of critical reading.
- Cyclic collection and analysis of Running Record levels and PLAN data for K-2..
- Cyclic collection and analysis of Running Record levels and TORCH Tests for 3-6.

K-6 Numeracy Project

Embed sustainable whole school practices in numeracy to inform:

- The development of reliable assessment practices to ensure formative and summative assessment tasks are used to analyse student progress.
- Effective teaching and learning strategies driven by the assessment data.
- Establish and utilize Instructional Leadership Numeracy position to work with teachers using data to monitor and assess student progress and design future learning on a whole class, group and individual level.
- K-6 Professional Learning for classroom teachers including Starting Strong K-2 and Working with Big Ideas 3-6.
- Cyclic collection and analysis of numeracy through

Success criteria for this strategic direction

A whole school system and integrated approach to quality teaching, curriculum planning, delivery and assessment promotes learning excellence and responsiveness in meeting the needs of all students. (SEF-Curriculum, Assessment - Sustaining and Growing)

All teachers are committed to identifying, understanding and implementing the most effective, explicit teaching methods, with the highest priority given to evidence-based teaching strategies. (SEF-Effective classroom practice - Sustaining and Growing)

Student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions. (SEF-Data skills and use - Sustaining and Growing)

Professional learning is differentiated and its impact on the quality of teaching and student learning outcomes is evaluated. There are specific systems for collaboration and feedback to sustain quality teaching practice. (SEF-Learning and Development - Sustaining and Growing)

The principal and school leadership team model instructional leadership and support a culture of high expectations resulting in sustained and measurable whole school improvement. (SEF- Educational Leadership - Delivering)

Evaluation plan for this strategic direction

Question:

- To what extent do we have high expectations for all students' growth targets and to what extent is data driving our response to student learning needs?

Data:

- NAPLAN

Strategic Direction 1: Student growth and attainment

Improvement measures

years 3-6 stage appropriate mathematical outcomes to 83%.

Target year: 2022

- Uplift of the proportion of Aboriginal students achieving Top 3 bands in NAPLAN reading to the lower bound target of 49.7%.
- Uplift of the proportion of Aboriginal students achieving Top 3 bands in NAPLAN numeracy to the lower bound target of 43%.

Initiatives

- PLAN data for K-2.
- Cyclic collection and analysis of numeracy through pre and post testing for 3-6.

Evaluation plan for this strategic direction

- Pre-post Student Assessments
- Pre-Post Teacher Assessments
- Teaching and Learning Program Evaluation

Analysis:

- Regular review of data sources to determine student growth.

Implications:

- What are the implications for our teaching and learning programs and for our data practices?

Strategic Direction 2: Differentiation

Purpose

To improve the educational opportunities of all students through explicitly focusing on differentiated practice to improve learning outcomes and opportunities for all students.

Improvement measures

Target year: 2024

Increase proportion of students achieving at or above expected growth for writing to the following levels:

- Year 5 to 63%.
- Year 7 to 54%.

Target year: 2024

- The proportion of Year 3 students in the top 3 NAPLAN bands for writing is 71%.
- An uplift of Year 5 students in the top 3 NAPLAN bands for writing to 62%.

Target year: 2024

- Maintain Excelling in the sub-element 'Data use in teaching' within the element 'Data Skills and Use' as measured by the School Excellence Framework.

Target year: 2024

- S3 students master setting and monitoring SMART goals independently.
- 100% of K-6 students have developed and achieved at least 3 learning goals per year.

Initiatives

K-6 Writing Differentiation

Embed sustainable whole school practices in writing that include:

- the refinement of assessment practices to ensure consistent and accurate assessment of writing using school rubrics and moderating processes.
- informed analysis of student writing assessments in order to form differentiated writing learning goals for students and flexible groupings in the classroom.
- effective teaching and learning strategies aligned with student's writing learning goals and driven by the writing data.

Learning Targets

Learning Goals:

- Build teacher capacity to engage individual students in goal setting, monitoring and reflecting on their learning.
- 3-6 students will write and monitor individual SMART goals in their AVID term planner
- Cyclic data collection on the percentage of K-6 students achieving goals.
- Provide tailored support for K-6 Aboriginal and Torres Strait Islander student's learning, by implementing Personalised Learning Pathways.
- Cyclic data collection on the percentage of parents/carers engaged with the Personalised Learning Pathways process.
- Enhance relational capacity, incorporating Visible Learning into all learning environments.

Targeted Support:

- Establish and maintain effective school-wide systems/processes to identify students who require closer monitoring and targeted support.

Success criteria for this strategic direction

Professional development in writing is delivered by Instructional Leaders and Assistant Principals teachers in the strategic use of external and internal assessment data to set learning goals. The K-6 writing pre and post testing is meaningfully used each term to form differentiated learning goals. Increased differentiation in teaching and learning programs is evident and the flexible grouping in the classroom also reflect this. (SEF - Data skills and use - Sustaining and Growing)

Professional development on K-6 focus writing criteria and agreed focus text types each term enhance teacher capability to teach and assess writing.

A whole school approach to differentiation and goal setting aligned to assessment practices promotes learning excellence and responsiveness in meeting the needs of all students. (SEF - Curriculum, Assessment - Sustaining and Growing)

All teachers are implementing Visible Learning practices, including Visible Learning goals. (SEF - Effective classroom practice - Sustaining and Growing)

Evaluation plan for this strategic direction

Question:

- To what extent is differentiated practice improving learning outcomes and opportunities for all students?

Data:

- internal and external writing data - NAPLAN
- classroom observations
- evaluation of writing programming in teaching and learning programs
- School Excellence Framework
- Internal Data - PLP, Learning Goals
- TTFM

Strategic Direction 2: Differentiation

Initiatives

- Provide differentiated small group tuition that is driven by cyclic data collection and targets student's individual needs.
 - Provide effective tuition through the Learning and Support Teachers to assist less proficient students who are working below stage level.
 - Provide both individual and small group tuition for students with English as an Additional Language or Dialect.
 - Targeted differentiation from English as an Additional Language or Dialect Learning Progression.
 - Implement evidence-based quality program fidelity - Adherence, Exposure, Quality of Delivery and Student Responsiveness.
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Evaluation plan for this strategic direction

- Internal student survey

Analysis:

- Regular reviews of data sources.

Implications:

- What is effective and efficient will continue?
- What needs to stop or change?

Strategic Direction 3: Wellbeing

Purpose

To maximise the opportunities for all members of our school community to be fully engaged in all aspects of school life through supportive student wellbeing initiatives, data driven processes and community engagement.

Improvement measures

Target year: 2022

- An uplift of 3% of students achieving 90% or above attendance to above 79% attendance.

Target year: 2022

- An uplift of 2% of students reporting positive wellbeing in the TTFM survey to achieve at or above 85%.

Initiatives

LST Learning Support

Teachers, Executive and LST team have a collective responsibility for student learning and success which is shared by families and students. Planning for learning is informed by holistic information provided to the LST about each students' wellbeing and learning needs.

- Analysis of LST self-evaluation and professional learning delivered to all staff.
- Fluid communication with parents/ carers to ensure shared understanding of processes, including school-based attendance procedures, expectations and support available.
- Positive community relationships with external agencies, multi-disciplinary approach in supporting students' wellbeing to ensure optimum learning conditions across the whole school.
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- 'Cool Connections programs for identified students.
- Zones of regulation utilised throughout support units and individually for students with need.
- Use data to track and monitor attendance on a weekly basis.
- Professional learning regarding student attendance, processes and strategies for student attendance.
- Meet with HSLO on a fortnightly basis to analyse data and evaluate initiatives.
- Establish an in-school attendance team to monitor and improve attendance rates.

Productive Citizenship

To create a planned, strategic and inclusive approach to whole school wellbeing that motivates and

Success criteria for this strategic direction

- Whole school evidence-based practices are embedded and improvements in wellbeing and engagement to support learning are measurable.
- Behaviour referrals and suspension rates reflect that self-regulation strategies are effective.
- Attendance data reflects students' sense of belonging.
- The school culture is inclusive of all stakeholders including students, staff, community and external agencies. Teachers, Executive and Learning Support Team have a collective responsibility for student learning, attendance and success which is shared by families and students. (SEF - Wellbeing - Sustaining and Growing)

Evaluation plan for this strategic direction

Question:

- To what extent have we maximised the opportunities for all members of our school community to be fully engaged in all aspects of school life through supportive student wellbeing initiatives and data driven processes?

Data

- Pre & Post LST Self-Evaluation surveys
- Suspension Data
- Attendance Data
- Behaviour Data
- TTFM
- Beginning teacher feedback
- School based student survey

Analysis

- Regular reviews of data sources.

Strategic Direction 3: Wellbeing

Initiatives

supports students to become confident, creative and successful individuals.

- Continue Tell Them From Me survey.
 - Professional learning around wellbeing, attendance, growth mindset, LST structures and PBL.
 - Teacher capacity to implement school wide wellbeing practices
 - Students articulate their own goals and take responsibility for their own behaviour, AVID (3 - 6) and PBL is integrated into all areas of the school.
 - All students, staff and families demonstrate and use Positive Behaviour for Learning language.
 - 'Take a break' program utilising sensory resources.
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Evaluation plan for this strategic direction

Implications

- Which tools need further implementation so that students take ownership of their own behaviours and develop a growth mindset?