

# Strategic Improvement Plan 2021-2025

## Wyong Creek Public School 3528



# School vision and context

## School vision statement

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At Wyong Creek Public School a holistic approach to learning fosters a culture of resilient and creative learners. We aim to equip all members with the skills to achieve excellence in key learning areas and enhance our local community.

## School context

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Wyong Creek Public School is a small school established in 1883 and has a current enrollment of 81 enrollments, including 2 Aboriginal students.

The school is located in a rural setting on the Central Coast of New South Wales and is a proud member of the Wyong Learning Community. Wyong Creek Public School values community engagement and is a highly regarded school which celebrates students' strengths and is reinforced by our school motto on a daily basis "Wisdom in learning. Freedom in spirit".

Wyong Creek Public School has a mix of experienced and early career teachers. The school values its community. Our family and friendly feel, is focused on maintaining and building strong partnerships with staff, parents and students and is well supported by an active Parents and Citizens' Association.

A strong focus is on the delivery of quality teaching programs with emphasis on literacy and numeracy outcomes. The school embeds and integrates technology, STEM and Creative and Critical Thinking opportunities into teaching and learning which are major aspects of future school planning and improvement. The school provides programs to support student's well being and learning and support needs.

Students are encouraged to be self-motivated, creative and successful learners and engage in all aspects of school life. The school offers a variety of environmental programs and initiatives, band, creative and performing arts activities and sport, student leadership opportunities through our school leaders program and Peer Support. We are strengthening strong partnerships with our Aboriginal community and local Ngara AECG .

# Strategic Direction 1: Student growth and attainment

## Purpose

To maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

## Improvement measures

### Reading growth

Achieve by year: 2023

- All students are able to demonstrate growth and achievement in vocabulary over the year, using the learning progressions.

### Reading growth

Achieve by year: 2023

- An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

### Numeracy growth

Achieve by year: 2023

- All students are able to demonstrate growth and achievement in additive strategies over the year, using the learning progressions.

### Numeracy growth

Achieve by year: 2023

- An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

## Initiatives

### Literacy strategy.

*We will embed sustainable whole school processes and a culture that enables teachers to include, challenge and extend enabling all students to achieve.*

- Multilit strategy to be implemented (minilit in K-2, maclit in 3-6) to raise the reading levels of targeted students.
- PAT testing to be implemented across the school to track student performance and influence teaching.
- Jollyphonics implemented across Early stage one and stage one classes.
- Ability based reading group structure to be the focus of Quality Teaching Rounds.
- Develop and engage teachers in professional learning on the use of literacy progressions to embed a learning culture with sustainable processes for using and analysing data to inform teaching.
- Develop capacity of teachers to collaboratively and expertly use assessment data and tools to analyse and reflect on teaching effectiveness. To provide individualised, explicit, differentiated learning and responsive student goals, feedback and opportunities.
- Review and adapt procedures to ensure reliable assessment practices are integral and a systematic part of daily instruction, and are used to analyse student progress and evaluate achievement and growth overtime.

### Anita Chin Numeracy

*We will foster explicit teaching practices providing students opportunities to develop sophisticated and well organised ways of thinking, understanding and doing in numeracy.*

- Programs to aligned with the "what works best strategy".
- Staff to work alongside other Anita Chin schools to identify and implement best practice.

## Success criteria for this strategic direction

All class programs evidence high expectations for student learning.

- Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs,
- School data show that student progress and achievement is greater than state level and students at statistically similar schools on external measures
- Students consistently perform at high levels on external and internal school performance measures.
- School data shows that student progress and achievement on external measures is consistent with progress and achievement on internal data.
- School data shows student progress and achievement is greater than students at statistically similar schools on external measures.
- The school has identified what growth is expected for each student and students achieve higher than expected growth on internal school progress and achievement data.
- Achieve excellent value-added results above the value added by the average school (SEF - Student Performance Measures).
- All teachers are committed to identifying, understanding and implementing the most effective explicit teaching method, with the highest priority given to research and evidence-based, data driven teaching strategies (SEF - Effective Classroom Practice).
- Student assessment data is regularly used school wide to identify student achievement, progress and growth, in order to reflect on teaching effectiveness and inform future school directions (SEF - Data skills and use).
- Whole school will demonstrate a model of instructional leadership which supports a culture of high expectations, sustained and measurable whole school improvement (SEF - Educational Leadership).
- Deep partnerships with the NGARA AECG and its cultural connections with our students.

# Strategic Direction 1: Student growth and attainment

## Initiatives

- All students to regularly identify learning goals in numeracy.
- Assessment tasks are consistently and objectively aligned against the syllabus. This can be achieved by collaborating with students and colleagues across classes, stages, schools and networks to develop standards of performance against the assessment and assessment moderation.
- Build and model student goal setting and work with students, teachers and parents and carers to co-develop goals that are relevant, specific, measurable, challenging and achievable, and aligned to their individual needs.

## High Potential Students

*We will promote engagement and challenge for every student regardless of background. Our programs will support students to achieve their educational potential, ensuring specific learning and well being needs are met.*

- Individual growth plans for every student.
- Staff to complete High Potential Student training.
- Evaluate school procedures, programs and practices, and analyse student growth and achievement data to inform school planning and policy implementation.
- Assess and identify the specific learning needs of all high potential, gifted and highly gifted students.
- Implement evidence-based procedures, programs and practices that meet the learning and well-being needs of all high potential and gifted students and facilitate talent development
- Collaborate with families, school communities and the wider community to enhance growth and achievement for all high potential and gifted students.
- Build teacher capacity through engagement with quality research and ongoing professional learning on effective practices to improve growth and achievement for all high potential and gifted student

## Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes and understanding in reading and numeracy achievement?

Data:

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 data will guide the school's future directions:

External Data

- NAPLAN
- Scout - Value added data
- Tell Them From Me (TTFM)
- Internal data
- Multilit data analysis
- Student work samples
- Literacy and numeracy PLAN2 data
- Check in assessments
- ALAN on-demand assessments
- Focus groups
- Interviews

Analysis:

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.

\* Regular professional discussion around the School Excellence Framework elements and themes.

\* Whole staff reflective sessions.

# Strategic Direction 1: Student growth and attainment

## Initiatives

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### Aboriginal education

*Our school values our ongoing partnership with the NSW Aboriginal Education Consultative Group Incorporated (NSW AECG) and is committed to continuing to strengthen this relationship.*

Plan and deliver community initiatives to celebrate significant days and weeks.

Key members of staff to develop and implement reconciliation action plan.

Participate in connection to country initiatives.

Monitor and evaluate Aboriginal Perspectives across the curriculum.

Work with Aboriginal families to set educational and cultural goals for our Aboriginal students.

Work closely with Ngara AECG on local initiatives.

Build relationships with Gudjagang Ngara La-Di to support Aboriginal families and connect them with culture and support.

## Evaluation plan for this strategic direction

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\*Term by term, five weekly and annual cycles to review and triangulate data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

Implication:

- After analysing the data, a determination will be made as to the future of the four years' work and 'Where to Next?'
- Future actions
- Annual reporting on progress measures

# Strategic Direction 2: Expert staff with high expectations.

## Purpose

To facilitate our school's focus on sharing curriculum knowledge, data informed practices and feedback where growth and achievement are evaluated and celebrated, quality professional learning and high leverage evidence-based teaching strategies will form the foundation of teacher effectiveness and will inform school directions.

## Improvement measures

### Attendance (>90%)

Achieve by year: 2023

- Students attending school 90% of the time from a baseline of 82.7% reaching the lower bound target of 86.7%

### Wellbeing

Achieve by year: 2023

Students reporting "expectations for success, advocacy, and sense of belonging from a baseline of 92.9% to reach a lower bound target of 94.7%

Achieve by year: 2025

- Improvement as measured by the School Excellence Framework:
- Excelling in the themes Teaching and Learning Programs and Differentiation within the element Curriculum.
- Excelling in the themes Formative and Summative within the element Assessment.
- Excelling in the themes Collaborative Practice, Coaching and Mentoring and Feedback within the element Learning and Development.
- Excelling in the theme Explicit Teaching within the element Effective Classroom Practice.
- Wyong Creek Public School is externally validates and excelling in the areas of Learning Culture within the school excellence framework

Achieve by year: 2025

## Initiatives

### Principal Mentoring

*Our school Principal models instructional leadership and supports a culture of high expectations resulting in sustained and measurable whole school improvement.*

- Place high emphasis on teacher professional development plans aligning these to the AITSL teacher standards.
- Principal to commit to spending time in each classroom providing feedback to teacher on classroom organisation and programming.

### Quality Teaching Rounds

*Our teachers work collaboratively, observing each other teach on a rotating basis and discussing and analysing their observations.*

- All staff to be trained in the Quality Teaching model and evidence this in their programming.
- Quality teaching rounds to occur at a minimum twice per year with time provided for peer feedback and mentoring.
- Ensure all teachers and students seek regular participation in instructional lesson observations, rounds, coaching and mentoring that focus on how different teaching approaches impact on student learning.
- All staff seek and engage in professional learning opportunities to share and gain expertise in research and evidence-based teaching, learning and leading practices.
- Embed whole school systems that plan, develop and refine differentiated teaching programs.
- Ensure authentic partnerships with students, staff, stages and the school that connect, share ideas, resources and professional learning.

### Whole school assessment

## Success criteria for this strategic direction

- A whole school approach of the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities is evident.
- Teachers demonstrate evidence-based effective teaching strategies.
- Quality Teaching evidence that teaching methods identify, promote and model the monitoring student achievement and associated learning adjustments.
- Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement (SEF - Curriculum - Teaching and Learning).
- Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs allowing for student voice, 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 (SEF - Curriculum - Differentiation).
- Consistent school-wide practices for assessment are used to monitor, plan and report on student learning across the curriculum. Formative and summative assessment and moderation of assessments is integrated into teaching practice in every classroom, confirming that students learn what is taught (SEF - Assessment).
- 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, school-wide improvement in teaching practice and student results (SEF- Collaborative Practice and Feedback).
- 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 (SEF - Learning and

## Strategic Direction 2: Expert staff with high expectations.

### Improvement measures

- Improvement as measured by NSW Centre for Education Statistics and Evaluation (CESE).
- Improve annual TTFM staff survey data in collaboration, teaching strategies and quality feedback data to 8.8, 9.1 and 8.4 respectively.
- Improve annual TTFM staff survey data in data informed practice and challenging and visible goals to and respectively.

Achieve by year: 2025

- All teachers are involved in coaching/ mentoring and instructional practice partnerships.

### Initiatives

*Our school demonstrates consistent school wide practices for assessment to monitor, plan and report on student learning across the curriculum.*

- Develop and apply a variety of assessment methods such as rubrics, teaching intentions, success criteria that describe what students need to do to succeed and includes the various levels of proficiency to check for student understanding.
- Develop teacher capacity to use assessment, formative and summative, as an ongoing opportunity to provide feedback to support each student at their point of challenge and forward focus.
- Assessment tasks are consistently and objectively aligned against the syllabus. This can be achieved by collaborating with students and colleagues across classes, stages, schools and networks to develop standards of performance against the assessment and assessment moderation.
- Build and model student goal setting and work with students, teachers and parents and carers to co-develop goals that are relevant, specific, measurable, challenging and achievable, and aligned to their individual needs.

### Peer support

*Our school has a strategic and planned approach to develop whole school well being process that support our students so they connect succeed, thrive and learn.*

- Peer support results in measurable improvements within the tell them from me surveys, in well being and engagement to support learning.
- Attendance monitoring and text messaging service.

### Success criteria for this strategic direction

Development - Coach and Mentoring).

### Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of student and school achievement of data and assessment practices, collaboration and personalised teaching, learning and leading?

Data:

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External data

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- Tell Them From Me (TTFM)

Internal data

- Learning sprint data analysis
- PAT testing
- Student work samples
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- Focus groups
- Interviews

Analysis:

## Strategic Direction 2: Expert staff with high expectations.

### Evaluation plan for this strategic direction

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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.
- \* Regular professional discussion around the School Excellence Framework elements and themes.
- \* Whole staff reflective sessions.
- \* Term by term, five weekly and annual cycles to review and triangulate data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

Implication:

- After analysing the data, a determination will be made as to the future of the four years' work and 'Where to Next?'
- Future actions
- Annual reporting on progress measures