

Strategic Improvement Plan 2021-2024

Wiripaang Public School 3762



School vision and context

School vision statement

Our vision is to ensure everyone achieves personal excellence. Our purpose is to prepare our students for a rewarding life as engaged and informed citizens. Our mantra is 'Be the best you!'.

School context

Situated within the Lake Macquarie region, Wiripaang Public School is a K-6 school, located on extensive grounds and provides extra-curricular opportunities for our students to connect, succeed and thrive. Our school has a strong sporting focus and positive connections with Hunter Sports High School which is located next to our school. Technology is embedded in all classrooms with a future focus for students to each have a device to complete their classwork. Our student body averages around 200 students each year which includes students in support classes. Our school has a FOEI of 192. On average, 35% of students identify as Aboriginal and Torres Strait Islander and a growing number of students have English as an Additional Language or Dialect.

Wiripaang PS receives substantial funding each year. This school plan delivers expert teachers working alongside classroom teachers and engaging consultants to provide precise instruction on student achievement.

The staff are cohesive, supportive and focused on the wellbeing and academic success of our students. Over the last school plan period, staff were highly mobile with many gaining promotions, permanency and changes of role. This has occurred for all staff groups; SASS, teachers and executive members.

Our community value strong relationships, resilience and sporting excellence. Staff work to build positive relationships with families and make regular contact through all communication platforms.

Our school holds high expectations for academic improvement, positive relationships and personal excellence.

Strategic Direction 1: Student growth and attainment

Purpose

To increase student achievement through explicit teaching, ongoing learning and data use (internal and external) so all achieve.

Improvement measures

Target year: 2022

NAPLAN - Top 2 skill bands Numeracy

To achieve an uplift of 7% of students achieving in the top two bands in NAPLAN Numeracy (Baseline 8.8%)

NAPLAN - Top 2 skill bands Reading

To achieve an uplift of 8% of students achieving in the top two bands in NAPLAN Reading (Baseline 9.5%)

Target year: 2023

NAPLAN - Student Growth Numeracy

For 50.2% of students to achieve expected growth in Numeracy (Baseline 36.4%)

NAPLAN - Student Growth Reading

For 59.2% of students to achieve expected growth in Reading (Baseline 51.5%)

Target year: 2024

To improve from Sustaining and Growing to Excelling in the theme of Explicit Teaching on the Schools Excellence Framework (SEF)

To improve from Sustaining and Growing to Excelling in the element of Data Skills and Use on the Schools Excellence Framework (SEF)

Target year: 2023

NAPLAN - Top 3 skill bands Numeracy

Initiatives

Explicit Teaching

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

- Professional Learning on explicit teaching - effective pedagogy, syllabus content & meaningful assessment.
- Expertly use student assessment data to reflect on teaching effectiveness and develop learning opportunities resulting in increased student achievement.
- Professional Learning is collaborative, personalised and responsive to ensure everyone is achieving personal excellence.

Data Driven Practices

- Ensure streamlined strategic processes for data analysis and reflection are used for responsive curriculum delivery.
- Professional Learning in data literacy, data analysis and data use in teaching for all staff.
- Student Success Team works with teachers using data to monitor and assess student progress and design future learning on a whole class, group and individual level.
- Review and adapt practice to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement.

Success criteria for this strategic direction

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.

Assessment data is collected in reading, writing and numeracy on a regular and planned basis and used as an integral part of classroom instruction. Student performance informs teaching practice and directs learners and learning. All stakeholders articulate, understand and achieve their learning goals. Students are setting, meeting and exceeding goals in numeracy and reading in 5 weekly cycles.

Evaluation plan for this strategic direction

Question:

What extent have we achieved our purpose in Student Growth and Attainment?

What has been the impact of our Explicit Teaching and Data Analysis refined practices on students learning outcome in Reading and Numeracy?

After analysing that data, a determination will be made as to the future of the four years' SIP activities and 'Where to next?'

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 analysis will guide the school's future directions. Data sources include;

- NAPLAN/Check in data
- Scout - Value added data
- Literacy and Numeracy Progressions

Strategic Direction 1: Student growth and attainment

Improvement measures

To achieve an uplift of 6.2% of students achieving in the top three bands in NAPLAN Numeracy (Baseline 26.2%)

NAPLAN - Top 3 skill bands Reading

To achieve an uplift of 10% of students achieving in the top three bands in NAPLAN Reading (Baseline 13.4%)

Evaluation plan for this strategic direction

- Swans
- EMU
- English & Maths Tracking Tool internal data
- Student PLPs and PLSPs
- Staff PDPs
- PAT

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. The school will continually review progress towards the improvement measures such as:

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.

Executive team and whole staff reflective sessions.

Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

Implications:

The findings of the analysis will inform:

- Future actions and activities identified.
- Annual reporting on school progress measures through the Annual Report

Strategic Direction 2: Wellbeing and Engagement

Purpose

Ensure a culture of high expectations, strong relationships and increased engagement of students, staff and community to build excellence.

Improvement measures

Target year: 2022

TTFM Wellbeing data (advocacy, belonging, expectations) improves to 92.8% from 90.7%

Target year: 2022

For 63% of students to be attending school 90% of the time

Target year: 2024

To improve from delivering to excelling in the theme of Parent Engagement on the Schools Excellence Framework (SEF)

To improve from delivering to excelling in the theme of Community Engagement on the Schools Excellence Framework (SEF)

To improve from delivering to excelling in the theme of High Expectations Culture on the Schools Excellence Framework (SEF)

Initiatives

Connectedness

Connected to staff

Students and the community feel connected to Wiripaang PS staff through open and transparent communication establishing strong and authentic relationships.

Connected to students

Staff and community are connected to students through high expectations and a deep understanding of responsibility and accountability for achieving personal excellence.

Connected to each other

Students feel connected to students, staff feel connected to staff, community feels connected to community. School will play a key role in supporting wellbeing for the entire school community.

Connected to our learning

Students, staff and community are all connected to the learning occurring within the school. Clear learning goals and shared decision making to ensure all parties are working together.

Connected to culture

We acknowledge and celebrate the diversity and richness of histories and cultures. A demonstrated partnership and commitment to Working Together & Walking Together to achieve our goals.

Increased Engagement

Community and student engagement is promoted through;

- BaSE - Be at School Everyday attendance initiative.
- establishment of class parents who coordinate contact details for the class, support the school in

Success criteria for this strategic direction

School wide systems are in place to address all students social, emotional and physical health. Positive relationships exist between all members of the school community.

Personal goals are set to meet or exceed minimum levels in numeracy and reading for every student.

Personal goals will be set for students with disabilities in consultation with parents and carers to ensure high expectations.

High expectations are developed and communicated for behaviour, attendance, learning, engagement.

Attendance rates meet or exceed the Premier's Targets.

Staff demonstrate and model high expectations for wellbeing and academic achievement.

Community members are involved in strong collaboration with the school to inform and support teaching and learning.

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose in developing improved Wellbeing & High Expectations within our school around continued improvement for our teachers and students?

Data:

We will use a combination of data sources. These will include:

Data collection will include:

- TTFM
- Teaching and Learning Programs
- Students PLP's and PLSP's

Strategic Direction 2: Wellbeing and Engagement

Initiatives

- events, liaise with teachers and parents to improve the quality of events and interactions.
 - establishing 3 way (student, parent, teacher) student led data conversations twice a year.
 - increased responsiveness to messages on Seesaw, answering school phone calls, returning notes within given time frames.
 - encouraging families to attend & participate in community events.
 - strength based community access programs where parents share their skills.
 - PATCH program/ Volunteers.
-

Evaluation plan for this strategic direction

- Check-In wellbeing practices
- Survey on staff/students/ parent wellbeing?
- NAPLAN/Check in data
- SCOUT - track and monitor student growth/improvement
- Behaviour Strategy & Procedures/PBL data

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring via the planned activities. The school will continually review progress towards the improvement measures.

Implications:

The findings of the analysis will inform:

*Future actions

*Annual reporting on school progress measures through the Annual Report

This page is published on the school website

Strategic Direction 3: Systems and Practices

Purpose

Streamline strategic processes so quality practices improve all aspects of Wiripaang Public School.

Improvement measures

Target year: 2024

To improve from Sustaining and Growing to excelling in the theme of Continuous Improvement on the Schools Excellence Framework (SEF)

To improve from delivering to excelling in the theme of Administrative Systems and Processes on the Schools Excellence Framework (SEF)

To improve from Sustaining and Growing to excelling in the theme of Community Satisfaction on the Schools Excellence Framework (SEF)

Target year: 2024

Initiatives

Strategic Processes

Expectations are negotiated, discussed and clearly outlined in documents which are regularly reviewed, updated and improved. All staff will know the expectations and practise these.

Administrative Processes - Office procedures, roll marking, excursion organisation, meetings, conduct, etc

Teaching - scope and sequence for curriculum, assessment procedures, planning, programming and annotating, reporting to parents, pedagogy, benchmarks, etc

Wellbeing - PBL procedures, Sentral notifications, attendance procedures, etc

Building leadership capabilities

Staff engage in self reflection, goal setting and targeted improvement of their leadership capabilities. Professional Learning will include a range of individualised, team based or whole school depending on need and interest. Leadership will be nurtured and developed through Aspiring Leadership Programs and others.

Students will engage in school wide PBL systems and practices that develop positive relationships through respect and responsibility which will allow every student to actively learn. Through the SRC, each class will be represented in having authentic voice. Every student will lead their teacher and parent through a 3 way conference each semester, reflecting on their progress and setting new goals at the start of every term.

Community members will be involved as an authentic parent body. Parent Leaders will assist each class with enhanced communication systems, seeking feedback and suggestions for improvement and acting as a bridge between the school and community. Parents and carers will be actively involved in 3 way conferences with their child twice a year to develop a deep understanding of their children's progress. and a shared accountability

Success criteria for this strategic direction

The school is recognised as a leader for its impact on learning progress, its effective practices and continuous improvement, and its active support of (improvement in) other schools.

The school evaluates its administrative systems and processes, ensuring that they are delivering anticipated benefits to the school community, and makes changes when required. The leadership team collects information about the school's administrative practices in order to ensure their effectiveness.

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:

To what extent have we achieved continuous improvement and excellence in systems and practices to ensure explicit teaching for students?

Data:

Data collection will include teacher interviews, questionnaires, observations and data around teaching standards. Data sources will include:

- Accreditation and NESA maintenance
- PDP
- Focused TPL (Whole school and individual)
- Programming and NESA expectations
- Community Consultation Committee
- 3 way conference feedback
- Student leadership
- Cos participation in events

Use classroom practice continuum to monitor teacher progress as a reflective tool.

Strategic Direction 3: Systems and Practices

Initiatives

towards achieving future goals. The school actively plans for parent engagement by offering programs to increase confidence and capabilities.

Evaluation plan for this strategic direction

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring via the planned activities. The school will continually review progress towards the improvement measures.

Implications:

The findings of the analysis will inform:

*Future actions

*Annual reporting on school progress measures through the Annual Report