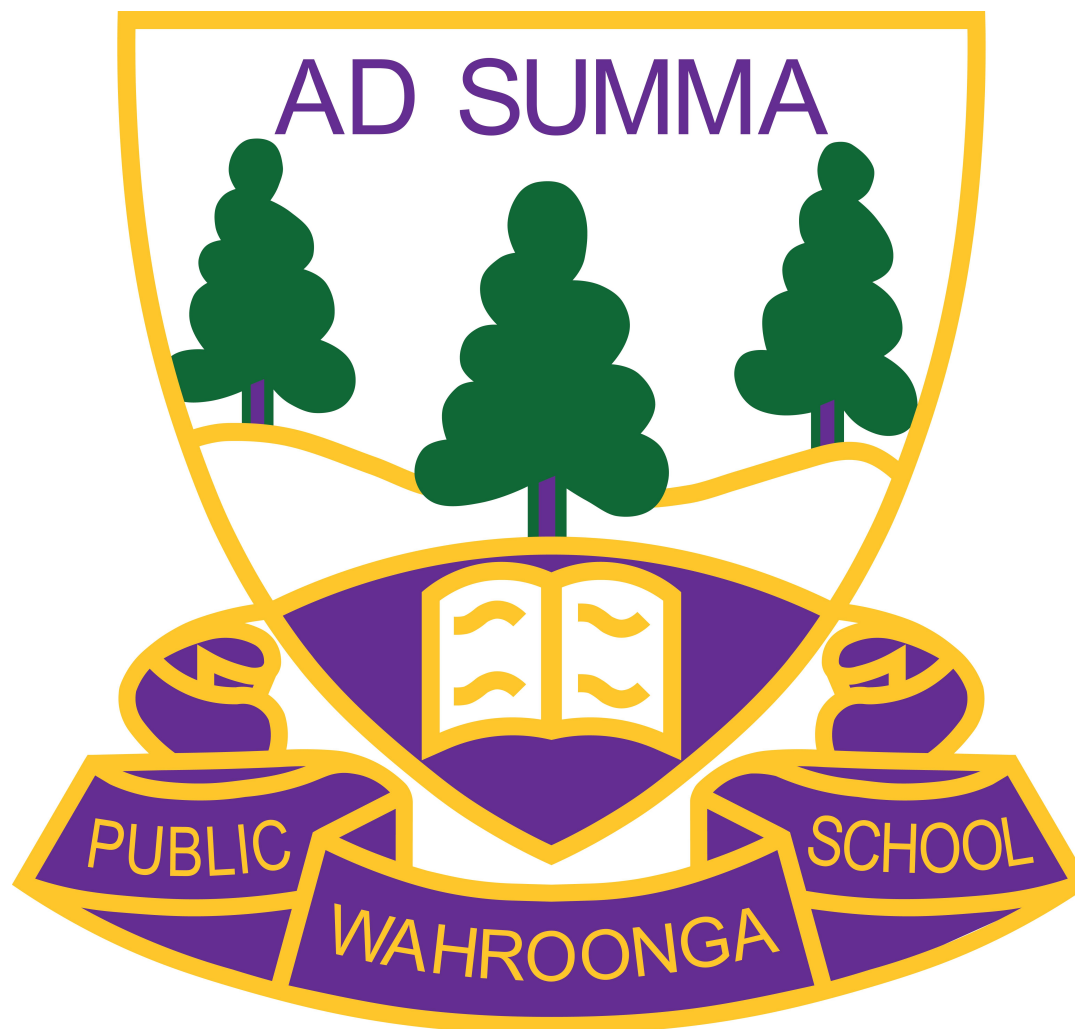


# Strategic Improvement Plan 2021-2024

## Wahroonga Public School 3833



# School vision and context

## School vision statement

At Wahroonga Public School students will take personal responsibility for their behaviour and learning in preparedness for participation in an ever changing global society. Students will achieve twelve months growth and progress in Literacy and Numeracy performance for each year of learning. Students will engage in an inclusive environment that promotes active participation and high expectations and all stakeholders will collaborate and communicate respectfully.

Underpinning our vision are the **beliefs** that:

- All students can learn
- Students learn in different ways
- Risk taking and making mistakes when learning is necessary, acceptable and encouraged
- Educating the whole child enhances wellbeing
- Positive wellbeing is an essential foundation for learning
- The curriculum is our core business
- Home/ school partnerships are critical to success
- The rapport between teacher and student is integral to learning and growth
- Every student is known, valued and cared for
- Outcomes are improved when students understand the Learning Intentions and Success Criteria in lessons and when meaningful feedback is given.

Our **Core Values** encourage students to:

Be **RESPONSIBLE** for your own:

- Learning
- Behaviour
- Interpersonal Relationships

Be **RESPECTFUL** towards:

- Others
- Self
- Property

Be and **ACTIVE and ENGAGED LEARNER**:

- Willing to take risks
- Able to consider options

## School context

Wahroonga Public School was established in 1944 and is a metropolitan school in the northern suburbs of Sydney with an enrolment of approximately 700 students from Kindergarten to Year 6. 42% of students are from language backgrounds other than English. Wahroonga Public School caters for all students and prides itself on a culture of inclusion and participation. Wahroonga Public School is affectionately known as 'The Bush School', as it is set amongst a native Blue Gum High Forest, and features unique, attractive grounds including both natural and built features. Two in-ground swimming pools and an outdoor amphitheatre are main attractions. The school currently has 27 mainstream classes and 3 support classes and offers students a large range of extra-curricular activities including chess, sport, dance, ICT, bush building, gardening and choir. The school has an expansive band program that is renowned in the local area.

Areas of focus for the period 2021-2024 have been determined after a thorough situational analysis of current school performance and a period of consultation with school community stakeholders. In 2021-2024 Wahroonga Public School will focus on 3 Strategic Directions that will drive improvement in:

: Student vocabulary development

: Reading comprehension

: Numeracy with an emphasis on Measurement and Geometry.

: Data informed decision making

: Initiatives to support students in their wellbeing, resilience and sense of belonging

: Positive community partnerships

# School vision and context

## School vision statement

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- Happy to work with others

## School context

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# Strategic Direction 1: Student growth and attainment

## Purpose

**Increase the number of students achieving expected growth in reading and numeracy through data use, curriculum differentiation and explicit teaching.**

## Improvement measures

### Target year: 2022

Improvement in the percentage of students achieving in the top two bands to be above the school's lower bound system negotiated target in Reading of 74.9%.

### Target year: 2022

Improvement in the percentage of students achieving in the top two bands to be above the school's lower bound system negotiated target in Numeracy of 72.4%.

### Target year: 2023

Improvement in the percentage of students achieving expected growth in NAPLAN Reading to be above the school's lower bound system-negotiated target of 69.9%.

### Target year: 2023

Improvement in the percentage of students achieving expected growth in NAPLAN Numeracy to be above the school's lower bound system-negotiated target of 71.7%.

## Initiatives

### Targeted and Explicit Programs in Literacy

**Ensure that teaching programs and practices in Literacy, in particular Reading and Vocabulary, are data informed and research based.**

\* Ongoing Professional learning for teachers on Guided Reading, Phonemic Awareness, Phonics, Comprehension Strategies, Vocabulary and Reciprocal Teaching.

\* Implementation of research based Vocabulary, Comprehension, Guided and Modelled Reading programs.

\* Use of Learning Progressions to guide reading and vocabulary instruction.

\* Development of a K-6 Core Vocabulary and K-6 Spelling Scope and Sequence.

\* Establishment of a K-2 Phonemic Awareness Program and a K-2 Phonics Scope and Sequence

\* Teachers engage in Targeted Teaching meetings where they meet in grade or stage groups once a term to use data and evidence to regularly monitor the impact of teaching practices on student outcomes and academic growth. Focus will be on Case Management, Class and individual student reading data analysis and review of student individual learning goals.

**Targeted and Explicit Programs in Numeracy**  
**Ensure that teaching programs and practices in Numeracy are data informed and research based.**

\* All teachers use a set Mathematics Lesson Framework to scaffold and teach lessons.

\* All teachers using Learning Intentions and Success Criteria in Mathematics lessons.

\* Instructional leadership occurring in classrooms 3-6 on Thinking Mathematically and Problem Solving.

\* Ongoing professional learning for teachers in Mathematics.

## Success criteria for this strategic direction

Students at Wahroonga Public School will gain one year academic growth in Reading and Numeracy each School year. School data shows that student progress and achievement is equal to or greater than students at statistically similar schools on external measures, and this is consistent with strong student progress and achievement on internal measures.

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.

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement.

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.

## Evaluation plan for this strategic direction

\* ACER Data will be collected at the start and end of each year. Data will be collected and analysed in Vocabulary, Reading Comprehension and Numeracy. Findings will be used to track individual student progress and academic growth.

\* NAPLAN data in Reading and Numeracy Growth and Top Two Bands will be collected and analysed annually. Findings will be used to track student progress and the effectiveness of school programs in Reading and Numeracy and will be used to inform future areas of focus.

\* Teachers update SENA data once a semester. Findings will be used to monitor student progress and adjust

# Strategic Direction 1: Student growth and attainment

## Initiatives

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- \* Use of Learning Progressions K-6 to guide numeracy instruction.
- \* Teachers engage in Targeted Teaching meetings where they meet in grade or stage groups once a term to use data and evidence to regularly monitor the impact of teaching practices on student outcomes and academic growth. Focus will be on Case Management, Class and individual student mathematics data analysis and review of student individual learning goals.

## Evaluation plan for this strategic direction

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teaching programs to meet individual student need in Mathematics.

\* Teachers collect and track Reading level data every 5 weeks for K-2 classes and once a term for 3-6 classes. Findings will be used to monitor student progress and adjust teaching programs to meet individual student need in Reading.

\* Phonemic Awareness Assessment at end of ES1. Analysis of data and findings will be used to monitor effectiveness of school programs and to inform learning and support interventions for Year 1.

\* Phonics Screening for Year 1 Classes. Analysis and findings will be used to monitor student progress and adjust teaching programs to meet individual student need in Reading/ Phonics.

\* Student progress against Learning Progressions, especially in Reading and Viewing and Measurement and Geometry unpacked in Stage meeting and findings used to monitor student progress and adjust teaching programs to meet individual student need.

## Strategic Direction 2: Resilience and belonging

### Purpose

Improve wellbeing through effective whole school programs and practices.

### Improvement measures

#### Target year: 2022

91.4% of students reporting positively in the TTFM student survey against the measures of Advocacy at School, Expectations of Success and Sense of Belonging.

#### Target year: 2022

Improvement in the percentage of students attending school 90% of the time to be at or above the school's lower bound system negotiated target of 93.3%.

### Initiatives

#### School Wellbeing Processes and Procedures

**Enhance whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed and thrive**

- \* Review Learning and Support Team processes and procedures to ensure that we have robust systems in place that support students and result in measurable improvements in wellbeing and engagement.

- \* Increase the Learning and Support Teacher allocation to enhance social, emotional and academic support available to staff and students.

- \* Review the Wahroonga Public School Wellbeing Procedures and incorporate evidenced based Positive Behaviour and Quality School Initiatives to ensure the school culture is strongly focused on learning, belonging and the pursuit of excellence.

#### Student Wellbeing

**Foster a school-wide, collective responsibility for student learning, wellbeing and success, which is shared by the Wahroonga whole school community.**

- \* High Impact Professional Learning (HIPL), staff mentoring and coaching and parent workshops in student wellbeing, trauma-informed practice, High Potential and Gifted Education (HPGE) and Choice Theory that promote excellence and responsiveness in meeting the needs of all students.

- \* Establishment of weekly Social and Emotional Learning lessons K-6 that promote positive, respectful relationships and promote student wellbeing to ensure optimum conditions for student learning.

- \* Implementation of cross cohort/ peer learning so that all students K-6 have regular opportunities to meet with an identified staff member and other students who can provide advice, support and assistance to help students fulfil their potential.

### Success criteria for this strategic direction

Staff, students and parents will be aware of school procedures in relation to wellbeing and positive behaviour. Evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning are evident.

Student's report an increased rate of feeling happy and safe at school. Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.

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

### Evaluation plan for this strategic direction

- \* Tracking of data and progress in the TTFM Student surveys. Findings used to monitor effectiveness of wellbeing programs and adjust as required.

- \* Tracking of data and progress in School Based Student Surveys. Analysis of results and comparison to 2020 data to track effectiveness of interventions.

- \* Feedback from staff via survey on impact of LST and student wellbeing initiatives. Comparison to 2020 survey results. Programs adjusted if required based on feedback received.

- \* SENTRAL Wellbeing data, especially behaviour tracking collected and analysed. Findings will be used to track trends and impacts of implemented processes and programs over time.

- \* Student progress data (via ACER) in Enrichment program. Findings will be used to track progress of high achieving students.

## Strategic Direction 3: Positive partnerships

### Purpose

**Improve performance by establishing new connections and building upon existing partnerships with all stakeholder groups.**

### Improvement measures

#### Target year: 2022

All staff trained in the new mandatory Aboriginal Cultural Awareness Training and undertaking a refresher course every 3 years.

All Aboriginal students have a completed PLP that is developed annually and reviewed termly in consultation with their parents/carers.

#### Target year: 2024

Increased parent completion of the TTFM Parent Survey to target 150 responses.

Increased teacher completion of the TTFM Teacher Survey to 90%.

#### Target year: 2024

Parents and caregivers report a 30% increase in satisfaction with school communication and engagement processes.

Teachers report a 20% increased sense of satisfaction in their professional learning and career development.

### Initiatives

#### Building Staff Capacity

**Embed a culture of continuous learning, effective, evidence based teaching and ongoing improvement so that every student makes measurable learning progress in each year of their schooling.**

\* Establishment of an Aspiring Leaders Program that supports staff in building upon current skills and capacities.

\* Evidenced and needs based High Impact Professional Learning (HIPL) available to all staff to ensure that every student experiences high quality teaching.

#### Community Engagement and Satisfaction

**Wahroonga Public School grows as a cohesive educational community that is recognised as excellent and responsive by the community.**

\* Initiation of programs and shared initiatives with local high schools for students in Stage 3 that support the continuity of learning for students at the Year 6-7 transition point.

\* Enhance learning alliances with other local primary schools by working in partnership to establish shared learning and leadership opportunities that support excellence.

\* Processes established to gather feedback from stakeholder groups on school performance, procedures and programs with the aim of measuring community satisfaction that can assist in informing future school priorities and directions.

\* Further enhance engagement with parents and carers through a review of school communication platforms and by strengthening the school's culture of high expectations.

\* Supports and learning opportunities provided for parents in areas of wellbeing and curriculum.

### Success criteria for this strategic direction

The School is an active part of the Wahroonga community and is strongly connected to neighbouring schools, parents and the wider community. 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.

Teachers are positively engaged in their career and are active participants in professional development opportunities. Staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning.

Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve

### Evaluation plan for this strategic direction

Analysis of Parent and Teacher TTFM data and school based survey results. Findings will be compared to 2020 survey data to determine impact of community links and programs.

Parent/ carer attendance rates at school events. Findings will be used to track engagement of parents/ carers over time.

Feedback from parent groups on curriculum and parenting support Information sessions. Feedback will be used to inform future interventions and areas of need.

Feedback from the students and parents regarding the impact of Aboriginal cultural programs and initiatives operating within the school.

## Strategic Direction 3: Positive partnerships

### Initiatives

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\* Further consolidation of the newly established Support Unit through the strengthening of current processes and procedures and through collaborative partnerships with parents, neighbouring support units and external providers.

### Valuing and Strengthening Aboriginal Culture

All students participate in music lessons with a focus on literacy through song, music skills and Aboriginal perspectives.

Aboriginal histories, culture and pedagogy embedded in all teaching and learning programs.

High impact professional learning on the needs of Aboriginal students and in Aboriginal culture and history for all staff.

Developing and regularly updating Personalised Learning Pathways (PLPs) with Aboriginal students and their parents/carers

Development of ATSI murals and cultural displays, a personalised School Acknowledgement to Country and working with local pre-schools in the development of a shared Reconciliation Action Plan.

Whole school recognition and celebration of Reconciliation Week and NAIDOC Week.

Attendance monitoring of Aboriginal students.

Ongoing collaboration with the Hornsby AECG.

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