

Strategic Improvement Plan 2021-2024

Wyrallah Road Public School 3856



School vision and context

School vision statement

Our vision is to be a school where all are valued, where learning is nurtured, and a collaborative community thrives.

At Wyrallah Road Public School we focus on development and delivery of high quality teaching and learning programs to engage and inspire learning now and into the future. We strive to excel at creating learning environments that maintain high expectations and cater for the diverse needs of individual students. Strong partnerships with parents, communities and organisations are fostered and highly valued. Through collaborative and strategic planning, reflective practise, school evaluation, targeted professional learning and the Performance and Development Plan process, our commitment and focus is to improve every student, every teacher and every leader within our school every year.

School context

Wyrallah Road Public School, with an enrolment of 492 students (including 12% Aboriginal students), is located in Lismore, and proudly stands on the land of the Widjabal/Wiyabal people of the Bundjalung nation. Our school is a committed member of the Lismore Community of Schools which feed into The Rivers Secondary College. We benefit from a supportive and active Parents and Citizens' Association, and an engaged Student Representative Council. Educational programs include Positive Behaviour for Learning, English as an Additional Language/Dialect, various sporting endeavours, choirs, dance groups and instrumental programs. Technology is a focus area with interactive whiteboards, computers and iPads in every classroom. The school reputation is enhanced by an enthusiastic staff committed to the school's traditions and values.

The school is an integral hub in the community of East Lismore, valuing and promoting strong partnerships with our families, the local community and educational networks. As guided by a highly diverse community, our aspiration is to provide a high quality and inclusive education for all. We have a valued, consultative partnership with the local Aboriginal Education Consultative Group, the Bundjalung Language Nest and the WRPS Aboriginal Community Team, embedding and celebrating culture within our school.

Specific and robust "Learning and Support" programs have been strengthened through increased expert staffing, professional learning and resourcing to support students with learning needs. In addition, a targeted program to cater for students impacted by the disruption of the COVID pandemic has been implemented to enhance positive educational impact for these students.

The school has undertaken an extensive situational analysis to gather evidence to support judgments made against all elements of the School Excellence Framework (SEF). As a result, the following priorities have been identified:

- The school recognises the need to improve the overall attendance of Aboriginal students to secure attendance rates inline with non-Aboriginal students.
- The school recognises that it needs to focus on improving its Social Skills Program (developing a formal program of delivery and monitoring impact against baseline data).
- The school recognises the need to develop and implement a whole school tracking system to monitor the progress of every student. This will be aligned with Premier's Priorities.
- The school has identified the need to continue to develop high quality teaching and learning programs targeting Premier's Priorities to increase the percentage of students achieving in the top two bands in Reading and Numeracy.
- The leadership team will maintain a focus on further embedding collaborative practises to facilitate continuous improvement of teaching and learning.

Strategic Direction 1: Student growth and attainment

Purpose

Attainment: Strategies to address the school's Premier's Priority targets in Reading and Numeracy were identified in 2020. These practices require embedding and evaluating to ensure that the school remains on track to achieve the targets.

Growth: Achieve ongoing improvements in student outcomes across all year groups, reflecting a positive value-add trend.

Improvement measures

Target year: 2022

Achievement (a): Premier's Priority percentage of students achieving in the Top Two Bands Numeracy: Increase by 6% from the baseline.

Achievement (b): Premier's Priority percentage of students achieving in the Top Two Bands Reading: Increase by 6% from the baseline.

Achievement (c): Increase percentage of Aboriginal students achieving in the Top Three Bands Reading: Increase by 2% from the baseline.

Achievement (d): Increase percentage of Aboriginal students achieving in the Top Three Bands Numeracy: Increase by 3% from the baseline.

Target year: 2023

Growth (a) Y3-5 Reading: Increase by 4% from the baseline.

Growth (b) Y3-5 Numeracy: Increase by 6% from the baseline.

Initiatives

Student Assessment Data

A comprehensive analysis of data collection and refining of processes to strategically identify whole school approach to student assessment and a defined schedule K-6 in reading and numeracy.

Explicit Teaching

Review of teaching programs with a clear focus on explicit teaching. Strategies embedded throughout K-6 programming to address need and build teacher capacity through a model of instructional leadership.

Reading Improvement

Targeted programs to enhance to quality of teaching practices and student outcomes in the area of reading.

Numeracy Improvement

Targeted programs to enhance to quality of teaching practices and student outcomes in the area of numeracy.

Intensive Learning Programs

Small group and individual learning support for targeted students.

Success criteria for this strategic direction

The school will have a whole school, stage-based termly assessment schedule, which will collate individual student assessment data and highlight students meeting, exceeding and working towards expected outcomes.

A termly record of ongoing conversations specifically addressing class and individual student progress data is evident from every classroom.

Each Stage Team and Specialist Teacher will evaluate professional learning from the term.

Every teacher will engage with a minimum of two reciprocal and reflective teaching observations per year.

Each Stage Team and Specialist Teacher will conduct a termly review into units taught.

NAPLAN data analysed by all teaching staff in Term 3 of each year, identifying impact and making appropriate adjustments to teaching programs.

All K-2 staff trained in Targeting Early Numeracy strategies and provided with in-class support by Term 1, each year.

Completion of explicit Comprehension programming K-6 by Term 4, 2021.

Assessment data from targeted Aboriginal students indicates growth in Literacy and Numeracy based on ten-week intervention program with pre and post assessment.

All targeted interventions evaluated at conclusion and findings and adjustments incorporated into strategic improvement plan implementation.

Evaluation plan for this strategic direction

Reading and numeracy levels K-6 are growing at a rate at or above that indicated in the annualised increase identified in the improvement measures.

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

Annual analysis of improvement in identified initiatives - student assessment data, explicit teaching, reading improvement, numeracy improvement and intensive learning programs - will be considered as part of the evaluation and monitoring process and the further implementation of the plan will be adjusted to meet the findings.

Strategic Direction 2: Wellbeing

Purpose

Attendance of all students: Overall school student attendance rates are in line with State attendance averages. Increase the percentage of students with an overall attendance of 90% or above.

Attendance of Aboriginal students: Reduce the gap in attendance rate between Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander students from baseline 3.0% (2019). This was a priority for the school in the 2018-2020 School Plan and remains a priority.

Improvement measures

Target year: 2022

Improve attendance rates: Increase the overall percentage of students with attendance of 90% by 4%.

Target year: 2022

Improvement in the Learning Domain, Learning Culture - Attendance of the School Excellence Framework self-assessed and validated in 2022 as Excelling.

Initiatives

Student Attendance and Engagement

Provide a diversity of opportunities to engage students in learning and school - including but not limited to: music, technology, instrumental, dance, debating, chess, environment club, enrichment groups.

Executive member identified as school attendance officer, responsible for regular monitoring and follow up of all attendance data. Celebrate positive data and seek support (within and beyond the school) where needed.

Comprehensive review into Aboriginal student engagement and achievement with recommendations aligning with best practice and research.

Strengthening Cultural Connections

Creating and providing opportunities for our Aboriginal students to increase their sense of belonging at school.

Success criteria for this strategic direction

Enrichment programs are established annually to extend access and engagement in broader curriculum options for students Year 3-6, resulting in increased sense of belonging for students as reported in the Tell Them From Me data.

Recommendations from review into Aboriginal student engagement and achievement will be shared with appropriate school and community groups by Term 3, 2021. A plan to implement agreed recommendations developed by Term 4, 2021.

Individual and cohort attendance data reported and discussed at fortnightly Learning and Support Team meetings. Follow up action identified resulting in direct contact with students, families and agency as required. Records of actions and identified students kept in Learning and Support Team minutes and available to enable timely action for all staff as required.

Every teacher will engage with a minimum of two reciprocal and reflective teaching observations annually.

The school Self-Assessment School Excellence Framework team evaluate the school as Excelling in the Learning Domain, Learning Culture - Attendance.

Evaluation plan for this strategic direction

Learning and Support Team minutes demonstrate collection and analysis of attendance data, with timely follow up actions as required.

Ongoing engagement and consultation with Lismore Local AECG.

Student survey (both Tell Them from Me and purpose built annual school designed survey) to assess sense of belonging indicate growth for students in Year 3-6.

Annual analysis of improvement in identified initiatives - student attendance and engagement, strengthening cultural connections - will be considered as part of the

Strategic Direction 2: Wellbeing

Evaluation plan for this strategic direction

evaluation and monitoring process and the further implementation of the plan will be adjusted to meet the findings.

Strategic Direction 3: Feedback

Purpose

To further develop effective teacher and student feedback practices.

Improvement measures

Target year: 2022

Improvement in the Teaching Domain, Effective Classroom Practice - Feedback of the School Excellence Framework self assessed and validated in 2022 as Sustaining and Growing.

Target year: 2023

Improvement in the Teaching Domain, Effective Classroom Practice - Explicit Teaching of the School Excellence Framework self assessed and validated in 2023 as Excelling.

Initiatives

Feedback Project

Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning with a focus in literacy and numeracy.

Student Learning Goals

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.

Success criteria for this strategic direction

Students receive timely, explicit, relevant and constructive feedback about their performance against learning outcomes from the syllabus. This is evidenced in teacher Performance and Development Plan observations throughout 2022 of all teaching staff as per teaching standard 5.2.2.

Most students demonstrate increased awareness of their progress and future personal learning intentions. Qualitative data collected through student interviews, sampling all cohorts K-6 with pre (Term 4, 2021) and post (Term 4, 2022) interview questions.

Students regularly peer assess every term in every class to identified criteria based on individual student learning goals.

By Term 4, 2022 student work samples K-6 show original work, evidence of peer assessment and improvements made as a result of student-to-student feedback.

Evaluation plan for this strategic direction

Self assessment and validation of triangulated evidence indicates on balance assessment as Excelling as evaluated against School Excellence Framework, 2022. Examples of evidence include:

Tell Them From Me Student Survey data indicates growth in student perceptions of explicit teaching practices and feedback.

Tell Them From Me Staff Survey data indicates growth in capacity to: * Help students to set challenging learning goals; * Students receive feedback on their work that brings them closer to achieving their goals; * Students are very clear on what they expected to learn

Videos of pre- and post- interview questions designed to gain student awareness of their progress and future personal learning intention and their ability to act accordingly to enact attainment of higher levels of knowledge.

Strategic Direction 3: Feedback

Evaluation plan for this strategic direction

Formal, recorded observations of students in classrooms reflect the findings of surveys, indicating growth in key areas of feedback and use of learning goals.

Annual evaluation of the effectiveness of Feedback and Learning Goals initiatives will inform the adjustments to the implementation of the strategic improvement plan.