

# Strategic Improvement Plan 2021-2024

## Windale Public School 3893



# School vision and context

## School vision statement

At Windale Public School we believe high expectation relationships and authentic partnerships form the basis of everything we do with our students, our staff and our community. Learning is differentiated to ensure all students achieve their personal best.

## School context

Windale Public School is located in east Lake Macquarie and is a proud member of the Glenrock network and Waiyarang Community of Schools. The school has an enrolment of 256 students from Nubalin, our Preschool, through to Year 6 including Kawuma, our support unit with three classes - 2 Emotional Disturbance and 1 Early Intervention. 90 students identify as being of Aboriginal or Torres Strait Islander descent and 12 students identify as having a language background other than English.

Milabah, our Schools as Community Centre, is the heart of the school and provides invaluable support for children and their families within the Windale community, assisting them to link with agencies and personnel to best meet their specific needs due to considerable socio-economic disadvantage. Wellbeing initiatives to support all members of the school and wider Windale community have been, and always will be, a driving force within the school.

The school has a strong focus on high expectation relationships with an unrelenting commitment to improving educational outcomes for all students. Students are encouraged to take risks and see mistakes as part of learning, supported by staff who personalise their teaching to meet students at their individual point of need.

A rigorous situational analysis has been conducted which led to the development of our 2021-2024 Strategic Improvement Plan, both of which involved genuine consultation with students, staff, parents and carers, and Minimbah local AECG. The situational analysis supported the implications of our three identified strategic directions and clearly identified the initiatives to be undertaken to achieve our goals.

The school's staffing entitlement in 2020 was 19.17 teaching staff and 3.107 non teaching staff which has risen steadily over the last few years with the addition of the three support classes. Staff range in age from over 65 years to beginning teachers in their first years of teaching. Staffing decisions are always made in the best interests of the students to ensure stability and consistency across the school. A Business Manager is employed two days per week from school funds.

Through our situational analysis, we have identified a need to use the majority of the school's equity funding to provide a range of evidence based initiatives to support student learning and wellbeing. Reading and Numeracy remain an ongoing focus with additional staff being employed to provide personalised intervention within all classrooms. Data will be systematically gathered and analysed by staff on a regular basis to inform planning and modify teaching, providing students with explicit, specific and timely feedback to support their learning.

# Strategic Direction 1: Student growth and attainment

## Purpose

In order to maximise student learning outcomes for every student in Reading and Numeracy and build strong foundations for academic success, we will deliver explicit teaching and embed a culture of high expectations.

## Improvement measures

### Target year: 2022

Increase the proportion of students in Year 3 and Year 5 achieving in the top 2 bands for NAPLAN Reading by 10.2%

### Target year: 2023

Increase the proportion of Year 5 students achieving expected growth in NAPLAN Reading by 11.15%

### Target year: 2022

Increase the proportion of students in Year 3 and Year 5 achieving in the top 2 bands for NAPLAN Numeracy by 11.8%

### Target year: 2023

Increase the proportion of Year 5 students achieving expected growth in NAPLAN Numeracy by 13.1%

### Target year: 2022

Increase the proportion of Aboriginal students achieving in the top 3 bands for NAPLAN Reading by 11.6%

### Target year: 2022

Increase the proportion of Aboriginal students achieving in the top 3 bands for NAPLAN Numeracy by 12.5%

### Target year: 2024

The school self-assessment of the School Excellence Framework (SEF) in the element of Curriculum indicates improvement from Sustaining and Growing to Excelling

## Initiatives

### High expectations - Reading and Numeracy

In a culture where teachers have high expectations, they know their students well, value them as learners and understand how to support their learning.

- Refine and embed clear and consistent expectations for learning from Preschool to Year 6
- Model goal setting and work with students to co-develop SMART goals that are relevant, specific, measurable, challenging and achievable, and align to their individual needs
- Partner with parents and carers to support their child's learning, provide advice, tools and information about how students learn

### Explicit teaching - Reading and Numeracy

A whole school approach to evidence based teaching strategies will promote and encourage continuous improvement for all learners.

- Deliver high impact professional learning in evidence based literacy and numeracy strategies to meet the needs of all students
- Provide adjustments that lead to improved learning and ensure that all students are challenged
- Refine and embed explicit teaching opportunities that explain, model and guide learning
- Monitor student progress and check for understanding by regularly reviewing student learning records to inform differentiation and future directions

## Success criteria for this strategic direction

A consistent whole school understanding of high expectations underpins all aspects of the school.

The school's curriculum provision and evidence based teaching practices provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills.

All students will be active participants in their learning, articulating, understanding and achieving their Reading and Numeracy learning goals.

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

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, leading to improved learning.

Teaching and learning programs P-6 demonstrate effective evidence based teaching strategies that optimise learning progress for all students, across the full range of abilities. Student learning is monitored regularly, demonstrating growth.

## Evaluation plan for this strategic direction

### Question:

To what extent have we achieved our purpose in student growth and attainment through high expectations and explicit teaching, and can demonstrate impact and improvement in student outcomes in Reading and Numeracy?

### Data:

A combination of data sources will be used, these will include: external student performance measures (NAPLAN); internal student performance measures (Literacy and Numeracy Progressions); teaching programs, classroom observations and student work

# Strategic Direction 1: Student growth and attainment

## Improvement measures

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### Target year: 2024

The school self-assessment of the School Excellence Framework (SEF) in the theme of Explicit Teaching indicates improvement from Sustaining and Growing to Excelling

## Evaluation plan for this strategic direction

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samples. The School Excellence Framework (SEF) assessments.

### Analysis:

Data is analysed and triangulated regularly through implementation and progress monitoring to determine the extent to which the purpose and improvement measures have been achieved.

### Implications:

The findings of the analysis will inform future actions and will be documented through the Annual Report.

## Strategic Direction 2: Personalised pathways

### Purpose

To provide students with relevant, explicit, ongoing, constructive and actionable information about their performance against learning outcomes

### Improvement measures

#### Target year: 2024

The school self-assessment of the School Excellence Framework (SEF) in the element of Data Skills and Use indicates improvement from Sustaining and Growing to Excelling

#### Target year: 2024

The school self-assessment of the School Excellence Framework (SEF) in the theme of Feedback indicates improvement from Sustaining and Growing to Excelling

### Initiatives

#### Data

Student assessment data is used to identify student achievements and progress, reflect on teaching effectiveness and inform future directions.

- Implement high impact professional learning in data literacy, data analysis, data use in teaching and data use in planning to support teaching effectiveness
- Prioritise professional learning in effective and efficient use of data including types of evidence
- Review and embed effective systems for data collection, including online platforms
- Establish effective and consistent methods when collecting data to ensure comparisons of student progress are accurate

#### Feedback

Effective feedback provides relevant, explicit, ongoing, constructive and actionable information about performance.

- Use a combination of feedback strategies to provide students with information that is timely and directly connected to the learning intentions and success criteria
- Facilitate opportunities for students to reflect on the quality of their work and identify areas for improvement in line with their personalised learning goals
- Engage staff in reflective feedback opportunities that facilitate collective efficacy

### Success criteria for this strategic direction

All staff will effectively use data to support curriculum delivery and adjust their practice to drive improvement for all students.

Staff collaboratively evaluate student data across stage groups to ensure consistency.

Effective data systems will support the collection and analysis of data to inform future directions.

Data will inform the teaching and learning cycle where teachers identify interventions and modify their teaching practice.

Teachers will provide explicit, specific and timely formative feedback related to defined success criteria.

### Evaluation plan for this strategic direction

#### Question:

To what extent have we achieved Personalised pathways through the effective use of data and feedback?

#### Data:

A combination of data sources will be used, these will include: external student performance measures (SCOUT); internal student performance measures (Literacy and Numeracy Progressions); teaching programs, classroom observations and student work samples. The School Excellence Framework (SEF) assessments.

#### Analysis:

Data is analysed and triangulated regularly through implementation and progress monitoring to determine the extent to which the purpose and improvement measures have been achieved.

#### Implications:

## Strategic Direction 2: Personalised pathways

### Evaluation plan for this strategic direction

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The findings of the analysis will inform future actions and will be documented through the Annual Report.

## Strategic Direction 3: Partners in learning

### Purpose

A whole school approach to wellbeing ensures that all students can connect, succeed and thrive through positive attendance and strong relationships. Authentic partnerships underpin ongoing school improvement.

### Improvement measures

#### Target year: 2022

Increase the percentage of students attending 90% of the time by 6.6%

#### Target year: 2023

Increase the percentage of students reporting positive wellbeing (expectations of success, advocacy, sense of belonging) by 4.5%

#### Target year: 2024

The school self-assessment of the School Excellence Framework (SEF) in the element of Wellbeing indicates improvement from Sustaining and Growing to Excelling

### Initiatives

#### Attendance

Embed a school culture focused on learning through sustained improvement in attendance.

- Investigate opportunities to refine and strengthen systems to improve student attendance through strategic attendance planning
- Analyse attendance data, developing strong attendance initiatives and supporting students and their families to strive for exemplary levels of attendance
- Monitor attendance data and action interventions through the Learning Support Team

#### Wellbeing

Supporting wellbeing is everyone's responsibility. Practices and initiatives are most effective when they promote a supportive environment across the whole school.

- Investigate, develop and implement evidence based practices including trauma informed approaches to build resilience and self-regulation skills in students
- Establish opportunities for the development of student voice to encourage students to feel connected to their learning
- Embed evidence based practices to support staff wellbeing
- Provide ongoing opportunities for wellbeing initiatives that support our families

### Success criteria for this strategic direction

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

Learning Support Team supports whole of school and personalised attendance strategies for those at risk.

The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

Positive, respectful relationships are evident and widespread among students, staff and community and promote student wellbeing to ensure optimum conditions for student learning across the school.

### Evaluation plan for this strategic direction

#### Question:

To what extent have we achieved our purpose of Partners in learning, and can demonstrate impact and improvement in student attendance and wellbeing?

#### Data:

A combination of data sources will be used, these will include: external student performance measures (Tell Them From Me survey, attendance data); internal student performance measures (wellbeing data); surveys and focus groups. The School Excellence Framework (SEF) assessments.

#### Analysis:

Data is analysed and triangulated regularly through implementation and progress monitoring to determine the extent to which the purpose and improvement measures have been achieved.

#### Implications:

## Strategic Direction 3: Partners in learning

### Evaluation plan for this strategic direction

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The findings of the analysis will inform future actions and will be documented through the Annual Report.