

# Strategic Improvement Plan 2021-2024

## Wollongong Public School 3954



# School vision and context

## School vision statement

At Wollongong Public School, our priority is to build a learning community that embraces all sections of that community. We value every child and work hard to ensure that each child has a voice and is treated and treats others respectfully. Our teaching and learning strategy operates on a coordinated data informed, developmental approach (Village Model) using methods that research has shown to be successful, while always striving for excellence. Our aim is to build a team of educational experts to support the learners within our school to become confident, resilient, self-directed and successful, as they work towards their individual goals in all aspects of life.

## School context

Wollongong Public School is located in the centre of Wollongong and has a student enrolment of 510. The school culture is that of connectedness, inclusion and belonging, with students, staff, parents and the wider community working together to promote school excellence and recognise that all learners have different histories of learning. The school has a highly dedicated staff, composed of a well balanced mix of experienced and beginning teachers, who care deeply about the learners they are supporting.

Our school is supported by a strong and vibrant multicultural community, and our Community Hub ensures that non-English speaking families can engage with and prepare their children to transition into our school. The student population reflects that diversity, with 65% of our students having a language background other than English, with 50% of those students requiring some level of EAL/D (English as an Additional Language or Dialect) support. We also embrace a small number (2%) of Aboriginal students in our school cohort. The school has two Opportunity Classes which cater for high potential and gifted students from the Wollongong, Wollongong North and Shellharbour Education areas. The school has strong relationships with the P&C committee, who work closely with school staff to support and engage with families. Wollongong Public School has a proud history of supporting the wellbeing of all children, promoting student responsibility, respect, lifelong learning and a desire for students to achieve their best.

Our students come from a wide range of socio-economic backgrounds. Extra-curricular opportunities in Sport, Science, Technology, and Creative and Performing Arts, enable our students to excel through a range of different experiences.

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan. It is important to note that this builds upon the work undertaken through the previous school plan which focused on teacher deep engagement with the syllabus and the quality implementation of explicit teaching using assessment data to differentiate the curriculum.

Our situational analysis confirmed that data driven practices will provide all students with learning opportunities that address their specific needs. We need to continue developing our teachers so that they not only understand the data that they are collecting, but are also using research informed practices to address needs identified through that data. Our teachers plan together under the leadership of three very experienced Instructional Leaders and their stage based Team Leaders with each teacher responsible for a week of planning in each learning cycle- this means the same teaching strategies are being used across all classes in the grade ensuring equitable opportunity for all children.

### 1. Student growth and attainment

Through analysis of our student performance measures it has become evident that expected growth in both reading and numeracy would need to be an area for explicit focus in our new school plan. Our NAPLAN gap analysis allowed us to identify specific target areas for reading and numeracy and these will become a focus for future professional learning. In addition, we have implemented significant in-class support for teachers and

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## School vision statement

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student learning by creating Instructional Leader positions and an intervention model that is supportive of all tiers of learners. To consider our options for addressing the needs of our students we reviewed our Year 1 Phonics Screener results and through examining current research, we recognised that there was a need for a realignment of teaching and assessment practices, as supported by our review of the Science of Reading literature. A thorough analysis of this research, as well as the What Works Best - 2020 Update, has led us to reflect and modify our practice. Therefore the school plan for 2021-2024 will be based on explicit, direct instruction combined with data driven practices.

### 2. Classroom and Whole School Leadership

An in-depth analysis of our current programs and practices in K-2 and 3-6 is required in order to ensure we are aligning our practices across the spectrum of K-6 and providing continuity of learning for all students, particularly those entering Stage Two. In order to bridge this gap, it is imperative that we are implementing quality, evidence-based interventions and current best teaching practices in all stages and classrooms across our school setting. This will be guided by the instructional leadership model and will build on the collaborative approach of the previous school planning cycle. This will help to ensure teachers are continually refining and transforming their practice, with an increased focus on understanding their impact in the classroom.

### 3. Positive School Culture

Through analysis of our surveys and SCOUT data, we have identified a need to review attendance procedures within our school, particularly in regards to monitoring and identifying families in need of support. We will endeavour to work closely with students and their families, to strengthen the relationship between the home and the school, and to ensure we are catering for the wellbeing needs of all members of our school community. The WPS Community Hub is an integral part of this strategy. Our continued work and implementation of the Positive Behaviour for Learning (PBL) framework will also underpin our planned approach to addressing the wellbeing needs of our school. Targeted lessons, whole school expectations and values, as well as reward systems and behaviour monitoring strategies will continue to be developed and refined in order to align with our school context and to meet the evolving needs of our students.

The school is striving to build a complementary expertise approach involving shared responsibility for learning, progress and success leading children through the learning opportunities. Our work with individual students will be responsive and closely monitored. Structures will be put in place to identify students who need intervention and students not showing growth will be monitored and supported by the team of teachers supporting each class. Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success.

# Strategic Direction 1: Student growth and attainment

## Purpose

In order to maximise student learning outcomes in literacy and numeracy, we will develop and sustain whole school data driven, evidence-based teaching practices that are measurable and responsive to the learning needs of individual students.

## Improvement measures

### Target year: 2022

5.5% uplift in the percentage of students achieving in the top two bands in NAPLAN reading

4.3% uplift in the percentage of student achieving in the top two bands in NAPLAN numeracy

### Target year: 2023

2.5% uplift in the percentage of students making expected growth in NAPLAN reading

2.4% uplift in the percentage of student making expected growth in NAPLAN numeracy

### Target year: 2024

## Improvement as measured by the School Excellence Framework

### Learning Domain

- Curriculum is maintained at *Excelling*
- Assessment is maintained at *Excelling*
- Student Performance Measures - Focus Themes: Value-Add and Internal and external measures against syllabus standards - *Excelling*

### Teaching Domain

- Data Skills and Use is maintained at *Sustaining and Growing* with some themes of *Excelling* evident
- Effective Classroom Practice is maintained at *Excelling*

## Initiatives

### Data Driven Practices

Effective use of data helps teachers understand which students are progressing at an appropriate level in response to teaching and how they could best adjust their practice to drive improvement for all students in their class (WWB in Practice, 2020 Update). We will achieve this by:

- High Impact Professional Learning (HIPL) in data literacy, data analysis and data use in teaching for all staff, enabling them to continuously monitor learning, inform and determine next steps in teaching and identify the impact of teaching strategies on student learning on a whole class, group and individual basis
- Establish and embed sustainable whole school processes and practices for collecting and analysing meaningful student progress and attainment data that is aligned to the curriculum, collaboratively developed by teachers and is used to select teaching strategies in relation to student learning needs
- Utilising summative and formative assessment data to plan a range of teaching strategies in response to student strengths, needs and prior learning, including adjustments for content, process (how students make sense of the content) and product (how students demonstrate what they know and understand).

### Evidence Based Practices

The use of evidence based practices will underpin a culture of continuous improvement in teaching to meet the engagement and learning needs of students. We will achieve this by:

- Strengthening teachers' capability in identifying, understanding and implementing the most effective explicit teaching methods that are matched to student need by embedding the conditions necessary for high impact professional learning, including time, support from Instructional Leaders and school systems and structures
- Prioritising high impact professional learning that is informed by research such as What Works Best,

## Success criteria for this strategic direction

- Teaching and learning programs are dynamic, show evidence of revisions based on feedback through assessment data and show evidence that they are adjusted to meet the needs of individual students
- Teachers analyse valid and reliable student growth and attainment data to identify and respond to trends in student achievement at individual, group and class level, informing planning, interventions and the modification of teaching practice, ensuring continued challenge and maximum learning
- Professional learning supports all teachers identify, understand and explicitly use the most effective, evidence-based teaching strategies in literacy and numeracy, with success that can be measured by improved student growth and attainment data
- A whole school approach to the explicit teaching of literacy and numeracy ensures high expectations for student learning and that the most effective evidence-based teaching methods are consistently used across the school
- Whole school assessment practices and lesson planning structures reference student information including growth and attainment data, assessment tools, curriculum requirements and expected student learning outcomes
- Assessments and scope and sequences are aligned to the curriculum and are designed, unit by unit, so all students have access to the same knowledge and skills regardless of the teacher to whom they are assigned

## Evaluation plan for this strategic direction

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

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

- Stage based student assessment data aligned to the

# Strategic Direction 1: Student growth and attainment

## Improvement measures

- Professional Standards - Focus Theme: Literacy and Numeracy Focus - *Excelling*

## Initiatives

- Science of Reading, Writing Revolution and resources highlighted on the NSW Department of Education's Literacy and Numeracy Hub
- Developing, documenting and embedding a school wide explicit teaching framework that provides a clear, consistent and evidence based approach to teaching and learning in literacy and numeracy

## Evaluation plan for this strategic direction

school wide scope and sequence

- NAPLAN data
- Scout - Value added data
- Student work samples
- Literacy and numeracy PLAN2 data
- Literacy intervention data
- Self reflection on SEF
- PLPs
- Student Voice

**Analysis:** Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

**Implications** The findings of the analysis will inform:

- Future directions
- Effective resourcing
- Ongoing implementation and progress monitoring
- Annual reporting on school progress measures (published in the Annual Report each year and in the newsletter and on the School Website throughout the year).

## Strategic Direction 2: Classroom and Whole School Leadership

### Purpose

To enhance the effectiveness of all teachers and school leaders, we will implement explicit systems for collaboration and professional feedback and harness and develop the leadership capabilities of all staff members to ensure every student, teacher, leader and our school improves every year.

### Improvement measures

#### Target year: 2024

School self-assesses at *Excelling* in all five elements of the High Impact Professional Learning model

#### Target year: 2024

*Spirals of Inquiry* are embedded practice across the school with teachers effectively applying a range of evidence-based teaching strategies to inform teaching and learning so all students are at instructional edge

#### Target year: 2024

#### Improvement as measured by the School Excellence Framework

#### Teaching Domain

- Learning and Development is maintained at *Excelling*

#### Leading Domain

- Educational Leadership is maintained at *Excelling*

### Initiatives

#### Collaboration

Effective collaborative practice improves teacher quality by teachers working together to achieve a common goal through the sharing of evidence-informed practices, knowledge and problem solving (WWB in Practice, 2020 Update). We will strengthen our school's collaborative culture by:

- Embedding explicit systems for collaboration through formalised communities of practice, utilising Spirals of Inquiry (Halbert and Kaser) as the framework to drive continuous improvement in teaching and learning
- Strengthening and documenting school wide processes and protocols of observation and coaching (Helen Timeperly) that ensures teachers receive regular cycles of classroom coaching and feedback to support their professional development, improved teaching and encourage reflective practice
- Prioritising school-based conditions and resources that enable collaborative teams to regularly work together to analyse and monitor student progress and attainment data, evaluate teaching effectiveness, solve problems of practice and celebrate success

#### Educational Leadership

Effective educational leadership supports a culture of high expectations, resulting in sustained and measurable whole school improvement. We will achieve this by:

- Embedding a K-6 Instructional Leadership model that plans, promotes, coordinates and evaluates evidence-based teaching practices and builds an expert teaching team that drives the achievement of system and school goals
- Prioritising the professional growth of every staff member through distributing meaningful leadership opportunities via formal and informal structures, aligned to school need, staff expertise and professional aspirations

### Success criteria for this strategic direction

- The school leadership team maintains a focus on distributed leadership and has established a professional learning community that sustains a culture of continuous improvement of evidence-based teaching and learning
- The school's systems, structures and practices support teachers and leaders being able to systematically and regularly monitor a range of indicators and student progress and achievement data to identify the impact of individual and collective actions on school and student improvement goals
- Staff expertise is developed and shared across the school to embed good practice and to trial innovative strategies and evaluate, refine and scale success
- Professional collaboration is supported by embedded explicit structures and systems, including the provision of mentoring, coaching and timely feedback. Professional dialogue, observation and modelling of effective practice drives ongoing school wide improvement in teaching practice and student results
- Collaboration supports teachers consistent, evidence-based judgement and moderation of assessments to evaluate students learning over time and implement changes in teaching that lead to measurable improvement

### Evaluation plan for this strategic direction

**Question:** To what extent have we achieved our purpose and can demonstrate impact and improvement on staff capability in support of school and system improvement goals?

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

- HIPL Self-assessment tool
- Staff Tell Them from Me survey
- SEF SaS



## Strategic Direction 2: Classroom and Whole School Leadership

### Initiatives

- Identifying and embedding structures and processes that promote a collective commitment to, and accountability for ongoing improvements in student achievement and wellbeing

### Evaluation plan for this strategic direction

- PDP Plans observation feedback and self-refelction
- NAPLAN data

Pre and post professional learning reflections

**Analysis:** Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

**Implications** The findings of the analysis will inform:

- Future directions
- Effective resourcing
- Ongoing implementation and progress monitoring
- Annual reporting on school progress measures (published in the Annual Report each year and in the newsletter and on the School Website throughout the year).

# Strategic Direction 3: Positive School Culture

## Purpose

In order to strengthen our positive and inclusive school culture, we will develop whole school processes that develop a shared sense of responsibility for student learning, engagement and wellbeing, ensuring success for all.

## Improvement measures

### Target year: 2022

5.7% uplift in the percentage of students attending greater than 90% of the time

### Target year: 2022

Tell Them from Me Wellbeing data (advocacy, belonging, expectations of success) demonstrates a 2.7% uplift

### Target year: 2024

The school self-assesses at Sustaining in the Dimensions of *Connecting learning at home and at school* and *Consultative decision making* of the Strengthening Family and Community Engagement in Student Learning school assessment tool

### Target year: 2024

### Improvement as measured by the School Excellence Framework

### Learning Domain

- Learning Culture is maintained at *Excelling*
- Wellbeing is maintained at *Excelling*

## Initiatives

### Empowering Students

Students who play an active role in their learning are more likely to have a positive belief in their own capacity to develop the knowledge, skills and qualities needed for success in school and in life. We will achieve this by:

- Developing common formative assessment tasks, integrated into teachers' daily practice, that gather evidence of student learning and enable teachers to provide feedback to students that informs and drives improvement and the achievement of challenging learning goals
- Develop and implement units of learning K-6 in support of embedding learner qualities that enable students to develop an awareness of the way they learn and support their proactive choices of healthy coping strategies, resilience and self-regulation
- Identifying and designing units of work K-6 that provide students with opportunities to collaborate on meaningful tasks that require them to share expertise, provide feedback to peers and promotes individual responsibility for participating and contributing to a quality outcome

### Wellbeing

Supporting student wellbeing is the responsibility of all staff. Practices and initiatives that support student wellbeing are most effective when they promote a supportive environment across the whole school (WWB in Practice - 2020 Update). We will achieve this by:

- Amplifying student voice across the school through informal and formal structures and provide opportunities for students and adults to collaborate on school and community projects and issues so that students feel connected to the school and their learning
- Strengthening whole school and classroom environments to build quality relationships with students and to foster a safe, positive and stimulating learning environment that supports

## Success criteria for this strategic direction

- Positive, respectful relationships and strong collaboration between parents, students and teachers supports students to deliver their best and continually improve
- Consistent and systematic processes ensure there is a strategic and planned whole school approach to supporting students that result in measurable improvements in wellbeing and engagement in learning
- All classrooms and other learning environments are well managed within a consistent, school-wide approach so that well planned teaching can take place and all students can engage in productive learning with minimal disruption
- Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs, with teachers involving students and parents in that planning, ensuring all students are challenged and all adjustments lead to improved learning
- Feedback from students on their learning derived from assessments informs further teaching and enables teachers to provide feedback to students that ensures all students have a clear understanding of how to improve and achieve their learning goals
- The school's leadership team encourages, monitors and measures school community satisfaction and responds to feedback to inform sustained and measurable whole school improvement

## Evaluation plan for this strategic direction

**Question:** To what extent have we achieved our purpose and can demonstrate impact and improvement in whole school wellbeing and a shared ownership of learning?

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

- Strengthening Family and Community Engagement in Student Learning school assessment matrix



## Strategic Direction 3: Positive School Culture

### Initiatives

- students to engage in learning, be on task and meet classroom and school expectations
- Collaborating with school community members to authentically engage them in the decision making processes of the school and in strengthening connections that promote a shared responsibility for student learning and wellbeing

### Evaluation plan for this strategic direction

- Staff, student and parent Tell Them from Me surveys
- SEF SaS
- Student focus groups
- P&C & Community Hub meeting minutes and surveys

**Analysis:** Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

**Implications** The findings of the analysis will inform:

- Future directions
- Effective resourcing
- Ongoing implementation and progress monitoring
- Annual reporting on school progress measures (published in the Annual Report each year and in the newsletter and on the School Website throughout the year).