

# Strategic Improvement Plan 2021-2025

## Waniora Public School 3960



# School vision and context

## School vision statement

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At Waniora Public School we believe children thrive in a student centred environment that is inclusive, challenging and focused on continual improvement.

Underpinned by high expectations and supported by genuine community partnerships, our vision is to empower students to become confident, creative and agile learners who strive to achieve excellence.

## School context

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Waniora Public School (271 students) is located in an idyllic coastal setting in the northern suburbs of Wollongong. Our school is an active member of the Seacliff Community of Schools and is located within the Wollongong North Principal Network. We enjoy a strong and productive relationship with Bulli High School (located next door).

As a learning community, our school continues to be defined by our core values of respect, responsibility and safety. We are fortunate to have an active and supportive parent community who assist the school in achieving it's educational goals for students.

Waniora Public School values inclusivity and is focused on providing a learning environment for students that empowers them as life long learners. Waniora Public School has 15 Aboriginal students who are supported academically, socially and culturally to ensure that each student achieves expected growth, or better, on internal school progress and achievement data.

Through a rigorous situational analysis and external validation process, the school has identified a number of high level areas for improvement. A relentless focus on improving teaching practice through high impact professional learning, particularly in reading and numeracy will ensure that all teachers possess excellent content knowledge, can differentiate and personalise planning, are proficient in their data usage and explicitly instruct leading to measurable improvement for every student.

Our students will be challenged and actively connected to their learning through regular opportunities to engage in rich, open ended learning tasks across all areas of the curriculum.

Waniora Public School, works actively towards a culture of inclusivity. Our strategic direction 'Enable' empowers all of our students to succeed through offering varied and personalised learning experiences that engage, challenge, inspire and light up the hearts and minds of each learner. We know that happy students have fewer barriers to their learning and we therefore prioritise the wellbeing of each individual.

The teachers at Waniora Public School place a high level of importance on working collaboratively and adopting practices proven by research to be effective in improving outcomes for students. They are committed to their ongoing professional learning that centres upon curriculum implementation and personalised learning.

This school plan is the product of consultation with our school community and the Northern Illawarra Aboriginal Education Consultative Group and has resulted in the school adopting 3 strategic directions to drive school improvement.

1. Student growth and attainment
2. High challenge
3. Enable

# Strategic Direction 1: Student growth and attainment

## Purpose

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In order to improve student learning outcomes in reading and numeracy, we will develop and sustain whole school processes for collecting and analysing data to ensure the implementation of appropriate curriculum for every student is underpinned by evidence informed strategies and embedded evaluative practice.

## Improvement measures

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### NAPLAN expected growth - Reading

Achieve by year: 2023

All students can demonstrate reading growth and achievement from Term 1 to Term 4, using PAT as a key data point

### NAPLAN expected growth - Numeracy

Achieve by year: 2023

All students can demonstrate numeracy growth and achievement from Term 1 to Term 4, using PAT as a key data point

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## Initiatives

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### Literacy & Numeracy

Embed high impact professional learning to build the capacity of all staff to deliver school-wide systematic literacy and numeracy programs that are evidence informed, responsive to new curriculum and draw upon highly effective explicit teaching strategies. This will be achieved through:

- Systematic and cohesive curriculum provision in English and Mathematics responsive to new curriculum.
- Consistency of practice in explicit teaching of reading and numeracy skills, evident and observable across the whole school for every student.
- Instructional leadership to drive continuous improvement through an overarching focus on curriculum provision and proficient use of data.

### School wide data processes

Employ school wide data processes that are efficient and sustainable and ensure that teachers expertly use a range of meaningful data sources to inform planning and teaching in literacy and numeracy. This will be achieved through:

- Use of high-quality data from a range of sources to co-designed and collaboratively planned teaching and learning programs
- A coordinated and consistent system that drives the collection and analysis of ongoing data cycles.
- Embedding formative assessment practices to differentiate and personalise learning.

## Success criteria for this strategic direction

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All staff have a comprehensive understanding of new syllabus content across literacy and numeracy. Teaching and learning programs reflect new syllabus content and is observable in classroom practice.

Whole-school practices reflect evidence-based teaching methods in reading and numeracy optimising learning progress for all students, across the full range of abilities (SEF Explicit teaching).

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 (SEF Teaching and learning programs)

All teachers have a sound understanding of student assessment and data concepts. Teachers regularly analyse, interpret and extrapolate data that they collaboratively use to inform planning, identify interventions and improve their teaching practice (SEF Data literacy).

Teachers identify expected growth for each student and monitor data to ensure students are achieving higher than expected growth on internal school progress and achievement data (SEF Student growth).

Highly differentiated and individualised teaching and learning programs in literacy and numeracy.

Progress and achievement of equity groups within our school is equivalent to the progress and achievement of all students in the school.

The school achieves excellent value-added results, significantly above the value added by the average school (SEF Value-add).

Teachers employ consistent assessment processes linked to expert use of curriculum that inform changes in teaching practice and lead to measurable improvement in writing.

Through feedback, students have a clear understanding

# Strategic Direction 1: Student growth and attainment

## Success criteria for this strategic direction

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of and can articulate how to improve their writing.

## Evaluation plan for this strategic direction

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Q. To what extent are we addressing improvement measures for literacy and numeracy for all students?

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

- NAPLAN data including a focus on equity groups
- PLAN 2
- PAT data, Essential Assessment data and other forms of in school assessment data (data cycles)
- Internal phonics and reading fluency tracking
- Check In Assessment data
- Teaching/Learning programs
- School Scope & Sequence documents

Records of professional learning, PDP evaluation, lesson observation & feedback

# Strategic Direction 2: High Challenge

## Purpose

Waniora Public School teachers and leaders engage with quality research to innovate explicit and direct instruction and develop the talents of students across all domains, authentically partnering with community to ensure that students are motivated to deliver their best and continually improve.

## Initiatives

### High Challenge

Embed rich and meaningful learning opportunities across the curriculum so that high expectations for student learning are endemic. Teachers will present the curriculum so that it is broad, rigorous and challenging. This will be achieved through:

- All teachers embed the HPGE policy across all four domains of potential: intellectual, creative, social/emotional and physical.
- Identification of high potential students through the development of processes, supported by high impact professional learning
- Embedding the use of rich tasks that differentiate and engage students in all Key Learning Areas

### Systems of Support

Employ and embed an integrated approach to planning, teaching and assessment so that each student is being challenged at their point of need and supported through differentiated teaching practices. Consistent school-wide practices to monitor, plan and report on student achievement will be evident throughout each stage across the school. This will be achieved by:

- Students incorporate learning goals, growth mindset and self-assessment to develop and articulate the language of learning.
- Teachers develop feedback skills and strategies to support student and colleagues
- Students benefiting from additional social supports are catered for through explicit teaching of social skills and the provision of scaffolded extra-curricular activities.

## Success criteria for this strategic direction

Teachers evaluate professional learning to identify and systematically promote and implement the most effective strategies to improve teaching and learning.

Identification of high potential students through the development of procedures, coupled with support and professional learning for teachers in planning and instruction of students.

Lesson planning across the school references student information including progress and achievement data, curriculum requirements, and student feedback, and provides continuous improvement for all students, across the full range of abilities.

Teachers' Professional Development Plans are supported by a whole school coordinated approach to developing professional practice.

Teachers employ evidence-based effective teaching strategies.

All students clearly articulate and define what high expectations of learning looks like.

The school leadership team is focused on the continuous improvement of teaching and learning. The capacity of teachers are being continually built to ensure that every student is experiencing high quality teaching.

High Potential Gifted Education (HPGE) Team lead the interrogation of school-wide data to ensure all students are challenged and engaged.

Teaching programs and practice reflect the expert use of formative assessment and timely adjustments are evidenced for individual students.

## Evaluation plan for this strategic direction

Q. To what extent are we addressing improvement measures in high expectations and high performance for all students?

### Evaluation plan for this strategic direction

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

- TTFM expectations for academic success measures
- Internal data (high Expectations) K-3
- AITSL Teacher Self Assessment Tool
- Australian Professional Standards for Teachers
- Teaching and learning programs
- NAPLAN data including a focus on equity groups
- PLAN 2
- PAT data, Essential Assessment data and other forms of in school assessment data (data cycles)
- Check In Assessment data
- School Scope & Sequence documents

Records of professional learning, PDP evaluation, lesson observation & feedback

I. The findings of the analysis will inform future actions -

# Strategic Direction 3: Enable

## Purpose

Students at Waiora Public School are actively connected to their learning and empowered to succeed through the authentic use of student voice. All students enjoy a high sense of belonging in building trusting and respectful relationships. Waiora Public School employs an approach to wellbeing that is multidimensional and interrelated. We actively recognise the diversity of and incorporate the views and perspectives of students.

## Improvement measures

### Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

Achieve an increase of 1.1% in the attendance rate, from 89.89% in 2023 to 91% in 2027.

## Initiatives

### Wellbeing & Attendance

Enhance the wellbeing of all students through practices proven by research to result in **demonstrable improvements to learning**. Our school supports **individual and collective** student wellbeing through **promoting and maintaining high levels of attendance** to ensure that absences do not impact on learning outcomes.

This is achieved through:

- Collecting, interpreting and using data inclusive of student voice, parent and staff survey data to inform a whole school approach to student wellbeing and engagement.
- A school culture that focusses on building the individual and collective wellbeing of students through fostering opportunities across the four domains of potential: intellectual, creative, social-emotional and physical.
- Whole school and personalised attendance approaches that improve regular attendance rates for all students, particularly our most 'at risk' students.

### Authentic partnerships

Create a strong culture in which high expectations, a shared sense of responsibility, and collaboration is embedded, so that teachers and leaders are supported, and support one another, to continuously develop their skills and knowledge.

Our school is committed to meaningful partnerships with families, community and other educational partners, including the AECG, creating an inclusive, outward facing school.

- Leaders support their staff, through mentoring, coaching and systems to build capacity through the PDP process.

## Success criteria for this strategic direction

Transition processes in place to support Pre-K, 6-7, stage to stage, integration, orientation of new students and students transitioning back from extended leave.

Students actively participating in decision making at school on things which shape their educational experiences leading to higher engagement and sense of belonging (TTFM data).

Explicit teaching of social skills is evidenced through programming and observed practice, leading to improved wellbeing (TTFM data).

The school has implemented whole school processes that have resulted in improved student wellbeing and engagement.

Implementation of the HPGE policy across the four domains of potential: intellectual, creative, social-emotional and physical, is evident in teaching and learning programs.

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

## Evaluation plan for this strategic direction

Waiora Public School use the following data sources to regularly analyse the effectiveness, and monitor the progress of initiatives in achieving the purpose and improvement measures of this strategic direction (Student Engagement & Wellbeing).

- Internal and external student performance data
- Tell Them From Me surveys
- Evidence of student voice, particularly in teaching and learning programs
- Student goal setting
- Evidence that HPGE students are experiencing additional challenge in achieving their educational

## Initiatives

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- Student voice is embedded through the timely provision of feedback, co-designing learning content and the timely implementation of student survey data.
  - Empowering parents and community through actively participating in and reinforcing student learning and success through forums, partnership with AECG, learning hubs, 3-way conferences, focus groups, online workshops.
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## Evaluation plan for this strategic direction

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- potential and that the High Potential and Gifted Education Policy is being implemented
- Attendance data (SCOUT)
- Personalised Learning & Support Signposting Tool (PLASST)
- Learning Support Team referrals and results
- Individual/Personalised Learning Plans
- Individual attendance plans
- Evidence of working with parents to support attendance and engagement (attendance letters, requests for medical certificates, evidence of work sent home)
- Feedback from focus groups