

# Strategic Improvement Plan 2021-2025

**Windsor South Public School 4066**

## **WINDSOR SOUTH** PUBLIC SCHOOL



# School vision and context

## School vision statement

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To be recognised and valued across the region as a leading school of academic excellence and holistic wellbeing.

## School context

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Windsor South Public School is located in the Hawkesbury, on the traditional lands of the Boorooberongal people of the Dharug Nation. We have an enrolment of 263 students, including 32% Aboriginal students and 12% from a language background other than English. The whole school community interacts within a Respectful, Responsible and Safe learning environment consisting of 10 mainstream classes and an Early Intervention Unit.

An enthusiastic and collaborative staff are committed to achieving optimum student learning outcomes through quality teaching practice, inspiring every student to reach their potential. Evidence-informed, dynamic learning programs foster a culture where all learners succeed as connected, resilient, creative and curious thinkers. The curriculum is supplemented by learning and support interventions, enrichment projects, creative and performing arts classes and sports and technology initiatives.

Our school hosts an effective and positive transition to school program called 'Southie Sprouts'. Children who are enrolled in Kindergarten for the following year are able to attend the Pre-K class each Wednesday, allowing teachers and staff to build strong connections with students and families. This program ensures continuity of learning that meets the academic and wellbeing needs of all children, and promotes a sense of belonging to the school community.

At Windsor South we look for every opportunity to improve student learning outcomes so students can achieve their best. We provide before school learning sessions called 'Southie Super Stars' where students review, practise and develop skills in a small supported group environment. All students are invited to attend the before school program to access additional targeted learning support and extension.

Windsor South Public School employs School Learning Support Officers and an Aboriginal Education Officer who ensure that students have equitable access to support and are engaged in learning. Positive relationships and genuine partnerships between communities and the school form the basis for maximising the attendance, engagement and achievement of Indigenous students. Aboriginal programs and perspectives, led by a highly dedicated Aboriginal Education Team, are embedded throughout the school.

Student wellbeing is paramount at Windsor South and we pride ourselves on ensuring every student is known, valued and cared for. Positive Behaviour for Learning, Trauma Informed Practices and a high functioning Learning and Support Team drive wellbeing practices. Our unique 'Southie' culture is defined by our shared beliefs and understandings of how students learn and succeed. Our school values meaningful engagement and cohesive interactions with our students and their families. We enjoy working in a calm atmosphere that hums with an exciting, vibrant sense of purpose.

Through the situational analysis we identified that all students have been actively engaged in personalised, meaningful, challenging and future-focused learning experiences to achieve and thrive as learners, leaders and responsible, respectful citizens. School attendance was identified as an issue, but will continue to be addressed in the next planning cycle.

# Strategic Direction 1: Student growth and attainment

## Purpose

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To increase the number of students achieving expected growth in Numeracy and Reading NAPLAN and increase the number of students achieving the top 2 bands in Numeracy and Reading NAPLAN through data informed explicit teaching.

## Improvement measures

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Achieve by year: 2025

Improvement as measured by the School Excellence Framework:

### Teaching Domain

- Data skills and use - Excelling

Achieve by year: 2025

Improvement as measured by the School Excellence Framework:

### Teaching Domain

- Effective classroom Practice - Excelling

Achieve by year: 2025

Improvement as measured by the School Excellence Framework:

### Learning Domain

- Curriculum - Excelling

Achieve by year: 2025

Improvement as measured by the School Excellence Framework:

### Teaching Domain

- Professional Standards - Excelling

## Initiatives

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### Data Informed Planning

Teachers will have access to professional learning and resources to help them interpret and use data effectively.

Teachers will effectively analyse and use student data to help them identify areas in which students' learning needs may require additional attention and development.

Teachers will use this knowledge to develop and implement differentiated quality plans and instruction.

Teachers will develop the skills to analyse their own impact and use this knowledge to provide continuous improvement for all students, across a full range of abilities.

### Effective Classroom Practice

Teachers will use explicit teaching practices that involve:

- teachers clearly explaining to students why they are learning something,
- how it connects to what they already know,
- what they are expected to do,
- how to do it, and
- what it looks like when they have succeeded.

Teachers provide students with opportunities in every lesson to:

- check their understanding,
- ask questions, and
- receive clear, high quality, timely and effective feedback.

## Success criteria for this strategic direction

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

The school has processes in place to support teachers' consistent, evidence based judgement and moderation of assessments.

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-informed effective teaching strategies.

Effective methods are identified, promoted and modelled, and students' learning improvements are monitored and tracked, demonstrating growth.

## Evaluation plan for this strategic direction

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### 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:

- Analysis of NAPLAN / Check in data - yearly.
- Phonics Screener
- SoLaR Collective Phonics Data
- Reflection on SEF element - Data Skills & Use
- Reflection on SEF element - Effective Classroom Practice
- Reflection on SEF element - Curriculum
- Reflection on SEF element - Professional Standards

## Evaluation plan for this strategic direction

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- Teaching program analysis and classroom observations

### **Analysis:**

Analysis will be embedded within the initiatives through progress and implementation monitoring. The school will review progress towards the improvement measures annually.

### **Implications:**

The findings of the analysis will inform:

- Future initiatives and activities
- Annual reporting on school progress measures (published in the Annual Report each year and on the School Website throughout the year).

# Strategic Direction 2: Enhancing Teacher Capabilities

## Purpose

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Teachers will demonstrate increased personal responsibility for improving their teaching practice in order to improve student learning. Individually and collaboratively, teachers will continue to evaluate the effectiveness of their teaching practices, including sophisticated analysis of student engagement, learning growth and outcomes, to plan for the ongoing learning of each student in their care.

## Improvement measures

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### NAPLAN expected growth - Reading

Achieve by year: 2023

Achievement of 2023 system-negotiated targets:

An increase in Check-in assessment mean scaled score for reading, in years 4 & 6, for 2023 compared with years 4 & 6 in 2022.

### NAPLAN expected growth - Numeracy

Achieve by year: 2023

Achievement of 2023 system-negotiated targets:

An increase in Check-in assessment mean scaled score for numeracy, in years 4 & 6, for 2023 compared with years 4 & 6 in 2022.

Achieve by year: 2025

Improvement as measured by the School Excellence Framework:

### Teaching Domain

- Learning and Development - Excelling

Achieve by year: 2025

Improvement as measured by the School Excellence Framework:

### Learning Domain

## Initiatives

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### Embedded Knowledgeable Other

Knowledgeable others will work collaboratively with all teachers to model quality practice, co-teach, observe, give feedback to develop quality practice across the school.

Knowledgeable others will plan, scaffold and facilitate professional learning to meet the needs of individual teachers.

Teachers will engage in professional discussion and collaborate to improve teaching and learning in their classroom.

### Case Management Approach

Teachers will contribute to gathering and analysing data to co-construct data walls. They will then participate in meaningful discussions about students' area of need and set targets for each individual FACE.

During case management meetings teachers will present work samples to Knowledgeable Others in a problem solving forum, focused on supporting teachers with recommended instructional strategies for implementation in order to achieve individual student growth.

## Success criteria for this strategic direction

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The school has a high performing teaching staff whose capacities are continually built to ensure every student experiences high quality teaching.

The leadership team participates in capacity development programs and implements principles of evaluative thinking, continually monitoring the impact of programs and approaches used by all teachers, and improves practice as required.

The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data.

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school wide improvement in teaching practice and student results.

## Evaluation plan for this strategic direction

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### 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:

- Analysis of NAPLAN data
- Reflection on SEF element - Learning & Development
- Reflection on SEF element - Assessment
- Reflection on SEF element - Data Skills & Use
- Teaching program analysis and classroom observations

# Strategic Direction 2: Enhancing Teacher Capabilities

## Improvement measures

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- Assessment - Excelling

Achieve by year: 2025

Improvement as measured by the School Excellence Framework:

### Teaching Domain

- Data Skills and Use- Excelling
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## Evaluation plan for this strategic direction

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### Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. The school will review progress towards the improvement measures annually.

### Implications:

The findings of the analysis will inform:

- Future initiatives and activities
- Annual reporting on school progress measures (published in the Annual Report each year and on the School Website throughout the year).

# Strategic Direction 3: Wellbeing & Engagement

## Purpose

Teachers and staff continue work with a commitment to nurture, guide, inspire and challenge students - to find the joy in learning, to build their skills and understanding, and to make sense of their world.

## Improvement measures

Achieve by year: 2025

Students reporting positive wellbeing - increase (uplift) of 2.7%

Achieve by year: 2025

Improvement as measured by the School Excellence Framework:

### Leading Domain:

- Educational leadership - Excelling (Community engagement element)

Achieve by year: 2025

Improvement as measured by the School Excellence Framework:

### Learning Domain:

- Wellbeing - Excelling (Individual learning needs element)

### Attendance (>90%)

Achieve by year: 2023

Increased (uplift) percentage of students attending school more than 90% of the time by 3.2% or above.

Achieve by year: 2025

Improvement as measured by the School Excellence Framework:

### Learning Domain:

- Learning Culture- Excelling (Attendance element)

## Initiatives

### Parental & Community Engagement

Staff will continue to build strong relationships with parents by keeping them informed about their children's progress and by involving them in their child's learning journey.

Teachers will identify, initiate and build on opportunities that engage parents/carers in both the progress of their children's learning and in the educational priorities of the school.

Parents, carers and the broader community are helped to understand how they can support their children and are encouraged to provide input into plans for improvement.

Teachers will demonstrate responsiveness in all communications with parents/carers about their children's learning and wellbeing.

### Attendance Matters

Staff will develop and implement whole school and personalised attendance initiatives to improve regular attendance rates for all students, including those at risk.

Staff will regularly monitor and analyse attendance data to inform planning.

## Success criteria for this strategic direction

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

The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school.

## Evaluation plan for this strategic direction

### Question:

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

### Data:

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

- Analysis of SCOUT Attendance Data
- Analysis of SCOUT Wellbeing Data (TTFM - *Wellbeing Sense of Belonging*)
- Analysis of SCOUT Wellbeing Data (TTFM - *Wellbeing*)
- Reflection on SEF element - Educational Leadership
- Reflection on SEF element - Wellbeing Reflection on SEF element - Learning Culture
- Reflection on SEF element - Reporting

### Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. The school will review progress towards the improvement measures annually.

### Implications:

The findings of the analysis will inform:

# Strategic Direction 3: Wellbeing & Engagement

## Improvement measures

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Achieve by year: 2025

Improvement as measured by the School Excellence Framework:

### Learning Domain:

- Reporting- Excelling (Parent Engagement)
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## Evaluation plan for this strategic direction

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- Future initiatives and activities
- Annual reporting on school progress measures (published in the Annual Report each year and on the School Website throughout the year).