

Strategic Improvement Plan 2021-2024

Warnervale Public School 4117



School vision and context

School vision statement

Warnervale Public School develops engaged and motivated learners, by fostering a love of learning through excellence in educational practice, supported by positive respectful community partnerships.

School context

Warnervale Public School has a strong, inclusive school community with high expectations, shared priorities and clear directions. Our school aims to provide a safe and happy learning environment that is attractive and stimulating, and promotes the skills of literacy and numeracy while expecting students to accept increasing responsibility for their own learning and behaviour. With a school vision of "To Learn To Live", an education at Warnervale Public School (WPS) provides the knowledge, skills, attitudes and values relevant to our diverse student body. The school's modern and well-designed facilities include outdoor learning spaces and extensive garden areas that enhance the standard of the learning environment for students as well as providing exciting new opportunities for the school community of over 630 students. Present and emerging social, cultural and technological needs are addressed across all aspects of school life and provide a sound foundation of lifelong learning in complex and rapidly changing local and global communities.

Located on the Central Coast, WPS is part of the Wadalba Schools Learning Community which provides a cohesive, collaborative schools network for the fast growing Warnervale area. Our school involves parents and the wider community in a team effort which is exemplified by our strong, supportive, collaborative P&C and valued consultative partnership with our Aboriginal community and Ngara AECG. Our school is on Darkinjung traditional land with 14.1% acknowledging Aboriginality and 12% with a language background other than English. Academic, cultural, sporting and personal achievement are recognised and celebrated. Students have many opportunities to participate in choir, dance, sport activities, environmental groups, public speaking, chess and leadership opportunities.

The school completed a situational analysis in 2020 that involved consultation with students, parents, staff, and members of our Aboriginal community in combination with a thorough analysis of a range of relevant data. Through this analysis, we identified student growth and attainment, quality teaching and teacher growth, and Community Engagement and Connection as focus areas for this Strategic Improvement Plan. Our focus on High Expectations will exemplify our whole school improvement process with teaching and classroom initiatives and creative solutions to improve student learning outcomes for all students. Fluid student groupings, focus on social emotional learning and rigorous monitoring and tracking of student learning will be central to the plan, as well as the active engagement of parents in their child's learning journey.

Strategic Direction 1: Student growth and attainment

Purpose

Student Growth: To maximise student learning outcomes we will foster students to have strong foundations in literacy and numeracy and the ability to be confident, adaptive and responsive learners.

Improvement measures

Target year: 2022

Improvement in the percentage of students achieving in the top two bands in NAPLAN Numeracy increases from 35.3% to at or above the school's baseline system-negotiated target of 41.3%.

Improvement in the percentage of students achieving in the top two bands in NAPLAN Reading increases from 38.4% to at or above the school's baseline system-negotiated target of 45.2%.

Target year: 2022

Improvement in the proportion of students attending equal or greater than 90% of the time increases by 10.5% to 80%.

The percentage of students responding positively in Tell Them from Me survey increases from 87.65% to 90%.

Target year: 2023

Increase the percentage of students achieving expected growth in NAPLAN Numeracy by 7.4% to be at or above the school's baseline system-negotiated target of 65%.

Increase the percentage of students achieving expected growth in NAPLAN Reading to be at or above the school's baseline system-negotiated target of 70%.

Target year: 2022

Improvement in the percentage of Aboriginal students in the Top 3 bands of Numeracy from 39.6% to 48.4%.

Improvement in the percentage of Aboriginal students in

Initiatives

Individualised explicit targeted student learning

Effective and regular monitoring of student learning, and implementation of appropriate and relevant curriculum provision ensures every student's learning needs are being addressed.

- Fluid and targeted small group learning, providing individualised, differentiated and responsive learning opportunities
- Groupings include High Expectations, Spelling, ILSP, welfare, literacy / numeracy groups, EAL/D
- Professional Learning focus on assessment data analysis, effective small group learning, and tracking student learning gains
- Embed formative assessment into all groupings and classroom learning activities, with clear information paths to share learning goals and gains between staff and students at school, as well as parents.

Attendance: Bee here!

The school community celebrates regular and improved attendance and understands the importance of attendance for successful learning outcomes.

- Incentives are implemented to motivate students and parents to improve attendance rates
- The importance of school attendance is promoted to the school community via signage, communications and catchy slogan 'Bee here'.
- School supports families to improve attendance via support, liaison and consultation.
- Monitoring student attendance data, and research and analysis to highlight students in need.

Success criteria for this strategic direction

Effective partnerships in learning with students, parents and teachers encourage students to do their best, with demonstrated aspirational expectations of learning progress for all students.

- Current, valid and reliable assessment data is collected, recorded and analysed to inform future learning and flexible groupings.
- Students can formulate and articulate their learning goals and their progress, both in their groups and to their parents.
- Staff in all teams communicate and collaborate effectively to build a clear map of each child's learning journey.
- Parents and caregivers have a positive engagement with the school's learning culture, a clear understanding of their child's learning needs and prioritise the importance of minimising student absences.

Evaluation plan for this strategic direction

The school will use the following data sources to regularly evaluate the effectiveness of these initiatives to maximise student learning outcomes in literacy and numeracy:

- NAPLAN, Check-In Assessment and PAT data
- SCOUT data e.g. attendance
- Learning logs i.e. from small groups and classroom teacher
- SEF SaS assessment
- Student voice, observation, interview, surveys, Tell Them From Me

Regular review and triangulation of data sources is embedded within the initiatives to document student learning outcomes and monitor progress. These conclusions will inform future school planning to provide a school culture which fosters student growth and attainment.

Strategic Direction 1: Student growth and attainment

Improvement measures

the Top 3 bands of Reading from 42.5% to 45.5%.

Strategic Direction 2: Quality Teaching

Purpose

Teacher Growth: To embed Professional Learning and Collaborative Practice to promote and enable teachers to provide quality, innovative, student-focused learning to maximise student learning outcomes.

Improvement measures

Target year: 2024

100% of teachers have identified and documented improvement in their own professional practice as informed by self assessment, student and colleague feedback.

100% of teachers have participated in a variety of Triple C sessions each year and aligned their professional goals to school plans ensuring a whole school approach to a strong culture of empowering professional development.

Target year: 2024

90% of P2P teachers have identified improvement in their own professional practice as informed by pre and post self-evaluation and colleague feedback.

90% of P2P participants have valued the effectiveness and longevity of the P2P program as identified in TTFM yearly data analysis.

Target year: 2024

Improvement, as measured by the School Excellence Framework, is maintained as Excelling in Effective Classroom Practice, Data Skills and Use, and Learning and Development.

Initiatives

Triple C - Collegial, Collaborative, Connection

The Triple C model is embedded practice for all teaching staff. A scheduled and identified intention for Professional Learning ensures all staff are given opportunities to be collegial, connect, and collaborate within their stage and across the whole school.

- The Bump It Up (BIU team) supports the professional learning practice of teachers in grades 2-6 with recurring PL focus sessions consisting of creating quality literacy and numeracy programs, analysing student assessment, tracking student performance and implementing teaching strategies to ensure continuous improvement.
- Staff K-2 are supported by the PL team to create literacy and numeracy programs focused on targeting individual needs of students.
- Beginning Teachers are supported with weekly scheduled professional learning sessions, specifically targeted to individual needs.
- Staff leading Aboriginal Education and EAL/D are supported with PL to support their teaching and learning programs and student improvement goals.
- The BIU team supports SLSOs to deliver ILSP program to improve student performance in literacy and numeracy.
- Professional Learning sessions align with school targets and are fluid and targeted to ensure sessions are purposeful and relevant to DoE curriculum initiatives.

Peer to Peer: P2P

Targeted and identified Professional Learning opportunities ensures teachers embed a quality teaching platform to create change. Change in practice, in self, in each other and in all.

- Teachers engage in small teaching and leaning opportunities; observing or modelling to create **change in best practice.**

Success criteria for this strategic direction

The Triple C and Peer to Peer (P2P) models of Professional Learning are focused on collaborative practice to expand and refine teacher expertise.

- Teachers build their own capacity and the capacity of others to deliver quality curriculum content with high expectations.
- Teachers embed the quality teaching and learning cycle when identifying targeted areas for improvement by collaborating, communicating and analysing change in practice and student learning to drive future directions.
- Staff K-6 demonstrate consistency with whole school systems and structures in place to support a whole school success and improvement model.
- Professional Learning sessions focus on Department of Education program initiatives (as DoE introduces and requests implementation in the school context), classroom environment, teaching methods, data analysis and curriculum content in order to review and design teaching and learning programs that reflect student need in differentiated, targeted, flexible and fluid groups.
- Professional Learning is focused on best evidence-based practice and data analysis.

Evaluation plan for this strategic direction

The Triple C and P2P models will be evaluated regularly to ensure the effectiveness of the Professional Learning opportunities.

- staff voice - pre and post self evaluation surveys to analyse change in knowledge and improvement in practice.
- TTFM school specific questions to analyse improvement of individuals and whole staff
- Student engagement and analysis of student data pre and post teacher participating in PL opportunities to determine improvement in student outcomes.
- SEF SaS assessment

Strategic Direction 2: Quality Teaching

Initiatives

- Observer model - Teachers observe the expertise of colleagues to improve their own teaching practice and initiate **change in self**.
 - Mentor model - Teachers create quality teaching opportunities to improve the practice and knowledge of their colleagues to initiate **change in others**.
 - Professional Learning across the school is led and supported by clear objectives, structure and directions to ensure effective **change in all**.
 - P2P individual sessions follow a quality teaching cycle comprising of planning, preparation, pre observation conversation, observation, post observation conversation, analysis and evaluation.
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Evaluation plan for this strategic direction

Regular review and triangulation of data sources is embedded within the Triple C and P2P models of Professional Learning to document individual and whole school progress, growth and change in teachers and importantly the change and improvement for every student. This regular pattern of evaluation will inform future school planning to provide a school culture which fosters teacher growth and student achievement.

Strategic Direction 3: Engagement and Connections

Purpose

Community and Parent Growth: To engender a sense of belonging and engagement in our school community, with all stakeholders encouraged to have a collective responsibility for student success.

Improvement measures

Target year: 2024

Tell Them From Me data from parent survey, indicating participation and attendance in school-related meetings, workshops and communication sessions, improves from 85% to be at or above 95% of parents have talked to a teacher at least once.

Improvement of parent attendance to at least one school-initiated workshop or curriculum event increases from 47% to at least 70% of parents.

Target year: 2024

Improvement as measured by the School Excellence Framework themes:

- Community Engagement maintained as Excelling
- Individual Learning Needs maintained as Excelling

An improvement in the student engagement factors of quality instruction (baseline 8.0), teacher-student relations (baseline 8.3), classroom learning climate (baseline 7.1) and teacher expectations for success (baseline 8.7), as measured by TTFM student survey data, to be greater than NSW norms:

Initiatives

Together We Learn!

There is a school-wide collective responsibility for student learning and success, which is shared by parents and students, with each child's wellbeing and learning needs being met in consultation with parents / carers.

The interconnected triangle of parent <-> teacher <-> school with the student in the centre, ensures every child is known, valued and cared for. Workshops and classroom visits are regularly timetabled to ensure parents have a clear and informed understanding of classroom processes, structures and content as well as personal experience with explicit and targeted teaching activities.

Celebrating cultural diversity

As our school community grows and changes, we will celebrate our cultural diversity, promote intercultural understanding, linguistic diversity, community harmony and social inclusion.

- Through acknowledgment and celebration of culturally-specific days and events, we will promote social harmony by engendering positive interactions between students, staff and community members from the range of cultural, linguistic and religious traditions of Australians.
- The culture, language and beliefs of each student and family will be known and valued, providing opportunities for students and families to share information about cultural and religious practices and events.

Success criteria for this strategic direction

At WPS, we know that every child deserves to be known, valued and cared for at school and our continued collaborative relationship with Ngara AECG and Walking Together, Working Together Partnership Agreement ensures we will meet those ambitions. The school communicates regularly with our EAL/D and Aboriginal community to improve all parents' knowledge and understanding about the curriculum, learning and teaching, thereby encouraging parental involvement in their child's learning needs.

Parents attend workshops and classroom activities to be participate in their child's learning, which promotes a positive attitude towards the school's aims and high expectations.

Teachers involve students and parents in planning to support learning and share expected outcomes.

Evaluation plan for this strategic direction

The school will use the following data sources to regularly evaluate the effectiveness of these initiatives to engage and connect students, parents and teachers in a shared vision for student learning and success:

- TTFM student and parent surveys
- Family satisfaction surveys
- Parent and student one-to-one interviews
- Attendance at school events, workshops and meetings

Regular review and triangulation of data sources will inform future school planning to provide a school culture which is inclusive and celebrates all members of the school community.