

Strategic Improvement Plan 2021-2025

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

Attendance >90%

Achieve by year: 2023

Attendance School Target in line with Premier's Targets:

Attendance is between 77.9% and 82.9% for students attending school at least 90% of the time. (Baseline 72.7%)

Wellbeing

Achieve by year: 2023

Wellbeing School Target in line with Premier's Targets:

Wellbeing is between 89.9% and 94.9% (Baseline 86.3%)

Drivers of Student Outcomes

Achieve by year: 2025

The School Mean to be above the NSW Govt Norm (GN) in at least 7 of the 8 Drivers of Student Outcomes (below GN in bullying) as indicated in the Tell Them From Me Student survey data. (2018-2020 mean baseline NSW GN = 4 / 8)

Attainment in READING

Achieve by year: 2025

Check-in Assessment data to reflect Year 6 students achieve at or above 60.7% of questions correct in Reading. (Baseline 58.2%)

Check-in Assessment data to reflect Year 5 students achieve at or above 60.8% of questions correct in Reading. (Baseline 58.3%)

Check-in Assessment data to reflect Year 4 students

Initiatives

Wellbeing

Wellbeing processes support students to connect, succeed, thrive and learn. The high-level processes and activities to drive transformational change include a focus on student attendance, behaviour support and social and emotional learning.

Curriculum

An integrated approach to quality teaching, curriculum planning and delivery, and assessment to meet the individual needs of all students. The high-level processes and activities to drive transformational change include a focus on personalised learning, new syllabus implementation and mathematics.

Assessment

Consistent school-wide assessment practices to monitor, plan and report on student learning. The high-level processes and activities to drive transformational change include a focus on tools and schedules, and tracking and analysis.

Success criteria for this strategic direction

Well-developed and evidence-based approaches, programs and assessment processes identify, regularly monitor and review individual student learning needs.

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

High expectations underpin the school's curriculum provision and evidence-based teaching practices, through differentiated curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge.

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.

Assessment is used flexibly and responsively as an integral part of daily classroom instruction.

The school analyses student progress and achievement data and teachers respond to trends in student achievement, at individual, group and whole school levels.

Evaluation plan for this strategic direction

Question: To what extent and how well do wellbeing processes support students to connect, succeed, thrive and learn?

Question: To what extent and how well does an integrated approach to quality teaching, curriculum planning and delivery, and assessment exist at WPS?

Question: To what extent and how well does WPS implement school-wide assessment practices to monitor, plan and report on student learning?

Data Sources: The school will use the following data sources to regularly analyse the effectiveness of the

Strategic Direction 1: Student growth and attainment

Improvement measures

achieve at or above 57.3% of questions correct in Reading. (Baseline 55.8%)

Attainment in NUMERACY

Achieve by year: 2025

Check-in Assessment data to reflect Year 6 students achieve at or above 65.8% of questions correct in Numeracy. (Baseline 63.3%)

Check-in Assessment data to reflect Year 5 students achieve at or above 61.9% of questions correct in Numeracy. (Baseline 59.4%)

Check-in Assessment data to reflect Year 4 students achieve at or above 55.4% of questions correct in Numeracy. (Baseline 53.9%)

Aboriginal Student Achievement - Attainment in READING

Achieve by year: 2025

Check-in Assessment data to reflect Year 6 students achieve at or above 54.6% of questions correct in Reading. (Baseline 52.1%)

Check-in Assessment data to reflect Year 5 students achieve at or above 51.9% of questions correct in Reading. (Baseline 49.4%)

Check-in Assessment data to reflect Year 4 students achieve at or above 51.0% of questions correct in Reading. (Baseline 48.5%)

Aboriginal Student Achievement - Attainment in NUMERACY

Achieve by year: 2025

Check-in Assessment data to reflect Year 6 students achieve at or above 61.1% of questions correct in Numeracy. (Baseline 58.6%)

Check-in Assessment data to reflect Year 5 students achieve at or above 44.3% of questions correct in Numeracy. (Baseline 41.8%)

Evaluation plan for this strategic direction

initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions: 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

The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether the school is on track for achieving the intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes. Executive team and whole staff reflective sessions.
- Review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

Analysis: Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved. Annually the school will review progress towards the improvement measures.

Implications: Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning. The findings of the analysis will inform:

- Future actions
- 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 1: Student growth and attainment

Improvement measures

Check-in Assessment data to reflect Year 4 students achieve at or above 51.9% of questions correct in Numeracy. (Baseline 49.4%)

Reading growth

Achieve by year: 2023

10% increase of Year 6 students achieve 0.4 or higher effect size in Term 4, 2023 in Check-in Assessment, Reading; Target = 36% (Baseline 2021/2022 = 26%)

13% increase of Year 5 students achieve 0.4 or higher effect size in Term 4, 2023 in Check-in Assessment, Reading; Target = 21% (Baseline 2021/2022 = 8%)

Numeracy growth

Achieve by year: 2023

8% increase of Year 6 students achieve 0.4 or higher effect size in Term 4, 2023 in Check-in Assessment, Numeracy; Target = 12% (Baseline 2021/2022 = 4%)

18% increase of Year 5 students achieve 0.4 or higher effect size in Term 4, 2023 in Check-in Assessment, Numeracy; Target = 39% (Baseline 2021/2022 = 21%)

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

Working Towards Proficient

Achieve by year: 2025

15% increase in the number of Warnervale PS teaching staff accredited as Proficient Teacher as reflected in the SCOUT / HR / Accreditation Dashboard report.

Apr 2023 baseline data is 85% (29/34 teachers): 2025 target is 100%

Maintenance of Accreditation

Achieve by year: 2025

100% of the 14 teaching staff due for maintenance of accreditation by Dec 2025, maintain that accreditation, with the NSW Education Standards Authority (NESA) by demonstrating consistent practice at Proficient Teacher level and meeting the Professional Development requirements.

Initiatives

Professional Standards

Staff maintain and develop their professional standards, with the Australian Professional Standards used as a reference point for whole school reflection and improvement. The high-level processes and activities to drive transformational change include a focus on improvement of practice and accreditation.

Learning and Development

The impact of professional learning on the quality of teaching and student learning outcomes is regularly evaluated. The school has explicit systems with a focus on collaboration and feedback to sustain quality teaching practice.

Success criteria for this strategic direction

All teachers use professional standards and PDPs to identify and monitor specific areas for development or continual improvement.

The school has a high performing teaching staff as measured against the Australian Professional Standards, whose capacities are continually built to ensure every student experiences high quality teaching.

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. to drive ongoing, school wide improvement in teaching practice and student results.

Staff relationships provide mentoring and coaching support to ensure the ongoing development and improvement of teachers, by expert teachers.

Teachers actively evaluate, share and discuss learning from targeted professional development with other staff in their school to improve whole school practice.

Evaluation plan for this strategic direction

Question: To what extent and how well do PDP processes contribute towards teacher growth and maximising student outcomes?

Question: To what extent and how well do professional learning systems and practices contribute towards teacher growth and maximising student outcomes?

Data Sources: The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions: 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

Strategic Direction 2: Quality Teaching

Evaluation plan for this strategic direction

student data pre and post teacher participating in PL opportunities to determine improvement in student outcomes, SEF SaS assessment.

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Analysis: Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved. Annually the school will review progress towards the improvement measures.

Implications: Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning. The findings of the analysis will inform:

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Strategic Direction 3: School Improvement and Engagement

Purpose

Leadership Growth: To model and maintain a focus on instructional, transformational and distributed leadership; strategic planning and innovative thinking; supporting a culture of high expectations and community engagement, resulting in sustained, measurable whole school continuous improvement.

Improvement measures

Leadership

Achieve by year: 2025

3% increase in the school mean in the Tell Them From Me Teacher survey data indicating that school leaders lead improvement and change.

2018-2020 Leadership baseline mean data is 90%: target 93%.

Community Engagement

Achieve by year: 2025

Tell Them From Me data from the parent survey, indicates parents have *talked to a teacher at least twice*, improves by 10% to be at or above 85%. (2018-2020 mean baseline 75%)

Community Engagement

Achieve by year: 2025

Tell Them From Me data from the parent survey, indicates parent and/or carer attendance at least one or more school meetings or social functions improves by 7.5% to be at or above 88.5%. (2018-2020 mean baseline 81%)

Resources

Achieve by year: 2025

Tell Them From Me data from the parent survey, indicates a 1.5% improvement that respondents agree or strongly agree that *the school is well maintained and the physical environment is welcoming*, to be at or above 90.7%. (2018-2020 mean baseline 89.2%)

Initiatives

Educational Leadership

School leadership team models instructional leadership and supports a culture of high expectations and community engagement. The high-level processes and activities to drive transformational change include a focus on high impact professional learning for school leaders and community engagement.

School Resources

Resources are strategically used to achieve improved student outcomes and high quality service delivery. The high-level processes and activities to drive transformational change include a focus on technology, indoor school improvements and outdoor improvements.

Management Practices and Processes

Administrative systems, structures and processes underpin ongoing school improvement and the professional effectiveness of the school. The high-level processes and activities to drive transformational change include a focus on learning support and administration processes.

Success criteria for this strategic direction

Distributed instructional leadership that sustains a culture of effective, evidence-based teaching and ongoing improvement.

A school 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 within the school.

Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan.

Longer-term financial planning integrated with school planning and implementation processes to address school strategic priorities and meet identified improvement goals.

The school makes informed choices about administrative practices and systems in place, based on cost effectiveness, evidence, and in response to local context and need.

A responsive approach to the evaluation of administrative systems and processes, ensuring that they are delivering anticipated benefits to the school community to support parental engagement and satisfaction.

Evaluation plan for this strategic direction

Question: To what extent and how well does the school leadership team model instructional leadership and support a culture of high expectations and community engagement?

Question: To what extent and how well are resources strategically used to achieve improved student outcomes and high quality service delivery?

Question: To what extent and how well do administrative systems, structures and processes underpin ongoing school improvement and the professional effectiveness of the school?

Strategic Direction 3: School Improvement and Engagement

Evaluation plan for this strategic direction

Data Sources: The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions: eFPT budgeting tool, SCOUT Finance Report, Anecdotal evidence, P&C meeting minutes, SRC meeting minutes., Sentral Wellbeing data, Sentral Meeting Minutes, Sentral Profiles

The evaluation plan will involve:

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