

# Strategic Improvement Plan 2021-2024

## Warrimoo Public School 4195



# School vision and context

## School vision statement

At Warrimoo Public School our vision is to build the capacity of our school community to become critical thinkers who are creative, collaborative, highly engaged and reflective learners. Through data driven practice and explicit teaching we set high expectations on delivering authentic opportunities to ensure students reach and exceed their learning potential.

We work in partnership with our community to foster an inclusive environment that promotes lifelong learners who are resilient, respectful and receptive individuals with a strong sense of belonging.

## School context

Warrimoo Public School is an inclusive school located in the Lower Blue Mountains on the outskirts of Western Sydney and adjoins the heritage listed Blue Mountains National Park. The school has 146 students enrolled, with a 8% Aboriginal cohort of students. The school hosts a Warrimoo Yarn Up meeting once a term, with all school stakeholders invited to attend.

The school community is highly engaged in the learning of the students with a culture of high expectations placed upon the achievement and excellence for every learner. An alliance between the Warrimoo Rural Fire Service exists with significant programs in place to establish a resilient and well-informed school community. Warrimoo Public School operates in conjunction with our educational network and specifically in close collaboration with the Lower Blue Mountains Community of Schools.

Warrimoo Public School provides a wide array of extra-curricula activities that include African Drumming, STEM - Build a Mind, dancing, choir, Shutter Bugs Photography Group, Rotary Club - Books in Home, public speaking, yoga and a sustainability gardening group. These activities promote a well-rounded approach to the curriculum and enables students the opportunity to excel through a range of different contexts and experiences.

Through our deep investigation and analysis of our Situation Analysis, we have identified a need to use data informed practices to drive our teaching and learning programs and the improvement of every student in every classroom. A one day a week Instructional Leadership position has been established to support and deliver professional learning to the teaching staff via Spirals of Inquiry. Through the analysis of NAPLAN data, across a longitudinal period of time, the school has identified system negotiated targets in Literacy and Numeracy to move students into higher bands and exceed the expected growth for individual students from Year 3 to Year 5. Student assessment data will be closely monitored, both formative and summative, in order to provide an engaging and differentiated curriculum that is responsive to the individual needs of each and every student. Attendance, wellbeing and community engagement is an ongoing focus at Warrimoo Public School and it is our aim to continue and build strong, robust and sustainable relationships with all stakeholders across the school.

# Strategic Direction 1: Student growth and attainment

## Purpose

To develop, improve and refine learning opportunities in order to provide differentiated experiences for every student in every classroom.

Through strategic, targeted and programmed whole school practices student achievement will be tracked via reliable assessment, as of and for learning, to support all students to reach their full academic potential.

## Improvement measures

### Target year: 2022

A minimum of 68.30% of Year 3 and Year 5 students achieve in the top 2 bands in NAPLAN reading (Lower bound system-negotiated target).

### Target year: 2022

A minimum of 57.40% of Year 3 and Year 5 students achieve in the top 2 bands in NAPLAN numeracy (Lower bound system-negotiated target).

### Target year: 2023

A minimum of 65.10% of Year 3 and Year 5 students achieve expected growth in NAPLAN reading (Lower bound system-negotiated target).

### Target year: 2023

A minimum of 55.20% of Year 3 and Year 5 students achieve expected growth in NAPLAN numeracy (Lower bound system-negotiated target).

### Target year: 2024

85% of students demonstrating expected growth with their learning based on frequent and reliable data collected using Progressive Achievement Test (PAT) for reading and numeracy.

## Initiatives

### Differentiation Practices

Teachers use a data driven quality teaching practices to explicitly teach to the needs of all students within the school community in a differentiated, systematic manner. This will be achieved through the following activities;

- Teaching and learning programs differentiated with adjustments of programs to support all students
- Fluid student grouping
- Comprehensive Individual Education Plans (IEP) and Personal Learning Pathways (PLP) for students with additional learning needs and Aboriginal students
- Targeted learning support through intensive Learning and Support Teacher and School Learning Support Officer intervention.

### Student Assessment

The school employs a systematic approach to track and monitor assessment information to feedback to students on their learning, ensuring students are challenged, self regulated and drive their learning goals. This will be achieved through the following activities;

- Setting short term student goals with a growth mindset
- Tracking and movement across the progressions of learning
- The use of whole school Learning Intentions and Success Criteria (LISC)
- Feedback that feeds forward using current data to inform the next steps for learning

## Success criteria for this strategic direction

Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers.

Students reflect on their learning and provide feedback derived from assessments to inform the next steps in their learning progressions.

Teachers analyse student progress and achievement data and a range of other contextual information. Teachers and students collaboratively respond to student achievement, at individual, group and whole school levels to inform future directions and learning targets.

All students articulate, understand and achieve their literacy and numeracy learning goals.

Teacher programs reflect adjustments, fluid student groupings and differentiation that cater to the individual needs of every student.

## Evaluation plan for this strategic direction

### Evaluation plan

Question:

What is the impact and improvement of student outcomes in reading and numeracy shown?

What is the impact on student growth in reading and numeracy when teachers have used data driven quality teaching practices to differentiate?

Data:

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

- Internal assessment, eg. PLAN2, PAT, CARS
- External assessment, eg. NAPLAN, Best Start
- Observation of student achievement

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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- Tell Them From Me Student Data
- Focus group, eg. Spirals of Inquiry
- Student short term goals
- Interviews with student on their learning path
- Document analysis, eg. Programs, PLPs, IEPs, Action Plans

### 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 actions eg, School resourcing, Strategic directions, School Improvement Plan, drive future professional learning
- 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: Data informed practice to build teacher capacities and to improve student outcomes

### Purpose

Teachers use data driven practices to optimise learning through a whole school evidence-based approach. Staff create and inspire a fluid, innovative environment that focuses on building the capacity of teachers to support our learning community.

### Improvement measures

#### Target year: 2024

100% of teachers will be plotting their students across the numeracy progressions in Quantifying Numbers, Interpreting Fractions, Additive Strategies and Multiplicative Strategies.

#### Target year: 2024

100% of teachers will be plotting their students across the literacy progressions in Creating Text, Understanding Text, Grammar, Phonological Awareness (Early Stage 1 to Stage 1), Phonic Knowledge and Word Recognition and Spelling.

#### Target year: 2022

85% of staff, including teaching and non-teaching, are accessing, tracking and monitoring data in SCOUT.

#### Target year: 2023

100% of teachers analyse, interpret and extrapolate in-school data to show an increase in students meeting expected growth milestones.

#### Target year: 2024

Increase the proportion of school staff leading initiatives within the school and the across the Blue Mountains network by 20%.

### Initiatives

#### Explicit use of data

Assessment systems and practices across the school will be aligned with regular reliable data collected and analysed to reflect on teaching effectiveness and inform future school directions. This will be achieved through the following activities;

- Development and refinement of scope and sequences within the school
- Plotting students across the learning progressions
- Creation of data action plans
- Collaborative practices in the form of Spirals of Inquiry
- Collection and analysis of data sources to conduct interventions across the whole school
- Professional learning to support the interpretation of data to make and plan for individual adjustments using authentic research pedagogies

#### Coaching and Mentoring

To embed a culture where all staff demonstrate personal responsibility in coaching and mentoring and engaging with professional learning to further enhance teaching practices using the knowledge of the professional standards. This will be achieved through the following activities;

- Focus on distributed leadership of all staff across the school
- Professional learning links across the Blue Mountains network of schools
- Expert teachers to conduct coaching and mentoring opportunities across our school and the Blue Mountains
- Targeting and creating opportunities for staff to meet and exceed the Australian Professional Standards for Teaching

### Success criteria for this strategic direction

The school uses systematic and reliable assessment information to evaluate 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.

Teachers analyse student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels.

Progress towards goals is monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis.

School staff collaborate with the school community to use student progress and achievement data to identify strategic priorities, and develop and implement plans for continuous improvement.

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.

Whole school and/or inter-school relationships provide mentoring and coaching support through professional learning to ensure the ongoing development and improvement of all teachers.

The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning.

### Evaluation plan for this strategic direction

#### Evaluation Plan

Question:

## Strategic Direction 2: Data informed practice to build teacher capacities and to improve student outcomes

### Evaluation plan for this strategic direction

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What has resulted from the development of assessment systems and practices across the whole school being aligned with regular reliable data collection?

Has the delivery of professional learning, coaching and mentoring sessions promoted the most effective strategies to improve teaching and learning pedagogies?

Data:

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

- Plotting on the progressions of learning for literacy and numeracy
- Collection of SCOUT usage data
- Internal assessment, eg. SENA, PAT, CARS, Data Action Plans, Observations, Student work samples
- External assessment, eg. NAPLAN, Best Start
- Teacher Observation and Feedback
- Focus group, eg. Spirals of Inquiry
- Personal Development Plans
- Tell Them From Me Teacher Data
- Document analysis, eg. Programs, PLPs, IEPs, Action Plans
- Tracking and monitoring of NESA accreditation
- PDPs that reflect teachers demonstrating personal responsibility for their own professional development and teacher accreditation

Analysis:

Analysis of teacher development 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:

## Strategic Direction 2: Data informed practice to build teacher capacities and to improve student outcomes

### Evaluation plan for this strategic direction

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\* Future actions eg, School resourcing, Strategic directions, School Improvement Plan, drive future professional learning

\* 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: Attendance, wellbeing and community engagement

### Purpose

To engage with our community to build connections and work collaboratively to enhance the wellbeing of our whole school community, and improve student attendance.

### Improvement measures

#### Target year: 2022

Proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School to be at our above 85.40% (upper bound system-negotiated target).

#### Target year: 2022

Increase in the proportion of students attending school 90% or more of the time to 89.70% (lower bound system-negotiated target).

#### Target year: 2024

A measurable improvement of 20% in community engagement, delivery of high expectations and improved service delivery at Warrimoo Public School.

#### Target year: 2023

Increase the parent attendance at parent/teacher interviews, parent workshops and information sessions by 15% from baseline data.

### Initiatives

#### Student Wellbeing

There is a strategic and planned approach to develop wellbeing practices within the school to meet the social and emotional needs of our whole school community and to ensure that every student in every classroom is known, valued and cared for. This will be achieved through the following activities;

- Implementation of whole school class lessons based around Positive Behaviour for Learning practices
- Utilising the Wellbeing Framework when targeting key wellbeing initiatives, with a particular focus on the Student Wellbeing Policy
- Smiling Minds and Positive Behaviour for Learning programs used to create consistency in behaviour expectations
- Individual learning needs addressed through streamlining learning support at our school
- Professional learning and implementation of trauma informed practice
- Monitoring the attendance rate of our students using SCOUT and Sentral data
- Intervention programs will be put in place to support the attendance of students at risk of falling below the target of attending school 90% of the time

#### Community Engagement

The school is responsive to feedback and engages with the community in an authentic manner to deliver high expectations and improved service delivery. This will be achieved through the following activities;

- Providing opportunities for the school communities voice to be heard and valued
- Increase collaboration with the school community by providing an increase of events that encourage frequent engagement in a variety of settings
- Provide the school community with opportunities to

### Success criteria for this strategic direction

The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

There is school-wide, collective responsibility for student learning and success, which is shared by parents and students.

Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.

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.

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

#### Evaluation Plan

Question:

What has resulted from the development of the whole school wellbeing program and what is the measurable impact?

Has the attendance percentage of students attending school 90% of the time improved and meet the school target? What data was used to inform the growth and development within the school.

Has community engagement, delivery of high expectations and service delivery improved and what evidence do we have to prove the validity?

Data:



## Strategic Direction 3: Attendance, wellbeing and community engagement

### Initiatives

participate in adult information, leaning and support sessions

### Evaluation plan for this strategic direction

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

- Collection of SCOUT data
- Teacher Observation and Feedback
- Focus group
- Personal Development Plans
- Tell Them From Me Data
- Document analysis, eg. Programs, PLPs, IEPs, Action Plans
- Community satisfaction surveys
- Attendance roll of parents attending information, learning and support sessions

Analysis:

Analysis of data collected to drive future planning and resourcing within the school.

Implications: The findings of the analysis will inform:

- Future actions eg, School resourcing, Strategic directions, School Improvement Plan, drive future professional learning
- 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)
- Home School Liaison Officer (HSLO) support meetings