

# Strategic Improvement Plan 2021-2024

## Temora West Public School 4209



# School vision and context

## School vision statement

Through explicit teaching and continued improvement, Temora West Public School will be a place where all students attain academic growth and positive social development. A dedicated staff, in partnership with an engaged school community, will empower students to become respectful, responsible and caring citizens who value learning.

## School context

Our motto, 'Strive and Succeed' continues to capture the atmosphere of our school. Temora West Public School is a learning community located in Wiradjuri Country, where students have opportunities to develop through leadership, creative arts and sport. Temora West is a P1 school with a total of 107 students in seven classes including a Multi-Categorical class. We are an inclusive school dedicated to providing learning, creative arts and sporting opportunities for all - including an indigenous student population which is usually around 10%.

Our core business is the teaching of literacy and numeracy and our school community have high expectations for student achievement. We are focused on providing explicit and innovative teaching to encourage learning and personal development. Our Positive Behaviour for Learning (PBL) program encourages students to be accountable and take responsibility for their actions whilst also displaying the values of respect, honesty and empathy each day. The school engages in regular consultation with P&C, School Council, AECG & the wider school community to discuss school direction, decision making and resource allocation. The local AECG is supportive and engaged in guiding cultural learning and experiences for students and staff.

Through a rigorous situational analysis and consultation with our school community, the school has identified three key areas for improvement this planning cycle - Student growth & attainment, data use & analysis & wellbeing/learning culture. It has been identified that reading and numeracy will be the two key areas where we want to improve student performance significantly. Our whole school focus in these areas will include the implementation of school-wide reading and numeracy strategies. Teaching will be supported by the elements of the 'What Works Best' framework and we will be developing new processes and systems to enable more effective collaboration between teaching teams.

We will develop school-wide systems for consistent data collection, analysis and use to inform our teaching. We have identified the need for data collected to be quality, valid and reliable in order to improve teacher practice and student learning outcomes. We will closely use the PLAN2 progressions for reading and numeracy and triangulate this data with other internal and external assessments, including NAPLAN data, to achieve continuous improvement.

Student wellbeing is another key area and we will continue to develop and consolidate our PBL program to encourage positive student behaviour across the school. We will also be incorporating evidence-based practices, including the Berry Street Education Model, which will support the social and emotional development of our students and further create a caring and safe school environment for all. We will keep our community informed about our key strategies and future directions, communicate high expectations for learning and attendance and meaningfully engage families in the learning processes at our school.

# Strategic Direction 1: Student growth and attainment

## Purpose

By focusing on improving student learning outcomes in reading and numeracy, we will develop and enhance collaborative whole-school practices using evidence-supported processes and strategies to continually improve both teacher practice and student performance.

## Improvement measures

### Target year: 2022

The proportion of Year 3 and 5 students achieving in the top two bands for NAPLAN reading increases to 30.6% (Lower bound system-negotiated target).

The proportion of Year 3 and 5 students achieving in the top two bands for NAPLAN Numeracy increases to 30.6% (Lower bound system-negotiated target).

### Target year: 2023

Expected growth in NAPLAN reading is at or above the lower bound target (System-negotiated target).

Expected growth in NAPLAN Numeracy is at or above the lower bound target (System-negotiated target).

### Target year: 2024

Achieving 'Excelling' in the SEF theme 'Value-add' within 'Student Performance Measures'.

### Target year: 2022

Achieving 'Excelling' in the SEF theme 'Collaborative practice and feedback' within 'Learning & Development'.

## Initiatives

### Student learning & support

**Embed explicit teaching practices that draw on high impact strategies so that teachers prepare for explicit teaching and explain, model and guide learning -**

1. Embed a school-wide approach to the use of reliable **assessment data** of student learning in reading & numeracy to provide effective **feedback** and meet the individual learning needs of students.

2. High impact professional learning to build capacity of staff in their use of literacy & numeracy progressions to provide information that informs **explicit teaching & differentiated** adjustments for teaching & learning programs.

3. Developing the learning and support structures within the school to provide targeted support for individual/groups students.

4. High impact professional learning focused upon **explicit teaching** and differentiation in numeracy to support learning for all students.

### Collaborative teacher practice

**Develop a learning culture that provides students and staff with effective feedback and enables teachers to reflect on and communicate about the learning task with students -**

1. Develop and embed explicit processes and opportunities for teachers to **collaborate** through professional dialogue and observation of **effective teaching** practice and teacher **feedback**.

2. Embed **feedback** practices provided to staff to build their professional capacity, reflect on practice and improve their teaching skills with a direct relation to the teaching standards and PDPs.

3. Teachers, L&S Team and Executive work **collaboratively** to develop and effectively monitor whole-school approaches to literacy and numeracy programs.

## Success criteria for this strategic direction

- Assessment data for reading and numeracy is regularly collected across the whole school and used as a central part element for differentiating teaching & learning programs.

- Teaching teams are collaborative and consistent, planning and judgements are a feature of each stage of learning.

- LAST & L&S teams are a key part of the whole school strategies in reading and numeracy.

- Our school is embedding explicit systems for teacher collaboration and feedback as a part of reading and numeracy strategies to improve teacher practice and student results.

- Professional learning is targeted at effective teaching, improved student learning outcomes and regularly evaluated for effectiveness.

## Evaluation plan for this strategic direction

The school will use the following data sets to evaluate the effectiveness of the initiatives in achieving the improvement measures. This analysis will help shape the school's future strategic directions -

1. NAPLAN, Check-In & Best Start data
2. Scout - Value added data
3. Student work samples
4. Reading & numeracy PLAN2 data
5. Teacher feedback & evaluation
6. PDP's/observations
7. LAST intervention data
8. PLP's

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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### The evaluation plan will involve -

- 5 weekly collection of student assessment data sources, updating of data walls and monitoring of students will determine if we are on track towards achieving improvement measures.
- Professional discussions and reflection during staff, executive and collaborative planning meetings will focus upon making connections between the data, programming and differentiation.
- Executive will review and monitor progress against improvement measures in weeks 3, 6 and 9 (QDAI model).

## Strategic Direction 2: Data use & analysis

### Purpose

Through collaborative use of effective strategies and processes for data, we will develop school-wide systems for collaborative data collection, analysis and use to inform our teaching. We have identified the need for data that is collected to be quality, valid and reliable in order to improve teacher practice and student learning outcomes.

### Improvement measures

#### Target year: 2023

Achieving 'Excelling' in 'Data literacy' theme within teaching domain in the SEF.

#### Target year: 2022

Achieving 'Excelling' in 'Data analysis' theme within teaching domain in the SEF.

#### Target year: 2023

Achieving 'Excelling' in the 'Data use in teaching & planning' themes in the teaching domain of the SEF.

#### Target year: 2024

Achieving 'Excelling' in the 'Whole school monitoring of student learning' theme within the learning domain of the SEF.

### Initiatives

#### Data Driven Practice

#### Ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery -

1. Development of clear systems and teacher capacity for analysis of data linked to NAPLAN and internal sources to monitor improvement and target areas as needed.
2. Embed structures and collaborative support between executive and teaching staff to effectively monitor and analyse student progress at stage, class and individual levels.
3. Further develop the use of formative data collection as a key part of teacher practice which determines teaching directions and reflection upon practice.
4. Strengthen systems and professional capacity for identifying and monitoring improvement measures guided by the School Excellence Framework.
5. Develop deep teacher understanding of effective data use in teaching through high impact professional learning.

### Success criteria for this strategic direction

- All teachers have a sound understanding of student assessment as they collaboratively analyse and interpret student data to inform their planning and teaching.
- Student achievement is carefully monitored by collecting high quality and relevant data which is from proven sources.
- Teachers use a full range of assessment strategies to determine teaching content, monitor student progress and reflect upon teaching and program effectiveness.
- Staff are collaborative and use student achievement data to identify strategic directions and plans for continual improvement. Strategies implemented are reflective of research on best practice.

### Evaluation plan for this strategic direction

The school will use the following data sets to evaluate the effectiveness of the initiatives in achieving the improvement measures. This analysis will help shape the school's future strategic directions -

1. NAPLAN & Check-In data
2. Scout data
3. Student work samples/internal assessment data
4. Reading & numeracy PLAN2 data
5. Teacher feedback & evaluation
6. SEF S-aS

#### The evaluation plan will involve -

- 5 weekly collection of student assessment data sources will determine if we are on track towards achieving improvement measures.
- Professional discussions and reflection during staff and executive meetings when looking at data will

## Strategic Direction 2: Data use & analysis

### Evaluation plan for this strategic direction

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focus upon making connections between the data and next steps in planning process.

- Executive will review and monitor progress against improvement measures in weeks 3, 6 and 9 (QDAI model).



# Strategic Direction 3: Wellbeing & learning culture

## Purpose

By consolidating our PBL program and introducing whole-school SEL opportunities for all to meet identified needs, we will support the development of the whole student. Attendance will be closely monitored and celebrated to meet system targets. To maintain and communicate high expectations for teaching & learning, families will be informed of key strategies by engaging them meaningfully in student learning.

## Improvement measures

### Target year: 2022

80.6% of students are attending school at least 90% of the time (Lower bound target)

### Target year: 2022

Overall student wellbeing data (sense of belonging, advocacy and expectations for success) is at or above lower bound target of 88.8% in the TTFM Student Survey.

### Target year: 2023

Incidents of minor negative student behaviour has decreased by 15%.

### Target year: 2024

Incidents of major negative student behaviour has decreased by 20%.

### Target year: 2022

80% of our parents who complete the TTFM Parent Survey feel connected and are well informed about school activities.

## Initiatives

### Wellbeing

#### Maintain and enhance school-wide programs and processes for effective monitoring of all aspects of student wellbeing -

1. Further develop clear processes and culture of high expectations to ensure a collaborative approach towards student behaviour management throughout the whole school.
2. Whole school adoption of evidence based social and emotional learning programs to support all students.
3. High impact professional learning and support is provided to all staff to ensure consistent implementation and a deeper understanding of wellbeing programs across the school.

### Attendance & Learning Culture

#### Embed a culture of aspiring for high rates of student attendance and expectations for learning across the entire school community -

1. Further develop management practices and processes for monitoring and rewarding student attendance are further developed through SASS, L&S & Executive teams.
2. Embedding of high expectations for student learning and attendance through strategies to strengthen collaborative relationships with parents and the wider school community
3. Meaningful engagement of parents/carers in student learning to create clear, shared understandings of school improvement goals and a continued, positive school culture.

## Success criteria for this strategic direction

- Students are supported to make positive behaviour choices and respectful relationships are evident throughout the school. There are measurable improvements in student behaviour across the school.
- There is a school-wide, consistent approach to supporting students social and emotional development and wellbeing.
- All in the school community work closely within clear, systematic processes that ensure attendance targets are met to promote positive learning outcomes.
- Aspirational expectations and effective partnerships with students and parents motivate students to continually improve.

## Evaluation plan for this strategic direction

The school will use the following data sets to evaluate the effectiveness of the initiatives in achieving the improvement measures. This analysis will help shape the school's future strategic directions -

1. Sentral data - Attendance & behaviour
2. Scout data - Attendance & wellbeing
3. Student feedback - Tell Them From Me
4. Parent feedback - Tell Them From Me
5. Teacher feedback & evaluation
6. SEF S-aS

#### The evaluation plan will involve -

- 5 weekly collection of student assessment data sources will determine if we are on track towards achieving improvement measures.
- Professional discussions and reflection during staff and executive meetings when looking at data will

## Strategic Direction 3: Wellbeing & learning culture

### Evaluation plan for this strategic direction

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focus upon making connections between the data and next steps in planning process.

- Executive will review and monitor progress against improvement measures in weeks 3, 6 and 9 (QDAI model).