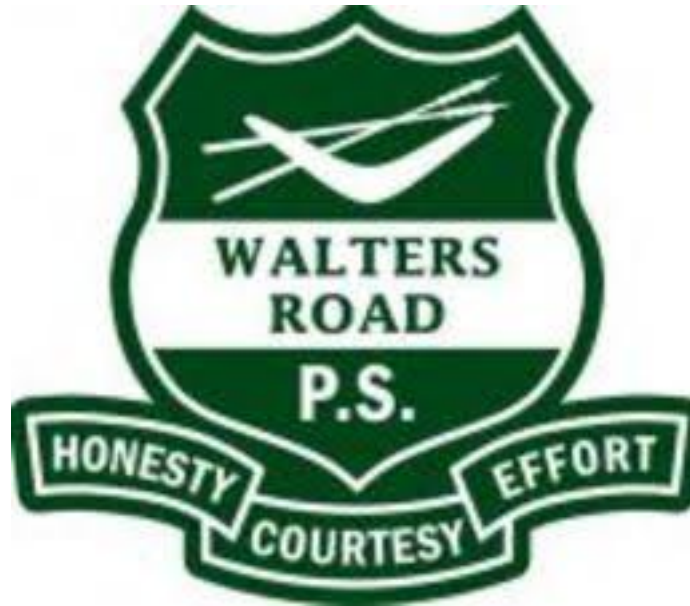


Strategic Improvement Plan 2021-2024

Walters Road Public School 4310



School vision and context

School vision statement

Walters Road Public School is diverse and inclusive, with a committed staff who work collaboratively with the whole school community to develop teaching and learning programs that prepare our students to be engaged citizens in a complex and dynamic society.

School context

Walters Road Public School is located in Blacktown Local Government Area. Blacktown has been home to the traditional owners of the land, the Darug people for thousands of years. Historical accounts and oral stories passed down by the Darug elders, speak of the Blacktown and Eastern Creek areas as being continuously occupied by Darug people. In development of this plan the NSW Aboriginal Education Consultative Group(AECG) has been consulted.

The school is set on a large area and as a result students have large green spaces to play and run. The school facilities are used before and after school by community users.

Our school has approximately 603 students enrolled. 61% of all students identify as having a language background other than English. The main languages spoken in homes include- Arabic, Hindi, Dari, Punjabi, Gajarati and Tagalog. This remains consistent year to year. Our Family Occupation Education Index is presently 101. This fluctuates between 100 and 103 year to year

A steady increase of enrolments has occurred over the last 5 years. We have however, seen a steady decline over the last five year in the Aboriginal and Torres Strait Islander equity group enrolments, 5.4% down to 3.1%.

We are currently part of the Colebee Learning Community, where we have strong partnerships with Evans High, Doonside PS, Crawford PS, Maryong South PS and Doonside High. This learning community focuses on preparing our students across all curriculum areas and learning stages with skills and capabilities to thrive in a rapidly changing and interconnected world. Students collaborate and use critical and creative thinking to solve problems, growing as active and informed global citizens.

During Tell Them From Me surveys, our students indicated that they had a strong feeling of being accepted and valued by their peers and by others at their school. Students indicated that they are interested and motivated in their learning and that our teachers emphasise academic skills and hold high expectations for all students. We scored significantly lower than the Government norms, when students were asked if they had been subjected to moderate to severe physical, social, or verbal bullying, or are bullied over the Internet. This reinforced that our approach to global citizenship is proving successful in our school setting.

Through our Situational Analysis we have identified a need to use data driven practices that ensure all students have access to stage appropriate learning. We also recognise that professional learning in data concepts, analysis and use of student assessment data and related tools is an essential element of this area.

Through our system- negotiated targets we will focus on improving students growth and attainment in Literacy and Numeracy. To do this we will focus upon implementing a well-developed and evidence-based approach, programs and assessment processes to identify, regularly monitor and

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review individual student learning needs. The need for these projects is driven from data sourced through our intensive Situational Analysis. Strategic and planned interventions will occur in order to close the equity gaps for all students, including those from Aboriginal and Torres Strait Islander backgrounds and language backgrounds other than English.

Wellbeing is also another need to be considered. We look at well-being in relation to how we feel and function across several areas, including our cognitive, emotional, social, physical and spiritual wellbeing. Our focus on wellbeing will go beyond just welfare needs of a few individual students and aims for all students to be healthy, happy, successful and productive individuals who are active and positive contributors to the school and society in which they live.

Strategic Direction 1: Student growth and attainment

Purpose

An evidence-based approach to teaching literacy and numeracy will ensure we maximise the learning outcomes for every student.

Improvement measures

Target year: 2022

An uplift of 8.5% of students achieving in the top two bands in NAPLAN reading.

An uplift of 7% of students achieving in the top two bands in NAPLAN numeracy.

Target year: 2023

An uplift of 8% of Year 5 students achieving expected growth in NAPLAN reading.

An uplift of 4% of Year 5 students achieving expected growth in NAPLAN numeracy.

Target year: 2024

School Excellence Framework assessment of the element 'Student Performance Measures' indicates improvement from Delivering to Sustaining and Growing.

Initiatives

The Reading Journey

Embedding explicit, consistent and evidence-based practices across the school.

- Translate teacher professional learning on how students learn to read into high-impact teaching practices.
- Liaise with Literacy Consultant to build capacity of Instructional Leaders and teaching staff through professional learning and demonstration lessons on effective and explicit modelled and guided reading lessons.
- Instructional Leaders to demonstrate, observe, monitor and provide feedback on the implementation of explicit, consistent and evidence-based teaching practices in reading.
- Instructional Leaders to work with all teaching staff on effective planning for reading to target cusp students including Aboriginal and Torres Strait Islander students, English as an Additional Language or Dialect (EAL/D) learners and high potential and gifted students.

The Mathematical Journey

All teachers are proficient in the teaching of numeracy using consistent evidence-based practices to meet the needs of all students in their class.

- Consult with knowledgeable personnel, internal and external to the Department of Education, on successful evidence-based pedagogy.
- Provide high-impact teacher professional learning on how students learn in mathematics.
- Instructional Leaders and executive members to engage in professional learning and trialling evidence-based teaching practices in mathematics with targeted groups.
- Instructional Leaders and executive members to work with all teaching staff on effective planning and the implementation of evidence-based practices

Success criteria for this strategic direction

- All teachers have a sound understanding of evidence-based practices in teaching reading and numeracy and apply their understanding in planning and teaching lessons.
- All lessons are systematically planned as part of a coherent program that has been collaboratively designed.
- All teachers are engaged in performance and development processes including feedback and coaching conversations, lesson demonstrations and observations.
- Implementation of an instructional leadership model with the provisions of coaching and mentoring, building a culture of continuous improvement for teachers and students.
- Utilising Instructional Leaders in Planning Days to guide and support leaders in the effective planning and programming processes.
- At least 35% of students achieve in the top two bands for NAPLAN reading, writing and numeracy. (SEF, Learning: Student Performance Measures)
- School data shows that student progress and achievement on external measures is consistent with progress and achievement on internal assessments. (SEF, Learning: Student Performance Measures)

Evaluation plan for this strategic direction

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:

- Year 3 and 5 NAPLAN data
- Scout Value-added data
- Semester 1 and 2 Probe data (reading age and

Strategic Direction 1: Student growth and attainment

Initiatives

developed through professional learning in order to establish consistent school-wide approaches to teaching and assessing mathematics.

Evaluation plan for this strategic direction

comprehension level)

- Quarterly Student work samples
- Semester 1 and 2 Number Assessment
- Semester 1 and Semester 2 Student focus groups data
- Year 1 Phonics Screening Check data
- Year 4 and 6 Check-in Assessment data

The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes.
- Reflective teacher conversations
- Case management discussions
- Professional discussions, modelling and observing effective practice with Instructional Leaders.
- Instructional Leader feedback and reflections with teachers and school executive.
- Instructional Leader discussions with supervisors prior to Planning Days and feedback to executive post Planning Days.
- Review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.
- Analysis of data will drive future planning to support the school's focus on maximising student learning outcomes.

Strategic Direction 2: Data Literacy

Purpose

A systematic and reliable assessment approach, will ascertain that observable changes in teaching occur, leading to measurable improvements in student learning outcomes.

Improvement measures

Target year: 2024

Whole school assessment practices will comprise of comprehensive analysis of student progress and achievement data.

Target year: 2024

Teachers will clearly understand, develop and apply a full range of assessment strategies which reflect research on best practice and include ongoing monitoring of success.

Target year: 2024

Reporting on student performance will be based on consistent, valid and reliable data analysis of student work.

Initiatives

Whole school assessment schedules

Consistent school-wide practices for assessment will be used to monitor, plan and report on student learning across the curriculum. These practices will include internal and external data points.

Implement processes to support teachers' consistent, evidence based judgements and moderation of assessments to provide comprehensive and individualised reports for students.

Data Literacy skills for teachers

An embedded culture of data analysis underpins effective teaching and learning practices. Teachers use data effectively to evaluate student understanding of lesson content and to develop data informed teaching and learning programs.

Success criteria for this strategic direction

- Whole school assessment schedule used effectively and proficiently by all staff, including a whole school shared data collection tool to provide easy access to all student data.
- Teachers analysing, interpreting and using data to differentiate learning programs. (SEF, Learning: Data Literacy)
- The school analyses 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. (SEF, Learning: Assessment)
- Student assessment data is regularly and consistently used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.
- Student reports are personalised and comprehensive, providing specific information about student learning, growth, next steps and improvement measures.
- A whole school assessment schedule will be in place, followed and evaluated each year by each stage group.
- There is a coordinated effort by all school staff to reflect on student progress and achievement data and drive improvement of support programs for identified cohorts.
- Reporting will include student growth and future learning goals.

Evaluation plan for this strategic direction

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.

The analysis of the following sources will guide the

Strategic Direction 2: Data Literacy

Evaluation plan for this strategic direction

school's future directions:

- Centralised data collection tool updated each semester
- Ongoing use of teacher assessment books
- Professional Learning feedback as per Professional Learning Schedule
- PLAN 2 data for defined cohorts as per Assessment Schedule
- Best start
- Executive team documentation

The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes.
- Teacher reflective conversations
- Case management discussions
- Review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.
- Using data to determine Where to Next?

Strategic Direction 3: Well-being

Purpose

Wellbeing practices which are grounded in evidence based change will result in measurable improvements in wellbeing, engagement and positive, respectful relationships.

Improvement measures

Target year: 2022

We will see an uplift in attendance rates of students, attending school more than 90% of the time, by 4.3% or above.

Target year: 2022

Uplift trend for the target "Proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School" to sit above the lower bound system negotiated target.

Target year: 2024

School Excellence Framework assessment of the element 'Wellbeing' indicates improvement from Sustaining and Growing to Excelling.

Initiatives

Case management approach

Planned initiatives will be implemented to develop positive relationship, resilience and improve engagement. We will link with Department of Education staff and interagencies to provide wrap around support for the community.

A focus on early intervention and prevention to ensure Aboriginal and Torres Strait Islanders (ATSI) and students from Language Backgrounds other Than English (LBOTE) are supported through their learning. This will be entwined into our focus projects.

Attendance

An emotionally safe school environment means students feel safe to attend and know that they will be supported should they encounter any issues. It is an environment that fosters positive relationships and where students feel supported and advocated for. (What Works Best 2020 update)

- In order to achieve our measurable targets attendance data will be regularly analysed and used to inform planning.
- Whole of school and personalised attendance approaches to improve regular attendance rates for all students, including those at risk.
- The school will collect, analyse and use attendance data to monitor and refine a whole school approach to wellbeing and engagement, to improve learning and attendance.

Success criteria for this strategic direction

- The school collects, analyses and uses data to monitor and refine a whole school approach to wellbeing and engagement, to improve learning.
- Students report a positive sense of belonging to the school.
- Students attend school regularly, including those from equity groups including ATSI and LBOTE
- The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. (SEF, Learning:Wellbeing)

Evaluation plan for this strategic direction

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:

1. Forge data survey results to show validity collected at the beginning and end of each school term
2. Sentral attendance data reviewed fortnightly
3. behaviour and counsellor referrals at weekly Learning & Support Team meetings
4. LST referrals every fortnight if needed
5. Tell Them From Me twice per year
6. SRC and participation in school events audit yearly

The evaluation plan will involve evaluation which will focus on the 'Where to Next?'

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes.

Strategic Direction 3: Well-being

Evaluation plan for this strategic direction

- Teacher reflective conversations
- Case management discussions
- Review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.