

# Strategic Improvement Plan 2021-2025

## Wakehurst Public School 4368



# School vision and context

## School vision statement

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At Wakehurst Public School our teachers, parents and students work in partnership to maintain high expectations with a focus on student achievement and wellbeing. We support our students through a quality learning environment where every student is known, valued and cared for. We will continue to work collaboratively to equip our students with the tools to become successful, confident and creative individuals.

## School context

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Wakehurst Public School is a mid-sized K-6 school of just over 400 students located in a spacious bushland setting including excellent level playgrounds and future focused learning spaces. Our teachers differentiate the curriculum so that challenging extension opportunities and extra support is offered. Learning support and enrichment programs offer targeted support where needed. In addition to catering for each student's needs across all Key Learning Areas, students participate in additional sport, dance, choir, band, debating, chess, public speaking and environmental programs.

Our innovative student welfare programs include Positive Behaviour for Learning (PBL) where students are recognised for their positive behaviour choices. Our student leadership programs including the Student Representative Council and whole school buddy classes ensures student voice is recognised and valued. We promote very positive parent and staff partnerships which strengthen our students' education.

Our flexible and innovative classroom spaces include interactive technology, iPads, Chromebooks and a Bring Your Own Device program to support and augment student learning in the senior years. Parents and carers are partners in education at Wakehurst Public School and are warmly welcomed to assist in classrooms and provide further support through our active Parents and Citizens Association.

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan.

### **1. Student growth and attainment**

### **2. A culture of success and innovation**

### **3. Wellbeing across a connected and supported community.**

This builds upon the work undertaken in our previous planning cycle regarding quality teaching and learning programs, extensive teacher professional learning in Quality Teaching Rounds, reading, numeracy and assessment practices. Our excellent student wellbeing programs have also been strengthened over the past three years.

Our school will continue to monitor student performance data to determine areas of need and success at a class and school level. The involvement of the whole school community in this process will be essential for the success of our school.

# Strategic Direction 1: Student growth and attainment

## Purpose

To further consolidate and maximise student learning outcomes in literacy and numeracy, our teaching practices will be data driven and responsive to the individual learning needs of all students.

## Improvement measures

### Numeracy growth

Achieve by year: 2023

### Progressive Assessment Test Mathematics

The proportion of students in Years 3-5 achieving numeracy growth from 2022 increases by 8%.

### Reading growth

Achieve by year: 2023

### Progressive Assessment Test (PAT) Reading

The proportion of students in Years 3-5 achieving reading growth from 2022 increases by 8%.

## Initiatives

### Literacy

In literacy we will continue to effectively use a range of processes, skills and strategies to support reading and writing growth.

There will be a focus on:

- responding to and composing texts
- integrating a range of skills, strategies and knowledge to ensure students read, view and comprehend a wide range of texts across different media and technologies
- Lyn Sharratt's 14 Parameters from 'Clarity' to inform and create a culture of learning for staff
- co-constructing data walls to effectively monitor and support student progress
- putting faces to the data, and attending regular case management meetings to discuss and monitor student growth
- targeted professional learning for all staff to support student growth in literacy.

Targeted small group intervention will be provided K-6 to support identified students. Staff have worked through the 'What Works Best' online learning modules to inform this initiative.

### Numeracy

In numeracy, we will embed sustainable whole school processes to ensure consistency of differentiated programming, planning and delivery.

Staff professional learning in Mathematics will focus on:

- the analysis of data to inform evidence based, differentiated teaching and learning programs
- streamlined assessment practices K-6
- teaching strategies and consistent programming with a focus on numeracy and measurement
- development and implementation of a revised whole

## 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 leads to measurable improvement.

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

**Curriculum - Teaching and Learning Programs** - Teaching and learning programs are dynamic, showing evidence of revision based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.

**Student Performance Measures - Student Growth** - The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data.

**Effective Classroom Practice - Explicit teaching** - Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated.

**Data skills and use - Data Analysis** - The learning goals for students are informed by analysis of internal and external student progress and achievement data. 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.

**Learning and Development - Collaborative Practice and Feedback** - 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. This drives ongoing,

# Strategic Direction 1: Student growth and attainment

## Initiatives

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school scope and sequence

- staff professional learning in Mathematics to support and strengthen our teaching and learning programs.

Targeted small group intervention will be provided K-6 to support identified students. Staff have worked through the 'What Works Best' online learning modules to inform this initiative.

## Success criteria for this strategic direction

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schoolwide improvement in teaching practice and student results.

**School Resources - Staff Deployment** - The leadership team deploys teaching and non-teaching staff to make best use of available expertise to meet the needs of students. The leadership team uses data to evaluate the effectiveness of management processes, and creates a culture of shared accountability to achieve organisational best practice.

## Evaluation plan for this strategic direction

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To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in literacy and numeracy?

We will regularly review a range of data sources as outlined below to ensure we are on track to achieve our improvement measures.

These include:

- Internal assessment, PAT reading and mathematics
- Reading assessments - Benchmarking (up to Level 30), Fountas and Pinnell assessment L-Z, and Assessing Levels of Comprehension
- Numeracy Progressions - Tracking all students on PLAN 2 for quantifying number and understanding measurement
- External assessment, NAPLAN (Years 3 and 5) and Best Start (K), Phonics (Year 1)
- Check in assessments (Years 3-6)
- Observations, interviews and focus groups
- Individual PLPs for targeted students

**Implications** - The analysis of this data will inform our future directions and planning cycle.

# Strategic Direction 2: A culture of success and innovation

## Purpose

Develop an innovative culture where every teacher and student sets and achieves challenging learning goals, and is inspired to achieve their potential.

## Improvement measures

Achieve by year: 2025

All Key Learning Areas (KLAs) reference learning intentions and success criteria which are embedded into classroom practice. Individual student learning goals are evident for all students so that students are achieving their learning goals.

Achieve by year: 2025

90% of teacher programs reflect that staff effectively integrate technology to enhance student engagement and learning.

## Initiatives

### Evidence-based practice

Ensure effective evidence-based strategies and processes are used for responsive curriculum delivery. This includes:

- Project Based Learning evident across teacher programs K-6
- Case Management processes and meetings are in place
- Learning intentions and success criteria are embedded across all KLAs.
- HPGE policy implementation to cater for HPG students across the four domains.

### Innovative technology and learning programs K-6

Technology is expertly integrated into lessons by teachers. This includes:

- Further development, refinement and expansion of our Bring Your Own Device (BYOD) program
- Targeted Professional Learning to ensure all staff are confident when implementing new technologies across all Key Learning Areas to optimise student learning
- Collaborative planning and preparation of effective teaching resources that use a range of technologies including coding and robotics.

### Personalised Learning

Embed a learning culture that enables students to create and receive feedback to achieve their learning goals. This includes:

- Modelling goal setting and working with students to co-develop goals that are relevant, specific, measurable, challenging and achievable, and aligned to their individual needs.
- Professional learning on the use of literacy and numeracy progressions and the High Potential and Gifted Education policy to personalise learning and

## Success criteria for this strategic direction

The school works collaboratively to support a culture of high expectations across all Key Learning Areas with a focus on ongoing performance improvement throughout the school community.

**Learning Culture - High Expectations** - The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.

**Curriculum - Teaching and learning programs** - 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 - Whole school monitoring of student learning**. 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.

**Effective classroom practice - Feedback** - Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated.

**Learning and Development - Expertise and innovation** - Teaching staff demonstrate and share their expertise within their school and with other schools. All teachers have expert contemporary content knowledge and deploy effective teacher strategies. The school trials innovative practices and has processes in place to evaluate, refine and scale success.

**Educational Leadership - Instructional Leadership** -

## Strategic Direction 2: A culture of success and innovation

### Initiatives

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- understanding.
- Effectively identifying HPG students and modifying the curriculum to assist them to reach their potential
  - Expertly using student assessment data to reflect on teaching effectiveness and provide individualised, explicit, differentiated and responsive learning opportunities.
  - Embedding and using high impact professional learning structures to build teacher capabilities and collective pedagogical practice.
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### Success criteria for this strategic direction

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The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease.

**School Resources - Technology** - Technology that supports learning is available and expertly integrated into lessons by teachers. Administrative staff are expert users of available technology and systems.

### Evaluation plan for this strategic direction

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To what extent do our improvement measures and initiatives reflect personalised learning?

How do our staff know that all students are learning? (Lyn Sharratt, *Clarity* Parameter 3)

We will regularly review a range of data sources as outlined below to ensure we are on track to achieve the intended improvement measures.

These include:

- Personalised Professional Learning Action Plans
- Staff PDPs
- Teacher programs
- Data walls
- High impact professional learning
- Student learning goals
- Tracked assessment data K-6

**Implications** - The analysis of data will inform our future directions and planning cycle.

# Strategic Direction 3: Wellbeing across a connected and supported community

## Purpose

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To further develop an inclusive school community where students, staff, parents and carers are engaged in positive partnerships to support student achievement and wellbeing.

## Improvement measures

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### Attendance >90%

Achieve by year: 2023

89.8% of students attend school 90% of the time or more by 2023.

### Wellbeing

Achieve by year: 2023

TTFM Wellbeing data (advocacy, expectations for success, belonging) increased to be between 88% and 91% (system-negotiated target).

Achieve by year: 2025

Increased opportunities for the community to engage with the school to develop their knowledge of teaching and learning programs.

## Initiatives

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### Community connections

Each year parents will be invited to whole school information sessions to create strong and authentic community connections and foster positive relationships across the school community.

This will be achieved by:

- annual parent and carer survey regarding the efficacy of programs implemented
- TTFM Parent survey conducted annually
- liaison with the P&C to determine focus areas to support our school community.
- Parent/teacher interviews
- External providers are engaged to support whole school initiatives.

### Wellbeing practices

We will continue to embed and monitor positive wellbeing practices to ensure every student connects, succeeds and thrives.

This will be achieved by:

- embedding 'The Resilience Project' into our weekly practice to ensure the principles of Gratitude, Empathy and Mindfulness (GEM) are explicitly taught K-6
- ensuring Positive Behaviour for Learning (PBL) is programmed, taught and supported across all school settings and aligned to our school expectations of respect, responsibility and personal best
- investigating the use of the DoE Behaviour Support Toolkit to support and improve our positive behaviour practices, especially in the area of restorative practice
- extensive data analysis of TTFM and school based surveys.

## Success criteria for this strategic direction

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The school has a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

**Wellbeing - A planned approach to wellbeing** - The school has implemented evidence-based change to whole school practices resulting in measurable improvements in wellbeing and engagement to support learning.

**Wellbeing - Individual learning needs** - There is a school-wide, collective responsibility for student learning and success, which is shared by parents and students.

**Education Leadership - Community Engagement** - The school regularly solicits and addresses feedback on school performance from students, staff, parents and the broader school community.

**Learning Culture - Attendance** - Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

**Effective Classroom Practice - Classroom management** - All classrooms and other learning environments are well managed within a consistent, school-wide approach. Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption. Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning.

**Management Practices and Processes - Community Satisfaction** - The leadership team measures school community (parent and student) satisfaction and shares its analysis and actions in response to the findings with its community.

## Evaluation plan for this strategic direction

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Have the programs we have initiated had a positive

### Evaluation plan for this strategic direction

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impact on student learning, attendance and wellbeing?

We will regularly use a range of data sources as outlined below to ensure we are on track to achieve the intended improvement measures.

These include:

- PBL data analysis for positive and negative incidents
- ACER Social - emotional wellbeing survey (annually)
- The Resilience Project - pre program data
- TTFM data
- PBL, case management and learning and support team meeting minutes
- Observations - within classroom and on the playground
- Welfare check ins during communication meetings
- Instructional Learning Walks
- Student PLPs for identified students
- Attendance data is analysed regularly

What evidence do we have to reflect community connection?

- Anecdotal evidence
- TTFM Parent Survey
- Feedback from parent/teacher and P & C meetings
- Attendance at parent presentations
- Feedback from parent presentations
- Monitoring online bookings for parent events

**Initiatives** - The analysis of data will inform our future directions and planning cycle.