

Strategic Improvement Plan 2021-2025

Whalan Public School 4378



School vision and context

School vision statement

Our vision is to cultivate excellence in every student so that they know and grow their value as well-rounded, confident and conscientious global citizens, recognising that future pathways are unlimited; 'Attending Today, Achieving Tomorrow and Growing Forever.'

Our mission is to prepare our students to achieve in an increasingly complex world through improved performance every year, for every student, every teacher and every school leader, of the 2021-2024 Strategic Improvement Plan.

Our commitment is to maximise student learning outcomes through a continuous cycle of improvement.

School context

Built in 1967 on 10 acres of well-maintained, Darug land, Whalan Public School serves 404 students, a two-class Preschool and four support classes. Our school community encompasses a range of cultural identities including 30% Aboriginal and Torres Strait Islander students, 30% of students from English as an Additional Language or Dialect backgrounds and composition of parents who are first generation or second-generation immigrants from over 27 countries.

As a school we share the vision and aspiration of our parents in wanting the very best for the children so that they strive, thrive, achieve, find the joy in learning, and develop personal resources necessary for future success, happiness and wellbeing.

The 2021-2024 Strategic Improvement Plan has involved consultation with students, parents, teachers and community including the Aboriginal Education Consultative Group revealing the directions necessary to maximise student outcomes in literacy and numeracy. Our mission is improved performance across every domain for every student, every teacher, and every school leader for every year of learning.

As a school we are committed to the pursuit of excellence and provision of high-quality educational opportunities for each and every child. We are confident and proud of our collaborative teaching practices, continued pursuit of excellence and inspired learning culture.

Through our situational analysis, we have identified a need to use data-driven practices to ensure all students have access to stage appropriate learning. Further work will need to occur around student goal setting and how teachers plan for and deliver quality differentiated instruction to students. Through NAPLAN analysis, system-negotiated targets have been identified in the areas of reading and numeracy.

Continual monitoring of student performance data will determine areas of need at a class and school level and the involvement of the whole school community in this process which is essential for success.

Strategic Direction 1: Student growth and attainment

Purpose

We will develop and sustain whole-school processes to drive student growth and attainment in literacy and numeracy with strong focus on high expectations, explicit teaching, effective feedback, use of data to inform practice, assessment and collaboration.

Improvement measures

Reading growth

Achieve by year: 2023

Increase by 15% the number of year 5 students achieving uplift in reading check in assessment compared to 2022.

Numeracy growth

Achieve by year: 2023

Increase by 15% the number of year 5 students achieving uplift in numeracy check in assessment compared to 2022 data.

Initiatives

Continuous reading improvement

In reading we will build on whole-school processes to identify, inform, collect and analyse data to inform effective practices based on the English syllabus.

- Deliver High Impact Professional Learning around explicit instruction of reading in line with the English syllabus based on identified gaps of reading to build teacher capacity and collective pedagogical practice across the school.
- Build an extensive repertoire of evidence-based teaching strategies in relation to teaching and learning of reading.
- Lead measurable impact on student outcomes in reading with strong processes to ensure teaching strategies are visible and embedded in classroom practice.
- Embed data-informed formative assessment practices as an integral part of daily instruction in every classroom.

Focus on numeracy

In numeracy we will develop whole-school processes to ensure a sequenced and strategic approach for teaching numeracy in line with the mathematics syllabus.

- Deliver High Impact Professional Learning around explicit instruction of numeracy in line with the mathematics syllabus based on identified gaps of numeracy to build teacher capacity and collective pedagogical practice across the school.
- Build an extensive repertoire of evidence-based teaching strategies in relation to teaching and learning of numeracy.
- Lead measurable impact on student outcomes in numeracy with strong processes to ensure teaching strategies are visible and embedded in classroom practice.
- Embed data informed formative assessment practices as an integral part of daily instruction, in every classroom.

Success criteria for this strategic direction

The school leadership team model instructional leadership and support a culture of high expectations, resulting in sustained and measurable student growth and achievement.

All teachers P-6 are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies. (SEF - Effective classroom practice)

Student assessment data is routinely used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions. (SEF - Data skills and use)

Professional learning is differentiated and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice. (SEF - Learning and Development)

Teaching and non-teaching staff proactively seek to improve their performance. The school supports collaborative performance development and efforts to continuously monitor improvement. (SEF- Educational Leadership)

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:

- NAPLAN and SCOUT
- Student work samples
- Literacy and numeracy progressions
- Personalised Learning Pathways
- Individualised Education Plans
- School Excellence Framework - SaS

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- Performance and Development Plans
- Teaching and learning programs
- Interview for Student Reasoning
- Check-in assessments
- Year 1 phonics assessment

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.

Strategic Direction 2: Great Teaching and Inspired Learning

Purpose

Teachers will drive positive student growth by embedding a continuous learning and teaching cycle driven by assessment, a culture of high expectations, goal setting and feedback.

Improvement measures

Achieve by year: 2025

A range of evidence supports the school's assessment/validation in the element Data Skills and Use, theme: Data use in teaching at excelling.

Achieve by year: 2025

All teachers demonstrate they are excelling on the continuum of practice 'setting goals' within the high impact teaching strategies.

High Impact Teaching Strategies

Achieve by year: 2025

More than 90% of students K-2 achieve grade expectation in reading measured against the InitialLit cumulative review.

Achieve by year: 2025

More than 90% of students K-2 achieve grade expectation in numeracy, as measured by common grade assessment.

Initiatives

Data use in teaching

Teachers will be equipped to analyse, interpret and collaboratively use assessment 'for', 'as' and 'of' learning to:

- determine teaching directions
- monitor and assess student progress and achievement
- identify interventions
- modify teaching practice
- reflect on teaching effectiveness

Student goal setting

Teachers will embed effective classroom practice for continuous improvement through feedback and goal setting. Teachers will support students to:

- understand learning intentions and success criteria
- evaluate their learning against success criteria
- action feedback for improvement
- set their own learning goals

Students will maintain evidence of their goal setting and achievement in their Learning Logs.

Collaborative practice

Through the identification of teacher expertise, the school will develop a strong learning community, embedding collaborative practice through:

- co-teaching cycle of co-planning, co-teaching and co-reflecting
- modelling of effective practice
- professional dialogue
- classroom observation
- timely feedback

Success criteria for this strategic direction

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. (SEF - Learning and Development)

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. (SEF - Assessment)

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback of teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement. (SEF - Curriculum)

Teachers routinely review learning with each student both in class and on learning tasks submitted, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching. (SEF - Effective Classroom Practice)

Teachers clearly understand, develop and apply assessment strategies 'for', 'as' and 'of' learning, in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness. (SEF - Data skills and use)

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:

- Student work samples
- Literacy and numeracy progressions
- Personalised Learning Pathways
- Individualised Education Plans
- School Excellence Framework - SaS

Strategic Direction 2: Great Teaching and Inspired Learning

Initiatives

Instructional coaches provide coaching support to ensure the ongoing development and improvement of all teachers.

Evaluation plan for this strategic direction

- Performance and Development Plans
- Teaching and learning programs
- Check-In Assessment
- Annual school-based data
- Tell Them From Me teacher survey
- Learning Logs

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.

Strategic Direction 3: Engagement and Empowerment

Purpose

Well-rounded, confident and conscientious global citizens have limitless potential in today's society, when ensuring a pathway to success: Attending Today, Achieving Tomorrow and Growing Forever. Combined with content knowledge, engagement and application of the general capabilities (7 Cs of success: Communication, Collaboration, Critical and creative thinking, Citizenship, Compassion, Cross-cultural understanding and Commitment) students become 'future ready' and prepared to achieve in an increasingly complex world.

Improvement measures

Attendance >90%

Achieve by year: 2023

Increase the percentage of students attending school more than 90% of the time to be at or above the school's lower bound system-negotiated target of 70.2%.

Wellbeing

Achieve by year: 2023

Tell Them From Me wellbeing data (advocacy at school, sense of belonging and expectations of success) improves to be at or above the school's lower bound system-negotiated target at 91.1%.

Achieve by year: 2025

A range of evidence supports the school's assessment/validation in the element Wellbeing, theme: A planned approach to wellbeing at excelling.

Initiatives

Whole-school wellbeing processes

The school's planned approach to student wellbeing allows for all students to be provided with experiences to connect, succeed and thrive. Whole-school wellbeing processes will encompass:

- development of 'future pathways' blueprint which involves alignment of syllabus expectations, general capabilities and developing skills and mindsets for students that promote positive emotions and relationships for future success.

The Future Pathways engages and empowers stakeholders through:

- holistic planning for learning which is informed by each student's wellbeing and learning goals.
- embedding of general capabilities into teacher programming to develop communication, collaboration, critical and creative thinking, citizenship, compassion, cross-cultural understanding, commitment and confidence.
- extra curricular opportunities, camps and excursions governed by the 7 Cs for success: Communication, Collaboration, Critical and creative thinking, Citizenship, Compassion, Cross-cultural understanding and Commitment and supported by attendance initiative.

Improving attendance

The school's attendance scholarship program empowers students with incentives for positive learning behaviours and outstanding attendance.

Extrinsic rewards empower students to achieve free access to extra-curricular opportunities governed by the 7 Cs for success: Communication, Collaboration, Critical and creative thinking, Citizenship, Compassion, Cross-cultural understanding and Commitment.

The school is committed to working in partnership with parents to achieve higher levels of school attendance,

Success criteria for this strategic direction

There is a school wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by holistic information about each student's wellbeing and learning needs. (SEF - Wellbeing)

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes. (SEF - Learning culture)

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

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. (SEF - Learning culture)

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:

- School Excellence Framework - SaS
- Forge Wellbeing survey data
- Tell Them From Me student survey data
- School and individual attendance data
- Participation in the Attendance Scholarship

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.

Strategic Direction 3: Engagement and Empowerment

Initiatives

ensuring compliance with Department of Education attendance policies.
