

Strategic Improvement Plan 2021-2025

Wyoming Public School 4397



School vision and context

School vision statement

Wyoming Public School is a dynamic community that provides educational excellence and nurtures resilient, empowered, creative and inspired learners.

School context

Wyoming Public School is located on Darkinjung traditional land on the Central Coast of New South Wales. It has a student enrolment of 363 students (Term 1, 2021) with 90 students identifying as having Aboriginal or Torres Strait Islander heritage and 58 students from a language background other than English.

Our seventeen classes are organised into both year and stage groups with three special education classes catering for students with mild- to moderate- intellectual disability or autism.

The school is well resourced, with funding for Aboriginal Education, socio-economic background, integration, low-level adjustment for disability, English language proficiency and support for beginning teachers as part of the School Based Allocation Resource model (SBAR). In 2017, the school became an Early Action for Success School. Sustaining the data driven momentum of this program past its 2021 conclusion is imperative for continued improvement.

The school culture is one of inclusivity, resilience and collaboration with teachers, students and community working together to promote school excellence. We have well established links with partner high schools, local preschools and schools within the Valley Schools Learning Community (Local Management Group). In 2021 and beyond we look forward to maintaining strong ties with the Coindra Local Aboriginal Education Consultative Group (AECG).

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

Student Growth and Attainment

Analysis of internal and external data, indicates that students are excelling in their growth from Kindergarten - Year 2, however they are not continuing on this trajectory into the attainment of the top 2 NAPLAN bands in Years 3 and 5. We are targeting our attention on the continued development of sustainable, whole-school processes for collecting and analysing student data to inform teaching and learning programs. This will aide in the embedding of evidence -informed teaching strategies in every classroom.

Belonging

When conducting an analysis of wellbeing data, it was evident that students' and parent sense of belonging had been significantly impacted by COVID-19. This focus will improve communication, student attendance and engagement in enhanced wellbeing programs.

Building Capacity

While collecting and analysing data K-6 a noticeable disconnect between K-2 staff and 3-6 staff became apparent. This has resulted in the tracking of student progress and consistency in whole-school programs difficult to achieve. This focus area builds on

School vision and context

School vision statement

School context

enhancing student engagement and embedding whole-school, research-based and data driven practices.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in literacy and numeracy to build strong foundations for academic success, we will further develop and refine data driven and evidence-based teaching practices that are responsive to the learning needs of individual students.

Improvement measures

Reading growth

Achieve by year: 2023

At least 75% of students in years 2-6 will demonstrate 0.4 growth (calculated through effect size formula) when comparing start of year to end of year scale scores in the Progressive Achievement Test (PAT) Reading.

Achieve by year: 2025

At least 85% of Kindergarten students will reach an instructional reading level of at least 9.

Achieve by year: 2025

At least 85% of Year 1 students will reach an instructional reading level of at least 18.

Achieve by year: 2025

Achieve by year: 2025

Numeracy growth

Achieve by year: 2023

At least 65% of students in years 2-6 will demonstrate 0.4 growth (calculated through effect size formula) when comparing start of year to end of year scale scores in the Progressive Achievement Test (PAT) Mathematics.

Achieve by year: 2025

Initiatives

Personalised learning

Respond to the learning needs of every student using a range of highly effective, evidence-based practices.

- Teachers will be supported in the ongoing plotting, monitoring and tracking of student progress through the literacy and numeracy progressions.
- Teachers expertly use a range of formative and summative assessment data to differentiate and personalise teaching and learning.
- Teacher will identify students who require additional support and the delivery of Tier 2 or Tier 3 interventions targeted to individual student's needs.
- Executive will ensure ongoing, high quality, contextually relevant professional learning supports the continual improvement of teachers pedagogical and differentiated practices.

Data driven practices

Ensure whole school data processes are in place for collecting, analysing and using the data to drive teaching and learning and inform future professional learning.

- Executive will provide ongoing professional learning to strengthen teachers expert use of assessment data to evaluate the effectiveness of current practices and to underpin high quality teaching and learning.
- Executive will continue to use data to monitor student progress, lead regular data driven conversations and collaboratively plan future learning K-6.
- Staff will continually develop their understanding and use of data to drive the teaching and learning programs that are delivered to all students.

Success criteria for this strategic direction

Learning Domain

Curriculum

Teaching and learning programs - Excelling

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.

Differentiation -

Excelling

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning, and share expected outcomes.

Assessment

Formative assessment -

Excelling

Assessment is used flexibly and responsively as an integral part of

daily classroom instruction. Formative assessment is practised expertly by teachers.

Summative assessment -

Excelling

The school analyses student progress and achievement data and a range of other contextual information. Teachers respond

Strategic Direction 1: Student growth and attainment

Success criteria for this strategic direction

to trends in student achievement, at

individual, group and whole school levels.

Reporting

Whole school reporting -

Excelling

The school uses a centralised system for analysing and reporting data on student and school performance, including academic growth, non-academic and

cross-curriculum data. The school uses data to inform collective decisions about student learning, aligned with improvement measures in the school plan.

Teaching Domain

Data Skills and Use

Data analysis -

Excelling

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.

Data use in teaching -

Excelling

Teachers clearly understand, develop and apply a full range of assessment strategies - assessment for learning, assessment as learning and assessment of learning - in

determining teaching directions, monitoring and assessing

Strategic Direction 1: Student growth and attainment

Success criteria for this strategic direction

student progress and achievement, and reflecting on teaching effectiveness.

Evaluation plan for this strategic direction

Question:

Has our internal and external assessment data been used successfully to evaluate and improve teaching programs and to assist in the early identification of students requiring additional support impacted student learning?

Is reporting on school performance based on valid and reliable data and analysis?

Data:

External Sources:

NAPLAN

PAT

SCOUT-Value Added

Check in Data.

Internal Sources:

5 weekly collection of reading data

Internal assessments

Writing rubrics

Literacy and Numeracy PLAN2 data

Intervention data

Teaching programs

Analysis:

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

Analyse the data to determine the extent to which the improvement measures have been achieved

Implication:

Where do we go from here? Future directions and next steps.

Strategic Direction 2: Belonging

Purpose

In order for student to feel a sense of belonging at school, they must have positive relationships, value learning and engage in their school environment. We will strive to improve communication, student attendance and engagement in enhanced wellbeing programs.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

A minimum of 83.1% of students will attend at least 90% of time (system negotiated target).

Achieve by year: 2025

Increase student rating in the "Students with a positive sense of belonging" of the *Tell Them From Me* survey to at least 90% from baseline 76%.

Initiatives

Building Relations

Support collaborative and respectful partnerships founded in strengthened communication opportunities.

- Build opportunities that increase parent insight into the high-quality programs in operation at the school thereby improving their understanding of and engagement with students learning experiences.
- Increase staff and student's understanding of the histories, cultures and experiences of Aboriginal and Torres Strait Islander people through professional learning, including Connecting to Country and cultural experiences led by the Aboriginal Education Officer.

Valuing School

Embed school wide systems that

regularly analyse wellbeing data and address emerging needs promptly.

- Strengthen procedures to review and respond to attendance data thereby supporting the identification and case management of students who attend less than 90% of the time.

Increase positive wellbeing for all students through embedding wellbeing procedures that are focussed on social and emotional learning and trauma informed practices within classrooms.

Success criteria for this strategic direction

Learning Domain

Learning Culture

Attendance -

Sustaining and Growing

Attendance data is regularly analysed and is used to inform planning. Whole of school and personalised attendance approaches are improving regular

attendance rates for all students,

including those at risk.

Wellbeing

A planned approach to wellbeing - Excelling

The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in

wellbeing and engagement to support learning.

Reporting

Parent engagement -

Sustaining and Growing

Parents are presented with clear

information on what and how well their children are learning and receive regular information in accessible formats about how to support their children's progress. The school solicits feedback on its reporting from parents.

Evaluation plan for this strategic direction

Question:

Strategic Direction 2: Belonging

Evaluation plan for this strategic direction

To what extent have we achieved our purpose and can demonstrate an increased sense of belonging for parents and students?

Data:

External Sources:

Tell Them From Me

SCOUT-Attendance.

Internal Sources:

SENTRAL

Website and app usage

Teaching programs

Behaviour referrals

School surveys.

Analysis:

Analyse the data to determine the extent to which the improvement measures have been achieved.

Implication:

Where do we go from here? Future directions and next steps.

Strategic Direction 3: Building Capacity

Purpose

In order to build the capacity of teachers to deliver high quality, evidence-based pedagogies they must have appropriate professional learning, coaching and mentoring. We will provide opportunities for teachers to work collaboratively across stages, observe each other's teaching and participate in deep conversation about classroom practice.

Improvement measures

Achieve by year: 2025

Increase student rating in the *Tell Them From Me* survey for "Skills-challenge" quadrant of "high skills and high challenge" and "low skills high challenge" to at least 80% from 69%.

Achieve by year: 2025

Increase teacher rating from Sustaining and Growing to Excellence in the theme "Collaborative practice and feedback" within the element "Learning and Development" (Teaching Domain).

Initiatives

Building Capacity

Embed a teaching culture of deep, professional conversations and analysis of classroom practice.

- Teacher knowledge of the Quality Teaching model will be strengthened through professional learning.
- Teachers K-6 will participate in a process of peer collaboration, observation, analysis and deep discussion through Quality Teaching Rounds.
- Teachers will embed Department of Education's evidence-based assessment and teaching resources into everyday practices.

Executive members will coach and mentor teachers through regular collegial discussions, classroom observations, professional learning and team-teaching experiences.

Success criteria for this strategic direction

Teaching Domain

Learning and Development

Collaborative practice and feedback- Excelling

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, schoolwide improvement in teaching practice and student results.

Professional Learning -

Sustaining and Growing

Teachers actively evaluate, share

and discuss learning from targeted

professional development with other staff in their school to improve whole school practice.

Evaluation plan for this strategic direction

Question:

How effective has Quality Teaching Rounds and coaching and mentoring been in building the capacity of teachers, thereby supporting increased student classroom engagement?

Data:

External Sources:

Tell Them From Me.

Internal Sources:

Teacher programs

Strategic Direction 3: Building Capacity

Evaluation plan for this strategic direction

Guskey

Feedback from Instructional Leaders and Executive.

Analysis:

Analyse the data to determine the extent to which the improvement measures have been achieved.

Implication:

Where do we go from here? Future directions and next steps.