

Strategic Improvement Plan 2021-2024

Wideview Public School 4433



School vision and context

School vision statement

Wideview aims to develop a collaborative and well informed whole school community that provides quality education through effective and innovative teaching practices to ensure all students are successful learners and active and informed future leaders. We strive for Wideview students to becoming resilient, self-directed learners, who are creative and critical thinkers, and who can readily and meaningfully use technology in an ever-changing world. Our vision is for our staff, students and parents to be partners in learning, with high expectations for all, and a connection to the local community, in particular the indigenous community - Darug people.

School context

Wideview Public School is situated in the northern Sydney bushland suburb of Berowra Heights. The school population is stable with many families having generational connections to the school. We have a strong learning alliance with our feeder high schools Asquith Boys and Girls High Schools. Wideview is a student - centred school where student needs are a priority, where opportunities to participate in a variety of activities exist, and where lifelong learning is a feature.

Our teachers bring learning to life, inspiring the imagination and creativity in every student by making learning relevant, integrating technology, encouraging communication and making classrooms fun, our teachers help our students to excel. As well as the academic programs, we offer an exciting and diverse range of programs in the creative arts, sport and many other co-curricular areas which will develop each student's interests and talents whilst building their confidence and self-esteem. Programs such as, school choirs, bands and dance groups, sports teams, school representative council and debating are just a few that offer students, opportunities to showcase their talents.

Wideview provides for the diverse learning needs of all students through a highly effective Learning and Support Team. Wideview Public School has strong partnerships with its community and a supportive parent body. The school has a highly committed staff. .

Through our situational analysis, we have identified a need to effectively analyse data to ensure all students have access to applicable learning. We need to provide staff development around how to successfully plan for and deliver quality differentiated learning programs. Through the NAPLAN gap analysis, we have identified target areas in Reading (fluency and comprehension) and Numeracy. We will be focussing on the aspects of explicit teaching to stimulate student growth in both Literacy and Numeracy. Our whole school focus to improve student growth and maintain student achievement in reading and numeracy is underpinned by the evidence base provided by What works best: 2020 update. As the literature suggests, we will focus on developing and sustaining whole school processes for collecting and analysing student data to inform teaching and learning programs to embed evidence-informed teaching strategies for every student in every classroom.

Through utilising the assistance of Instructional Leaders we will develop quality summative and formative assessment tasks and data collection practices. Stronger collegiality and classroom practice fostered through the Instructional Leaders will develop greater consistency of judgement reflection of practice.

Strengthening the Learning and Support Program will enable the identification of students who need intervention or students not showing growth Individual and targeted support will be provided where growth is not evident.

Continual monitoring of data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be

School vision and context

School vision statement

School context

essential for success.

Strategic Direction 1: Student growth and attainment

Purpose

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

Improvement measures

Target year: 2022

Achievement of 2022 system-negotiated targets:

The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN Reading increases from 58.4% to at least 64.7% (lower bound system-negotiated target).

The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN Numeracy increases from 48.7% to at least 55.1% (lower bound system-negotiated target).

Target year: 2023

Achievement of 2023 system-negotiated targets:

The proportion of Year 5 students achieving expected growth in NAPLAN Reading increases from 63.4% to at least 67.4% (lower bound system-negotiated target).

The proportion of Year 5 students achieving expected growth in NAPLAN Numeracy increases from 61.8% to at least 66.7% (lower bound system-negotiated target).

Target year: 2024

Year 1 Phonics Screening Check

Students reading 28 or more words correctly in the Year 1 Phonics Screening Check will increase from 55% to 85%.

Target year: 2024

Literacy Progressions

Initiatives

Initiative 1 - Dynamic Teaching and Learning Practice

Build teacher capacity to enable implementation of evidence-based teaching practices in reading and numeracy, that challenges and adjusts for individual student needs.

- Build teacher capacity and collective pedagogical practices, and personalise learning for each staff member in teaching, learning and assessment analysis.
- Expertly use student assessment data to identify, develop and select dynamic evidence-based teaching programs and strategies. The teaching and learning cycle will include data analysis to review teaching practices, evaluate the content of programs, and to enable continuous tracking of student achievement.

Initiative 2: Data Driven Practices

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

- Build capacity in data literacy, data analysis and data use in teaching for all staff. This is linked to gap analysis data.
- Establish and evaluate the role of the Instructional Leaders positions to work with teachers using data to monitor and assess student progress and design future learning on a whole class, group and individual level.
- Review and adapt practice to ensure reliable formative and summative assessments are used to analyse student progress, evaluate growth over time and report student achievement.
- Embed data informed formative assessment practices as an integral part of daily instruction in every classroom.

Success criteria for this strategic direction

A whole school system and integrated approach to quality teaching, curriculum planning, high expectations, delivery and assessment promotes challenges learning and responsiveness in meeting the needs of all students. (SEF - Curriculum, Assessment)

Teachers involve students and parents in planning to support learning, and share expected outcomes. Students and parents understand the assessment approaches used in the school and their benefits for learning. (SEF - Curriculum, Assessment)

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

Student assessment data is regularly 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, Student Performance Measures)

All teachers use formative assessment data to accurately track and monitor student achievement in fluency and comprehension across the Literacy progressions. (SEF-Data skills and use)

Evaluation plan for this strategic direction

Question:

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

Data:

We will use a combination of data sources. These will include:

- Internal assessment, eg. PLAN2, reading

Strategic Direction 1: Student growth and attainment

Improvement measures

At least 85% of students, K-6, will achieve within the expected end of stage level for the Understanding Texts and Fluency sub-elements in the Literacy Progressions.

Target year: 2024

Improvement as measured by the School Excellence Framework:

Learning:

Curriculum - improvement from Sustaining & Growing to Excelling

Assessment - improvement from Sustaining & Growing to Excelling

Student Performance Measures - improvement from Sustaining & Growing to Excelling

Teaching:

Effective Classroom Practice - improvement from Sustaining & Growing to Excelling

Data skills and use - improvement from Sustaining & Growing to Excelling

Evaluation plan for this strategic direction

assessments, numeracy assessments, pre/post assessments

- External assessment, eg. NAPLAN, SEF, Phonics Screening Check
- Surveys
- Classroom observations
- Differentiated teaching and learning programs
- Student work samples
- Assessment schedules
- Instructional rounds, observations and feedback
- Teacher professional development plans and reviews
- Staff professional development
- Parent forums/workshops

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually, the school will review progress towards the improvement measures.

Implications

The findings of the analysis will inform:

- Future actions
- Annual reporting on school progress measures (published in the Annual Report and in the School Website throughout the year).

Strategic Direction 2: Future focused learning

Purpose

Wideview students will actively participate in 'future focused learning' programs that are highly engaging and innovative, and prepare them for citizenship in a complex and dynamic world.

Improvement measures

Target year: 2024

Inquiry Based Learning

100% of staff (from a baseline of 40%) will have a deep understanding of the educational principles of Inquiry Based Learning (IBL) and how to effectively embed these principles into their T&L programs from kindergarten to year 6.

100% of staff will meaningfully incorporate aspects of IBL into their class programs (baseline 10%)

Target year: 2024

STEM, Technology, and Innovative Learning Environments

100% staff (from baseline of 20%) will have developed knowledge and understanding of how to meaningfully use **technology** in educational programs that promote rich, future focused learning experiences for students

100% staff (from baseline of 30%) will have developed knowledge and understanding of how to meaningfully deliver a comprehensive K-6 **STEM** programs

All students at Wideview PS (from baseline of 20%) will utilise **Innovative Learning Environments** to enhance their learning experience.

Target year: 2024

21st Century Learning Principles

100% staff (from baseline of 10%) will have a clear understanding of the principles of 21st Century Learning,

Initiatives

Inquiry Based Learning Professional Development for Staff

Inquiry Based Learning (IBL) will be meaningfully incorporated in T&L programs., with a particular focus on geography, history and science & technology. IBL learning opportunities will extend to environmental, indigenous connections, debating, and creative arts programs.

- Professional Learning Committee (PLC) will build the capacity of staff understanding of IBL.
- PLC will build systems and resources that will allow for the effective delivery of IBL programs.

STEM, Technology, and Innovative Learning Environments

Professional Learning Committee (PLC) will build the capacity of staff with knowledge and understanding of how to meaningfully use **technology** in educational programs that promote rich, future focused learning experiences for students.

- PLC will research and develop STEM programs and resources K-6
- The **STEM** Team will develop a range of learning experiences that will be used in school educational programs K-6.
- Build the capacity of staff of effectively utilise technology to enhance learning programs. Students in Stage 3 will participate in the **BYOD** program. They will meaningfully use their devices in research based projects.

Innovative Learning Environments (ILE) will be developed and established for teachers to use in the delivery of T&L programs.

- Build the capacity of staff to utilise ILE in an effective and meaningful manner to improve learning experiences and engagement.

Success criteria for this strategic direction

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. (SEF - Learning Culture)

Students and parents understand the assessment approaches used in the school and their benefits for learning. Feedback from students on their learning derived from assessments informs further teaching. (SEF - Assessment)

All staff have a deep understanding of the principles of 21st Century Learning, and utilise its principles in their class programs.

The school will provide all students with a range of opportunities to develop 21st Century Learning principles.

All students will be engaged in Future Focused Learning activities, both inside and outside the classroom.

Students will have a deep understanding of the principles of 21st Century Learning.

Future Focused Learning programs will be available to all staff and students.

Evaluation plan for this strategic direction

Question

To what extent has staff knowledge and understanding of Future Focused Learning increased?

How effectively has Future Focused Learning been embedded into the school programs, both inside and outside the classroom?

To what extent has staff knowledge and understanding of Inquiry Based Learning and STEM increased?

Strategic Direction 2: Future focused learning

Improvement measures

and how it benefits students.

Staff will develop strategies of how to meaningfully include the principles of 21st Century Learning in their T&L programs, and other programs across the school.

Initiatives

21st Century Learning Principles

The principles of the 5C's of 21st Century Learning will be embedded in the education program that is offered at Wideview PS, both inside and outside the classroom..

Evaluation plan for this strategic direction

Data

A range of data collection sources will be used:

- student surveys
- student work samples
- staff surveys
- stage and team reflection sessions
- classroom observations and 'walk throughs'
- staff professional learning
- TTFM surveys
- program feedback sheets
- PDP data
- Teacher accreditation status
- feedback sheets from working partners

Analysis

The evaluation plan will involve:

- Teams meeting each term to analyse the progress of their aspect using data and evidence, to provide clarity around whether progress is on track to achieve the intended improvement measures.
- Findings will be shared with the Principal and Executive Team.
- Regular professional discussion around the School Excellence Framework elements and themes.

Implications

Analysis will inform:

- Any adjustments or alterations that may be required to make progress effective.
- Executive team and whole staff reflective sessions.
- Use of the What Works Best document and academic research papers..

Strategic Direction 3: Student Engagement and Well-Being

Purpose

Wideview students will be self-directed learners and resilient problem solvers who take responsibility for themselves, take pride in their work, seek support when needed, and are accountable in achieving learning goals. Students and parents will have a strong connection with their local, indigenous and global community.

We will establish a high expectation, positive and cohesive school community that is purposeful, flexible and dynamic in order to meet the needs of our students, staff and community.

Improvement measures

Target year: 2024

Self-Directed, Resilient, and Engaged Learners

All T&L programs provide students with learning opportunities that:

- aim to build resilience
- produce engaged and connected learners
- produce self-directed learners who understand their personal learning goals.

At least 80% of students are able to articulate their own learning goals in the classroom from a baseline of 10%.

Annual TTFM (two-year average) shows improvement in the following drivers of student learning: 'sense of belonging' from 70% to 88%; 'students are interested and motivated in their learning' 65% to 85%.

Student Well Being will increase from a baseline of 82.8% to 92.3%

Target year: 2024

Connected Community

At least 80% of parents will be able to understand and articulate the school vision and Strategic Improvement Plan 2012-2024, (from a baseline of 10%).

Initiatives

Self-Directed, Resilient, and Engaged Learners

We will build the capacity of staff to develop and deliver programs and initiatives so that students have the opportunity to participate in a wide range of engaging programs inside the classroom and beyond. Professional Learning Communities (PLC) will devise and develop systems that will support whole school programs that build confidence, promote resilience and monitor collaborative partnerships.

- Students engage with quality programs and initiatives to become confident self-directed learners, developing reflective practices.

Environmental Team

Waste Warriors

Student Representative Council

STEM Teams

Library Monitors

Prefects and Captains

Sports Leaders and Captain

Peer Support

GATS Programs

Audio Visual Team

- Students will understand and be able to articulate their own learning goals, monitoring their own development.

Embed a school wide attendance initiative to lift attendance rates above 94%

Develop individual attendance plans in collaboration with the student and parents to improve student attendance.

Success criteria for this strategic direction

The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential. (SEF - Well Being)

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

There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers. (SEF - Well Being)

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. (SEF - Learning Culture)

Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve. (SEF - Learning Culture)

Through the Learning Support Team well-developed and evidence-based, programs and assessment processes identify, regularly monitor and review individual student learning needs (SEF Well Being - Individual needs)

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 (SEF Well Being - Attendance)

Evaluation plan for this strategic direction

QUESTIONS

To what extent has the collaborative culture across the school improved?

Strategic Direction 3: Student Engagement and Well-Being

Improvement measures

At least 90% of parents will report that effective communication strategies between the school and community (from a baseline of 35%).

Target year: 2024

Global Citizens

100% of students will have a connection to the principles of Global Citizenship.

75% of students are participating in extra-curricular educational programs (including the creative arts, GATS, debating, environmental, sporting) from a baseline of 50%.

Target year: 2022

Attendance

Proportion of students attending greater than 90% of the time at lower bound target.

Initiatives

Develop incentives for students for attendance or improved attendance, such as certificates or prizes.

Global Citizens

Professional Learning Communities (PLC) will establish and deliver school programs that promote a sense of global citizenship through:

- environmental programs
- indigenous connection programs
- the creative arts
- GATS opportunities
- leadership programs

Connected Community

All stakeholders of the school community (students, parents, and teachers) feel valued and engaged. We will build the capacity of staff to communicate with the school community in using transparent and effective practices.

- Parents will have a clear understanding of the Strategic Improvement Plan 2021-2024.
- Educational programs will connect all members of the school community.
- Establish and embed strong relationships with indigenous members of the local region through the AECG.
- The school will actively build and monitor systems to make connections with local experts, businesses and community members and leaders.

Evaluation plan for this strategic direction

To what extent do students, staff and the broader community understand the behaviours, attitudes and expectations that enhance well-being and lead to improved student outcomes.?

Have students become more engaged in educational activities at school?

To what extent has the connection with indigenous perspectives improved?

Are the interventions and tracking of individual students effective?

What relevant evidence-based practices should be included in our Strategic Improvement Plan to improve attendance?

What strategies support students and parents to improve attendance rates?

DATA

- PBEL tracking data
- Percentage of students utilising BYOD to facilitate learning outside the classroom
- Recycling and Waste costs
- Surveys to staff, students and parents
- Level of engagement in local indigenous activities and student knowledge
- TTFM survey data
- Program feedback sheets
- PDP data
- Teacher accreditation status
- Support Team and Support teacher meeting minutes and assessments and attendance monitoring
- Attendance data, including Scout enrolment and attendance reports

Strategic Direction 3: Student Engagement and Well-Being

Evaluation plan for this strategic direction

ANALYSIS

Annually, the school will review progress towards the improvement measures.

IMPLICATIONS

The findings of the analysis will inform:

- Future steps and measures
- Annual reporting on school progress measures will be published in the newsletter throughout the year
- Parents information and communication regarding the needs of the students.
- The collection and analysis of data and evidence to improve student outcomes.