

Strategic Improvement Plan 2021-2025

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. Our vision is for our staff, students and parents to be partners in learning, with high expectations for all. We value the building of a school community that is purposeful, flexible and respectful of our past, present and future.

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 and prior to school services, creating a smooth transition for all students. 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.

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.

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 are committed to providing an environment for our students to excel. As well as academic programs, we offer an exciting and diverse range of programs in the creative arts, sport and many other co-curricular areas which develop each student's interests and talents, whilst building their confidence and self-esteem. Programs such as, band and dance groups, sports teams, school representative council and debating are just a few that offer students, opportunities to showcase their talents.

Through our situational analysis, we have identified a need to effectively analyse data to ensure all students have access to applicable learning. Through the NAPLAN gap analysis, we have identified target areas in reading (fluency and comprehension) and numeracy. We will be focusing 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 principles. 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 the assistance of our Assistant Principal Curriculum and Instruction, we will develop strong understanding of new syllabus documents for K-6 staff and create opportunities for teachers to collaborate to analysis data that will inform future practice.

Embedding the wellbeing program of Zones of Regulation, will provide a consistent language for students, staff and parents. In 2023, we aim to increase the students understanding of the tools and strategies needed to be ready for learning.

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

Reading growth

Achieve by year: 2023

An increase growth in Check-in Assessment mean scaled score for reading from 2022 Year 3 and 5 compared with 2023 Year 4 and 6.

Numeracy growth

Achieve by year: 2023

An increase growth in Check-in Assessment mean scaled score for numeracy from 2022 Year 3 and 5 compared with 2023 Year 4 and 6.

Phonics growth

Achieve by year: 2025

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%.

Fluency Increase

Achieve by year: 2025

Acadience Fluency Assessment

90% of students in Years 2-6, reading at or above the specified Acadience assessment fluency rate scores.

Improvement as measured by the School Excellence Framework:

Achieve by year: 2025

Improvement as measured by the School Excellence Framework:

Initiatives

Dynamic Teaching and Learning Practice

Dynamic Teaching and Learning Practice

Build teacher capacity to enable implementation of evidence-based teaching practices in reading and numeracy.

- Building teacher capacity in pedagogical practices to improve quality teaching.
- Expertly develop student assessment data systems to develop dynamic evidence-based teaching programs and strategies.

Data Driven Practices

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

- Deliver professional learning to build the capacity of all staff in data literacy, data analysis and data use in teaching.
- Research and implement school wide systems to link data analysis and teacher practice.

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

Learning:

Assessment - improvement from Sustaining & Growing to Excelling

Teaching:

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

Achieve by year: 2025

Innovative Curriculum Delivery

100% of staff (from a baseline of 40%) will have a deep understanding of the educational principles of engaging and future focused curriculum.

100% of staff will understand and incorporate to support innovative curriculum delivery.

Achieve by year: 2025

Meet and Extend Individual Student Performance

100% staff (from baseline of 20%) demonstrate an understanding of how to support the needs of high potential students.

High potential students indicate their needs are being effectively met.

100% staff (from baseline of 20%) demonstrate an understanding of how to identify and support diverse learners.

Internal school data improvements from expected growth?

Initiatives

Innovative Curriculum Delivery

Innovative Curriculum Delivery

- Research and deliver professional learning that focuses on the development of engaging and future focused curriculum.
- Develop and implement programs and systems to support innovative curriculum delivery.

Meet and Extend Individual Student Performance

Meet and Extend Individual Student Performance

- Research and develop appropriate strategies for high potential and gifted students.
- Reviewing and revising learning support systems, strategies and staff understandings.

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 future focused learning and utilise its principles in their class programs reflecting the diverse needs of all students.

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

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?

Data

A range of data collection sources will be used:

- student surveys
- student work samples
- staff surveys

Strategic Direction 2: Future focused learning

Evaluation plan for this strategic direction

- 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 staff and students will be supported to maintain effective relationships that continue to build strong community connections and engagement.

We value the building of a school community that is purposeful, flexible and respectful of our past, present and future.

Improvement measures

Achieve by year: 2025

Student Centred Engagement

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%

Achieve by year: 2025

Student Community

75% of students identify that the extracurricular opportunities are meeting their needs.

Achieve by year: 2025

Connected Community

At least 80% of parents feel valued and connected to the school community.

The broader school community values the schools approach to building a cohesive community.

Attendance (>90%)

Achieve by year: 2023

Attendance

Initiatives

Student Centred Engagement

Student Centred Engagement

- Research and deliver systems that put students at the centre of our school values of Respect, Responsibility and Pride.

Student Community

Student Community

- Maintain and foster effective extracurricular programs that support students to be successful in their own right.

Connected Community

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.

- 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 all stakeholders within the local and broader school community.

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)

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)

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?

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?

Strategic Direction 3: Student Engagement and Well-Being

Improvement measures

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

Evaluation plan for this strategic direction

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

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

Strategic Direction 3: Student Engagement and Well-Being

Evaluation plan for this strategic direction

- 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.