

Strategic Improvement Plan 2021-2024

Winmalee Public School 4436



School vision and context

School vision statement

At Winmalee Public School which is situated on Daruga and Gundungurra land, high expectations and current evidence-based practice encourage students to strive to reach their full potential.

We are a connected community of resilient learners, growing together to foster positive engagement while preparing our students to become life long learners.

School context

Winmalee Public School is situated in the Blue Mountains and is on Daruga and Gundungurra land. After extensive consultation with students, staff and the community and deep reflection on practice using the 'What Works Best' research, School Excellence Framework, John Hattie's Visible Learning research and Tell Them From Me data it was evident that the two key areas for improvement. These two key areas are effective feedback strategies between students, staff and the community and effective forms of collaboration between students, staff and the community. Underpinning these two focus areas there will also be a strong focus on high expectations for all, wellbeing through engagement in learning and extra-curricular activities and an increased focus on attendance.

At Winmalee Public School there is a focus on embedding Aboriginal Education into everyday learning, fostering individual abilities and interests through academic programs, sporting activities and expression is encouraged through Creative Arts. The school has programs that build self-esteem, ensuring responsible behaviour and a strong sense of civic pride. At Winmalee Public School there are many programs and initiatives that are part of our school. These include: PSSA Sport and Winmalee Cup, Native Gardening Club, SRC, Junior and Senior Dance, Choir, Band, Strings and Recorder Groups, Premier's Reading Challenge, Public Speaking Competitions and Debating and a Movie Making Group There is a strong emphasis on high expectations and students engage with the curriculum through success criteria, learning intentions and by setting individual learning goals. The staff work collaboratively and productively with each other and the community to ensure the best outcomes are achieved for each student. Wellbeing is a focus for all students, staff and the community and the school embeds the 'Smiling Minds Program' and works with the community hub to support families

Strategic Direction 1: Student growth and attainment

Purpose

At Winmalee Public School there is a strong and dedicated focus on student growth and attainment both academically and in the area of well-being. Staff, students and parents will work together to develop and extend strong foundational skills in literacy and numeracy, content knowledge and the ability to learn, adapt and be responsible citizens.

Improvement measures

Target year: 2022

Writing - 47% of students in Year 3 and Year 5 will be performing in the top two bands for NAPLAN writing

Mathematics - 47% (upper bound system-negotiated target) of students in Year 3 and Year 5 will be in the top 2 bands for NAPLAN numeracy.

Reading - 62% (upper bound system-negotiated target) of students in Year 3 and Year 5 will be in the top 2 bands for NAPLAN reading

Target year: 2023

Writing - 75% of students achieving expected growth in NAPLAN writing

Numeracy - 73% (upper bound system-negotiated target) of students achieving expected growth in NAPLAN numeracy

Reading - 76% (upper bound system-negotiated target) of students achieving expected growth in NAPLAN reading

School self-assessment of the elements 'A planned approach to Wellbeing' and 'Assessment' indicates improvement of Sustaining and Growing to Excelling

Target year: 2024

Writing - sustain the growth target of 75% of students achieving expected growth in writing

Initiatives

Feedback and learning goals to impact learning

- All staff to continue to refine feedback practices to students that are linked to the English and Mathematics success criteria and learning intentions.
- All staff to provide explicit feedback in the areas of English and Mathematics to at least 3 students per day.
- Formative assessment strategies refined by staff so that they are clearly linked to the success criteria and learning intention of the lesson.
- Formative assessment data to be used by all staff to inform future teaching and learning lessons in the areas of English and Mathematics as well as student learning goals.

Mathematical comprehension

- All staff to participate in and effectively implement professional learning in the area of mathematical comprehension.
- An executive staff and designated teaching staff member to be part of the Mid Mountains Mathematical Comprehension action plan to not only collaborate with other schools around mathematical comprehension, but to also lead mathematical comprehension professional learning at school.
- All staff to effectively implement 'number talks and problem solving talks' as part of their daily mathematical routine.
- All staff to explain and use mathematical vocabulary in mathematics lessons to increase comprehension.

Students as reflective learners - self reported grades

- Students to provide peer to peer feedback on student work.
- Students to set their own learning goal and use this to reflect on their learning.
- Students to set their own self reported grades and use feedback from peers, teachers and self reflection

Success criteria for this strategic direction

Teachers expertly apply a range of formative and summative assessment strategies to inform teaching and learning that lead to measurable improvement

Valid and reliable assessment data is regularly collected, monitored and deeply analysed in the areas of reading, numeracy and writing

All teachers have a sound understanding of student assessment and data concepts, and use this to inform planning, identify interventions and modify teaching practice

Data and feedback inform teaching practice and direct learners and learning

All students can articulate, understand and achieve their literacy and numeracy goals

Evaluation plan for this strategic direction

Student growth and attainment will be measured and evaluated against data from the following sources:

- NAPLAN
- PAT assessments
- Summative class assessment groups
- K-2 support group formative and summative assessment
- 'Bump it Up' group formative and summative assessment data
- Extension mathematics group formative and summative assessment data
- Student results from the 'Tell Them from Me' survey and school self-reflection against the School Excellence Framework indicate positive growth in school engagement and learning

Strategic Direction 1: Student growth and attainment

Improvement measures

Numeracy - sustain the growth target of 73% of students achieving expected growth in numeracy

Reading - sustain the growth target of 76% of students achieving expected growth in reading

Maintain school self-assessment of 'A planned approach to Wellbeing' and 'Assessment' at Excelling

Initiatives

to see if they have achieved the grade they have given themselves.

Writing improvement

- Writing Instructional Leader to provide professional learning and demonstration lessons across K-6 with a clear focus on sentence structure, grammar, punctuation, spelling and vocabulary development.

Strategic Direction 2: Teacher growth and attainment

Purpose

At Winmalee Public School student learning is underpinned by high quality teaching. Teachers take a shared responsibility to evaluate the effectiveness of their teaching practices, and in the analysis of student engagement and learning and growth to plan for the ongoing learning of students, and to promote a transparent and high expectation learning culture.

Improvement measures

Target year: 2022

School self-assessment of the element 'Learning Culture', 'Curriculum', 'Assessment', 'Reporting', 'Professional Standards', 'Learning and Development' and 'Educational Leadership' indicates improvement from Sustaining and Growing to Excelling

100% of classroom teachers to actively participate in Collective Teacher Efficacy days

100% of all teaching staff to actively participate in Collaborative Project days

Target year: 2023

80% of staff to actively participate in school based Quality Teaching Rounds and lesson observations that involve effective feedback strategies to enhance practice.

Target year: 2024

School self-assessment of the element 'Learning Culture', 'Curriculum', 'Assessment', 'Reporting', 'Professional Standards', 'Learning and Development' and 'Educational Leadership' indicates maintaining Excelling in these areas

100% of classroom teachers to actively participate in Collective Teacher Efficacy days

100% of all teaching staff to actively participate in Collaborative Project days

Initiatives

Staff as effective collaborators of best practice

- Twice a term staff participate in collective teacher efficacy days to moderate and discuss student data.
- Once a fortnight staff participate in collaboration sessions to work together to best meet the needs of students.
- Once per week staff have the opportunity to participate in data talks.

Staff as effective givers and receivers of feedback to improve student outcomes

- Staff to participate in Quality Teaching Rounds so that best practice can be viewed and feedback provided.
- Staff to participate in two lesson observations throughout the year and provide effective feedback on them.
- Staff to participate in professional learning regarding effective feedback strategies.

Staff as active and effective participants in professional learning to enhance own practice

- Staff evaluate professional learning activities that have been attended and feedback to back the impact it has had on their teaching practice and student achievement
- Teachers actively collaborate with staff in other schools in the Mod Mountains learning community to share and embed good practice in the area of but not limited to mathematical comprehension.

Success criteria for this strategic direction

Teachers demonstrate aspirational expectations of their own learning progress and achievement, and are committed to the pursuit of excellence

Teaching and learning programs show evidence of revisions based on feedback on teaching practices

Effective teaching methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth

Teachers collaboratively analyse, interpret and use data to inform planning, identify interventions and modify teaching practice

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observations, the modelling of effective practice and the provision of specific and timely feedback between teachers

The leadership team develops and maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement

Evaluation plan for this strategic direction

- Survey feedback on 'what works best' survey will show an improvement in the area of collaboration from 3.92 to over 4.30 on the scoring scale.
- Survey feedback on 'what works best' survey will show an improvement in the area of feedback from 3.72 to over 4.30 on the scoring scale.
- Staff results from the school self-assessment of the School Excellence Framework survey will indicate positive growth in response to staff engagement at school.

Strategic Direction 3: Community growth and attainment

Purpose

At Winmalee Public School there is a strong commitment to fostering a school-wide community culture of high expectations and a shared sense of responsibility for student engagement, learning development and success.

Improvement measures

Target year: 2022

Increase the attendance rate of students attending 90% of the time to 75% (baseline system-negotiated target).

Student learning goals in the area of Writing (English) and Number (Mathematics) to be included in semester 1 and 2 student academic reports

Target year: 2023

Increase the attendance rate of students attending 90% of the time to 82% (lower bound system-negotiated target).

Student reflection on learning goals and self-reported grades are included in the semester 1 and 2 student academic report

Embed effective feedback strategies between home and the school with 70% of parents engaging in feedback surveys and 80% of parents engaging with the parent portal app.

Target year: 2024

School self-assessment of the elements 'A planned approach to Wellbeing' and 'Individual Learning Needs' indicates improvement from Sustaining and Growing to Excelling

Increase the attendance rate of students attending 90% of the time to 85% (upper bound system-negotiated target).

Initiatives

Strong attendance

- Develop an attendance flowchart that is distributed to the community.
- Develop an attendance promotion campaign to stress the importance of consistent attendance.
- Streamline how attendance is recorded and addressed at school.
- Develop and embed attendance initiatives that reward strong attendance and reduce poor attendance.

Effective feedback strategies

- Refine the way that the school communicates with not only the school community, but also the wider community.
- Develop promotional material that encourages community feedback.
- Survey the school community each term to track feedback in the areas of learning, wellbeing and school satisfaction.

Strong collaborative practices

- Student learning goals to be shared with parents.
- Refine how the school shares student academic achievement to include parental feedback on student learning.
- Engage community members as volunteers in school in a productive and meaningful way.

Success criteria for this strategic direction

The whole school community demonstrates aspirational expectations of learning progress and achievement, and is committed to the pursuit of excellence

Effective partnerships in learning with parents and students will increase the motivation for students to deliver their best and continually improve

Teachers and parents will work together to support consistent attendance and ensure that absences do not impact on learning outcomes

The school and community to develop and implement a consistent collective responsibility for student learning and success

Students and parents understand the assessment approaches used by the school and their benefits for learning

Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes

The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations

Evaluation plan for this strategic direction

The following data measures will be used to evaluate the success of this strategic direction:

- Parental portal app usage data
- Parent feedback on student learning goals
- Parent surveys
- Attendance data
- School self-assessment against the School Excellence Framework