

Strategic Improvement Plan 2021-2024

Willmot Public School 4470



School vision and context

School vision statement

Willmot Public School is a safe, caring, and inclusive environment for the children in our community. We focus on engaging learning experiences in a high quality learning environment that encourages each child's academic/cognitive, social/emotional, and physical development. We strive for continuous excellence and achievement by helping students to reach their educational and personal goals, in reading, numeracy and wellbeing, leading to a fulfilling future within the wider community.

School context

Willmot Public school located 52 kilometres from central Sydney, on the fringe of Mt Druitt, is a small K-6 public school made up of seven regular classes and one support class.

Our current student enrolment is 156 students, including 71 students from an Aboriginal or Aboriginal and Torres Strait Islander background. Students from various Pacific Island nations also make up approximately 22% of our school population.

Students at Willmot Public School participate in sporting, cultural and extra curricula activities, including inter-school competitions, carnivals and performance opportunities, that are integral to student wellbeing and development. Our award winning kitchen / garden program provides an opportunity for our students to apply their knowledge and skills in literacy and numeracy, into a different context.

In conjunction with our students, parents and community partners, and teaching staff, our school developed a situational analysis and has identified the following school directions for our 2021-2024 Strategic Improvement Plan :

1. **Student growth and attainment** - focussing on improvement in internal and external assessment results in reading and numeracy
2. **Connect, succeed, thrive** - focussing on improving student wellbeing and attendance, and connecting learning at home and school
3. **Data informed explicit teaching** - focussing on implementing and analysing formative and summative assessment, building data literate teachers and leaders, and developing assessment capable student learners

Underpinning our Strategic Improvement Plan is the **NSW School Excellence Framework**, promoting excellence in learning, teaching, and leading.

In addressing the levels and standards outlined in the School Excellence Framework, we will build school capacity to employ evidence-based programs and practices that are data-driven, rigorous, and implemented with fidelity. We will communicate and work with parents to implement parent programs; value parents and build ties between parents and the school; and support cultural, family and community values. Our work is underpinned by the elements of effective practice outlined in the **Family-School Partnership Framework** (Australian Government - DESE).

To maximise student outcomes our school will focus on effective classroom practice, including high expectations and innovative practices; evidence-based teaching, where student data and feedback drives teachers' planning and programming. Teacher professional learning including regular collaboration and professional dialogue, will ensure that feedback and reflection is embedded in whole-school improvement systems and practices.

Strategic Direction 1: Student growth and attainment

Purpose

Student growth and attainment is important work for our school. It is something that we examine daily through informal discussions with students, parents, and teachers; and formal data review meetings where we consider the most effective interventions and support programs to improve student outcomes in reading and numeracy.

Improvement measures

Target year: 2022

Improvement in the percentage of students achieving in the top 2 bands of NAPLAN to be at or above the school's system-negotiated lower bound target in reading of 13.5%.

Target year: 2022

Improvement in the percentage of students achieving in the top 2 bands of NAPLAN to be at or above the school's system-negotiated lower bound target in numeracy of 10.5%.

Target year: 2023

Increase the % of students achieving expected growth in NAPLAN numeracy to be above the school's lower bound system-negotiated target of 48.9%.

Target year: 2023

Improvement in the percentage of students achieving expected growth in NAPLAN reading to be above the school's lower bound system-negotiated target of 50.6%.

Target year: 2022

Increase the percentage of Aboriginal students achieving top 3 NAPLAN bands in reading and numeracy.

Target year: 2024

A range of internal reading and numeracy assessment data indicates 80% of students are meeting expected growth.

Initiatives

Highly effective teaching practice in reading

As an *Early Action for Success* (EAfS) school, we will conduct **high impact professional learning** and increase **teacher support** in reading in the following ways:

- adopt effective, evidence-based teaching practices and programs (*CESE - What Works Best In Practice*)
- measure the impact and sustainable effect of the implemented practices and strategies on student learning outcomes
- enhance teachers' syllabus knowledge and implementation
- establish communities of practice and co-teaching in our target areas for improvement i.e. vocabulary in context, literal comprehension, audience and purpose, and literary devices
- develop a 'high expectations' culture in reading for Aboriginal students (*'Walking Together, Working Together' - AECG / DoE partnership, 2020-2030*)
- improve effective personalised learning and support practices in reading
- working collaboratively with parents to increase understanding and knowledge of how to support reading development at home

Highly effective teaching practice in numeracy

In developing and implementing **dynamic and responsive teaching and learning programs in numeracy**, our teachers will engage in:

- designing effective lessons that promote the principles of universal design for learning and differentiation
- focused professional learning and quality structured discussions in the fundamentals of numeracy i.e. understanding, fluency, problem solving, and reasoning
- co-teaching and instructional leadership in our target

Success criteria for this strategic direction

The following criteria from the **School Excellence Framework** (SEF) will be addressed in this strategic direction:

- Teaching and learning programs demonstrate comprehensive knowledge of curriculum; quality differentiated teaching practices; and reflect rigorous assessment and reporting requirements
- The school has high expectations and provides high levels of support to students, demonstrating how students will move above their current level of performance, and as a result, students make greater and sustained progress
- Whole school monitoring processes ensure that student performance and progress data reaches teachers in a way that informs their approach to teaching practices in reading and numeracy
- A clear focus for improvement in teachers' pedagogical and content knowledge is evidenced by teacher capacity to implement the NSW Syllabus documents and evaluate student achievement against the National Literacy and Numeracy Progressions
- Assessment capable student learners are engaged in their learning through learning intentions, success criteria, explicit descriptive feedback and goal-setting. All students articulate, understand and achieve their literacy and numeracy learning goals
- Support teams and personnel collaborate and build the skills of teachers to cater for students with diverse learning needs in language, reading, and numeracy

Evaluation plan for this strategic direction

The school will ensure data are used throughout the school to identify gaps in student learning, monitor growth across the years of school, assess program effectiveness, and to determine the level of school improvement and

Strategic Direction 1: Student growth and attainment

Improvement measures

Target year: 2024

A range of evidence supports our assessment and validation at excelling in the School Excellence Framework in the element of educational leadership - instructional leadership.

Initiatives

areas for improvement i.e. patterns and algebra, data, 2D and 3D shapes, multiplication and division, volume and capacity

- using qualitative and quantitative data to inform rigorous and holistic assessment of student learning and support needs
- improving teachers' pedagogical knowledge and pedagogical content knowledge in the numeracy target areas identified from our student data
- working collaboratively with parents to increase understanding and knowledge of how to support numeracy development at home

Evaluation plan for this strategic direction

achievement against this strategic direction.

Data sources will include:

- NAPLAN data (including gap analysis data and value-add data)
- whole school internal assessment data in reading and numeracy
- case management data (5 weekly focus data that informs explicit teaching cycles)
- student Personalised Learning Plans
- teaching program discussions, annotations and feedback reports for teachers
- student work samples, reports, and summary grades
- lesson study and formal teacher observations

The evaluation plan will involve:

- The teams responsible for whole school monitoring of student data will closely monitor and analyse internal and external student assessment results in reading and numeracy, to inform strategic decisions about programs and practices currently in place
- The school leadership team will track and monitor progress against the activities and resources supporting this strategic direction, ensuring that we are on track to achieving the improvement measures
- Data will be assessed for validity and reliability using a triangulated approach eg. measuring quantitative data against qualitative data and other data sources such as student performance and progress measures on internal and external assessments
- Progress against the levels and elements of the School Excellence Frameworks will be assessed and monitored on a regular basis

Deep analysis of this data will guide future school planning to provide ongoing improvement to maximise student learning outcomes.

Strategic Direction 2: Connect, Succeed, Thrive

Purpose

This strategic direction was chosen as a priority for our school because our situational analysis demonstrated that we still have significant work to do in the area of student wellbeing. *Tell Them From Me* student survey data indicates that developing and maintaining positive relationships amongst our students is an area of great challenge. This is consistent with our school behavioural and suspension data. Improving student attendance continues to be a focus because attendance lifts student achievement and wellbeing.

Improvement measures

Target year: 2022

Increase the % of students attending 90% of the time to achieve the system-negotiated target of 62.9%.

Target year: 2022

Tell Them From Me (TTFM) Wellbeing data (advocacy, belonging, expectations) improves to be at or above the system-negotiated target of 90.3%.

Target year: 2024

Decrease proportion of students attending <80% of the time.

Target year: 2024

Decrease the total number of behavioural suspensions for Years 3-6.

Target year: 2024

Decrease the number of behavioural suspensions for targeted groups of students eg. males, Aboriginal students, students with disabilities.

Initiatives

Attendance matters

Our school, alongside parents and carers and their children, will work together to address the needs of students, in order to **improve their attendance**, as well as **attitudes, values and beliefs about attendance**.

We will do this by:

- developing a school-wide attendance improvement plan outlining effective identification and monitoring strategies for attendance data at the universal, targeted and intensive level
- professional learning opportunities for staff promoting evidence-based universal preventions, as well as targeted and individual interventions, for improving attendance
- identify and provide support to students from equity groups (Aboriginal students, low level adjustment for disability, low socio-economic background and EAL/D) who are also targeted for improvement in attendance
- identify, monitor and prioritise early interventions for students at risk of developing non-attendance that will have a significant/ long term impact on ongoing school attendance
- engage the community when communicating about the value and impact of regular attendance and increase strategies that support parents/carers to improve attendance
- developing and implementing systematic processes and engaging activities that promote an increase in daily student attendance
- assessing, reviewing and monitoring school-level data that provides global and specific attendance data to inform whole school strategic improvement
- effective connections with agencies such as The Smith Family Learning for Life program, to increase the likelihood that students will improve their attendance

Success criteria for this strategic direction

The following criteria from the **School Excellence Framework** (SEF) will be addressed in this strategic direction:

- teachers, parents and community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes
- regular monitoring of the achievement and attendance of all students occurs as they move through school so that timely and targeted support is provided to students who need it. This includes those students who experience challenges over multiple years, as well as students whose achievement and attendance decline as they move through transition points
- students, parents, and teachers work together to improve results and achieve excellence for all students. Parents and the broader community support and enable the aspirations of every student. Students have a strong sense of meaning and purpose and are motivated to achieve their best and improve their attendance
- evidence-based wellbeing approaches that focus on improving student engagement, positive and respectful relationships, and a sense of belonging. Individual learning needs are identified and planned for, collectively with students, parents and teachers resulting in optimum conditions for student learning across the whole school
- behavioural data analysed regularly to identify patterns of problem behaviours, and to determine the effectiveness of targeted and intensive behavioural interventions

Evaluation plan for this strategic direction

Our school analyses and evaluates attendance data to ascertain if universal, targeted and intensive intervention practices to improve student attendance are working and to determine patterns and causes of non-attendance for

Initiatives

A planned approach to wellbeing

Our school will create a planned approach to wellbeing using **evidenced-based strategies** that are **strengths based, preventative** and **focus on early intervention**. This includes strengthening students' cognitive, physical, social, emotional and spiritual wellbeing domains of development as outlined in the ***NSW DoE Wellbeing Framework for Schools***.

We will achieve this through planning and decision-making to meet the needs of our students by:

- developing a family engagement strategy to build families' understanding of learning programs and expected learning outcomes with a focus on wellbeing and a sense of belonging, and to help students to develop positive connections (***'Walking Together, Working Together' - AECG / DoE partnership, 2020-2030***)
- embedding a whole school approach to improving student engagement practices in all learning environments; and increasing student self-regulation, self-discipline and achievement, and enhanced motivation, interest and commitment to learning
- high impact professional learning for teachers in building classroom learning environments that encourage and develop positive relationships, foster connectedness and feelings of belonging that are essential for student wellbeing and social and emotional skills
- improving personalised learning approaches by actively connecting students to their learning through meaningful, engaging and rewarding personalised goal setting. We will focus on improving the learning environment so that students become more confident and resilient, willing to take challenges, and improve their self-discipline and effort toward their learning
- developing collaborative partnerships with students, staff, families, communities and other organisations to support and develop students and connected school communities

Evaluation plan for this strategic direction

individuals or specific groups.

The planned approach to wellbeing is monitored and evaluated regularly to ensure the activities and resources supporting this initiative are impacting positively on behavioural data; and increasing students' wellbeing and sense of belonging and connectedness.

The following data sources will be used:

- attendance data, including Scout enrolment and attendance reports
- school attendance reviews in partnership with home school liaison officers and Aboriginal student liaison officers
- individual attendance plans developed in collaboration with the student and parent/carer
- parent workshops as evidence of community engagement in attendance and wellbeing
- parent engagement in online platforms connecting learning at school to homes
- Student/staff/parent wellbeing surveys about specific programs
- *Tell Them From Me* (TTFM) survey results
- behavioural and suspension data
- Learning and Support Team referral data, meeting records and the evaluation of individual learning and behaviour programs
- Wellbeing Framework self assessment pre and post data

The findings of our data analysis will inform:

- future actions and developments in activities that support an improvement in student attendance and wellbeing practices in our school
- Annual reporting on school progress measures

Strategic Direction 3: Data-informed explicit teaching

Purpose

Reflections in our situational analysis indicate that we will need to improve teacher practice in delivering data-driven and high engagement teaching and learning experiences, where teachers encourage frequent and relevant feedback; and explicitly demonstrate to students what it looks like to achieve at grade expectations and to exceed or perform beyond grade expectations.

Improvement measures

Target year: 2024

A range of evidence supports our assessment and validation at the School Excellence Framework level of excelling in:

- formative and summative assessment

Target year: 2024

A range of evidence supports our assessment and validation at the School Excellence Framework level of excelling in the elements of:

- data use in teaching
- data use in planning

Target year: 2024

A range of evidence supports our assessment and validation at the School Excellence Framework level of excelling in the elements of:

- data literacy
- data analysis

Target year: 2024

A range of evidence supports our assessment and validation at the School Excellence Framework level of excelling in the elements of:

- explicit teaching

Initiatives

High quality student assessment

Reviewing whole school quality assessment systems will provide a strong foundation for the implementation of **explicit teaching practice** that is systematic and cumulative, supporting students towards independent learning. (What Works Best in Practice 2020 Update - CESE, - *Chapter 2: Explicit teaching*)

In reviewing whole-school assessment practices we will:

- identify data, evidence and artefacts to assess student learning, considering all diagnostic, formative and summative assessments (e.g. NAPLAN Value-add and Item Analysis)
- develop rich and engaging teaching and learning activities and associated assessment tasks that address and assess content descriptions and achievement standards from all curriculum areas
- develop effective and efficient student progress monitoring systems that inform next steps, determine learning and engagement teaching strategy effectiveness, and measure student understanding (What Works Best in Practice 2020 Update - CESE - *Chapter 5: Assessment; Chapter 3: Feedback*)
- provide high impact professional learning on quality assessment practices ensuring that teachers have a deep knowledge of curriculum, are prepared with strong content knowledge in all key learning areas, and have the skills to utilise effective teaching practice suited to the curriculum content to improve student learning
- develop assessment capable student learners that are engaged in their learning through learning intentions, success criteria, explicit descriptive feedback and goal-setting
- analyse student achievement data to identify patterns and trends across cohorts and curriculum areas, and review progress against Strategic Improvement Plan targets

Success criteria for this strategic direction

The following criteria from the **School Excellence Framework (SEF)** will be addressed in this strategic direction:

- teachers expertly (flexibly and responsively) draw on a range of rich assessment strategies to monitor and track individual student progress, inform future directions for student learning and provide ongoing feedback to students
- whole school effective assessment and reporting systems are implemented with fidelity and rigour. Teachers directly and regularly engage with students and parents, to improve understanding of student learning, and increase parent capacity to support their child's learning at home
- informal and formal assessments are conducted frequently and as appropriate, reflecting the school's Assessment and Reporting schedule. The school uses assessment information to evaluate student learning over time and implement changes in teaching that benefit student learning, leading to measurable, and sustained improvement in all curriculum areas
- explicit, strategic, and ongoing tracking, monitoring, evaluating of student achievement and growth is used to inform explicit teaching in the classroom, resulting in increased teacher confidence in using student data to make decisions about their teaching; and in identifying strategic priorities., and reflecting on teacher effectiveness
- effective whole school assessment practice improves teacher capacity to develop and implement high quality teaching and learning cycles that demonstrate teachers' understanding of explicit teaching to improve student learning
- curriculum plan implementation, teaching approaches, common language and assessment practices are aligned and mutually reinforcing

Evaluation plan for this strategic direction

Strategic Direction 3: Data-informed explicit teaching

Improvement measures

- feedback

Target year: 2024

A range of evidence supports our assessment and validation at the School Excellence Framework level of excelling in the elements of:

- student engagement
- parent engagement

Initiatives

Building data literate teachers and leaders

Reviewing whole school data measurement and implementation systems and processes will encourage teachers, and school leaders to build **collective efficacy** and plan for the implementation of curriculum throughout our school to **improve learning for all students**.

We will develop our data literacy and confidence by:

- reviewing whole school data measurement and implementation systems and processes to systematically collect and analyse student assessment data; guide data analysis and decision-making about student learning; provide targeted support for teachers, and support personalised learning for all students; share school-wide internal and external data, and communicate data to students, parents and teachers
- building whole school statistical literacy by equipping teams with the skills and knowledge required to read, understand, interpret and communicate statistical information, so that, well-informed, and evidenced-based decision-making can occur across all aspects of teaching, learning and leading
- reviewing and monitoring teaching program feedback cycles and collective teacher reflection processes, to determine the effectiveness of teaching and learning programs in meeting student learning needs, and achievement against curriculum standards
- building data measurement and evaluation processes of for the collection of evidence, artefacts, and qualitative and quantitative data to assess students' progress in all curriculum areas; and to determine achievement and progress against the aligning elements from the School Excellence Framework
- collaboratively reviewing the targets and key improvement measures for student learning growth in the Strategic Improvement Plan; assess progress and problems in practice; and determine the effectiveness of activities and resources that support the key initiatives identified in the plan

Evaluation plan for this strategic direction

The school will ensure data are used across all teams to determine the level of school improvement and achievement against this strategic direction.

Data sources will include:

- internal and external data sources such as NAPLAN, SCOUT data, literacy and numeracy PLAN2 data
- teaching program discussions, annotations and feedback reports for teachers
- student work samples, self-assessment checklists and rubrics, reports, and summary grades, personalised learning plans
- lesson study, learning walks, and formal teacher observations
- professional learning evaluations
- evidence of reviewed and renewed organisational procedures and processes
- progress against the School Excellence Framework (SEF) domains and elements

The evaluation plan will involve:

- School and system data will be used to raise questions and then classroom data will be used to inform actions in classroom learning environments
- Multiple data sources and sets will be used to examine what is working well and to determine how we can apply our strengths to new situations
- Whole school discussions informed by data practices will guide us in what teaching practices we should keep, adapt, stop or start, and help us to set more finely graded targets for improvement, and determine if progress is being made

Deep analysis of the data will guide future school planning to provide ongoing improvement to maximise student learning outcomes.