

# Strategic Improvement Plan 2021-2025

## 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 162 students, including 46% students from an Aboriginal and Torres Strait Islander background. Students from various Pacific Island nations also make up approximately 30% 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

### Numeracy growth

Achieve by year: 2023

An increase in Check In assessment scores for Numeracy in Year 3 and Year 5 for 2023 compared with Year 3 and Year 5 in 2022

### Reading growth

Achieve by year: 2023

An increase in Check In assessment scores for Numeracy in Year 3 and Year 5 for 2023 compared with Year 3 and Year 5 in 2022

All students demonstrate reading growth and achievement from Term 1 to term 4, using DIBELS ORF and MAZE as a key data point.

Achieve by year: 2025

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

Achieve by year: 2025

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

### 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 areas for improvement i.e. patterns and algebra,

## Success criteria for this strategic direction

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

All teachers understand and explicitly teach literacy/numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data  
**Teaching Domain - Professional Standards - Literacy Numeracy Focus: Excelling**

All lessons are systematically planned as part of a coherent program that has been collaboratively designed. Accommodations and adjustments are made to suit needs as they arise. Lesson planning references student information including progress and achievement data, curriculum requirements, and student feedback, and provides continuous improvement for all students, across the full range of abilities.  
**Teaching Domain - Lesson Planning - Effective Classroom Practice: Excelling**

All teachers have a sound understanding of student assessment and data concepts (e.g. causality, bias). They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.  
**Teaching Domain - Data Skills and Use - Data Literacy: 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.  
**Learning Domain - Curriculum - Differentiation: Excelling**

## 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

## Initiatives

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- 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

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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

### Attendance (>90%)

Achieve by year: 2023

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

### Wellbeing

Achieve by year: 2023

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

Achieve by year: 2025

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

Achieve by year: 2025

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

Achieve by year: 2025

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

The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school. **Leading Domain - Educational Leadership - Community Engagement: Excelling**

The leadership team measures school community (parent and student) satisfaction and shares its analysis and actions in response to the findings with its community. **Leading Domain - Management practices and Processes - Community Satisfaction: Excelling**

The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. **Learning Domain - Wellbeing - A Planned Approach to Wellbeing: Excelling**

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school. **Learning Domain - Wellbeing - Behaviour: Excelling**

## 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 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.

## Initiatives

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### 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

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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

Achieve by year: 2025

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

- formative and summative assessment

Achieve by year: 2025

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

Achieve by year: 2025

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

- explicit teaching
- feedback

Achieve by year: 2025

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

### 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

### Building data literate teachers and leaders

## Success criteria for this strategic direction

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

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. The school has processes in place to support teachers' consistent, evidence-based judgement and moderation of assessments. **Learning Domain - Whole school monitoring of student learning- Excelling**

Students and parents understand the assessment approaches used in the school and their benefits for learning. Feedback from students on their learning derived from their assessments informs further teaching. **Learning Domain - Assessment - Student engagement - Excelling**

All teachers have a sound understanding of student assessment and data concepts. They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions, and modify teaching practice. **Teaching Domain - Data Skills and Use - Data literacy - Excelling**

The school systematically and regularly monitors a range of indicators to gauge the impact of its plan and to inform changes to the implementation that supports its ultimate success. **Leading Domain - School planning, implementation and reporting - Annual report - Excelling**

## 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

# Strategic Direction 3: Data-informed explicit teaching

## Initiatives

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**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

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- 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.