Strategic Improvement Plan 2021-2025

Winston Heights Public School 4471

School vision and context

School vision statement

Winston Heights Public School is committed to the pursuit of excellence and the provision of high quality educational opportunities for every child. Through collaborative and collegial practice, we seek to provide a rich learning environment that inspires, challenges and supports students to "Learn, Communicate and Grow" in order to become successful, confident and creative individuals and respectful, responsible citizens. Every student is known, valued, cared and planned for in our inclusive school community. We are committed to working in partnership with all stakeholders to promote continual school improvement and excellence.

School context

Winston Heights Public School has a student enrolment of 378 and is located in an established residential area in North West Sydney. Our school enjoys a rich diversity of cultures with 45% of families from a language background other than English. The school enjoys an excellent reputation within the community and is highly regarded for its caring, supportive, and inclusive culture. Students, staff, parents and the wider community work in collaboration to foster high expectations for student learning and achievement, and are committed to the pursuit of continual school improvement and excellence.

Winston Heights PS enjoys strong community participation with active support for teaching and learning, school initiatives, special programs and activities. In partnership with our school community, we are committed to ensuring all students are able to participate in sport, music, debating, public speaking, dance, choir, environmental and student leadership opportunities. We recognise the outstanding contributions made by parents and community members and acknowledge the importance of home-school partnerships in enhancing learning opportunities and outcomes for our students.

The school community, involving students, staff, and parents were consulted in a thorough situational analysis followed by the development of the Strategic Improvement Plan.

Through our situational analysis, we have identified the following priorities:

- In order to maximise student learning and growth in literacy and numeracy and to build strong foundations for academic success, we need to develop and refine data driven processes and practices that are responsive to the learning needs of individual students.
- In order to strengthen capacity for high-quality teaching in literacy and numeracy, differentiated professional learning will reflect student needs and current research, deepening teaching practice for ongoing growth in student progress and achievement.
- In order to implement evidence based improvement to whole school practices, a school-wide collective responsibility for student learning, wellbeing and success will be shared and planned.

Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the school, student and whole community in this process will be essential for success.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning and growth in literacy and numeracy and to build strong foundations for academic success, we will develop and refine data driven processes and practices that are responsive to the learning needs of all students.

Improvement measures

Reading growth
Achieve by year: 2023

Reading Growth

Students in Years 3 - 6 demonstrate improved reading scores from Term 4 2022 to Term 4 2023 using PAT as a key data point.

Numeracy growth
Achieve by year: 2023

Numeracy Growth

Students in Years 3 - 6 demonstrate improved numeracy scores from Term 4 2022 to Term 4 2023 using PAT as a key data point.

Initiatives

School-wide assessment and data practices

Consistent school-wide practices for assessment and data collection are used to track, monitor, plan and report on student learning in literacy and numeracy.

- Research evidence-based standardised assessment practices to plan and implement school-wide collection of reliable data that can be monitored and analysed over time.
- Develop a whole-school plan for assessment and data collection.
- School leadership team leads the implementation of the systems and structures for the whole-school assessment and data collection plan.
- Ongoing evaluation and modification to whole-school assessment and data collection plan.

Assessment and Data Use in teaching

Assessment is integrated into effective classroom practice, reflecting student growth and attainment. In literacy and numeracy, student assessment data is regularly used to identify student achievement and progress, in order to reflect on teaching effectiveness, individual student needs and inform future school directions.

- High impact evidence-based professional learning to ensure reliable formative and summative assessment tasks in literacy and numeracy are used to analyse student progress, evaluate growth over time and report student achievement.
- High impact professional learning in the use of Literacy and Numeracy progressions and PLAN2 to determine teaching directions, monitor and assess student progress and achievement, and reflect on teaching effectiveness in literacy and numeracy.
- High impact professional learning in data literacy, data analysis and data use is used to determine teaching directions, monitor and assess student progress and achievement, and reflect on teaching effectiveness in literacy and numeracy.

Success criteria for this strategic direction

- Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement. (SEF Learning - Curriculum - Teaching and Learning Programs)
- 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 - Curriculum - Differentiation)
- Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers. (SEF Learning - Assessment - Formative Assessment)
- The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels. (SEF Learning - Assessment - Summative Assessment)
- 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. (SEF Learning - Assessment - Whole School Monitoring of Student Learning)
- 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. (SEF Teaching - Data Skills and Use - Data Literacy)
- Teachers clearly understand, develop and apply a full range of assessment strategies - assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and

Strategic Direction 1: Student growth and attainment

Initiatives

- School leadership team work with teachers to ensure effective classroom practice in the use of literacy and numeracy data is used collaboratively to track, monitor and assess student progress to analyse, interpret and extrapolate data to inform planning, identify interventions and modify teaching practice.

Success criteria for this strategic direction

- achievement, and reflecting on teaching effectiveness. (SEF Teaching - Data Skills and Use - Data Use in Teaching)

- 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. (SEF Teaching - Effective Classroom Practice - Lesson Planning)

- Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated. (SEF Teaching - Effective Classroom Practice - Feedback)

- The leadership team has participated in capacity development programs and implements principles of evaluative thinking, continually monitors the impact of programs and approaches used by all teachers, and improves practice as required. (SEF Teaching - Professional Standards - Improvement of Practice)

- All teachers understand and explicitly teach literacy and 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. (SEF Teaching - Professional Standards - Literacy and Numeracy Focus)

Evaluation plan for this strategic direction

Questions

- Have we developed a rigorous assessment and data collection plan that is used by all teachers to inform teaching programs?

Evaluation plan for this strategic direction

- Does the range of formative and summative assessments provide scope for reliable and sufficient data collection? Do these data sources provide sufficient information, so that teachers are able to identify whole school, grade, class and individual needs?

- Are teachers able to interpret and use assessment data to modify their teaching and learning programs to cater for whole school, grade, class and individual student needs?

- Have students demonstrated growth in their learning?

Data

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

- Document analysis - teacher use of data through alignment with teaching programs, assessment and reporting practices, student IEPs

- External data - such as NAPLAN, Scout, PLAN 2

- Scout - value added data

- Internal data - such as Initialit, PAT, A-E report data

- Focus group and surveys - teachers

Analysis

This will be embedded within the progress and implementation monitoring of activities, and through the annual review of progress towards the improvement measures. This will involve:

- Review of data sources to provide clarity around whether we are on track for achieving the intended improvement measures.

- Regular professional discussion around the School Excellence Framework elements and themes; and What Works Best.

- School Excellence Framework Self-Assessment.

- Executive team and whole staff reflective sessions.

Evaluation plan for this strategic direction

- Triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

Implications

Deep analysis of the data will be embedded within the initiatives through progress and implementation monitoring. This will guide future planning to provide ongoing improvement to maximise student learning and growth. The findings of the analysis will inform:

- Future actions such as adjustments to the strategic planning, implementation and resourcing of activities.
- Annual reporting on school progress measures (published in the Annual Report).

Strategic Direction 2: Building Capacity for High-Quality Teaching

Purpose

In order to strengthen capacity for high-quality teaching in literacy and numeracy, differentiated professional learning will reflect student needs and current research, deepening teaching practice for ongoing growth in student progress and achievement.

Improvement measures

Achieve by year: 2025

NAPLAN - % Correct Comprehension

Increase the percentage of correctly answered comprehension questions (by syllabus outcome) in NAPLAN and Check In Reading:

- Year 3 - S1 and S2 outcomes up to 76%
- Year 5 - S2 and S3 outcomes up to 81%

Achieve by year: 2025

NAPLAN - % Correct Spelling

Increase the percentage of correctly answered spelling questions (by syllabus outcome) in NAPLAN and Check In Spelling:

- Year 3 - S1 and S2 outcomes up to 69%
- Year 5 - S1 and S2 outcomes up to 69%

Achieve by year: 2025

NAPLAN - % Correct Grammar, Punctuation, Vocabulary

Increase the percentage of correctly answered grammar, punctuation, and vocabulary questions (by syllabus outcome) in NAPLAN and Check In:

- Year 3 - S1 and S2 outcomes up to 72%
- Year 5 - S2 and S3 outcomes up to 73%

Achieve by year: 2025

Initiatives

Professional Learning & High-Quality Practice - Reading and Literacy

High-impact professional learning focuses on deepening teaching practice for ongoing growth in student learning in Reading and literacy:

- English syllabus familiarisation in order to develop high-quality teaching and learning programs that are dynamic, showing evidence of curriculum compliance and data-driven differentiation to meet the needs of all students.

- Professional learning - Reading and literacy - is evidence-based and identified through analysis of current system, school and classroom student progress and achievement data.

- Teachers work together - supported by expert input, to learn, shape and strengthen teaching programs and practice for ongoing student progress and achievement in Reading and literacy.

- Development of instructional leadership to facilitate support for teachers through collaboration, targeted professional learning and feedback on the implementation of effective teaching strategies.

- Teachers and school leaders evaluate how adjustments in their practice following professional learning impact on student progress and achievement, regularly recalibrating and refining to ensure ongoing progress and achievement for students.

Professional Learning & High-Quality Practice - Numeracy

High-impact professional learning focuses on deepening teaching practice for ongoing growth in student learning in numeracy:

- Mathematics syllabus familiarisation in order to develop high-quality teaching and learning programs that are dynamic, showing evidence of curriculum compliance and data-driven differentiation to meet the needs of all students.

Success criteria for this strategic direction

- The school's curriculum provision supports high expectations for student learning. (SEF Learning - Curriculum - Curriculum Provision)

- Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement. (SEF Learning - Curriculum - Teaching and Learning Programs)

- 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 - Curriculum - Differentiation)

- Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers. (SEF Learning - Assessment - Formative Assessment)

- The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels. (SEF Learning - Assessment - Summative Assessment)

- 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. (SEF Teaching - Effective Classroom Practice - Lesson Planning)

- A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified,

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Strategic Direction 2: Building Capacity for High-Quality Teaching

Improvement measures

NAPLAN - % Correct Whole Number

Increase the percentage of correctly answered whole number questions (by syllabus outcome) in NAPLAN:

- Year 3 - S1 and S2 outcomes up to 68%
- Year 5 - S2 and S3 outcomes up to 79%

Achieve by year: 2025

NAPLAN - % Correct Addition and Subtraction

Increase the percentage of correctly answered addition and subtraction questions (by syllabus outcome) in NAPLAN and Check In:

- Year 3 - S1 and S2 outcomes up to 62%
- Year 5 - S2 and S3 outcomes up to 73%

Achieve by year: 2025

NAPLAN - % Correct Multiplication and Division

Increase the percentage of correctly answered multiplication and division questions (by syllabus outcome) in NAPLAN and Check In:

- Year 3 - S1 and S2 outcomes up to 61%
- Year 5 - S2 and S3 outcomes up to 61%

Achieve by year: 2025

Student Growth - Kindergarten to Year 3

Student growth between Kindergarten and Year 3 is Excelling

Achieve by year: 2025

Student Growth - Year 3 to Year 5

Student growth between Year 3 and Year 5 is Excelling

Initiatives

- Professional learning - numeracy - is evidence-based and identified through analysis of current system, school and classroom student progress and achievement data.
- Teachers work together - supported by expert input, to learn, shape and strengthen teaching programs and practice for ongoing student progress and achievement in numeracy.
- Development of instructional leadership to facilitate support for teachers through collaboration, targeted professional learning and feedback on the implementation of effective teaching strategies.
- Teachers and school leaders evaluate how adjustments in their practice following professional learning impact on student progress and achievement, regularly recalibrating and refining to ensure ongoing progress and achievement for students.

Success criteria for this strategic direction

promoted and modelled, and students' learning improvement is monitored, demonstrating growth. (SEF Teaching - Effective Classroom Practice - Explicit Teaching)

- All teachers analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice. (SEF Teaching - Data Skills and Use - Data Literacy)
- Teachers clearly understand, develop and apply a full range of assessment strategies - assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness. (SEF Teaching - Data Skills and Use - Data Use in Teaching)
- All teachers understand and explicitly teach literacy and 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. (SEF Teaching - Professional Standards - Literacy and Numeracy Focus)
- The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, schoolwide improvement in teaching practice and student results. (SEF Teaching - Learning and Development - Collaborative Practice and Feedback)
- Whole school and/or inter-school relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers, by expert teachers such as those accredited at Highly Accomplished or Lead. (SEF Teaching - Learning and Development - Coaching and Mentoring)
- The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning. (SEF Teaching - Learning and Development - Professional Learning)

Strategic Direction 2: Building Capacity for High-Quality Teaching

Success criteria for this strategic direction

- Teaching staff demonstrate and share their expertise within their school and with other schools. All teachers have expert contemporary content knowledge and deploy effective teaching strategies. The school trials innovative practices and has processes in place to evaluate, refine and scale success. (SEF Teaching - Learning and Development - Expertise and Innovation)
- The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease. (SEF Leading - Educational Leadership - Instructional Leadership)

Evaluation plan for this strategic direction

Questions

- Do teaching and learning programs and practices in Reading, literacy and numeracy reflect whole school expectations (scope and sequence, use of data in T&L to differentiate, assessment plan, etc) and NSW curriculum requirements?
- Is high impact professional learning strategically planned, differentiated, evidence-based, responsive to student data and aligned to school priorities?
- Are all teachers explicitly teaching Reading, literacy and numeracy to students at all levels of achievement, reflecting consistent school wide practices?
- Have we developed systems that facilitate professional dialogue, collaboration, classroom observation, modelling of teaching practice and provision of specific and timely feedback between teachers?
- Are there explicit learning goals, based on syllabus outcomes, presented to students in a way that clearly shows what the learning expectations are; shows their current level of achievement; and inspires and encourages them to pursue higher

Evaluation plan for this strategic direction

levels of achievement?

Data

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

- Document analysis - teaching and learning programs and supervisor feedback
- Teacher/lesson observation, feedback and impact on teaching and learning programs
- Teacher surveys and exit slips from PL
- External data - such as NAPLAN, PLAN 2, Best Start, Check In
- Internal data - such as Initialit, PAT, A-E report data
- Scout - value added data
- Focus group and surveys - teachers
- Student assessment work samples and results

Analysis

Deep analysis of the data will be embedded within the initiatives through progress and implementation monitoring. This will guide future planning to provide ongoing improvement to maximise student learning and growth. The findings of the analysis will involve:

- Review of data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes.
- School Excellence Framework Self-Assessment.
- Executive team and whole staff reflective sessions.
- Triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

Implications

Deep analysis of the data will guide future planning to

Evaluation plan for this strategic direction

provide ongoing improvement to maximise student learning and growth. The findings of the analysis will inform:

- Future actions such as adjustments to the strategic planning, implementation and resourcing of activities.
- Annual reporting on school progress measures (published in the Annual Report).

Strategic Direction 3: Connect, Succeed, and Thrive

Purpose

In order to implement evidence based improvement to whole school practices, a school-wide collective responsibility for student learning, wellbeing and success will be shared and planned.

Improvement measures

Attendance (>90%)
Achieve by year: 2023

Student Attendance

Increase the percentage of students attending school 90% of time or more by 5%

Wellbeing
Achieve by year: 2023

Student Positive Wellbeing

TTFM data shows an increase in the percentage of students with positive wellbeing by 4%

Achieve by year: 2022

Student Wellbeing - Sense of Belonging

TTFM data shows an increase in the percentage of students with a positive sense of belonging by 8%

Achieve by year: 2022

Student Wellbeing - Advocacy

TTFM data shows an increase in the percentage of students with positive advocacy at school by 6%

Achieve by year: 2022

Student Wellbeing - Expectations for Success

TTFM data shows an increase in the percentage of students with positive expectations for success by 1.5%

Initiatives

Sense of Belonging, Advocacy and Success

A school-wide culture of high expectations and a shared sense of student responsibility ensures that our students are known, valued, cared and planned for so that they can connect, succeed, thrive and learn.

- Whole school student wellbeing practices are refined and improved based on school-wide data, evidence-based research and the Wellbeing Framework.

- Whole school Learning Support processes and practices are refined and streamlined based on data, evidence and student needs.

- The Student Behaviour Strategy underpins positive, respectful relationships; expectations for behaviour; and promotes preventive, student-centred and positive approaches to behaviour management.

- High Potential and Gifted Education Policy professional development and implementation to personalise learning, understand and embed high expectations of all students.

- Establish opportunities for the development of student voice to encourage students to feel connected to their learning - ask for student feedback, conduct surveys, listen to self-evaluations and encourage suggestions.

- Communicate changes based on student feedback to show them that their opinions and experiences have been considered and are valued and important.

- Staff and parents work together to support consistent and systematic student attendance and absence processes.

Success criteria for this strategic direction

- The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve. (SEF Learning - Learning Culture - High Expectations)

- Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes. (SEF Learning - Learning Culture - Attendance)

- The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. (SEF Learning - Wellbeing - A Planned Approach to Wellbeing)

- 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 Learning - Wellbeing - Individual Learning Needs)

- 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. (SEF Learning - Wellbeing - Behaviour)

- Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. Reporting to parents has been enhanced in response to feedback received. (SEF Learning - Reporting - Parent Engagement)

- All classrooms and other learning environments are well managed within a consistent, school-wide approach. Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption. Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement

Success criteria for this strategic direction

and responsibility for learning. (SEF Teaching - Effective Classroom Practice - Classroom Management)

- The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning. (SEF Leading - Education Leadership - High Expectations Culture)

- 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. (SEF Leading - Education Leadership - Community Engagement)

Evaluation plan for this strategic direction

Questions

- Do school-wide practices support students to have an increasing sense of positive wellbeing - sense of belonging, advocacy and success?
- Do school systems and processes positively support student behaviour, learning and wellbeing?

Data

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

- TTFM surveys - Students, staff, parents
- Modifications and annotations in teaching and learning programs, IEPs, PLPs
- Surveys - Student, staff and community
- Focus groups - Student, staff and community
- PBL and Sentral data
- Evidence of parent engagement eg parent workshops, community meetings

Analysis

Deep analysis of the data will be embedded within the

Strategic Direction 3: Connect, Succeed, and Thrive

Evaluation plan for this strategic direction

initiatives through progress and implementation monitoring. This will guide future planning to provide ongoing improvement to maximise student learning and growth. The findings of the analysis will involve:

- Review of data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes.
- School Excellence Framework Self-Assessment.
- Executive team and whole staff reflective sessions.
- Triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

Implications

Deep analysis of the data will guide future planning to provide ongoing improvement to maximise student learning and growth. The findings of the analysis will inform:

- Future actions such as adjustments to the strategic planning, implementation and resourcing of activities.
- Annual reporting on school progress measures (published in the Annual Report).