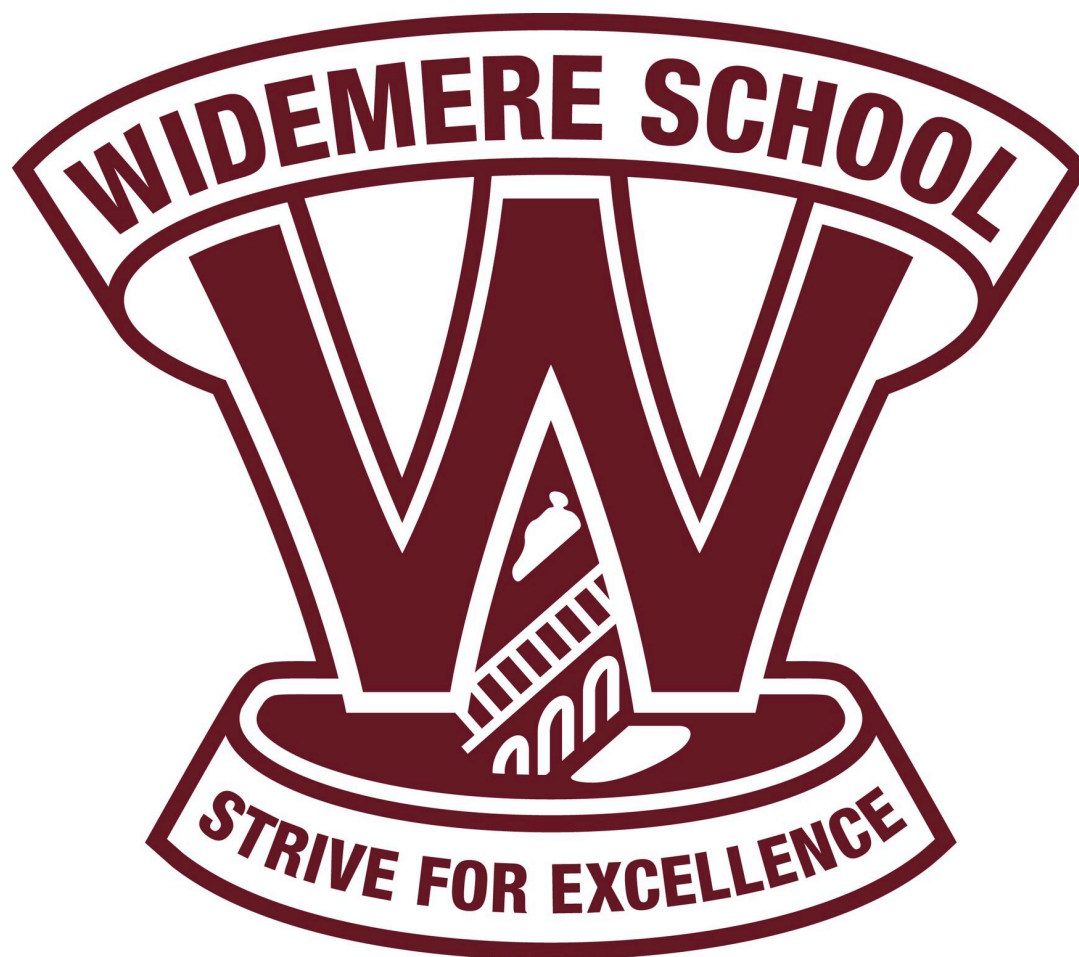


Strategic Improvement Plan 2021-2024

Widemere Public School 4474



School vision and context

School vision statement

Widemere Public School is committed to providing a quality education in a high expectations, challenging, inclusive learning environment so all students can achieve excellence in Literacy and Numeracy skills to enable them reach their potential and become inspired, active, confident participants within our changing society.

School context

Widemere Public School is located in Greystanes and was established in 1973. It is an excellent learning community providing high quality learning opportunities for the children of our local community.

Our school operates 10 classrooms from Kindergarten to Year 6 with 239 students enrolled. 45% of our students come from culturally diverse backgrounds.

Our dedicated, innovative, dedicated teachers are committed to the pursuit of excellence by knowing, valuing and understanding every child through participation in formative assessment, targeted professional development, high quality evidence based differentiated teaching and stimulating, enriching and challenging learning programs.

We also offer many prospects to excel in a variety of performing arts, science, technology, sports programs and leadership opportunities.

During 2020 the whole school community, involving students, staff, parents and the Parents and Citizens Association, was consulted through the situational analysis followed by the development of the Strategic Improvement Plan (SIP).

Our situational data analysis identified 3 Strategic Directions:

1. Student Growth and Attainment will be improved with focus on data driven practices, and personalised learning in Reading and Numeracy;
2. Enhancing Teacher Expertise and a Collaborative Culture of Learning;
3. Enhancing Inclusion and Engagement of Students.

Student wellbeing is a priority for our staff. Our aim is for all students to be known, valued and cared for and for students to do their personal best. We strive for students to be engaged and feel included.

Our students prosper in a positive behaviour for learning, inclusive and nurturing learning environment that develops respect, understanding and responsibility.

As a school community we are determined to provide opportunities to develop students in all areas to become high achieving, life long, responsible learners and successful members of society.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes in **Reading and Numeracy** we will further develop a **high expectations learning culture** and refine and enhance whole school processes and systems for collecting and analysing data.

Improvement measures

Target year: 2022

Numeracy

NAPLAN Top 2 Bands 2022 Target

Students in Year 3 and 5 combined achieve uplift of 9% in the top 2 bands in NAPLAN

Target year: 2023

Numeracy

Expected Growth 2023 Target

Students in Year 5 will achieve an uplift of 2.1% expected growth by the end of 2023.

Target year: 2022

Reading

NAPLAN Top 2 Bands Reading 2022

Students in Year 3 and 5 will achieve an uplift of 6% in the top 2 bands

Target year: 2023

Reading

Students in Year 5 will achieve an uplift of 5.4% in expected growth

Initiatives

Data Driven Practice

In Reading and Numeracy we will embed sustainable whole school processes for collecting and analysing data and improve whole school data driven practices with increased focus on high potential students to develop a culture of high expectations for a responsive, high achieving, curriculum delivery by:

- Providing evidence based, targeted high impact professional learning in the progressions and data use and analysis to scrutinise Reading and Numeracy data to inform teaching;
- Instructional Leader practice will enhance effective classroom practice and use data to drive learning.
- Continue to refine the development and rigorous analysis and use of high quality data walls to put faces on the data in the Data HUB and classrooms;
- Review and adapt practice to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement;
- Embed regular processes for the collection and use of Reading and Numeracy data.

Personalised Learning

Embed a learning culture that enables students to create, receive feedback and achieve their personalised learning goals.

- Enhancement of the development of personalised learning goals for all students;
- Students assessment data is collaboratively evaluated with Instructional Leaders to provide personalised, differentiated and responsive learning opportunities;
- Intervention transition programs implemented, analysed and reviewed;
- Embed targeted high impact professional learning programs to improve identified students' performance.

Success criteria for this strategic direction

- The leadership team establishes a professional learning community which is focused on continuous improvement in teaching and learning. (SEF: High Expectations Culture)
- 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, promoted and modelled, and students' learning improvement is monitored, demonstrating growth. (SEF:Explicit Teaching)
- The learning goals for students are informed by analysis of internal and external student progress and achievement. Progress towards goals is monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis. (SEF: Data Analysis)
- 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 extension in Reading and Numeracy. (SEF:Data Literacy)
- Assessment is used flexibly and responsibly as an integral part of daily instruction. Formative assessment is practised expertly by teachers. (SEF:Formative Assessment)

Evaluation plan for this strategic direction

Questions:

1. To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in Reading and Numeracy?
2. Do we have the right structures and processes in place to support student and teacher growth?

Strategic Direction 1: Student growth and attainment

Initiatives

Evaluation plan for this strategic direction

Data:

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

- internal assessment, eg PLAN2, MultiLit programs and criteria based assessments;
- External assessment, eg NAPLAN, Check In Reading and Numeracy, Best Start, Phonological Awareness Diagnostic and Phonics Screening Check and TTFM;
- Student, Parent and Teacher Surveys;
- Observation, Learning Walks and Talks, Formative Assessment and Instructional Leadership;
- Student voice using Student leadership Teams, Peer Support Program, Tell Them From Me (TTFM) and student voice action prompts;
- Document analysis e.g teacher programs, Instructional Leader records and assessment, students tracking and adjustment records.

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

Implications:

The findings of the analysis will inform:

- Future directions
- Next steps
- Annual reporting on school progress measures

Strategic Direction 2: Enhancing Teacher Expertise and a Collaborative Culture of Learning

Purpose

The school situational analysis identified the need for teachers to develop a culture of **collaboration** and **sharing**. Through the **collaborative practices of Teaching Sprints** and **Instructional Leadership** staff will develop a practical understanding of the structures and strategies to improve **teaching practice** by working **collaboratively** and **sharing expertise and research**.

Improvement measures

Target year: 2024

- 100% of Classrooms and Teaching Learning Programs show evidence of the Use of Data to Inform Practice.
- 100% of teachers collaborate and share curriculum knowledge, data, feedback and student progress.
- 100% of Teaching and learning programs show evidence of High Expectations and Differentiation.

Target year: 2024

Coaching and Mentoring

100% of teachers are involved in coaching/mentoring relationships.

Target year: 2023

Teacher Collaboration

Teacher Collaboration for 2023 target is an uplift of 2.5% in the Tell Them From Me teacher survey.

Target year: 2023

Teaching Strategies

Teaching Strategies for 2023 target is an uplift of 4% in the Tell Them From Me teacher survey.

Initiatives

High impact evidence based teaching practices

Enhance teacher expertise and expectations and maximise student Reading and Numeracy outcomes that are linked by using evidence based practices including; high expectations, explicit teaching, data use in teaching, assessment, feedback, collaboration to extend and the development a culture of excellence.

- Embed coaching/mentoring support for teacher performance development through Instructional Leadership and Beginning Teachers' programs to develop a culture of high expectations for all staff;
- Teachers use the Australian Professional Standards to measure themselves, reflect on their practice and plan for and monitor their professional development to improve performance;
- Teaching Sprints model utilised to develop teacher expertise and collaboration in targeting practices in 'What Works Best' and Clarity;
- Amplify the use of Teaching Sprints and Learning Walks to system-negotiated target explicit teaching, improve teacher judgement and align whole school teaching practice and staff professional growth.

Collaborative Practice

The development of a focused, purposeful collaborative culture with the core aim of improving student learning outcomes in Reading and Numeracy.

- Collaboration meetings focusing on current Teaching Sprint occur with planning support from Instructional Leaders;
- Learning Walks and Talks looking at evidence based practices in the classroom focusing on identified Teaching Sprint i.e Learning Intentions & Success Criteria, Assessment, Feedback and Classroom Management;
- Collaboration sessions in developing Consistency in Teacher Judgement;
- Continue to refine the collaborative development and

Success criteria for this strategic direction

- 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: Coaching and Mentoring)
- The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation and the modelling of effective practice. (SEF: Collaborative Practice and Feedback)
- Professional Learning is differentiated and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice. (SEF: Learning & Development)
- The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning. (SEF: High Expectation Culture)
- Regular Consistency of Teacher Judgement and school data shows improved student progress. (SEF: Collaborative Practice and Feedback)

Evaluation plan for this strategic direction

Questions:

1. How can we work collaboratively in an evidence based way to improve student outcomes?
2. What has been the impact of Teaching Sprints on improving teacher collaboration?

Data:

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

- Student and Teacher Surveys;

Strategic Direction 2: Enhancing Teacher Expertise and a Collaborative Culture of Learning

Initiatives

- rigorous analysis and use of high quality data walls to put faces on the data in the Data HUB and classrooms.
- English as an Additional Dialect (EAL/D), and Learning and Support (LST) teams, collaborate regularly to share expertise, develop case management programs, build the capabilities of all teachers and are an integral component of whole school approach to Reading and Numeracy programs.

Evaluation plan for this strategic direction

- Regular evaluation of the impact of Teaching Sprints focus through learning Walks and teaching and learning programs.;
- Formative Assessment, Instructional Leadership
- Document analysis e.g teacher programs, Instructional Leader records and assessment, students tracking and adjustment records;
- internal assessment, eg PLAN2, MultiLit programs and criteria based assessments
- External assessment, eg NAPLAN, Check In Reading and Numeracy and Best Start, Phonological Awareness Diagnostic and Phonics Screening Check, TTFM

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

The findings of the analysis will inform:

- Future directions
- Next steps
- Annual reporting on school progress measures

Strategic Direction 3: Inclusion and Engagement

Purpose

All students will experience an inclusive and engaging education where they can fully participate and be challenged in all learning experiences supported by reasonable adjustments. This will ensure teaching strategies and adjustment are tailored to meet individual needs. Inclusion and engagement will be embedded in all aspects of school life including a positive culture, inclusive policies and every day practices.

Improvement measures

Target year: 2022

Wellbeing

- Uplift of 4.5%. This target is a combination of Belonging, Advocacy and Expectations of Success.

Target year: 2023

Student Engagement

Student engagement for 2023 target is an uplift of 2% in the Tell Them From Me student survey.

Target year: 2022

Attendance 2022

- Students attending more than 90% to achieve an uplift of 3% by the end of 2022.

Target year: 2023

Inclusive Schools

Inclusive schools for 2023 target is an uplift of 3% in the Tell Them From Me student survey.

Initiatives

Engaged Learning for Wellbeing

Commitment to maximising academic engagement, achievement and wellbeing by providing a positive school climate and culture, where high expectations of student learning and behaviours are enhanced through a systematic approach to embed evidence based practices and collaborative data driven decision making.

- Embedding the Wellbeing Framework into school culture through high impact professional learning in evidence based wellbeing strategies;
- Teachers are supported by Instructional Leadership practice to develop challenging, engaging learning programs that align with student individual needs to ensure engagement and academic rigor;
- Review, update, monitor and embed Positive Behaviour for Learning (PBL) school wide strategies;
- Work with internal and external systems to support student attendance and wellbeing;
- Classroom success criteria embedded identifying co-constructed classroom markers in wellbeing.

Inclusion in Learning

English as an Additional Language or Dialect (EALD), Learning & Support Team (LST), Instructional Leader (IL) and High Potential and Gifted Teams are collaborative, share expertise and enhance the capabilities of all teachers and are an integral component to ensure inclusion of all students in a whole school approach to learning and wellbeing.

- Embed whole school approach of case management and personalised learning programs for students who require extension and adjustments to teaching and learning;
- High Impact professional learning in EALD support and knowledge for EALD teachers;
- Introduce, monitor and implement a variety of K-6 programs to improve student engagement, inclusion

Success criteria for this strategic direction

- Planning for learning and respectful relationships are evident among students and staff, promoting student wellbeing and ensuring optimum learning conditions; (SEF:High Expectations Culture)
- Positive and respectful relationships are evident among students and staff promoting student wellbeing and ensuring optimum learning conditions; (SEF:Behaviour)
- The school implements whole school practices that facilitate measurable improvements in wellbeing and engagement to support student learning; (SEF: Continuous Improvement)
- There is a 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 and carers. (SEF: Individual Learning Needs)
- Teachers, parents and the community work together to support consistent and systematic processes that ensure students absences do not impact on learning outcomes.(SEF:Attendance)

Evaluation plan for this strategic direction

Questions:

1. What has been the impact of Positive Behaviour for Learning (PBL) on student wellbeing and learning?
2. Does the school have effective systems in place to that track and monitor student wellbeing?

Data:

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

- Positive Behaviour For Learning (PBL) data;
- EBS4 data;

Strategic Direction 3: Inclusion and Engagement

Initiatives

- and performance;
- Embed student opportunities to encourage student voice to give feedback and feel connected with their learning;
- Regular class reviews at Whole School Wellbeing (LST and PBL) meetings.

Evaluation plan for this strategic direction

- Tell Them From Me data;
- Internal & external assessment, eg NAPLAN, PLAN2, MultiLit programs etc;
- Student voice data;
- Attendance data, teacher and HSLO interventions;
- Document analysis e.g teacher programs, Instructional Leader records and assessment, students tracking and adjustment records;
- Document analysis e.g teacher programs, Instructional Leader records and assessment, students tracking and adjustment records.

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

Implications:

The findings of the analysis will inform:

- Future directions
- Next steps
- Annual reporting on school progress measures