

Strategic Improvement Plan 2021-2024

Woodland Road Public School 4492



School vision and context

School vision statement

Thrive Through Opportunity

To create a school community of positive relationships, enable students to become self-directed lifelong learners and develop each individual's potential to create a positive future for themselves, locally, nationally and globally, as a contributing Australian citizen.

Our vision is about equity -we aim to provide all students with quality schooling free from discrimination to ensure that socioeconomic disadvantage ceases to be a significant determinant of educational outcomes.

It is about excellence. -we aim to promote and support personalised learning with challenging and stimulating learning experiences.

It is about success as a learner supported by our community.

School context

Woodland Road Public School is located in St Helens Park, 5 km south of Campbelltown. Our feed areas of Bradbury, Airds, St Helens Park and Wedderburn, are suburbs which are diverse in social and economic context, yet connected by the school. Set in an attractive, spacious, natural environment the school strives to provide quality teaching and learning programs to move children beyond their potential. The student population of 289 includes children of Aboriginal background (14.2%), children with a language background other than English (22%) as well as children requiring additional support in learning, mobility and social skills. The school has 2 support classes for students with Autism and a Multi-categorical class.

The school motto "Grow with Love and Learning" is clearly demonstrated by students achieving success in a caring environment. With a focus on literacy and numeracy our experienced staff is able to differentiate learning to cater for the needs of the individual. Future focussed skills are balanced with fundamentals, creative arts and sport to provide each child's education through active involvement community events and classroom activities. Each classroom is equipped with modern Interactive panels and students have access to iPads and chromebooks

The school is supported by a committed Parents and Citizen Association that has revitalised participation and fundraising initiatives.

High level areas for improvement include:

- 1/ Student growth and attainment
- 2/ Wellbeing attendance and strengthening transitions
- 3/ Parents and Careers: partners in learning

Strategic Direction 1: Student growth and attainment

Purpose

To collaboratively analyse, interpret and extrapolate student assessment data regularly to identify student achievement and progress, inform planning, identify interventions and modify teaching practice. Staff employ the most effective evidence-based teaching methods and curriculum provision to optimise learning for all students.

Improvement measures

Target year: 2022

Increase the percentage of students achieving in the top 2 bands in NAPLAN Numeracy by at least 6.5% to meet or exceed the school's target by 2022.

Target year: 2022

Increase the percentage of students achieving in the top 2 bands in NAPLAN Reading by at least 7.5% to meet or exceed the school's target by 2022.

Target year: 2023

Increase the percentage of students achieving expected growth in NAPLAN Numeracy by at least 10.8% to meet or exceed the school's target by 2023.

Target year: 2023

Increase the percentage of students achieving expected growth in NAPLAN Reading by at least 11.1% to meet or exceed the school's target by 2023.

Initiatives

Data informed practice

Develop and sustain whole school processes for collecting, analysing data and embedding evaluative, evidence informed practice to improve student learning outcomes.

Provide differentiated instruction and intervention in reading and numeracy at students point of need.

Curriculum provisions

Implementation of contextually appropriate curriculum provision underpinned by evidence-informed strategies. Focus of professional development will be around the needs based implementation documents.

Success criteria for this strategic direction

- School wide processes exist for the systematic collection of data in reading and numeracy.
- Teachers engage in professional learning relating to the collaborative analysis of student, cohort and school wide data.
- Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs.
- Teaching practice reflects evidence based research with teachers understanding the content and how to teach it.
- Professional Learning is evaluated by its impact on student achievement

Evaluation plan for this strategic direction

Question

To what extent have we achieved our purpose and associated Improvement Measures?

Data

- Naplan data
- Scout Data
- PLAN data
- Check-in Assessment
- Essential Assessment Data
- Learning Sprints analysis
- Classroom based assessments
- Peer observations - learning walks
- Class programs

Analysis

Data is analysed and triangulated regularly to determine

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

the extent to which the purpose and improvement measures have been achieved.

Implications

The findings of the analysis will be used to assess the success of our work in this strategic direction and inform future directions.

Strategic Direction 2: Wellbeing, attendance and strengthened transitions

Purpose

To achieve excellence in effective transitions where students are provided with quality learning opportunities leading to responsible, positive and resilient future citizens.

Improvement measures

Target year: 2022

Increase the percentage of students attending school more than 90% of the time by 4.3% to meet the school's 2022 lower-bound target.

Target year: 2022

Increase the percentage of Aboriginal and Torres Strait Islander students attending school more than 90% from our school baseline.

Target year: 2024

25% Increase in the number of students, parents and staff expressing satisfaction with transition processes

Target year: 2022

Increase the percentage of students reporting a sense of belonging (Wellbeing) by at least 4.5% to meet or exceed the school's target by 2022.

Initiatives

Attendance Partnerships, Systems and Processes

A whole school approach to improving student attendance, consistent with the *Campbelltown Attendance Strategy*, to embed a collective responsibility and accountability for student success.

Wellbeing

Implement a whole school approach to student wellbeing in which students can connect with their learning and build resilience.

Transitions

Development of strong transition plans that are collaboratively planned to ensure that they are personalised and effective.

Success criteria for this strategic direction

- Attendance data is regularly analysed and is used to inform planning.
- Whole school and personalised attendance approaches are embedded in school systems.
- Teachers, parents and the community work together to ensure student absences do not impact on learning outcomes.
- Embedded effective personalised transition processes.
- Students feel connected with the school community resulting in them being positive and resilient.
- The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points.
- Aboriginal initiatives and perspectives are supported by the whole school community.

Evaluation plan for this strategic direction

Question

To what extent have we achieved our purpose and associated Improvement Measures?

Data

- Daily Attendance rates
- Personal attendance plans
- HSLO/ASLO and SCOUT data
- 5 weekly attendance data letters
- Data re students attending 80-89%
- Student feedback
- Tell Them From Me data
- Surveys

Strategic Direction 2: Wellbeing, attendance and strengthened transitions

Evaluation plan for this strategic direction

Analysis

Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

Implications

The findings of the analysis will be used to assess the success of our work in this strategic direction and inform future directions.

Strategic Direction 3: Parents and carers; partners in learning

Purpose

To foster positive and supportive relationships between students, teachers and community members through tailored high quality practice.

Improvement measures

Target year: 2024

Increased number of families connected to partner support services from 2021 baseline data.

Target year: 2024

Increase the percentage of parents attending school events by 40% from 2021 baseline data.

Target year: 2024

Increase the number of parents/caregivers who subscribe to schools social media applications by 50% from 2021 baseline data.

Target year: 2024

School growth from delivering to excelling in the theme of High Expectations in the School Excellence Framework (Learning Culture)

Initiatives

Collective Efficacy

Strategies will be developed so that students, parents and staff work together to create a culture of collective responsibility for student learning and improvement.

Processes will be developed to ensure support for students and families at point of need.

Relationships

To further develop a cohesive school community based on positive relationships to drive a holistic aspirational approach to learning.

Success criteria for this strategic direction

- Parents and carers are actively involved in their child's progress and know what their child can do and how they can support future learning.
- Partnerships with parents and students support clear aspirational improvement aims and planning for learning.
- Positive, respectful relationships are evident among students, staff and parents promoting wellbeing and ensuring good conditions for student learning.
- Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.

Evaluation plan for this strategic direction

Question

To what extent have we achieved our purpose and associated Improvement Measures?

Data

- TTFM
- Surveys (feedback from staff, students and parents)
- Discussions - focus groups
- Event attendance numbers
- NDIS data

Analysis

Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

Implications

The findings of the analysis will be used to assess the success of our work in this strategic direction and inform future directions.