

# Strategic Improvement Plan 2021-2024

## Werrington County Public School 4541



# School vision and context

## School vision statement

At Werrington County Public School we believe that every student should be challenged to learn and continually improve in a respectful, inclusive, high expectations environment.

Our vision is to work in partnership with our school community to empower all students to flourish and become confident, respectful and engaged learners.

## School context

Werrington County Public School was established in 1982 and currently has a student enrolment of 430. Numbers increased steadily with the highest enrolment of 441 in 2018. The school has had a slight decrease in enrolments since. We have 12% students identifying as Aboriginal and 13% students identifying as EALD. The school caters for students Kindergarten to Year 6. There is the inclusion of a Special Education Unit of three classes, two being multicategorical and one autism class. The staff are committed to ensuring quality teaching and learning programs are taking place with a personal commitment to pursuing professional learning.

Our school community displays strong support for our endeavours and staff are held in high esteem within the community. Werrington County Public School has an active P&C, consisting of parents and caregivers. The school has a proud sporting history and provides opportunities for students in dance, choir, debating and public speaking at district level. Werrington County Public School supports student learning and wellbeing through a Positive Behaviour for Learning approach with expectations of students being safe, respectful learners.

Our strong school culture values student achievement and we have large attendances when celebrating our students and school successes. Many families attend the school's special events including Education Week celebrations, Grandparents Day, music and dance festivals, open days and assemblies.

The school has completed a situational analysis that has identified three areas of focus for this strategic improvement plan.

### 1. Student growth and attainment

When analysis was conducted against the student outcome measures it was evident that there has been increased achievement in Year 3 in reading and numeracy, however further increases in achievement and expected growth in reading and numeracy are areas for explicit focus in the new school plan. The NAPLAN gap analysis indicated the area of focus to include; reading - viewing and comprehension strategies and numeracy - whole number, additive and multiplicative strategies and application of mathematical concepts. Our whole school focus to improve student growth and maintain student achievement in reading and numeracy is underpinned by the evidence base provided by What Works Best: 2020 Update. As the literature suggests, we will focus on developing and sustaining whole school processes for collecting and analysing student assessment data to inform teaching and learning programs and embedding evidence-informed teaching strategies for every student in every classroom

### 2. High quality teaching

Upon analysis of teaching practices that support student learning it was evident that explicit teaching, use of data to inform practice and effective and consistent assessment practices

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## School vision statement

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are areas for explicit focus throughout the implementation of this plan. School focus to improve quality teaching to maintain student achievement in all curriculum areas is again underpinned by the evidence base provided by What Works Best: 2020 Update and the implementation of the Australian Professional Standards for Teachers. We will focus on developing quality summative and formative assessment tasks, responsive feedback and data collection practices and developing greater consistency of judgement within and across schools. The leadership team will develop their capacity as instructional leaders to further develop and sustain a high expectations culture of effective evidence based teaching and ongoing improvement.

### 3. Wellbeing and engagement

When conducting the analysis of the school wellbeing metrics it was evident that student sense of belonging is an area of ongoing focus. CESE literature identified core elements of focus that aligned to our needs. Whilst PBL was initiated a number of years ago, our reflection of progress is consistent with the literature that suggests that behaviour is only part of wellbeing and there is more work to be done that warrants inclusion of wellbeing in the new school plan. Therefore, we will have a whole school focus on activities that have been proven to work in other settings and are likely to work in ours. These activities drawn from the evidence base can be grouped broadly into supporting student individualised learning needs, behaviour support and management and partnerships in learning.

# Strategic Direction 1: Student growth and attainment

## Purpose

In order to maximise student learning outcomes in reading and numeracy to build a strong foundation for academic success we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

## Improvement measures

### Target year: 2022

Improvement in the percentage of students achieving in the top 2 bands to be above the school's lower bound system-negotiated target in reading of 31.8%

### Target year: 2022

Improvement in the percentage of students achieving in the top 2 bands to be above the school's lower bound system-negotiated target in numeracy of 23.2%.

### 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 62.9%

### Target year: 2023

Improvement in the percentage of students achieving expected growth in NAPLAN numeracy to be above the school's lower bound system-negotiated target of 57.1%

### Target year: 2024

A range of evidence supports the schools assessment/validation in the themes of data literacy and explicit teaching at excelling.

## Initiatives

### Reading

In reading, we will embed sustainable whole school processes for collecting and analysing data which leads to improved growth and performance of students. The evaluation of this data will be regularly used to inform:

- the selection of teaching strategies in relation to student learning needs,
- the impact of the implemented strategies on student learning,
- teacher professional learning and school resourcing.

### Numeracy

In numeracy, we will embed sustainable whole school processes for collecting and analysing data which leads to improved growth and performance of students. The evaluation of this data will be regularly used to inform:

- the selection of teaching strategies in relation to student learning needs,
- the impact of the implemented strategies on student learning,
- teacher professional learning and school resourcing.

## Success criteria for this strategic direction

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- Effective classroom practice - Lesson Planning Excelling)

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- Effective classroom practice - Explicit Teaching - Excelling)

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 - Assessment - Summative Assessment - Excelling)

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- Professional Standards - Literacy Numeracy Focus - 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. (SEF Data literacy - Excelling)

## Evaluation plan for this strategic direction

### Question:

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in reading and numeracy?

### Data:

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

- Internal assessment e.g PLAN 2, Benchmarking, PAT and SENA testing
- Survey
- Observation
- Focus groups
- Student voice
- Interview
- Document analysis

### 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 actions,
- annual reporting on school progress measures (published in the Annual Report each year and in the newsletter and on the School Website throughout the year).

## Strategic Direction 2: High quality teaching

### Purpose

Students are provided with quality learning opportunities that are founded upon evidence. Teachers take shared responsibility for student improvement and contribute to a high expectations learning culture.

### Improvement measures

#### Target year: 2024

A range of evidence validates judgement at excelling for effective classroom practice in lesson planning and feedback.

#### Target year: 2024

A range of evidence validates judgement at excelling for assessment in whole school monitoring of student learning.

#### Target year: 2024

A range of evidence validates judgement at excelling for learning and development in collaborative practice and feedback.

### Initiatives

#### Assessment

Assessment will be embedded in all teaching and learning opportunities and will be used to monitor, plan and report on student learning across the curriculum. Formative assessment will be integrated into teaching practice to support confirmation of student learning.

#### Effective classroom practice

An instructional leadership model will support the development of teacher capacity to identify, understand and implement effective explicit teaching methods and evidence-based teaching strategies to ensure effective classroom practice.

### Success criteria for this strategic direction

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

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 - Assessment - Summative Assessment - Excelling)

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 - Effective Classroom Practice - Feedback- Excelling)

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 - Educational Leadership - Instructional Leadership - Excelling)

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

### Evaluation plan for this strategic direction

#### Question:

To what extent have we achieved our purpose and can demonstrate students are provided with high quality learning experiences and teachers take shared responsibility for student achievement and improvement

#### Data:

## Strategic Direction 2: High quality teaching

### Evaluation plan for this strategic direction

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

- Internal assessment e.g PLAN 2, Benchmarking, PAT and SENA testing
- Survey
- Observation
- Focus group
- Student voice
- Interview
- Document analysis

#### 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 actions,
- annual reporting on school progress measures (published in the Annual Report each year and in the newsletter and on the School Website throughout the year.

## Strategic Direction 3: Wellbeing and Engagement

### Purpose

In order to maximise student learning there is a strategic and planned approach to whole school wellbeing processes that supports the wellbeing and engagement of all students, staff and the community so they can connect, succeed, thrive and learn.

### Improvement measures

#### Target year: 2022

Tell Them From Me wellbeing data (advocacy, belonging, expectations) improves to be at or above 90.2%

#### Target year: 2022

Increased percentage of students attending school more than 90% of the time to be 77.6% or above.

### Initiatives

#### Targeted learning and support

A school wide collective responsibility for learning and success supports the targeted approach to addressing student individualised learning needs through evidence based practices and differentiated learning programs. We will embed sustainable whole school processes for collecting and analysing data which will be regularly used to inform;

- teaching strategies to support individualised needs,
- resourcing to support student improvement,
- teacher professional learning,
- school systems and processes.

#### Attendance

We will work in partnership with the school community to support whole school systematic processes to improve attendance. Review and implementation of attendance procedures and policies will be supported by evidence based practice.

### Success criteria for this strategic direction

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

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/carers. (SEF - Wellbeing - Individual learning needs - 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. (SEF - Wellbeing - Behaviour - Excelling)

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 Culture - High Expectations - Excelling)

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 Culture - Attendance - Excelling)

### Evaluation plan for this strategic direction

#### Question:

To what extent have we achieved our purpose and can demonstrate the strategic and planned approach to whole school wellbeing processes that supports the wellbeing and engagement of all students, staff and the community so they can connect, succeed, thrive and learn.

#### Data:



## Strategic Direction 3: Wellbeing and Engagement

### Evaluation plan for this strategic direction

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

- Internal assessment e.g PLAN 2, Benchmarking, PAT and SENA testing
- Behaviour Data
- Attendance data
- TTFM Surveys
- Observation
- Focus group
- Student voice
- Interview
- Document analysis

### 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 actions,
- annual reporting on school progress measures (published in the Annual Report each year and in the newsletter and on the School Website throughout the year.