

Strategic Improvement Plan 2021-2025

Wingham Brush Public School 4575



School vision and context

School vision statement

At Wingham Brush PS, our vision is to provide innovative and differentiated curriculum that meets the learning needs of all students' education. We endeavour to inspire, challenge and empower resilient, self-motivated students with a strong foundation in literacy and numeracy. Our supportive staff are committed to delivering high-quality instruction that is inclusive and ensures that every student is valued and cared for in a safe and nurturing environment.

School context

Wingham is a diverse rural and highly productive area in the Mid North Coast of New South Wales, situated twelve kilometres west of Taree, with a population of approximately 5 300 people. The area supports a variety of farming and dairy ventures and the town has a successful abattoir. Within the school grounds there is an Environmental Education Centre which can be used by visiting schools. There is an environmentally sensitive area attached to our school called Wingham Brush, a small pocket of rainforest with attractive boardwalks and home to a large colony of grey-headed flying foxes. Wingham Brush Public School has an enrolment of 210 students. 14% of our students are Aboriginal. Our school is supported by the Taree Aboriginal Education Consultative Group (AECG).

Our structure consists of nine regular and multi-grade classes. Our school is equipped with two computer labs, as well as mobile and interactive technology within our heritage buildings. Our core values of Respect, Responsibility and Resilience support our wellbeing policies in providing a positive learning environment. Teachers aspire to provide differentiated high quality instruction which addresses the needs of all students. School Learning Support Officers (SLSOs) provide support in building social skills, extra support in curriculum and intervention programs for targeted students.

Our rich wellbeing programs support the social, emotional and physical needs of our students, including comprehensive transition programs, building on our strong partnerships with the local pre-schools and high-school. Our school enjoys a breakfast program and supported playground activities for a range of student interests. Students have opportunities for extra-curricular participation including representation across a range of sports, debating, public speaking and creative performances, drumming, ukulele tuition, choirs and annual whole-school concerts.

Through a comprehensive situational analysis, the school identified the need for teachers to strategically use data to inform their teaching while providing relevant, explicit, ongoing feedback to students. The analysis also revealed an area of focus around continuously refining and developing quality wellbeing processes so the school fosters a sense of belonging, connectedness and quality learning opportunities. In addition, the school will aim to build and sustain a culture of excellence, evident in high impact professional learning and performance and development.

Strong consultation took place with the school's staff, P&C and Aboriginal Education Consultative Group around the proposed strategic directions and school vision.

Our school enjoys a cohesive mix of experienced and early career teachers who work collaboratively to implement high-quality differentiated teaching practice. Based on our situational analysis, school and system priorities, student performance data and staff identified need, we will continue to deliver ongoing, carefully planned and resourced professional learning, to further develop collective efficacy focussed on continuous student growth and engagement.

We value our supportive parents and wider community, encompassing our P&C, parent body and local community members including Aboriginal elders. The staff and parents enjoy

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a positive relationship, actively promoting the school and its students. The school has an established before and after school care facility (OOSH) that provides a service to our parents and the wider community.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to increase the number of students achieving expected growth in Numeracy and Reading through data driven practices, explicit teaching, differentiated programs and feedback to build strong foundations in academic success.

Improvement measures

Reading growth

Achieve by year: 2023

System Negotiated Target

All students can demonstrate growth in their reading scaled score using PAT (Progressive Achievement Test) data 2022 to 2023.

Achieve by year: 2025

100% of students in Year 2-6 will demonstrate a 0.4 growth (effect size) when comparing start of year and end of year PAT scores in reading and numeracy.

Numeracy growth

Achieve by year: 2023

All students can demonstrate growth in their numeracy scaled score using PAT (Progressive Achievement Test) data 2022 to 2023.

Initiatives

Highly Effective Teaching Practices

Embed a culture of high-quality teaching practices using data to track and monitor student progress.

To achieve this:

- the leadership team will deliver professional learning, addressing data-driven practices, explicit instruction and feedback;
- curriculum delivery and teaching practices will be responsive to data and feedback;
- effective processes and systems for assessment and data collection will be utilised to analyse student progress and growth and
- student feedback and goal setting processes will be embedded to develop self-regulation in their learning in reading and numeracy.

Differentiated Learning

Teaching and learning programs across the school are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning.

To achieve this:

- the school will collect and use internal assessment data to monitor achievement and identify gaps for improvement or extension. This will inform the identification of and planning for particular student groups and individual students;
- teachers will provide individualised, explicit, differentiated instruction in literacy and numeracy through targeted intervention/enrichment programs and
- teachers will routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve.

Success criteria for this strategic direction

- Teachers routinely use evidence of students' learning to inform their teaching, adapt their practice and meet the learning needs of students as evidenced in program evaluation, continuous tracking on the learning progressions and monitoring of student progress.
- A whole school approach to literacy and numeracy assessment that provides accurate evidence to inform improvement in learning and classroom instruction.
- Teachers differentiate curriculum delivery with high expectations to meet the needs of all students to allow them to take risks in their learning.
- The school identifies expected growth for each student. Students are achieving higher than expected growth on internal data and PAT scores.
- Students respond to teacher feedback to monitor their learning progress and provide feedback to their peers.
- Aboriginal student progress is tracked and supported to increase achievement in the top 3 bands of NAPLAN literacy and numeracy.

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures;

- NAPLAN data
- Scout data
- PAT scores and effect size
- Tracking of specific targeted areas- Literacy and Numeracy Progressions
- Internal assessment
- Teaching programs
- classroom observations
- Students work samples

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- Check-in Assessment Data

The evaluation plan will involve:

- regular reviewing of data sources to monitor we are on track for achieving intended improvement measures and
- analysis of the progress and implementation monitoring.

The analysis will guide the school's future directions.

Strategic Direction 2: Performance Development Culture

Purpose

Our purpose is to develop collective efficacy focused on continuous improvement to build teacher capacity that enables data-driven practice to inform effective, high-quality instruction through collaborative planning and feedback.

Improvement measures

Achieve by year: 2025

100% of teachers effectively use and apply their skills in using data sources to differentiate teaching and learning programs.

Achieve by year: 2025

Evidence against the HIPL school self-assessment validates growth from delivering to excelling across the themes:

- Professional Learning is driven by identified students' needs'
- Professional learning is continuous and coherent
- Teachers and school leaders are responsible for the impact of professional learning on student progress and achievement.

Achieve by year: 2025

100% of teachers effectively apply and demonstrate the four Visible Learning levels of feedback to improve students' ability to monitor, direct and regulate actions towards their learning goals.

Initiatives

Teacher Capacity Building

The school will embed and use 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 will drive ongoing, school-wide improvement in teaching practice and student results.

To achieve this:

- teachers will engage with instructional leadership;
- teachers will actively evaluate, share and discuss learning from targeted professional learning with other staff to improve whole school practice around programming and differentiation;
- teachers will engage in professional learning around effective feedback to further develop their skills and understanding around student feedback and goal setting processes;
- the school will identify expertise within its staff and draw on this to further develop its professional learning community;
- areas for development in teacher expertise will be identified and addressed through staff PDPs and
- teachers will be supported to trial innovative or evidence-based future focused practices to achieve systemic and individualised goals in their PDPs.

Effective Data Use

All teachers will develop a sound understanding of student assessment and data concepts. They will analyse, interpret and extrapolate data and collaboratively use this to inform planning, identify intervention and modify teaching practices.

To achieve this:

- assessments will be developed, sourced and used regularly across stages/years to help promote consistent and comparable judgement of student

Success criteria for this strategic direction

- High quality differentiated programs in reading and numeracy reflect explicit teaching techniques and are informed by feedback and observations.
- Teachers differentiate curriculum delivery with high expectations to meet the needs of all students to allow them to take risks in their learning.
- Student feedback is elicited by teachers and informs the teaching and learning cycle.
- Teachers engage in professional collaboration to improve teaching and learning, including observations with feedback to improve professional knowledge and practice.
- Student data is analysed and needs identified, adjustment and extension provisions are evident in teaching and learning programs and staff collaboration.

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures:

- Tracking of specific targeted areas- Literacy and Numeracy Progressions
- Internal assessment
- Teaching programs
- Classroom observations
- Student survey/ Focus groups
- Walkthroughs
- HIPL Self- Assessment Tool

The evaluation plan will involve:

- regular reviewing of data sources to monitor we are on track for achieving intended improvement measures and
- analysis of the progress and implementation

Strategic Direction 2: Performance Development Culture

Initiatives

- learning, monitor student learning progress and identify skill gaps for improvement and areas for extension and
- teachers will utilise student data and effective feedback to reflect on their teaching effectiveness and make adjustments to improve teaching practices.

Evaluation plan for this strategic direction

monitoring.
The analysis will guide the school's future directions.

Strategic Direction 3: Engaged Learners

Purpose

Our purpose is to implement evidence-based, systemic practices and processes resulting in measureable improvement in wellbeing, attendance and engagement in learning.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

System Negotiated Target

Increase the percentage of students attending school 90% of the time or more to be at or above the system negotiated lower bound target of 73.8%.

Wellbeing

Achieve by year: 2023

System Negotiated Target

Increase the percentage of students with positive wellbeing to be at or above the system negotiated lower bound target of 79.9%.

Achieve by year: 2025

The school is able to evidence growth from *Delivering to Excelling* against the School Attendance Self Assessment Matrix in the areas of *Attendance Communication*, *Administrative Recording*, *School attendance Procedures* and *Staff knowledge and Skills*.

Achieve by year: 2025

Increase the percentage of students with a sense of belonging from 62% to at or above 75% in the TTFM Survey.

Initiatives

Attendance

Attendance data is regularly analysed and used to inform planning. Whole school, systematic processes will be developed and implemented to ensure regular attendance rates for all students, including those at-risk.

To achieve this:

- the school will put systematic processes in place to monitor and support regular student attendance;
- the school will communicate with parents and carers about the importance of regular attendance using multiple communication avenues;
- The school will individually case manage students to improve attendance rates and unexplained absences;
- the School Attendance Policy will be revised and evaluated to recognise and celebrate improved attendance and
- teachers will be upskilled in administrative responsibility and class-based strategies to improve attendance data.

Student Engagement

The school will develop a strategic and planned approach to whole-school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

To achieve this:

- staff will engage in professional learning around classroom management, wellbeing framework, and trauma informed practice;
- staff will be provided with regular opportunities to develop positive relationships with students through whole-school wellbeing programs;
- staff will develop clearly defined behaviour expectations aligned with the school core values to create a positive teaching and learning environment

Success criteria for this strategic direction

- School communicates frequently with all parents and carers about the importance of regular school attendance.
- Well planned teaching is taking place so that all students can engage in productive learning with minimal disruptions.
- Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility of learning.
- 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 students wellbeing and learning needs..

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures;

- Tell Them from Me Data
- Scout data
- Tracking of attendance data
- Student Feedback/ Focus groups
- Parent/ Community Feedback
- SENTRAL data
- School Attendance Self Assessment tool

The evaluation plan will involve;

- regular reviewing of data sources to monitor we are on track for achieving intended improvement measures and
- analysis of the progress and implementation monitoring.

The analysis will guide the school's future directions.

Strategic Direction 3: Engaged Learners

Initiatives

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- executive will collect, analyse and use student and parent feedback to monitor and refine approaches to wellbeing and engagement to improve learning.
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