

Strategic Improvement Plan 2021-2024

Woongarra Public School 4637



School vision and context

School vision statement

The Woongarra Public School community values academic growth and achievement, care and compassion, honesty and integrity within a culture of respect, responsibility and high expectations. **Our vision is to be the inclusive and caring school where expert staff support students to achieve excellence.** Our purpose is to prepare our students to be the very best they can be as engaged citizens in a complex and dynamic society.

School context

Woongarra Public School is located on the Central Coast of NSW. The school pays respect and acknowledges that it is on Darkinjung land. The school opened in 2005 as one of the first nine schools in NSW constructed under the Public Private Partnership (PPP) whereby a private consortium provide facilities management for the school over a 30 year period.

In 2021, the current enrolment is 435 students, with 58 acknowledging Aboriginality (13%) and 39 students with a language background other than English. 31% of students have a diagnosed or undiagnosed disability according to the Nationally Consistent Collection of Data. Our students come from a wide range of socio-economic backgrounds. There are 33 full-time or part-time teaching staff and 12 non-teaching staff working as a team to provide educational excellence.

Situational analysis conducted in 2020 identified student growth and attainment, quality teaching of curriculum and inclusive student and family engagement as strategic directions for improvement. Through NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy. Work will take place on improving achievement in reading and numeracy using evidence-proven and data driven practice to deliver differentiated instruction to students. Our work with individual students will be responsive and closely monitored. Individual and targeted support will be provided where growth is not evident.

The school receives School Based Allocation Resource funds for Aboriginal Education, Socio-economic Background, English Language Proficiency and Low Level Adjustment for Disability that will be used to support this work and to ensure that every student, every teacher, every leader and the school improves every year.

Woongarra Public School is renowned in the wider community for its outstanding commitment to inclusive education. A wide range of academic, sporting, cultural, creative and extra-curricular experiences enable our students to excel in a variety of endeavours. Strong alliances with the Wadalba Schools Learning Community, the University of Newcastle and the Ngara Aboriginal Educational Consultative Group supplement respectful and strong partnerships between the school, families and community to deliver positive contributions to student learning in a happy, safe and tolerant learning environment.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes for every student in reading and numeracy in order to build strong foundations for academic success in all key learning areas.

Improvement measures

Target year: 2022

Improvement in the percentage of students achieving in the top two bands in Reading to be at or above the school's lower bound system-negotiated target in reading of 40.9%

Improvement in the percentage of students achieving in the top two bands in Numeracy to be at or above the school's lower bound system-negotiated target in numeracy of 34.1%.

Target year: 2022

Improvement in the percentage of students achieving expected growth in NAPLAN Reading to be at or above the school's lower bound system-negotiated target in reading of 58.1%

Improvement in the percentage of students achieving expected growth in NAPLAN Reading to be at or above the school's lower bound system-negotiated target in numeracy of 61.9%.

Target year: 2023

SEF assessment and External Validation indicates improvement in SEF themes Formative Assessment, Explicit Teaching and Data Analysis from Sustaining and Growing to Excelling.

Initiatives

Explicit Teaching

Improve teaching practice through a focus on evidence-informed practices in reading and numeracy across the school.

- High impact professional learning in the explicit teaching of reading and numeracy to build teacher capabilities and collective pedagogical practice.
- Ensure that effective teaching methods are identified, promoted and implemented through quality curriculum provision.
- Expertly use student assessment data to reflect on teaching effectiveness and provide individualised, explicit, differentiated and responsive learning opportunities.
- Embed data informed formative assessment practices as an integral part of daily instruction in every classroom.

Use of data to inform practice

Ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery.

- High impact professional learning in data analysis and data use in teaching.
- Establish Data Wise teams to work collaboratively to use data to assess student progress, reflect on teacher effectiveness and design responsive future learning based on a whole class, group and individual need.
- Review and adapt practice to ensure that reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement.

Success criteria for this strategic direction

Teachers employ evidence-based effective teaching methods and strategies to explicitly teach reading and numeracy to students at all levels and across the full range of abilities.

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

Data and feedback inform teaching practice and direct learners and learning.

All students articulate, understand and achieve their literacy and numeracy learning goals that are informed by analysis of progress and achievement data.

The school's value-add trend is positive.

Evaluation plan for this strategic direction

Question: 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 to regularly analyse the effectiveness of initiatives. These will include:

- Internal assessment, e.g. PLAN2
- External assessment - e.g. NAPLAN, PAT, check-ins
- Classroom observation
- Student work samples
- Focus groups and interviews
- SEF SaS
- Student IEP's and PLP's

The evaluation plan will involve:

- Term by term review and triangulation of these data sources to provide clarity around whether we are on track for achieving the improvement measures

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- Regular professional discussion around the School Excellence Framework elements and themes
- Staff evaluation and reflection of professional learning

Deep analysis of the data will guide further school planning to provide ongoing improvement to maximise student learning outcomes.

Strategic Direction 2: Quality teaching of curriculum

Purpose

To develop expert teachers who can support students to sustain academic growth and achievement through quality teaching of curriculum.

Improvement measures

Target year: 2024

Implementation of new K-6 curriculum to meet NESA requirements.

Target year: 2023

75-100% of teachers have participated in at least one set of Quality Teaching Rounds (QTR) in teams that cross stages and subjects.

The annual QTR Teacher Survey demonstrates a 5% improvement in teacher survey responses.

Target year: 2023

SEF assessment and External Validation indicates improvement in SEF themes Collaborative Practice and Feedback from Sustaining and Growing to Excelling.

Initiatives

New curriculum implementation

Establish Professional Learning Communities for collaboration in curriculum development.

Implement NSW Curriculum Reform according to NESA timelines:

- New English and Mathematics curriculum for Kindergarten to Year 2 in 2022
- A new curriculum K-6 from 2024.

Support staff with resources for teaching, including support materials and online learning.

Provide professional learning opportunities so teachers and leaders can familiarise themselves with the new curriculum.

Quality Teaching Rounds (QTR)

Establish Professional Learning Communities to implement Quality Teaching Rounds.

Participate in ongoing QTR research in partnership with University of Newcastle.

Success criteria for this strategic direction

Curriculum provision is monitored and reviewed to meet changing requirements of students and compliance standards.

Embedded and explicit systems are in place to facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers.

High impact professional learning is differentiated and its impact on the quality of teaching and student learning outcomes is evaluated.

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose and can demonstrate impact and improvement of teaching practice?

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

- Lesson observations using the Quality Teaching Model
- Surveys, e.g. QTR Teacher Survey, QTR student survey, TTFM teacher survey
- Student focus groups
- Teacher Performance Development (PDP) Plans, records and evaluation of PD
- Program evaluation against outcomes
- SEF SaS

Analysis: Analysis will be embedded within the initiatives through progress implementation and monitoring.

Implications: The analysis and regular professional discussion around the School Excellence Framework elements and themes will guide the school's future directions.

Strategic Direction 3: Inclusive student and family engagement

Purpose

To learn in partnership with parents, carers and others in the community, all of whom have a role to play in nurturing the love of learning needed for success at school and in life.

Improvement measures

Target year: 2022

Tell Them From Me data (advocacy, belonging, expectation) improves to be at or above the lower bound system-negotiated target for wellbeing of 90.3%.

Target year: 2022

The percentage of students attending at or above 90% of the time improves to be at or above the lower bound system negotiated target of 79.9%.

Target year: 2023

SEF assessment and External Validation indicates improvement in SEF themes Community Engagement and Parent Engagement from Sustaining and Growing to Excelling.

Initiatives

Wellbeing and Attendance

Embed a whole-school approach to student wellbeing where there is collective responsibility for student learning and success.

Review current wellbeing processes and alignment with the Every Student is Known, Valued and Cared For (ESKVCf) self-assessment tool to establish whole school focus areas for wellbeing reform.

Update processes to ensure monitoring, evaluation, analysis of behaviour, attendance, wellbeing, learning and engagement data is regularly updated.

Ongoing staff professional learning in effective wellbeing strategies.

Partnerships in Learning

Provide families with clear and regular information on what and how their children are learning and how to support their children's progress.

Improve reporting to parent processes so that students and parents understand the assessment approaches used in the school and their benefits for learning.

Provide opportunities for parent and community members to engage in school-related learning activities to embed a culture of high expectations.

Success criteria for this strategic direction

The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential.

Teachers involve students and families in planning to support learning and share expected outcomes. Effective partnerships with families motivate students to deliver their best and continually improve.

Families are provided with clear information on what and how their children are learning and how to support their children's progress.

Parents and carers of Aboriginal children find school a welcoming and respectful place. Aboriginal students find school to be an engaging, culturally safe places to learn.

Evaluation plan for this strategic direction

Question: How can the school determine that its systems and processes for enhancing family and student wellbeing and engagement have been successful?

Data: A combination of data sources will be used, including:

- Wellbeing self-assessment tool
- Attendance data
- Behaviour and suspension data
- TTFM student survey
- Family satisfaction surveys
- Student and parent forums
- SEF SaS

Analysis: will be embedded within the initiatives through progress implementation monitoring.

Implications: The findings of the analysis will inform future directions and next steps.