

# Strategic Improvement Plan 2021-2025

## 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 2022, the current enrolment is 419 students, with 55 acknowledging Aboriginality (13%) and 29 students with a language background other than English. 36% of students are included on the Nationally Consistent Collection of Data. Our students come from a wide range of socio-economic backgrounds. There are 37 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

### Reading growth

Achieve by year: 2023

All students in Kindergarten are able to demonstrate growth and achievement in phonological awareness over the year, using the learning progressions.

### Reading growth

Achieve by year: 2023

All students in Year 1 are able to demonstrate growth and achievement in phonics over the year, using the learning progressions.

### Reading growth

Achieve by year: 2023

All students in Years 2-6 are able to demonstrate growth and achievement in fluency over the year, using the learning progressions.

### SEF - Assessment

Achieve by year: 2025

School Excellence Framework Measure: School self-assessment of the elements 'Assessment' and 'Data Skills and Use' will improve from Sustaining and Growing to Excelling.

## Initiatives

### Explicit Teaching

High impact professional learning to focus on evidence-informed practices in reading and numeracy to explicitly teach literacy and numeracy skills.

Support to deliver personalised, explicit, differentiated and responsive teaching and learning programs.

Consistent school-wide assessment practices used to monitor, plan and report on student learning.

### Use of data to inform practice

High impact professional learning in data analysis and data use in teaching and learning.

Use of formative and summative assessment tasks to analyse student progress, evaluate growth over time and report student achievement.

Collaboration in teams to use data to improve student progress, reflect on teacher effectiveness and design responsive teaching and learning based on class, group and individual need.

## Success criteria for this strategic direction

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

The leadership team maintains a focus on evidence-based teaching and continual improvement of practice so that every student makes measurable learning progress and gaps in student achievement decrease.

Assessment is used flexibly and responsively as an integral part of daily classroom instruction and whole school monitoring of student learning.

Formative assessment is practised expertly by teachers so that data and feedback direct teaching and learning.

## 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:** A combination of data sources to analyse the effectiveness of initiatives will include:

- Internal assessment, e.g. progressions
- External assessment, e.g. NAPLAN, check-ins
- Classroom observation
- Student work samples
- Personalised learning and support plans

The evaluation plan will involve triangulation of data sources to provide clarity around whether we are on track for achieving the improvement measures, professional discussion around the School Excellence Framework and evaluation and reflection of professional learning.

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

Achieve by year: 2025

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

Achieve by 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.

Achieve by year: 2023

School Excellence Framework Measure: School self-assessment of the element 'Learning and Development' including the theme 'Collaborative Practice' will improve from Sustaining and Growing to Excelling.

### Initiatives

#### Curriculum Reform

Deliver a new curriculum for English and Mathematics according to NESA timelines:

Kindergarten to Year 2 from 2023

Years K-6 from 2024.

High impact professional learning for the new English and Mathematics curriculum to engage and reenergize what we teach and how we teach it to build strong foundations in literacy and numeracy.

#### Collaborative Practice

Professional Learning Communities (PLCs) to implement Quality Teaching Rounds (QTR)

QTR research in partnership with University of Newcastle.

Annual performance management and development with a clear focus on student progress and achievement

### Success criteria for this strategic direction

Teachers use effective evidence-based teaching methods to optimise learning progress for all students.

The school uses QTR as an embedded and explicit system to enhance professional dialogue, collaboration, classroom observation and the modelling of effective practice.

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:** A combination of data sources will include:

- Lesson observations using Quality Teaching Model
- QTR Teacher Survey
- Focus on Learning (TTFM) teacher survey
- PDP processes
- Evaluation of PL
- Teaching / Learning Program monitoring
- SEF SaS

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

**Implications:** Analysis and self-assessment against the SEF 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, in an inclusive school where every student, staff member and family is known, valued and cared for.

### Improvement measures

#### Wellbeing

Achieve by year: 2023

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%.

#### Attendance (>90%)

Achieve by year: 2023

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%.

Achieve by year: 2023

School Excellence Framework Measure: School self-assessment of the themes Community Engagement and Parent Engagement will improve from Sustaining and Growing to Excelling.

### Initiatives

#### Wellbeing and Attendance

Whole school review of inclusive, engaging and respectful school strategies, processes, and practices aligned to IER policies and reform.

Improved attendance monitoring using a tiered intervention approach.

Every student known, valued and cared for.

#### Partnerships in Learning

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

Every Event a Learning Event

Increased and new opportunities for parents and community members to engage in school-related learning activities.

### 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
- Attendance self-assessment tool
- 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.