

# Strategic Improvement Plan 2021-2024

## Wingham Public School 7314



# School vision and context

## School vision statement

---

Wingham Public School leads an excellent educational community by providing an inspiring, dynamic and inclusive learning environment with a focus on student growth and attainment. Collaboration and respectful relationships among staff and students foster life long, engaged, resilient and self- directed learners. Individual and team achievements are nurtured, strengthened and celebrated through our commitment to high expectations for learners, supported by robust wellbeing programs.

## School context

---

Wingham Public School is located in the Manning Valley on the Mid North Coast. It has a student enrolment of 308. Of these 158 are female and 150 are male. 20% of students identify as Aboriginal or Torres Strait Islander. The school Family Occupation and Educational Index is 117

The school structure consists of 13 classes 6 are composite and 7 are regular. There are 19 teachers overall, 5 executive staff and 11 School Administrative and Support staff. The Early Action for Success (EAfS) initiative is embedded in the school's core business with the ongoing employment of an Instructional Leader and Intervention teacher. The school has adopted the EAfS model to develop the capacity of staff in Stage 2 and 3.

Extra- curricular opportunities in Sport, Creative and Performing Arts, social skills programs, Student Representative Council and comprehensive Aboriginal language and cultural program enable students to excel through a range of different experiences.

The school culture of high expectations, collaborative practices and respectful relationships promotes school excellence in all areas. A Positive Behaviour for Learning program is embedded within the classroom and playground settings and utilises the school expectations of Respect, Co-operation and Responsibility.

Having reflected on our implementation of practices in the past we have prioritised establishing sustainable structures and processes for leading improvement, innovation and change as recommended by the literature. These activities will focus on developing and sustaining whole school processes for collecting and analysing data to ensure the implementation of contextually appropriate curriculum provision underpinned by evidence-informed strategies and embedded evaluative practice to improve student learning outcomes in Reading and Numeracy. After triangulating data from the situational analysis it has become apparent that the school needs to focus on effective feedback and the use of data to inform practice. We also need to provide opportunity for teachers to collaborate, differentiate and develop authentic tasks for assessment so that teachers and students have clarity of learning progress. Analysis of student attendance data indicated that while overall attendance has been good it was below the expected target. Developing measures to improve student attendance will include embedding systematic processes for monitoring and improving attendance to ensure that student absences do not impact on learning outcomes. Reflections of school Wellbeing data indicated that we need to strengthen student Advocacy and develop student Belonging.

Our work with individual students will be responsive and closely monitored. Individual, system-negotiated targeted support will be provided where growth is not evident. Regular and consistent evaluation of student performance data will determine areas of need and success at a class and school level.

# Strategic Direction 1: Student growth and attainment

## Purpose

To improve student achievement in Reading and Numeracy by providing whole school approaches that promote consistent use of data, high expectations and quality implementation of evidence-based strategies in the classroom.

## Improvement measures

### Target year: 2022

#### Percentage of Students in Top 2 bands Reading

- Increase the percentage of students achieving in the top 2 bands of NAPLAN Reading from 23.7% to be at or above the system negotiated target lower bound of 31.2%

#### Percentage of Aboriginal students in Top 3 bands Reading

- Increase the percentage of Aboriginal students achieving in the top 3 bands of NAPLAN Reading from 41.3% to be at or above the system negotiated target lower bound of 46.62%

### Target year: 2022

#### Percentage of Students in Top 2 bands Numeracy

- Increase the percentage of students achieving in the top 2 bands of NAPLAN Numeracy from 13.7% to be at or above the system negotiated target lower bound of 21.50%

#### Percentage of Aboriginal students in Top 3 bands Numeracy

- Increase the percentage of Aboriginal students achieving in the top 3 bands of NAPLAN Numeracy from 36.9% to be at or above the system negotiated target lower bound of 41.21%

### Target year: 2023

#### Percentage of students achieving expected growth

## Initiatives

### Literacy

To achieve the improvement measures for students we will:

- participate in professional learning to support the implementation of quality, evidence based teaching methods for Literacy
- review and refine the school English scope and sequence
- implement Early Action for Success initiatives for K-2 students and teachers
- refine the explicit systems for collaboration and feedback to sustain quality teaching practice
- Monitor and evaluate the implementation of teaching strategies within the school to improve the students' achievement in Literacy using research based knowledge and student data.

### Numeracy

To achieve the improvement measures for students we will:

- participate in professional learning to support the implementation of quality, evidence based teaching methods for Numeracy
- refine the explicit systems for collaboration and feedback to sustain quality teaching practice
- implement Early Action for Success initiatives for K-2 students and teachers
- refine the explicit systems for collaboration and feedback to sustain quality teaching practice
- Monitor and evaluate the implementation of teaching strategies within the school to improve the students' achievement in Numeracy using research based knowledge and student data.

## Success criteria for this strategic direction

- The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement.
- The school has processes in place to support teachers' consistent, evidence based judgement and moderation of assessments.
- The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers.
- Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.
- The explicit teaching of Literacy and Numeracy to students is embedded at all levels of achievement in all subject areas.

## Evaluation plan for this strategic direction

Question: To what extent have we achieved the purpose of this strategic direction and can we demonstrate impact and improvement in student attainment and growth.

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

This analysis will guide the schools future directions

- NAPLAN data
- PLAN data
- Classroom assessment data
- Student support data (ILP's, PLP's,)
- Professional learning register and evaluation

# Strategic Direction 1: Student growth and attainment

## Improvement measures

---

### Reading

- Increase the percentage of students achieving expected growth in NAPLAN Reading from 49.3% to be at or above the system negotiated target lower bound of 57.9%

**Target year: 2023**

### Percentage of students achieving expected growth Numeracy

- Increase the percentage of students achieving expected growth in NAPLAN Numeracy from 36.7% to be at or above the system negotiated target lower bound of 50.4%

**Target year: 2024**

### School Based Improvement Measures Literacy

#### Understanding Texts- PLAN2

- At least 95% of Early Stage 1 students achieving levels 1-5 in the Understanding Texts sub-element of the Literacy learning progressions.
- At least 90% of Stage 1 students achieving levels 4-6 in the Understanding Texts sub-element of the Literacy learning progressions.
- At least 85% of Stage 2 students achieving levels 6-8 in Understanding Texts sub-element of the Literacy Learning progressions.
- At least 65% of Stage 3 students achieving Levels 7-10 in Understanding Texts sub-element of the Literacy Learning progressions.

#### Creating Texts- PLAN 2

- At least 95% of Early Stage 1 students achieving levels 2-4 in the Creating Texts sub-element of the Literacy learning progressions.
- At least 95% of Stage 1 students achieving levels 4-6 in the Creating Texts sub-element of the Literacy

## Evaluation plan for this strategic direction

---

- Sentral data
- classroom observations
- classroom teaching/learning programs
- school policies (

Analysis : Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures. In 2021 the school will also self assess through an external validation process.

Implications:

- The findings of the analysis and external validation will inform future directions
- Annual reporting on school progress measures will be published in the Annual Report through the school website. The Annual Report will also be tabled at a P&C meeting.

# Strategic Direction 1: Student growth and attainment

## Improvement measures

---

learning progressions.

- At least 85% of Stage 2 students achieving levels 5-8 in Creating Texts sub-element of the Literacy Learning progressions.
- At least 80% of Stage 3 students achieving levels 8-10 in the Literacy learning Progression sub-element of Creating Text.

### Target year: 2024

#### School Based Improvement Measures Numeracy Additive Strategies -PLAN 2

- At least 90% of Early Stage 1 students achieving levels 1-2 in the Additive Strategies sub-element of the Numeracy learning progressions.
- At least 90% of Stage 1 students achieving levels 2-7 in the Additive Strategies sub-element of the Numeracy learning progressions.
- At least 85% of Stage 2 students achieving levels 6-8 in Additive Strategies sub-element of the Numeracy Learning progressions.
- At least 80% of Stage 3 students achieving levels 7-8 in the Numeracy learning Progression sub-element of Additive Strategies.

#### Quantifying Numbers- PLAN2

- At least 80% of Early Stage 1 students will achieve levels 1-6 in the Quantifying Numbers sub-element of the Numeracy learning progressions.
- At least 80% of Stage 1 students will achieve levels 6-9 in the Quantifying Numbers sub-element of the Numeracy learning progressions.
- At least 80% of Stage 2 students will achieve levels 8-10 in Quantifying Numbers sub-element of the Numeracy Learning progressions.
- At least 80% of Stage 3 students will achieve levels 7-8 in the Numeracy learning Progression sub-element of Quantifying Numbers.

# Strategic Direction 2: Teaching and Learning Excellence

## Purpose

To provide genuine, differentiated student centered instruction by teachers that are skilled and confident in using student assessment data and research based pedagogy.

## Improvement measures

### Target year: 2024

- At least 85% of students achieve 0.4 or more growth within a year as measured by PAT Reading assessments from Years 2 to 6
- At least 85% of students achieve 0.4 or more growth within a year as measured by PAT Numeracy assessments from Years 2 to 6
- Increase the percentage of students being able to identify and engage in the school Learning Dispositions from 5% to 95% according to the school "Learner Power Questionnaire"
- Increase the percentage of classroom teachers co-constructing and deconstructing Learning Intentions and Success Criteria with students from 23% to 100%
- Progress from "no awareness" to "deliberate application." using the Corwin Visible Learning continuum for feedback.

### Target year: 2024

- 100% teachers evaluate, record and analyse student progress data for Understanding Texts, Creating Texts, Additive Strategies and Quantifying Numbers each term using the Literacy/Numeracy Learning Progressions
- Improvement as measured by the School Excellence Framework in the Teaching Domain - Data Skills and Use element from Sustaining and Growing and is validated at Excelling

## Initiatives

### Visible Learning

To achieve the improvement measure for Visible learning we will

- participate in ongoing professional learning with Corwin.
- upskill executive staff and the Visible Learning team as leaders of visible learning
- collaboratively develop Learning Intentions and Success criteria for all lessons.
- Understand and utilise our Learning Dispositions

### Data Literacy

To achieve the improvement measures for Data Literacy we will:

- participate in High Impact Professional Learning on data collection and analysis
- regularly dedicate time to collecting and effectively using meaningful data
- analyse data to evaluate student progress and adjust teaching practice
- work with and support colleagues to use a range of data to improve individual and collective teaching practice as part of an ongoing improvement cycle.

## Success criteria for this strategic direction

### Visible Learning

- Improved student outcomes as a result of teaching decisions being evidenced-based and research-informed.
- Students being able to understand what they are supposed to learn, monitor their own progress, set goals and reflect on their learning.
- Students are able to use Learning Dispositions in different contexts
- Students receiving, giving and using timely feedback

### Data Literacy

- Teachers evaluating and interpreting data to draw accurate conclusions
- Teachers accessing and generating the right types of data and right combinations of data for intended purpose.
- Teachers communicating findings to parents clearly, accurately and ethically in a way that facilitates conversations about every student
- All teachers understand, develop and apply a full range of assessment strategies to determine teaching directions, monitor and assess student progress and achievement, and reflect on teaching effectiveness.
- Teaching and learning programs to address student needs, ensuring that all students are challenged and all adjustments lead to improved learning.
- There is school wide systematic and reliable assessment information to evaluate student learning over time and implement change in teaching that leads to measurable improvement. There are school processes in place to support teachers' consistent, evidence based judgment and moderation of assessments.

## Evaluation plan for this strategic direction

## Strategic Direction 2: Teaching and Learning Excellence

### Evaluation plan for this strategic direction

---

Question: To what extent have we achieved the purpose of this strategic direction and can we demonstrate impact and improvement in student attainment and growth.

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

This analysis will guide the schools future directions

- School Excellence Framework
- PLAN 2 data
- Classroom assessment data
- Student support data (ILP's, PLP's,)
- Professional learning register and evaluation
- Sentral data
- classroom observations
- classroom teaching/learning programs
- PAT
- School Learner Power Questionnaire

Analysis : Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures. In 2021 the school will also self assess through an external validation process.

Implications:

- The findings of the analysis and external validation will inform future directions
- Annual reporting on school progress measures will be published in the Annual Report through the school website. The Annual Report will also be tabled at a P&C meeting.

# Strategic Direction 3: High Expectations for Student Engagement

## Purpose

To sustain an inclusive approach to staff and student engagement, wellbeing and attendance by providing robust foundations through sustainable and effective systems and practices.

## Improvement measures

### Target year: 2022

- Increase the percentage of students attending school 90% of time or more to be above the system negotiated lower bound target of 80.7%

### Target year: 2022

- Increase the percentage of students with positive wellbeing to be above the system negotiated lower bound target of 90.9%
- Increase the percentage of students who have a sense of belonging from 87.5 to be above 95%

## Initiatives

### Attendance

To achieve the improvement measure for attendance we will

- enhance parent/carer/student communication regarding attendance
- review and refine administrative recording
- review and refine school attendance procedures
- provide professional learning to develop staff knowledge and skills

### Wellbeing

To achieve the improvement measures for wellbeing we will:

- refine and consolidate Positive Behaviour for Learning across all the school
- embed policies and procedures that support the wellbeing of all students that provide support and challenge for the full range of students
- Implement a whole school peer support program to further increase student wellbeing and engagement

## Success criteria for this strategic direction

- Teachers, parents, students and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.
- The school evaluates its administrative systems and processes, ensuring that they are delivering anticipated benefits to the school community, and make changes when required. The leadership team collects information about the school's administrative practices in order to ensure their effectiveness.
- Teachers and students use embedded Positive Behaviour for Learning practices
- Data and analysis informs practices for high expectations and student engagement
- Explicit teaching of behaviour skill is an integral component of our wellbeing programs
- Wingham Public School student behaviour policy and procedures reflect current Department of Education expectations.
- High Potential and Gifted Policy fully implemented and embedded across the school

## Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose and can we demonstrate impact and improvement for attendance and wellbeing.

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

This analysis will guide the schools future directions

- school newsletters
- meeting notes
- Skool Bag data
- enrolment and transition events



# Strategic Direction 3: High Expectations for Student Engagement

## Evaluation plan for this strategic direction

---

- professional learning register
- Sentral data (attendance, behaviour, wellbeing)
- Attendance data reports
- surveys (Tell Them For Me and school based)
- classroom teaching/learning programs
- school policies

Analysis : Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures. In 2021 the school will self assess through an external validation process.

Implications:

- The findings of the analysis and external validation will inform future directions
- Annual reporting on school progress measures will be published in the Annual Report through the school website. The Annual Report will also be tabled at a P&C meeting.