

Strategic Improvement Plan 2021-2024

Woollahra Public School 7442



School vision and context

School vision statement

All members of our school community are empowered to reach their potential as learners and global citizens. Our learners will think deeply, have a strong sense of purpose and self-worth and embrace every opportunity. They will live the qualities of creativity, curiosity and bravery and foster high levels of emotional intelligence within a learning climate of possibility, imagination, innovation and ethical integrity.

School context

Woollahra Public School has a proud and ongoing tradition of being an educational community built on excellence, high aspiration, innovative practice, a strong sense of community and ethical responsibility that guides all endeavours. As a public school of 750 students located in Sydney's eastern suburbs, the school celebrates our significant cultural diversity and values the perspectives and richness this diversity brings to our learning experiences. We acknowledge and honour the Gadigal people of the Eora nation who are the traditional owners of the land on which we meet each day and ensure our children understand the significance of this history.

All learning in our school is guided by a clear vision for learning that establishes the learning capabilities of bravery, curiosity, creativity, reflection, collaboration and persistence as central to our educational practice. We actively work to develop ethical, resilient, adaptive and emotionally intelligent students and teachers who play an active role in their own learning, strive for high levels of intellectual quality, embrace opportunities and have a strong sense of purpose. It is important that our students feel empowered and are equipped with thinking frameworks and open minded perspectives to understand their responsibilities as global citizens and be driven to affect positive change. Concomitantly, our goal is that our children will experience a strong sense of belonging, flourish with high levels of wellbeing and authentically live the attributes of empathy, compassion, integrity and respect. There is a trust across the school community that our daily practice is part of working for far greater goals that will set our students on a clear path to live long self-worth, accomplishment and the ability to reach their potential.

The school aims to achieve these goals with a strong focus on teacher quality and professional improvement, research informed practice, dynamic learning and wellbeing programs and a broad array of enrichment opportunities, enabling students to pursue their passions. We create a nurturing, safe and supportive learning environment that encourages our students and teachers to take risks and challenge themselves.

We work with other schools locally and more broadly on curriculum development, best pedagogical practice, wellbeing and building leadership capacity. Woollahra values and actively fosters our strong partnerships with parents, local community, professional industries and the wider community.

Strategic Direction 1: Student growth and attainment

Purpose

To ensure all learners reach their potential learning growth, acquiring comprehensive literacy and numeracy skills to build strong foundations for individual academic success. Our students and staff will be self-directed and reflective learners who understand the learning process, know themselves as learners, set individual learning goals and respond to feedback as part of this process. Our educators will deliver high quality learning programs built on ongoing review of data, research informed pedagogies and framed by a culture of high expectations.

Developing Visible Learners at Woollahra

Deep Learning in English at Woollahra

Reflective and Assessment Capable Learners at Woollahra

Improvement measures

Target year: 2022

Literacy Strategy

- Increase the percentage of students achieving expected growth in **NAPLAN reading** to be above the school's target of 80.1%.
- Increase the percentage of students achieving in the top **two bands or higher of NAPLAN reading** from 85.1% to 90.1%
- Increase the percentage of students demonstrating nominated end of stage learning descriptors for **writing as measured by the Creating Texts, Grammar, Punctuation and Spelling elements of the Literacy Learning Progressions.**
- Increase the proportion of students achieving expected growth or higher (0.4 effect size) as assessed on target standardised tests in **reading.** Baseline to be established in 2021.

Target year: 2022

Initiatives

Building Visible Learners

Build on and embed our work in the principles of Visible Learning to ensure all students and staff can apply knowledge of the learning process and learner qualities to their learning, are assessment capable and are able to give and respond to quality feedback.

- Embed student and teacher knowledge of the **Woollahra Vision for Learning** model by implementing an explicit strategies K-6 for utilising the six *Learner Qualities* including student reflection on their progress.
- Engage and encourage children to know what they are learning and its purpose, co-construct success criteria, identify steps for achieving success and make connections across areas of learning.
- Develop a school-wide model for effective student and staff feedback incorporating a range of quality feedback models and providing support for consistent implementation of the model.
- Strengthen data analysis processes to monitor student learning, track student growth and ensure these processes inform responsive curriculum delivery. Establish and implement a whole school assessment plan, ensuring the consistent use and analysis of quality assessments to track student progress, evaluate growth and report on student achievement. Support this with professional learning and teacher collaboration in data literacy, analysis and data use for teaching. Strengthen systems for recording and tracking student data and growth over time. Embed processes for regularly sharing data and reflections with students.
- Review and adapt practice to ensure reliable formative assessment tasks are used to analyse student learning and build a comprehensive repertoire of formative assessment strategies to inform responsive teaching and learning.

Literacy and Numeracy Strategy

Success criteria for this strategic direction

Building Visible Learners

- All students, staff and parents can articulate the learner qualities central to the Woollahra Vision for Learning, are able to identify their progress in developing and applying these capabilities to the learning process and use them to strengthen their learning.
- A consistent school-wide assessment plan ensures formative and summative assessment strategies are used expertly to monitor student learning and inform dynamic and responsive teaching programs. Embed process for regular collaboration amongst teachers.
- High levels of data literacy are achieved to ensure quality data analysis is used school-wide at both point in time and longitudinally to direct student learning, reflect on teaching effectiveness and inform future school directions.
- All students, staff and parents are provided with explicit, timely and formative feedback that directs the next steps in learning and enables learners to understand, reflect on and articulate their learning goals for future growth.

Literacy and Numeracy Strategy

- Evidence of a consistently implemented whole school approach to best practice in the teaching of literacy and numeracy is evident in programs, through classroom observation, analysis of student work samples and data and can be articulated by all teachers.
- Quality professional learning strategies build teacher capacity in all aspects of literacy and numeracy teaching with direct, positive impact on student learning outcomes and growth.
- School leaders develop high level skills in providing explicit, timely and constructive feedback to teachers with evidence of improved practice and improved student learning outcomes.
- The leadership team establishes a professional learning community which is focused on continuous improvement in learning and innovative thinking and

Strategic Direction 1: Student growth and attainment

Improvement measures

Numeracy Strategy

- Increase the percentage of students achieving expected growth in **NAPLAN numeracy** to be above the school's target of 73.9%.
- Increase the percentage of students achieving in the top **two bands or higher of NAPLAN numeracy** from 81.8% to 86.8%.
- Increase the proportion of students achieving expected growth or higher (0.4 effect size) as assessed on target standardised tests in **numeracy**. Baseline to be established in 2021.

Target year: 2022

Building Visible Learners

- Increase the number of students who can articulate the **Learner Qualities** that are important to effective learning, apply this knowledge to their learning development and can demonstrate knowledge and understanding of the **Learning Process**.
- 100% of students are able to articulate their learning goals in literacy and numeracy and identify the steps needed to reach the next stage in learning.
- 100% of teachers consistently create and implement quality teaching programs that reflect the principles and pedagogy of Visible Learning and are reflective of the needs of students in their class.
- Improvement of the **Assessment and Effective Classroom Practice** elements of the School Excellence Framework from sustaining & growing to excelling and **Data Skills and Use** from delivering to excelling as measured by the school self-assessment process.

Initiatives

Develop and embed high quality literacy and numeracy programs K-6 that achieve maximum learning growth for all students. Enable this by building teacher capacity in the implementation of best practice pedagogy, ensure programs are responsive to data, engaging and innovative in concept.

- Develop a shared understanding of effective classroom practice in reading, writing and number including deep knowledge of the syllabus, explicit teaching strategies, differentiation processes, targeted intervention strategies and enrichment/High Potential & Gifted Education strategies. Develop a comprehensive plan to implement this best practice model consistently in all classrooms K-6 including collaborative planning, review of scope and sequences, development of program exemplars and improved resourcing.
- Implement a high quality, high impact, sustained and differentiated professional learning plan to build teacher capacity in teaching literacy and numeracy. Ensure a variety of research informed professional learning modes are embedded including coaching, mentoring, co-teaching, learning sprints, lesson study and action research.
- Utilise a co-constructed framework for best practice in the teaching of reading, writing and number to be used for Observational Rounds within the school and with partner schools.
- Engage with a community of schools to develop and implement a rigorous research project investigating the impact of high quality explicit teaching practices and feedback on student learning in reading, writing and number.
- Build the expertise of the school leadership team as instructional leaders and establish two instructional leader positions to provide classroom support, analyse and track data and develop targeted interventions for literacy and numeracy support.

Success criteria for this strategic direction

is driven by the principles of collective efficacy..

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose and improvement measures of each strategic direction and has the success criteria for each initiative been achieved?

A range of data sources will be used regularly to analyse and evaluate the effectiveness of the school's initiatives in achieving the overall school goals and improvement measures. These will include:

- External data sources - NAPLAN, Check in Assessment and SCOUT data
- Internal data sources - standardised assessments such as PAT tests, formative assessments and student work samples
- Literacy and Numeracy PLAN 2 data
- Student focus groups
- Classroom observations and *Quality Teaching Rounds*
- Student surveys such as *Tell Them From Me* and school developed surveys

Other evaluation strategies will include:

- School assessment processes related to the School Excellence Framework
- Regular professional dialogue informally and through focus groups with staff. Consultative processes such as surveys and interviews to collect staff feedback and reflection.
- Evidence from coaching and mentoring sessions with staff
- Teacher reflection and evaluations recorded in teaching & learning programs.
- Regular professional dialogue informally and through focus groups with parents. Consultative processes

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

such as surveys and interviews to collect parent feedback and reflection.

- Collection of qualitative data and feedback through the filming of documentaries to follow up the **2020 Woollahra Learning Story** with the aim to capture whole school growth across our priority areas.

Strategic Direction 2: Reimagining Learning

Purpose

To foster a community of learners who think critically and creatively across all aspects of educational endeavours. We will develop mindsets that put the capabilities of creative, critical, computational, collaborative and ethical thinking at the centre of learning. In doing so, we will design learning frameworks, environments and pedagogies that reimagine learning, ensuring learning for every learner moves well beyond the acquisition of skills and knowledge to embrace the core of what it means to be an agile, curious, creative and self-directed learner in a multitude of contexts.

Creative and Critical Thinking at Woollahra

Design and Inquiry Learning at Woollahra

Improvement measures

Target year: 2024

- All students are able to articulate the skills required to be creative and critical thinkers. Their level of mastery in these skills increases as self-assessed against the Woollahra Creative and Critical continuum of learning. They apply these skills to various aspects of learning and are able to reflect on when to use these skills and how.
- All teachers implement learning programs that embed strategies to foster creative and critical thinking skills including concept based learning, thinking routines, Philosophy for Children. These strategies are applied across curriculum areas and are supported by quality cross disciplinary enrichment programs.

Target year: 2024

- All students have access to high quality and innovative STEM learning experiences incorporating digital technologies, design thinking and inquiry based learning. Measures of learning indicate improved learning and mastery of skills and knowledge in these areas of learning.

Initiatives

Creative and Critical Thinking Strategy

Embed a learning culture, mindset and pedagogies that prioritise creative and critical thinking capabilities for all students and staff in our learning community.

- High impact professional learning on creative and critical thinking capabilities, their place in learning, current research, strategies for the effective teaching and assessment of these skills and application of various frameworks in the classroom.
- Development of a learning framework that articulates the conceptualisation, application and assessment of creative and critical thinking capabilities within our school context including continuums of learning to support self-assessment and reflection.
- Development of a repertoire of thinking routines to be embedded in learning programs, including professional learning, co-teaching to build skills in teaching and the development of practical resources.
- Development of the ***Philosophy for Children and School Drama*** programs across the school including professional learning, co-teaching and resource development to embed this in every classroom K-6.
- Development of rich tasks and learning programs linked to literature and arts stimuli that promote high levels of creative and critical thinking through teacher collaboration, co-teaching and resource development.
- Embedding of the WPS Creativity Festival to develop creative and critical thinking skills and link with professionals working in the Arts, STEM, writing and other professions.
- Full implementation of the ***High Potential & Gifted Education*** policy supported by professional learning and the development of school specific implementation guidelines.
- Further develop ***quality cross disciplinary enrichment programs*** for a broader range of students including *Tournament of Minds*, Debating,

Success criteria for this strategic direction

- All teachers access quality professional learning in creative and critical thinking pedagogies and demonstrate increased expertise in embedding these skills across all areas of the curriculum.
- All students are able to articulate the skills required to be creative and critical thinkers. They display improved levels of mastery and apply these skills to various aspects of learning, reflecting on when to use these skills and how.
- A broad array of students are engaged in quality cross disciplinary enrichment programs, engaging in a self-directed manner and with high levels of intellectual quality.
- Quality concept based and inquiry driven STEM programs are implemented K-6 with a focus on incorporating a range of technologies as learning tools, using thinking frameworks and solving authentic real world problems.
- All teachers access quality professional learning in STEM and inquiry based learning pedagogies and demonstrate increased expertise and confidence in the implementation of these programs.
- Students develop a broad array of skills and knowledge in the field of STEM, inquiry based learning and the application of digital technologies as learning tools to solve authentic problems.

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose and improvement measures of each strategic direction and has the success criteria for each initiative been achieved?

A range of data sources will be used to analyse and evaluate the effectiveness of the school's initiatives in achieving the overall school goals and improvement measures. These will include:

- Longitudinal data based on assessment using the Woollahra Creative and Critical continuum of learning

Strategic Direction 2: Reimagining Learning

Improvement measures

- All teachers implement quality and innovative STEM learning programs incorporating digital technologies, design thinking and inquiry based learning. Teachers indicate increased knowledge, skills and confidence in these areas of learning.
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Initiatives

Writers' Circle, Theatresports.

STEM and Inquiry Learning Strategy

Develop comprehensive and innovative STEM and digital technology programs that provide children with access to a range of learning experiences and develop their skills in design thinking, project based learning and inquiry learning.

- High impact professional learning on all aspects of quality teaching and learning in STEM, including thinking frameworks such as design thinking, inquiry learning and project based learning.
 - Establishment of a STEM specialist position to develop programs, resources and teaching strategies. STEM specialist to co-teach K-6 leading to co-teaching models to improve teaching and learning practice.
 - Development of quality conceptual, project based and inquiry based units of learning that incorporate design thinking, digital technologies and other technologies for use K-6.
 - Professional learning and collaborative practice in the use of digital technologies as authentic learning tools and broaden the types of technologies used in learning.
 - Continued development of a school wide Digital Citizenship program to ensure all students have comprehensive knowledge of their rights and responsibilities related to the safe use of digital and online technologies. Develop school specific guidelines related to Digital Citizenship and use of technology.
 - Broad and creative use of technology to connect and interact with the wider community.
 - Foster authentic links with industry experts and tertiary education sectors in the STEM domain to work with students and make real-world links.
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Evaluation plan for this strategic direction

- Student focus groups and conferences
- Classroom observations
- Student work samples
- Digital platforms for sharing learning

Other evaluation strategies will include:

- School self-assessment processes related to the School Excellence Framework
- Regular professional dialogue informally and through focus groups with staff.
- Consultative processes such as surveys and interviews to collect staff feedback and reflection.
- Evidence from coaching and mentoring sessions with staff
- Evidence from teaching programs and evaluations
- Analysis and evaluation of project based learning and leadership initiatives designed by students that require them to demonstrate global citizenship knowledge, action and commitment.
- Regular professional dialogue informally and through focus groups with parents. Consultative processes such as surveys and interviews to collect parent feedback and reflection.
- Collection of qualitative data and feedback through the filming of documentaries to follow up the **2020 Woollahra Learning Story** with the aim to capture whole school growth across our priority areas.

Strategic Direction 3: Growing Wellbeing

Purpose

To ensure students, staff and parents at Woollahra flourish across all aspects of their learning experience and as highly connected community members. We will continue to build on a positive and emotionally literate school culture, underpinned by respectful relationships, strong community partnerships, a focus on growing all aspects of mental health and characterised by high levels of student, staff and community wellbeing.

Building Flourishing Learners at Woollahra

Improvement measures

Target year: 2024

- Qualitative data indicates an improved and strong whole school culture characterised by strong relationships, high levels of resilience, inclusive social support, increased risk taking to improve and a growth mindset.
- Improvement of the *Wellbeing* element of the *School Excellence Framework* from sustaining & growing to excelling and maintenance of *Learning Culture* at excelling as measured by the school self-assessment process.

Target year: 2022

- All students display improved emotional literacy, brain awareness, knowledge of strategies to support positive mental health, emotional regulation and self-awareness.
- 96% of students attend school 90% of the time.
- Wellbeing measures on the *Tell them From Me* survey (advocacy, sense of belonging expectations of success, engagement in learning) indicate improved levels of overall wellbeing from 87% to 96%.

Target year: 2024

- Teachers consistently implement whole school wellbeing programs and strategies through explicit

Initiatives

Community Wellbeing Strategy

Further develop and embed evidence based whole school practices that focus on fostering and maintaining high levels of wellbeing and engagement for all members of the school community.

- Review and re-development of a comprehensive **School Wellbeing Guidelines** document to ensure consistent processes and practices across all aspects of school life related to wellbeing: mental health, behaviour, anti-bullying, recognising student success, cyber-safety and digital citizenship, inclusion, student supervision, uniform, attendance, health and physical care and student leadership.
- Continued implementation and embedding of a school-wide wellbeing strategy (*Grow Your Mind*) within an overarching positive psychology framework. Include an explicit focus on positive mental health strategies, brain awareness, emotional regulation, recognising and growing character strengths and strategies to build resilience. The strategy will encompass curriculum development, teaching and learning strategies, the building of a positive school culture, home-school partnerships and teacher wellbeing.
- Implementation of a whole school behaviour strategy through the development of clear school-based behaviour guidelines and consistent implementation of *Positive Behaviour for Learning* strategies.
- Explore, research and develop strategies to enhance student engagement to ensure all students are experiencing an equilibrium of challenge and support in their learning, experience a strong sense of purpose in their learning and experience a flow state (the mental state in which a person performing some activity is fully immersed in a feeling of energized focus, full involvement, and enjoyment in the process of the activity).
- Development of comprehensive guidelines and learning programs to support the changing landscape of digital citizenship and safe online behaviour in partnership with parents.

Success criteria for this strategic direction

- There is a school-wide, strategic and planned approach to strengthen and embed whole school wellbeing processes that support the wellbeing of all members of the school community, enabling them to flourish across all aspects of the educational and social experience. This strategy provides the foundation for a positive school culture characterised by strong relationships, high levels of resilience, inclusive social support, increased risk taking to improve and a growth mindset.
- Positive, respective relationships are evident and widespread among all members of the school community. This promotes and supports wellbeing ensuring optimum learning conditions for all.
- All students display strong emotional literacy skills, apply knowledge of brain awareness to reflecting on their wellbeing, knowledge of strategies to support positive mental health, emotional regulation and self-awareness.
- All teachers consistently implement whole school wellbeing programs and strategies through explicit lessons and daily minor learning experiences.
- Students and staff recognise and articulate the factors that contribute to high levels of engagement and a state of flow. Strategies are implemented to improve and maintain engagement of students, staff and parents.
- A comprehensive *School Wellbeing Guidelines* document is in place to provide and guide the community on explicit principles and processes for aspects of student wellbeing including: mental health, behaviour, anti-bullying, recognising student success, cyber-safety and digital citizenship, inclusion, student supervision, uniform, attendance, health and physical care and student leadership.
- The *Positive Behaviour for Learning* strategy is implemented consistently, ensuring a shared language, clear expectations for safe, respectful and engaged behaviour and application of learning programs to support the strategy.
- Students, staff and parents have a good knowledge of the complex and changing nature of online safety

Strategic Direction 3: Growing Wellbeing

Improvement measures

lessons and daily minor learning experiences, indicating improved knowledge of contemporary wellbeing approaches and increased confidence in applying them within their classrooms.

Initiatives

- Strengthening and expansion of student leadership programs and opportunities to enable student voice, enhance student empowerment.
 - Develop and promote opportunities for students to engage in giving to the local and broader community, initiating, advocating for and affecting positive change and developing a strong benefit mindset.
 - A broad range of experiences and opportunities are developed for students, staff and parents to authentically connect and develop a strong sense of belonging.
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Success criteria for this strategic direction

and digital citizenship. Learning programs and processes to support students to use technology safely and responsibly are relevant, consistently updated and shared across the school community.

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose and improvement measures of each strategic direction and has the success criteria for each initiative been achieved?

A range of data sources will be used to analyse and evaluate the effectiveness of the school's initiatives in achieving the overall school goals and improvement measures. These will include:

- Tell the From Me Survey Data
- SCOUT data - attendance, learning
- School developed wellbeing measures
- Student, staff and parent focus groups and interviews
- Classroom observations
- Student work samples
- Collection of qualitative data and feedback through the filming of documentaries to follow up the **2020 Woollahra Learning Story** with the aim to capture whole school growth across our priority areas.