Strategic Improvement Plan 2021-2024

Woy Woy Public School 7445

School vision and context

School vision statement

Vision:

Empowering learners to achieve.

Purpose:

To be a future-focused, inclusive school for all.

Through a consultative process, the school vision was updated from 2011. Students, staff, parents and community members were involved to identify common areas that led to the formation of our vision and purpose statements. Ongoing input from the community was sought at P&C meetings and via school newsletters and surveys.

'Empowering' in our school vision encompasses the schools vital role in promoting the intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing of young Australians. To this end, Woy Woy Public School shares this responsibility with students, parents, carers, families, the community and other education providers.

'Learners' refers to all the learners in our school community: students, school staff, parents and carers, and the wider community who are associated with Woy Woy Public School. We are all learners.

Our purpose is to establish an environment in which our vision can be achieved.

School context

Woy Woy Public School has an enrolment of 449 students, including 66 Aboriginal and Torres Strait Islander students and 14 students who speak English as an additional language dialect. The school is situated on the Brisbane Water inlet on the Central Coast of NSW and has strong alliances with the Brisbane Water Learning Community of schools. Schools that work together to deliver excellent programs to support the sharing of expertise across our community of schools. We are proud members of the Koorana Local Aboriginal Education Consultative Group (AECG) and the Southern Central Coast PSSA.

The school has six support classes, including one class each for students with a mild intellectual disability (IM), a moderate or severe intellectual disability (IO/IS), students who have been diagnosed with Autism Spectrum Disorder, students who require support in the year before they start Kindergarten (Early Intervention) and two classes for students who have been diagnosed as having experienced emotional disturbance (ED). Woy Woy Public School has its own Department of Education preschool, the Guliyali Preschool, within its grounds, and also has a 'Schools as Community Centre' onsite.

There are 16 mainstream classes for students from Kindergarten through to Year 6. There is a strong emphasis on the explicit teaching of literacy and numeracy skills and the use of evidence-based English and Mathematics programs and practices, such as Focus on Reading and Targeted Early Numeracy. The school has recently become a member of the Central Coast Academy of STEM Excellence and will be looking to establish and embed STEM thinking in the Guliyali Preschool and in classrooms from K to 6, in order to foster students' critical and creative thinking skills and to prepare them to participate in the rapidly changing world that they will encounter as life-long learners. Students in K to 2 classrooms participate in play-based learning experiences that are tightly linked to curriculum requirements across the Key Learning Areas. Learning in 3 - 6 classrooms is enhanced through the use of the AVID (Advancement Via Individual Determination) framework and through participation in weekly Stephanie Alexander Kitchen Garden lessons. Students in Years 3 - 6 also receive instruction in Science and Technology, Human Society and its Environment, Creative Arts and PDHPE (Personal Development, Health and Physical Education) from staff members who specialise in these areas. Woy Woy Public School is a 'Positive Behaviour for Learning' school. Our student welfare system emphasises the explicit teaching of school rules and expectations, and rewarding and acknowledging good behaviour in order to enable our students to connect, succeed and thrive.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will further develop and refine data-driven teaching practices that are responsive to the learning needs of individual students. Our teachers will work with students to establish challenging learning goals and to provide feedback on their progress towards achieving their goals.

Improvement measures

Target year: 2022

To increase the percentage of students in the top 2 bands for NAPLAN Reading from a baseline of 32.8% to 39.6% or more by 2022.

Target year: 2022

To increase the percentage of students in the top 2 bands for NAPLAN Numeracy from a baseline of 24.4% to 31.0% or more by 2022.

Target year: 2024

To increase the percentage of Aboriginal students in the top 3 bands for NAPLAN Reading from a baseline of 35.3% to 46.8% or more by 2024.

Target year: 2024

To increase the percentage of Aboriginal students in the top 3 bands for NAPLAN Numeracy from a baseline of 48.1% to 59.6% or more by 2024.

Target year: 2023

To increase the percentage of students achieving at or above expected growth for NAPLAN Reading from a baseline of 45.9%, to 56.0% or more by 2023.

Target year: 2023

To increase the percentage of students achieving at or above expected growth for NAPLAN Numeracy from a

Initiatives

Utilise Evidence-based Reading Programs

Embed the use of school-wide evidence-based reading programs to ensure the explicit and systematic teaching of reading, to provide students with additional strategies to effectively decode and comprehend texts.

Prioritise the explicit teaching of phonological and phonemic awareness skills in modelled, shared, guided, collaborative and independent literacy activities in K to 2 classrooms.

Prioritise the explicit teaching and consolidation of basic and advanced skills in phonemic awareness alongside the teaching of phonics in modelled, shared, guided, collaborative and independent literacy activities in 3 to 6 classrooms.

Develop Personalised Learning Goals for Students

Create a learning culture where students are integrally involved in the development of their own English and Mathematics learning goals, and strive to achieve them.

The development and tracking of student progress with their learning goals will be driven by ongoing assessment and the provision of systematic feedback.

Strengthen the use of Formative and Summative Assessment Practices

Ensure consistent, valid, formative assessment practices are implemented to drive the formulation of student specific learning goals for English and Mathematics.

Ensure consistent, valid, summative assessment tasks are utilised to evaluate student achievement in English and Mathematics, and to monitor each student's progress against their learning goals.

Data-informed Teaching and Learning

Ensure the implementation of effective strategies and processes for using data to identify appropriate learning goals and to monitor student achievement.

Success criteria for this strategic direction

There is evidence and documentation of classroom teachers using synthetic phonics and decodable texts in all classrooms from Kindergarten through to Year 6. Teacher programs demonstrate targeted evidence-based comprehension instruction and strategies based on individual student learning needs.

The programs of K-2 teachers show evidence of the explicit teaching of phonological and phonemic awareness skills using the gradual release of responsibility model (I do, we do, you do) so that students view modelled instruction and participate in shared, guided, collaborative and independent practice of the oral skills.

The programs of 3-6 teachers show evidence that teachers are supporting, planning for and implementing intensive targeted teaching for students who need further instruction in phonics, to support automatic word recognition and spelling automaticity.

Data obtained from formative and summative reading assessment tasks is collected and analysed by teachers, and then used to produce weekly reading overviews that specify a learning intention for individuals or groups of individuals with similar learning needs. Overviews identify reading strategies to be explicitly taught in modelled and guided reading activities, as well as differentiated independent reading activities for students to engage with in order to achieve their own learning goals.

Data obtained from formative Mathematics assessment tasks is collected and analysed by teachers, and then used to produce weekly overviews that specify a learning intention for the class for the week, identify content to be explicitly taught and differentiated activities for students to engage with in order to achieve their own learning goals.

Teachers participate in mid-term and end-of-term 'Data Analysis Collaboration Meetings' in which they collate and analyse data obtained from summative reading and Mathematics assessment tasks in collaboration with other teachers on their stage, with the guidance and support of their stage supervisor.

Strategic Direction 1: Student growth and attainment

Improvement measures

baseline of 54.1% to 60.1% or more by 2023

Target year: 2024

To increase the mean rating of the extent to which students feel that their teachers set clear goals for learning, establish expectations, check for understanding and provide feedback from a baseline of 7.6 out of ten to 8.6 out of ten by 2024.

Target year: 2024

To increase the mean rating teachers give themselves when evaluating the extent to which they use formal assessment tasks to help students set challenging learning goals from a baseline of 6.9 out of ten to 7.9 out of ten by 2024.

Target year: 2024

To increase the mean rating teachers give themselves when evaluating the extent to which they give students feedback on how to improve their performance on formal assessment tasks from a baseline of 7.1 out of ten to 8.1 out of ten by 2024.

Target year: 2024

To increase the mean rating teachers give themselves when evaluating the extent to which they make use of data to monitor how student learning is progressing from a baseline of 4.0 out of five to 4.5 out of five by 2024.

Initiatives

Increased Provision of Feedback to Students

Develop comprehensive school-wide systems for the provision of feedback which provide students with timely, individualised, specific information about their success and achievement of learning goals, and identifies areas for growth, next steps and improvement measures.

Success criteria for this strategic direction

Data obtained from summative reading and Mathematics assessment tasks is used by teachers to monitor, track and evaluate each student's achievement against their learning goals and their performance relative to that of their peers.

Data obtained from summative assessment tasks for English and Mathematics is entered into Sentral Markbook.

All students can articulate, understand and achieve their own learning goals for the English and Mathematics Key Learning Areas (KLA's). Students are familiar with the process of goal setting and take ownership of their learning and strive to achieve their goals.

Teachers provide students with explicit, specific and timely feedback regarding their performance on all formative and summative assessment tasks that they can apply in order to aid their progress towards achieving their learning goals.

Feedback addresses students' individual learning needs and identifies areas of strength or things that the student has done well, as well areas or aspects of their work that need to be addressed, along with directions on how to improve upon what they have produced in order to achieve their learning goals.

Evaluation plan for this strategic direction

The school will use the internal and external data sources identified below to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions.

Internal data sources:

PAT Reading and PAT Maths tests

Phonological awareness assessments

Evaluation plan for this strategic direction

Phonics screener (Stage 1).

HARS, VOCAB, RL (ES1).

Work samples.

Stage-based L3/PLAN data analysis.

Soundwaves post spelling test.

Intervention with Decodable readers?

PAT assessment data to inform maths groups.

IEP's

PDP's

External data sources:

Best Start

NAPLAN

Check-in assessments

The evaluation plan will involve regular review of these data sources to provide clarity around whether we are on track to achieving the intended improvement measures. In addition, staff will participate in regular professional discourse around the School Excellence Framework (SEF) elements and themes. Term by term review and triangulation of data sources including quantitative and qualitative data, and internal and external data will be necessary to corroborate conclusions.

Strategic Direction 2: Innovative Programs That Empower Learners

Purpose

In order to empower our students to be reflective learners and critical and creative thinkers, teachers will implement meaningful, engaging, future-focused learning programs, and will operate systems that establish optimal conditions for learning.

Improvement measures

Target year: 2024

To increase the percentage of students who identify being interested and motivated in their learning from a baseline of 63.2%, to 73.2% or more by 2024.

Target year: 2024

To increase the mean rating teachers give themselves when evaluating the extent to which their students become fully engaged in class activities from a baseline of 7.4 out of ten, to 8.0 out of ten or more by 2024.

Target year: 2024

To increase the mean rating teachers provide when asked about their level of confidence with using the play-based learning model of curriculum delivery.

Target year: 2024

To increase the percentage of students in Years 3 to 6 who feel that KLA rotations have made lessons more interesting or enjoyable (compared to having the same teacher for all Key Learning Areas) from a baseline of 68.9% in 2020, to 78.9% or more by 2024.

Target year: 2024

To increase the percentage of students who can identify one or more AVID strategies that have helped them to achieve deeper knowledge and understanding of lesson content, from a baseline of 19.7% in 2020, to 60% or more by 2024.

Target year: 2024

Initiatives

Play-based Learning

Reflect on and refine the implementation of play-based pedagogy in the preschool and in K to 2 classes. Provide teachers with the resources they need to support the learning and engagement of their students.

KLA Rotations

Capitalise on teacher expertise with Science and Technology (and STEM), inquiry learning in History and Geography, Dance, Drama, Visual Arts and PDHPE, in middle and upper primary classrooms by establishing a rotations-system, in which students visit expert teachers twice a week for instruction in one of the aforementioned KLA's.

AVID

Support teachers to incorporate AVID/WICOR strategies when planning and delivering lessons in all Key Learning Areas through the refinement and implementation of a scope and sequence linked to specific strategies, KLA's and units of work, and through the provision of ongoing professional learning for all teachers on K - 6 classes. It is intended for this initiative to result in deeper understanding of the application of, and ability to apply AVID strategies on the part of both teachers and students, and that this will be reflected in increased use of the strategies themselves and of AVID language in classrooms across the school.

STEM

Increase STEM aspirations, ability, engagement, and participation so that students become fully engaged in class activities. Seek STEM education support for students P-6 by working with broader community, industry, stakeholders and education sectors. Provide teachers and students with the resources to support learning programs.

ICT

Success criteria for this strategic direction

Students demonstrate high levels of enthusiasm and engagement in their learning in classes from Preschool through to Year 6, in both mainstream and support class settings.. Students report feeling increased levels of interest and motivation for their learning.

Teachers report that students in their classes are fully engaged in class activities and that they display on-task, productive behaviours most of the time.

K - 2 teachers report increased confidence with use of the play-based learning model for curriculum delivery and report having enough resources at their disposal to regularly re-invent, replace and replenish resources at the curriculum stations in their classrooms.

Students in Years 3 to 6 participate enthusiastically in KLA rotations activities. Teachers of KLA Rotation groups devise highly motivating, challenging and interesting learning experiences, related to the content of the KLA they teach, to engage all of the students they work with.

All mainstream K - 6 classroom teachers' programs show evidence of the consistent use of AVID strategies in lessons across the Key Learning Areas.

Students in K - 6 classes are able to select from and apply a range of AVID strategies when engaging with lesson content. Students will be able to use language related to AVID strategies when discussing and/or explaining their work.

Students in the preschool and in all classes from Kindergarten to Year 6 (including classes in the Support Unit) will have the opportunity to employ the STEM problem-solving process in learning experiences at least twice a week. Students will be able to use language related to the STEM process when discussing and/or explaining their work.

Teachers' programs will have learning experiences that involve students employing the STEM process when problem-solving and investigating in all Key Learning Areas. Teachers will organise and sequence their programs so that STEM process activities are delivered

Strategic Direction 2: Innovative Programs That Empower Learners

Improvement measures

To increase the percentage of students who indicate that they regularly engage with and utilise STEM education processes when problem-solving.

Target year: 2024

To increase the mean rating teachers give themselves when evaluating the extent to which they provide their students with opportunities to use computers or other interactive technology to analyse, organise, and present subject matter from a baseline of 5.7 out of ten, to 6.7 out of ten or more by 2024.

Target year: 2022

To increase the percentage of students attending >90% of the time from a baseline of 73.5% to 79.0% or more by 2022.

Target year: 2024

To increase the overall wellbeing percentage score obtained on the TTFM Student survey from a baseline of 87.4% to 96% or more by 2024.

Target year: 2024

To increase the percentage of Aboriginal students who strongly agree that they feel good about their culture when they are at school, from a baseline of 64.8% to 74.8% or more by 2024.

Target year: 2024

To increase the rating of the extent to which parents feel that the school is an inclusive school that helps students develop positive friendships from a baseline of 6.9 out of ten, to 7.9 out of ten or more by 2024.

Initiatives

Integrate ICT across all KLA's and increase professional learning to build teacher capacity to improve confidence in the use of interactive technology. Provide teachers and students with the resources to support their learning and engagement.

Stephanie Alexander Kitchen Garden Program

Ensure consistent delivery of kitchen lessons that are engaging and provide students with essential food preparation and life skills; while at the same time ensuring that lessons that are closely aligned to curriculum content from the six Key Learning Areas.

Ensure consistent delivery of gardening lessons that are engaging and provide students with practical agricultural and technological skills; while at the same time explicitly teaching students about the importance of sustainable practices and looking after the environment.

Improving Student Attendance Rates

We need to encourage regular attendance at school for all students and ensure that effective strategies and processes for data analysis and reflection are used for responsive attendance monitoring.

Empowering Aboriginal and Torres Strait Islander Students

In order for Aboriginal and Torres Strait Islander students to engage with the curriculum and to complete their school work to the best of their ability, we will need to support their cognitive, emotional, social, physical and spiritual wellbeing. We will work hard to demonstrate that Aboriginal culture is valued and respected by all members of the school community. Culturally-appropriate, authentic Aboriginal perspectives will be incorporated into all units of work and teaching and learning programs across the school from Preschool to Year 6.

Safe and Inclusive Classrooms

In order for all students to engage with the curriculum and to complete their school work to the best of their ability,

Success criteria for this strategic direction

on a regular basis over the course of each term, so that students engage with the STEM process twice a week but in the context of different Key Learning Areas. Teachers will report feeling increased confidence when planning for and delivering STEM education activities.

In all classrooms, students have access to laptops, tablets and other interactive technology and regularly use these devices to to analyse, organise, and present subject matter across the Key Learning Areas.

Student attendance figures reflect the fact that students attend school on as regular consistent basis. The attendance of individual students whose attendance is irregular or inconsistent is closely monitored and is evaluated on a regular basis by their classroom teacher and the AP (Student Wellbeing).

Aboriginal and Torres Strait Islander students will report feeling a strong connection with their culture and the feeling that members of the school community value Aboriginal culture. Teaching and learning programs for all teachers in the school have learning experiences linked to Aboriginal culture embedded within all units of work, across the Key Learning Areas, and all students will participate in these lessons.

The school's Reconciliation Action Plan, when developed and implemented, will reflect and value the voices of students, teachers, executive staff and community members. There will be evidence of the RAP being adopted by all staff members.

The school will have visible, effective systems in place that function to ensure that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfill their potential. All teachers and students will be able to articulate and identify at least one member of the school community who they can go to for advice and support.

Holistic information about each student's wellbeing and learning needs is compiled in consultation with parents/carers, and is accessible to all teachers.

Strategic Direction 2: Innovative Programs That Empower Learners

Initiatives

we will need to ensure that students receive appropriate support and that systems are in place to promote optimal cognitive, emotional, social, physical and spiritual wellbeing.

We will establish school initiatives to ensure all students and staff have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfill their potential.

Zones of Regulation

Teachers will deliver the Zones of Regulation social-emotional learning curriculum in all mainstream and support classes from Preschool through to Year 6. The Zones of Regulation curriculum helps students understand their emotions, sensory needs and thinking patterns. Students will be explicitly taught strategies to help them manage their emotions and cope with adversity.

Success criteria for this strategic direction

Teachers use the information at their disposal to make adjustments to curriculum, pedagogy and classroom systems. Parents, carers, teachers and students will report feeling satisfied that the cognitive, emotional, social, physical and spiritual wellbeing needs of every students are being met, and that every student is catered for in such a way as to support optimal learning outcomes.

Teachers will use the language of the Zones of Regulation Framework regularly when interacting with students and parents on matters related to student wellbeing. Teachers and students will feel confident when using the language of the Zones of Regulation Framework when discussing their emotions and will do so as a matter of course as the program becomes embedded in all classrooms across the school. All classrooms will have Zones of Regulation posters and desk cards in place for students and teachers to refer to use when the need to regulate emotions arises. Teachers' programs will include programmed Zones of Regulation learning experiences for explicit teaching of the program, on a term-by-term basis.

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 of the strategic direction.

Focus groups (e.g. participation rates, student, parent and teacher feedback)

Differentiated teaching and learning programs

Scope and Sequence documents

Student work samples

Goal setting

Marking rubrics, criteria and work samples

Strategic Direction 2: Innovative Programs That Empower Learners

Evaluation plan for this strategic direction

Parent-Teacher interview nights and other information sessions (e.g. attendance and frequency)

Feedback from parents, students and teachers

Professional learning (MyPL records)

Tell Them From Me teacher survey results

Staff meetings (e.g. minutes, agendas)

Internal and external surveys

Sentral Attendance reports / SMS reports (Sentral)

Participation rates in Student Wellbeing Intervention Prpograms (Shine, Buddies, Focus Mind, Body and Soul, Top Blokes etc)

Learning Support Team Referrals

Sentral Wellbeing data

Student TTFM Survey Data

Participation rates in school cultural events

Personal Learning Pathway (PLP) data

Participation rates in school activities/ teams/ groups

Parent TTFM Survey data

Attendance registers for parent forums - online and face to face.

The evaluation plan will involve regular review of the above data sources to provide clarity around whether we are on track.

Strategic Direction 3: Productive Partnerships

Purpose

To establish productive partnerships between the school and the home we will look to establish more effective communication systems and to plan for opportunities to engage members of the school community. The school will also aim to establish systems that enable teachers to collaborate with each other on a regular basis and for school leaders and to work more closely with teachers to support their program delivery.

Improvement measures

Target year: 2024

To increase the percentage of Aboriginal students who agree or strongly agree that their teachers have a good understanding of their culture, from a baseline of 84.8% to 89.8% or more by 2024.

Target year: 2024

To increase the mean rating teachers give themselves when evaluating the extent to which they use strategies to engage parents in their child's learning from baseline 7.2 out of ten, to 8.2 out of ten or more by 2024.

Target year: 2024

To increase the mean rating obtained from parent responses when evaluating the extent to which they felt well informed about their child's progress in school subjects from a base line of 5.8 out of ten, to 6.8 out of ten or more by 2024.

Target year: 2024

To increase the mean rating obtained from parent responses when evaluating the extent to which they feel that they are informed about their child's social and emotional development, from a baseline of 5.3 out of ten, to 6.3 out of ten or more by 2024.

Target year: 2024

To increase the mean rating teachers give themselves

Initiatives

Engaging with Aboriginal students and community members

Aboriginal students and members of the Aboriginal community need to see that every teacher values Aboriginal culture and participates in activities and events that celebrate Aboriginal culture. Our support of Aboriginal cultural events and pursuits needs to authentic and highly visible.

Aboriginal Education - Increasing Teacher Confidence and Competency

Up-skilling teachers to embed Aboriginal and Torres Strait Islander perspectives into all teaching and learning programs across the school P-6. We will provide professional learning opportunities for staff to participate in professional learning about Aboriginal culture.

Improved communication between the school and home

We aim to establish effective partnerships in learning with parents to support clear improvement aims and planning for learning. We will establish systems of communication that enable parents to have have a say in what their children are being taught, what activities they'd like their children to participate in, and to be able to comment on and evaluate the work that their children produce.

Informing Parents/Carers about their children's progress

Establish systems for collecting and sending home work samples over the course of Terms 1 and 3 from each Key Learning Area. Work samples will be annotated and graded and will provide feedback on what the student has done well, which learning goals have been achieved, what could be done to improve upon the work produced and what areas for future-focus are evident.

Informing Parents/Carers about the wellbeing of their children

Success criteria for this strategic direction

Aboriginal students report feeling feeling that all members of the school community value, appreciate and understand their culture. Examples of Aboriginal culture and the value accorded to it will be highly visible around the school.

All students in the school obtain deeper knowledge and understanding of Aboriginal culture through increased exposure to and engagement with Aboriginal perspectives embedded throughout the units of work they participate in.

Teaching and learning programs for all teachers in the school have learning experiences linked to Aboriginal culture embedded within all units of work, across the Key Learning Areas.

Teachers report increased confidence with planning and delivering lessons linked to Aboriginal culture.

All teachers will use Class Dojo to facilitate the timely exchange of information between the school and the home.

Teachers will use Class Dojo to provides parents/carers with updates, in the form of digital work samples that are annotated and accompanied by feedback, on the progress of their children.

Parents will report feeling more engaged in their children's learning, more aware of their children's progress in each of the Key Learning Areas, and more aware of their children's social and emotional progress while at school.

Teachers will have the opportunity to have a lesson or lessons observed by one of their colleagues (preferably a member of the school's executive team) at least once a term. Feedback and constructive advice on the lesson delivery will be provided to assist each teacher to reflect on their practice.

A large proportion of staff will have participated in (or indicate an intention to participate in) Quality Teaching Rounds.

Teachers participate in regular stage collaboration

Strategic Direction 3: Productive Partnerships

Improvement measures

when evaluating the extent to which they regularly observe lessons delivered by their teaching colleagues from a baseline of 2.7 out of five, to 3.5 out of five or more by 2024.

Target year: 2024

To increase the mean rating teachers give themselves when evaluating the extent to which they collaboratively plan their teaching program with other teachers from a baseline of 3.9 out of five, to 4.4 out of five or more by 2024.

Target year: 2024

To increase the mean rating obtained from teacher responses when evaluating the extent to which the school timetable facilitates collaboration between teachers so that they have quality time to collectively engage in data, evidence and evaluation, from 1.8 out of five to 3.0 out of five or more by 2024.

Target year: 2024

To increase the mean rating obtained from teacher responses when evaluating the extent to which school leaders have provided guidance for monitoring student progress from a baseline of 6.9 out of ten, to 7.9 out of ten or more by 2024.

Initiatives

Teachers will send home information about the each student's social and emotional development in Terms 1 and 3 of the school, so that parents feel better informed about the wellbeing of their children.

Opportunities for Lesson Observation

Devise and implement systems that provide teachers with opportunities to observe others teaching and to have others observe them teach and to provide them with feedback.

Enhanced Collaborative Practices (Teaching Staff)

Establish and implement systems that facilitate professional dialogue and collaboration. We will schedule regular opportunities for teachers to meet with grade and stage-based colleagues

Supportive School Leaders

Establish and implement systems that enable stage supervisors to provide teachers with more feedback about their teaching, more support with establishing learning goals for their students and more support in the use of data to inform planning and programming and future directions for learning for their students.

Preschool Pedagogical Leadership Team

Provide direct, ongoing support to Department of Education preschools by sharing ideas and engaging initiatives of outward-facing leadership through our participation in the Preschool Pedagogical Leadership Group.

Success criteria for this strategic direction

meetings to evaluate the individual progress of all students in the classes they teach. They analyse formative and summative assessment data to identify challenging personalised learning goals for individual students, and monitor and evaluate whether students have achieved their goals. Valid and consistent teacher judgement is evident across the school.

Teachers participate in regular stage collaboration meetings to evaluate the effectiveness of their teaching programs and to plan for future instruction. They analyse assessment data to reflect on what has been taught, how it's been taught, how well students have understood the concepts taught and can apply the skills they've learned. They utilise a collaborative approach to planning and programming and work together to identify what needs to be taught (or re-taught) and to whom.

Assessment schedules for each stage of learning set out a scope and sequence for the administration of assessment activities, for the collection and analysis of data, the interpretation of data and for the formulation of learning goals for each Key Learning Area on a term-by-term basis.

The Guliyali Preschool team will continue to present at statewide Early Learning conferences and Preschool Pedagogical Leadership Team meetings. Educators in NSW Department of Education preschools will be supported through the provision of advice and support from Guliyali Preschool team members about how to establish and implement initiatives that are responsive to the needs of their communities. Department of Education preschools undergoing the assessment and rating process will achieve improved outcomes because of the support and guidance they've received.

Evaluation plan for this strategic direction

The school will use 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 school's future

Evaluation plan for this strategic direction

directions:

Learning Support Team Referrals

Sentral Wellbeing data

Student TTFM Survey Data

Participation rates in school cultural events and opportunities.

Personal Learning Pathway data

Participation rates in school activities/ teams/ groups

Attendance data

Parent TTFM Survey data

Attendance registers for parent forums/ workshops - online and face to face.

Communication platform data

Teaching programs and student work samples

The evaluation plan will involve:

Regular review of the above data sources to provide clarity around whether we are on track

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 school's future directions:

NAPLAN data

Scout - Value added data

Student work samples

Literacy and numeracy PLAN2 data

Strategic Direction 3: Productive Partnerships

Evaluation plan for this strategic direction

Student PLPs

The evaluation plan will involve:

Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.

Regular professional discussion around the School Excellence Framework elements and themes.

Executive team and whole staff reflective sessions.

Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions