Strategic Improvement Plan 2022-2026

Waitara Public School 3334

School vision and context

School vision statement

At Waitara Public School, our core ethos revolves around ensuring that every student is truly known, valued, and cared for. We pride ourselves on fostering an innovative, vibrant, and engaged school community that thrives on collaboration and inclusivity. Our commitment is unwavering when it comes to delivering rich, inclusive learning experiences within a nurturing environment.

Our overarching goal is to empower our students to become resilient, successful, and creative independent thinkers who consistently challenge themselves and inspire others. We firmly believe in instilling in them a genuine passion for lifelong learning, rooted in principles of equity and excellence in education.

Waitara Public School is more than just an educational institution-it is a vibrant hub of learning and growth where students are empowered to dream big, achieve their goals, and make a lasting impact on the world. Together, we are shaping the leaders and innovators of tomorrow, guided by our shared commitment to excellence, inclusivity, and lifelong learning.

School context

Waitara Public School is a vibrant educational institution nestled within the Hornsby School Education Area. Boasting recently upgraded core facilities, the school serves as a beacon of academic excellence for approximately 1031 students spanning from Kindergarten to Year 6. Notably, the school accommodates two Opportunity Classes, catering to students with high abilities.

Diversity thrives within the school's community, with a rich tapestry of languages and cultures. Remarkably, around 96% of students hail from non-English language backgrounds, representing over 52 distinct cultures. Among these, prominent groups include Chinese, Indian, Korean, and Sri Lankan communities.

The dedicated team at Waitara Public School comprises approximately 80 school-based personnel. This dynamic group encompasses executive staff, classroom and specialist teachers, EAL/D educators, an ICT coordinator, Teacher Librarian, School Counselor, School Learning Support Officers, administrative staff, and a general assistant. This diverse team collaborates to provide a nurturing environment conducive to academic growth and holistic development.

Academically, Waitara Public School sets a high bar, with students consistently excelling in NAPLAN assessments. A significant proportion of students achieve in the top two bands across all assessment areas, reflecting the efficacy of the school's teaching methodologies and support structures.

Central to the school's success is its passionate and committed staff. A blend of youthful enthusiasm and seasoned expertise characterizes the teaching cohort, fostering a culture of collaboration and continuous learning. Emphasising professional development, the school prioritises enhancing ICT competency, curriculum differentiation, assessment practices, and Social Emotional Learning (SEL) initiatives among its staff.

Waitara Public School's technological infrastructure is robust, ensuring equitable access to wireless connectivity and a variety of devices for all students. Moreover, the implementation of Bring Your Own Designated device program in Years 4-6 reflects the school's commitment to embracing innovative educational practices.

In essence, Waitara Public School stands as a beacon of educational excellence, where diversity is celebrated, academic achievement is nurtured, and a culture of collaboration and continuous improvement thrives. Through its unwavering dedication to student success and staff development, the school remains poised to shape future generations of leaders and lifelong learners.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student outcomes, evidence-based pedagogies are implemented in literacy and numeracy programs, where data is used to identify student progress and inform future learning and teaching directions.

Learners who are highly engaged, resourceful, reflective and resilient citizens.

To provide an authentic learning environment that enables all students to be actively engaged in meaningful, challenging and future - focused learning experiences, in order to achieve and thrive as learners, leaders and responsible, productive and resilient citizens.

Improvement measures

Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2024

Reading Growth

- An increase in Check-in Assessment mean scaled score for reading in [Year 3 and 5] for 2024 compared with Year 3 and 5 in 2023.

Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2024

Numeracy Growth

- An increase in Check-in Assessment mean scaled score for numeracy in [Year 3 and 5 for 2024 compared with Year 3 and 5 in 2023.

Initiatives

Effective classroom practice

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students,
across all the full range of abilities.

Ensure all students are challenged, engaged and empowered in order to develop their potential fully. A culture of high expectations needs to be supported by strategies that both challenge and support student learning needs, such as through appropriate curriculum differentiation and authentic learning opportunities. We will do this through:

- Implementation of High Potential and Gifted Education Policy
- Embedding CESE "What Works Best" Evidence based practices to support student achievement and engagement. Implementation of PBL and developing teacher skills in guiding projects
- Utilisation of expertise and resources from outside our immediate school environment eg. Stem share, experts
- Create a learning culture that enables students to give and receive feedback and develop and achieve their learning goals.
- Establish and use professional learning models to build teacher capabilities and collective pedagogical practice. Eg Reciprocal Reading, EAL/D Progressions and explicit teaching.
- Embed explicit systems that facilitate professional dialogue, collaboration, classroom observation, consistent teacher judgement, the modelling of effective practice and the provision of specific and timely feedback between teachers
- Authentic differentiation in classroom programs (including extension)
- Intensive Learning Support (ILSP) Program in Numeracy

Success criteria for this strategic direction

Success criteria

- An integrated collaborative approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the needs of all students.

- Consistent school-wide practices for assessment are used to monitor, plan and report on student learning across the curriculum. Formative assessment is integrated into teaching practice in every classroom, confirming that students learn what is taught.

- All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

- Student assessment data is regularly used to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.

- Data and feedback inform teaching practice and direct learning.

- Effective collaborative professional learning processes that are relevant and evidence-informed are differentiated to individual teacher learning needs and whole school directions.

- EAL/D and LST teams are collaborative, build the capabilities of all teachers and are an integral component of whole school approaches to language, literacy and numeracy programs.

- High Potential and Gifted Education Policy is fully implemented with identification and support strategies evident in whole school planning.

Strategic Direction 1: Student growth and attainment

Initiatives

School Wide Data Collection and Analysis practices that inform teaching and learning programs and whole school planning.

All teachers have a sound understanding of student assessment and data concepts. They analyse, interpret and extrapolate data and
they collaboratively use this to inform planning, identify interventions and
modify teaching practice.

- Ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery and relevant teaching strategies. TPL in data literacy, data analysis and data use, including using Progressions and EALD Progressions, for all staff.
- Review and adapt practice to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement and reflect on teacher effectiveness.
- Facilitating collaborative practices using data to monitor and assess student progress and design future learning on a whole class, group and individual level.

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse and review the effectiveness of the initiatives in achieving the purpose and improvement measures of this strategic direction. This will occur each term and be reviewed by executive and teachers at stage planning meetings to determine impact on student learning and the effectiveness of classroom practice. The triangulation of qualitative and quantitative internal and external data will guide the school's future directions:

- NAPLAN data Years 3&5
- Scout - Value added data
- Check -In Assessments Years 3,4,5,6 (Sem 1 & 2)
- Formative and summative assessment
- PLAN2 Data
- EALD Progressions
- Feedback from Year 6 Exit Survey

The evaluation plan will involve:

- Regular professional evaluation and action around the School Excellence Framework elements and themes.
- Executive team and whole staff reflection and evaluation of the effectiveness of stage programs.
- Review of professional learning initiatives and needs through collaborative planning and PDP processes.
- Evaluation of differentiation practice through stage programs, student and teacher feedback and student reports.
- Student survey of engagement, challenge and feedback practices
- Teachers are identifying students as Gifted and High Potential. Teachers provide evidence of how they are catering to these students in their learning and teaching programs.
- Commitment to PLPs for all Aboriginal students and a focus on lifting performance to meet or exceed state averages

Strategic Direction 2: Student Engagement

Purpose

To foster student engagement and holistic wellbeing, our school prioritises creating a nurturing and positive environment. We implement evidence-based strategies aimed at developing cognitive, social, emotional, physical, and spiritual wellbeing.

Our teachers and leaders actively participate in ongoing professional learning to uphold high standards of practice and embrace innovative and collaborative teaching methods. Within our contemporary learning spaces, we emphasize differentiation for excellence and integrate project-based learning to provide dynamic and enriching learning experiences for our students.

In addition, our focus on authentic teaching and learning practices encourages adaptability and risk-taking, preparing students with essential skills and competencies for the present and future. As we embrace change, we strive to cultivate a culture of collaboration and mutual respect within our multicultural community. Through engaged communication and empowered leadership, we seek to establish active partnerships among students, staff, and parents, ensuring a supportive and inclusive school environment where everyone can thrive.

Improvement measures

Wellbeing

Achieve by year: 2026

WELLBEING

An improvement in the following themes to the level of Excelling as measured by the School Excellence Framework:

- A planned approach to wellbeing - (in the element of Wellbeing).
- Individual learning needs - (in the element of Wellbeing).
- Behaviour - (in the element of Wellbeing).
- Classroom management - (in the element of

Initiatives

Evidence based change to whole school practices

Ensure the implementation of evidence based change to whole school practices resulting in measurable improvements in well-being and engagement to support learning

- Differentiated lessons are systematically planned and collaboratively designed. Adjustments are made as they arise as identified by Learning and Support Team in collaboration with the AP and CTs.
- Students participate in Smiling Minds, Social Emotional Learning, Got It Emotional Intelligence Program, PBEL when necessary and PDHPE syllabus..
- Evidence of student goal setting aligned with Learning Intentions and Success Criteria.
- A positive school environment and culture is created to further strengthen and support staff wellbeing.

Collaborative Partnerships

Collaborative partnerships are built with students staff, families and other organisations to support and develop students and the school community. There is a school wide collective responsibility for students wellbeing and success.

- Students have voice and choice. Staff enables success by personalising student learning through effective feedback
- Opportunities exist through the implementation of 'The Student Behaviour Strategy', to develop the knowledge of all staff and to better support students with complex and challenging needs.
- School and parents partnering and collaborating proactively to support student wellbeing through regular communication, information sessions and resources.
- Implementation of more systematic strategies at the universal, targeted and intensive level to improve student attendance and ensure compliance

Success criteria for this strategic direction

- Teaching and learning programs across the school show evidence they are adjusted to suit individual learning needs.
- Positive respectful relationships are evident and widespread among students and staff and promote student well being to ensure student learning
- Classroom and other learning environments are well managed within a consistent school wide approach using whole school programs
- Students are confident and resilient learners. They have positive self esteem, stretch themselves, take risks in their learning and demonstrate self-discipline and effort.
- The 'Student Behaviour Strategy' is implemented with support from external sources
- There is a school wide collective responsibility for students learning and success. Planning for learning is informed by sound holistic information about each student's wellbeing needs in consultation with parents/carers.
- Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.
- Staff up-skilled to ensure the Aboriginal culture and heritage are authentically integrated into the learning of all students.
- The leadership team takes a creative, collaborative approach to use of the physical environment to ensure that it optimises learning, within the constraints of the school design and setting.
- Staff leverage technology to enable & transform personal professional growth, to empower student learning & collaboration K-6. Technology is used to facilitate effective communication and collaboration between teachers and the broader community.
- Opportunities will be provided to allow teachers to work together within and beyond the school for the benefit of the students, staff and the school as a whole.

Strategic Direction 2: Student Engagement

Improvement measures

Effective Classroom Practice).

- Community satisfaction - (in the element of Management Practices and Processes).

Achieve by year: 2026

Improvement as measured by school excellence framework to excelling

- Positive respectful relationships are evident and widespread among students and staff and promote student well being to ensure student learning across the whole school

- There is a school wide collective responsibility for students learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing needs in consultation with parents/carer.

Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

Attendance

- The attendance rate for the school is increased from 93.2% in 2023 to 94.4% by 2027.

Expertise and Innovation

Achieve by year: 2026

Teaching staff demonstrate and share their expertise within their school and with other schools. All teachers have expert contemporary content knowledge and deploy effective teaching strategies. The school trials innovative

Initiatives

processes are in place.

Student Engagement

The school cultivates professional dialogue, collaboration, and effective teaching practices through embedded systems. This fosters ongoing improvement in both teaching and student outcomes. Students are empowered to embody qualities like persistence, passion, and collaboration, with educators supporting their journey towards personal excellence through responsiveness and flexibility.

- Project Based Learning is expanded with a focus on multidisciplinary units each term.

- Authentic use of technology enables students to engage in learning and collaboration in rich, diverse ways.

- High quality professional learning ensures teachers understand and implement diverse ways for students to demonstrate their knowledge and skills.

- Technology is leveraged on specific platforms for authentic collaboration to take place.

- Visible learning is embedded in all classes with teachers using Learning Intentions and Success Criteria and Learning Modes.

- Students understand, use and articulate the Learning Modes and 9D's of Solution Fluency

Success criteria for this strategic direction

- The school is recognised as a leader for its impact on learning progress, its effective practices and continuous improvement, and its active support of (improvement in) other schools.

- The positive, innovative and collaborative environment and learning culture will empower students to learn and grow, enabling resilience, critical thought and adaptability.

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. This analysis will guide the schools future directions:

- Surveys: TTFM, ATSIL- Wellbeing In Australian schools

- Student Led Conferences

- PBEL , Smiling Minds, SEL, Got It!, Bridge Builders

- School reward system

- SCOUT and Sentral attendance data

- Sentral wellbeing records, LST records and reviews, Personalised Learning Plans, weekly wellbeing discussions

- Student Voice: feedback through the student leadership team and whole school SRC body

- collaboration with AECG

- PBL data, surveys

- Online engagement of social media and learning platforms.

- P&C consultation

The evaluation plan will involve:

- Regular review of data sources to provide clarity as to whether we are on track for achieving the intended improvement measures

Improvement measures

practices and has processes in place to evaluate, refine and scale success

Evaluation plan for this strategic direction

- Regular professional discussion around the School Excellence Framework elements and themes.
- Term by term review and triangulation of data sources including qualitative and quantitative, internal and external data to corroborate conclusions.
- Parents and the broader school community actively participate in supporting and reinforcing student learning and developing positive connections.
- executive team and whole staff reflective sessions, stage planning discussing stage programs, effective pedagogical practice and PBL projects