

Strategic Improvement Plan 2022-2026

Wentworth Falls Public School 3422



School vision and context

School vision statement

Resilient learners who are inspired, inquisitive and innovative.

School context

Established in 1887, Wentworth Falls Public School has a proud history of serving the community. Situated on Dharug and Gundungurra land, Wentworth Falls PS acknowledges the traditional custodians, the Dharug and Gundungurra people, at all school events. Sitting alongside a national park, we respect the environment and its role in our wellbeing.

The school has fifteen classes, including an Opportunity Class (OC), and we are committed to providing inclusive, safe quality teaching and learning. The school delivers rewarding learning experiences that reflect our global world. With a strong focus on the literacy and numeracy skills, we strive to improve student outcomes with differentiated teaching and learning. High value is placed on Creative Arts through a variety of activities and events, for both school and community based projects. We are strongly supported by our parents and community, who are involved in many aspects of school life.

Through our situational analysis, we have identified three identified areas of focus for this Strategic Improvement Plan - *Student Achievement and Growth*, *Effective Teaching and Powerful Learning*, and *Wellbeing*. Improvement in literacy and numeracy results, student growth, data informed effective teaching practices and student wellbeing will be our focus over the next 4 years. To support school improvement and drive educational change, it is essential to build a culture of trust and collaboration within our school. Using effective strategies that are drawn from reliable and relevant research, we are working towards developing and embedding systematic changes that ensure research based, best-practice is being utilised school wide to ensure the learning and wellbeing needs of all students are being met.

In order to further build the capabilities of teachers and school leaders to deliver teaching and learning experiences and facilitate school wide initiatives that are systematic, data driven and explicit across all Key Learning Areas, we have drawn inspiration from a variety of research bases. Using the research of Lyn Sharratt (2018), John Hollingsworth & Silvia Ybarra (2017), John Hattie (2015) and the findings of the CESE: What Works Best (2020) publication, school leaders will work collaboratively with teaching staff to build teacher capacity and confidence, directly resulting in improved learning and wellbeing outcomes.

Through the programs identified in our initiatives, we will have a continued emphasis on ensuring every student achieving their expected growth every year through targeted, tailored interventions. Participation in effective professional learning, reflective practices and collaborative planning will support continued teacher development and directly lead to improved learning outcomes for all students. To support excellence in practice, teachers work closely with school leaders to develop a shared understanding of what effective teaching and learning looks like in the classroom (Hattie, 2015 & CECE, 2020). Effective classroom practice will be strengthened through a collaborative whole school approach where data analysis will inform quality teaching and learning programs, using the most effective evidence-based teaching methods. The explicit focus on wellbeing within the school supports the development of teaching and learning environments that enable students to be healthy, happy, engaged and successful. Wellbeing in our school is driven by the themes of Connect, Succeed and Thrive (NSW DET). Driven by the Wellbeing Framework for Schools (2015 and the Wellbeing for School Excellence- Evaluation Support

School vision and context

School vision statement

School context

Tool (2020), school leaders have examined current relevant and reliable research that focuses on the importance of explicit, systematic programs to support student wellbeing. Both the Rock and Water (Gadaku Institute) and Smiling Mind programs will be at the heart of wellbeing strategic direction. Wellbeing and learning are inextricably linked and research shows that effective, evidence-based wellbeing initiatives and strategies enhance student learning (NSW DET).

Wentworth Falls PS is a member of the Upper Blue Mountains Learning Community. We collaborate with other local schools to ensure we provide highly effective educational programs in literacy and numeracy as well as extracurricular activities. These include debating, the innovative use of technologies and sporting opportunities.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes in reading and numeracy, and to build strong foundations for academic success. Wentworth Falls PS will plan, develop and refine research and evidence based data driven teaching practices that are responsive to the learning needs of individual students.

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

Students make expected growth of the same mean scaled score or above in Check -in Assessments from 2023 to 2024.

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

Students make expected growth of the same mean scaled score or above in Check -in Assessments from 2023 to 2024.

Initiatives

Personalised learning

Embed school wide systems that promote and support a learning culture that enables all students across abilities, ethnicities and backgrounds to create, receive feedback and achieve their learning goals.

- Professional Learning (PL) on use of literacy and numeracy progressions to personalise learning and understanding.
- Expertly use student assessment data to reflect on teaching effectiveness and provide individualised explicit differentiated and responsive learning opportunities.
- Embed and use PL models to build teacher capacity and collective pedagogical practice about best practice and teaching strategies.
- Whole school Learning Support Program to identify the needs of learners and target specific lessons/sequences to meet these needs, incorporating LaST, ILSP and HP.

Data driven practices

Ensure effective models, strategies and processes for data analysis and reflection are used for responsive curriculum delivery.

- School staff to collect, track, monitor and analyse data in an identified area of need resulting in improved teacher capacity in data skills and use, and improved student learning outcomes.
- Utilise the APC&I role to work with leaders and teachers using data to monitor and assess student progress and design future learning on a whole school, stage, class, small group and individual student level.
- 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.

Success criteria for this strategic direction

All teachers have a sound understanding of student assessment and data concepts (e.g., causality, bias). They are able to identify the most relevant data for a particular purpose. They analyse, interpret, and extrapolate this data and collaboratively use this to inform planning, identify interventions and modify teaching practice. (Data Skills and Use - Data Literacy)

Teachers clearly understand, develop, and apply a full range of formative and summative assessment strategies. They use their professional judgement effectively on when and how to apply these strategies to gather data that informs teaching decisions, enables ongoing monitoring and assessment of student progress and achievement, and facilitates reflective analysis of teaching effectiveness. (Data Skills and Use - Data Use in Teaching)

School staff collaborate with the school community to use student learning and wellbeing data to identify strategic priorities and develop and implement plans for continuous improvement. Strategies implemented reflect research on best practice and include ongoing monitoring of success. (Data Skills and Use - Data Use in Planning)

Teachers consider students' cognitive load and employ explicit teaching strategies to optimise learning progress of students across the full range of abilities. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth. (Effective Classroom Practice - Explicit Teaching)

Teachers think critically and exercise their professional judgement in adjusting teaching and learning programs to address individual student needs and learning goals. All students are challenged, and all adjustments lead to improved engagement for learning. Teachers involve students and parents/carers in planning to support learning and share expected outcomes. (Curriculum - Differentiation)

Evaluation plan for this strategic direction

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in Literacy and Numeracy?

Data:

- Check-in Assessment data - cohort, individual student scores
- Learning sprint data analysis
- Student work samples
- Literacy and numeracy PLAN2 data
- Student LSPs
- Data Walls - physical and digital

Analysis:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular stage planning sessions focusing on reviewing data and future teacher opportunities.
- Utilising data to identify students achieving below stage expectations and High Performing Gifted (HPGE) students ensuring differentiation in teaching.
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

Implications:

- What focus do we need to prioritise?
- What elements of practice should be continued or changed for effectiveness?

Strategic Direction 2: Effective Teaching and Powerful Learning

Purpose

To maximise teacher impact through a whole school approach that has a dedicated focus on effective research and evidence based teaching pedagogy being implemented in every learning space, ensuring learning is optimised for all students.

Initiatives

Strengthening Instruction

Teachers employ research based effective teaching strategies across all Key Learning Areas (KLAs). Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating expected growth.

- Targeted PL to build staff capacity to deliver explicit and systematic learning experiences using research based methods and reflective practices.
- Team teaching, collaborative programming and data analysis to ensure that all teaching and learning programs reflect student centred, explicit and targeted learning experiences designed to increase student learning outcomes.
- Whole School PL "Visible Learning" and procedures, including 'walls that teach', embedded in school systems that support the implementation of visible learning practices in every learning space.
- Targeted PL to support efficient and effective assessment practices that link to a school wide assessment schedule.
- School systems that reflect a focus on the use of technology in a purposeful manner that enhance task quality and increase student learning outcomes.

Collaborative Learning Community

Create a positive school culture of challenge, high expectations and collegial support that values effective teaching ensuring vast, rigorous and authentic learning experiences. These experiences will both maximise impact on student learning outcomes and increase student engagement.

- Whole school PL focusing on rich tasks, that are both differentiated and engaging, across all KLAs.
- PL to support the development of school wide scope and sequence documents for all KLAs, with reflective practices embedded in school systems ensuring all programs reflect current best practice and meet the needs of today's learners.

Success criteria for this strategic direction

Teachers consider students' cognitive load and employ explicit teaching strategies to optimise learning progress of students across the full range of abilities. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth. (Effective Classroom Practice - Explicit Teaching).

Teaching and learning programs are dynamic and culturally responsive, with adjustments made based on feedback and reflection. This is consistent with reliable student assessment to support student progress and achievement. (Curriculum - Teaching and learning programs)

Teachers think critically and exercise their professional judgement in adjusting teaching and learning programs to address individual student needs and learning goals. All students are challenged, and all adjustments lead to improved engagement for learning. Teachers involve students and parents/carers in planning to support learning and share expected outcomes. (Curriculum - Differentiation)

Teachers review learning with students both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated. (Effective Classroom Practice - Feedback).

School staff collaborate with the school community to use student learning and wellbeing data to identify strategic priorities and develop and implement plans for continuous improvement. Strategies implemented reflect research on best practice and include ongoing monitoring of success. (Data Skills and Use - Data use in planning)

The school has a high performing teaching staff as measured against the Australian Professional Standards, whose capacities are continually built to ensure every student experiences high quality teaching. The leadership team has participated in capacity development programs and implements principles of evaluative thinking,

Strategic Direction 2: Effective Teaching and Powerful Learning

Initiatives

- The school is committed to the development of teaching and learning programs that are rigorous and authentic, whilst ensuring school based programming documentation meets all NSW Education Standards Authority (NESA) requirements.
- Strong connections with external agencies, other schools (UBMLC), and universities to ensure that students are given the opportunity to participate in collaborative projects that will challenge and develop their innovative, creative and critical thinking skills. In turn, build the capacity of staff to develop and deliver these opportunities within Wentworth Falls PS and our broader learning community.

Success criteria for this strategic direction

continually monitors the impact of programs and approaches used by all teachers, and improves practice as required. (Professional Standards - Improvement of practice)

The school has a high performing teaching staff as measured against the Australian Professional Standards, whose capacities are continually built to ensure every student experiences high quality teaching. The leadership team has participated in capacity development programs and implements principles of evaluative thinking, continually monitors the impact of programs and approaches used by all teachers, and improves practice as required. (Educational Leadership - Instructional Leadership).

The leadership team has established a strong professional learning community with a sustained focus on evidence-informed teaching, wellbeing, and leadership practices. There is a collaborative culture of high expectations and continuous improvement across the school, underpinned by high staff wellbeing. (Educational Leadership - High expectations culture).

Evaluation plan for this strategic direction

To what extent has the quality of teaching practice improved as a result of teachers having engaged in targeted PL, linked to school wide priorities?

Data:

The following data sources will be used to regularly analyse the effectiveness of the initiatives within this strategic direction, ensuring a dedicated focus on building teacher capacity resulting in improved student learning outcomes across all KLAS:

- Check-in Assessment - cohort and individual scores
- Student work samples
- Teacher PDPs
- Teaching and Learning programs

Strategic Direction 2: Effective Teaching and Powerful Learning

Evaluation plan for this strategic direction

- Student survey data
- Structured Observations - 'Buddy observations'

Analysis:

- Regular review of the above data sources to ensure the activities within the initiative are being effective.
- Regular review of the School Excellence Framework to ensure we are building toward 'Excellence' in our focus elements.
- Regular reflection and evaluation of practice by both the executive team and whole staff to ensure we are building a culture of high expectation, building teacher capacity and improving student learning outcomes.

Implications:

- What focus do we need to prioritise?
- What elements of practice should be continued or changed for effectiveness?

Strategic Direction 3: Wellbeing

Purpose

To maximise learning outcomes across all Key Learning Areas (KLAs): students will engage in a range of experiences that develop character by promoting mindfulness (self-regulation and behaviour), curiosity, courage, resilience, ethics and leadership; and teachers will create teaching and learning environments that enable students to be healthy, happy, engaged and successful.

Improvement measures

Attendance

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

Achieve by year: 2027

Achieve an increase of 1.1% in the attendance rate, from 91% in 2023 to 92.1% in 2027.

Initiatives

Ready to Learn

Through the process of embedding a range of wellbeing programs, student engagement and success in learning will be strengthened and enhanced.

- Targeted PL to develop teacher capacity to embed research based wellbeing practices in every learning space.
- Team teaching, collaborative programming and data analysis to ensure that all teaching and learning programs reflect student centred, explicit and targeted learning experiences designed to improve student wellbeing and learning outcomes.
- Enhancing school attendance monitoring and data analysis to supporting positive school attendance, acknowledging that positive attendance is a shared responsibility between the school and the family.
- Continue to consolidate and build relationships with external agencies while focusing on promoting a connection between the families of young children and the family services within the upper Blue Mountains, and our school community.

Enhancing Learning

- Build strong working relationships with internal and external agencies to collaboratively implement educational programs that support wellbeing, teach life skills, develop critical thinking and encourage problem solving and risk taking.
- Designated learning spaces that provide students with opportunities for real world learning, encouraging the development of problem solving and decision making skills through collaborative play.
- Enhanced focus on positive attendance strategies across the school. Staff to identify students falling below the expected attendance rate of 90% and target them with positive strategies and expectations. School wide attendance practices and procedures refined in order to encourage positive attendance habits for all students.

Success criteria for this strategic direction

Wellbeing is viewed as a vital, dynamic and integral part of learning and is embedded across all learning spaces and in every teaching and learning program. Our success will be factored against the School Excellence Framework (V3).

Staff are equipped and supported with the knowledge and skills to understand the diverse wellbeing needs of students. Embedded processes are in place to ensure that all students feel empowered and can access staff members for guidance, support and assistance. (Wellbeing - Caring for Students)

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students. Strong partnerships with parents/carers support student learning and wellbeing. Student motivation for continuous and ongoing improvement is clearly evident. (Learning Culture - High Expectations)

There is an embedded school-wide and data-informed approach to support student and staff wellbeing. Student voice and agency is used to inform and refine practices and processes which are responsive and proactive in meeting emerging needs. (Wellbeing - A Planned Approach to Wellbeing)

Positive and respectful relationships are evident throughout the school community, promoting student wellbeing and creating an optimal environment for learning across the school. As a result, maximised learning time is a focus in every classroom. (Wellbeing - Behaviour)

There is a high expectation culture of high attendance rates for all students. Teachers, students, parents/carers and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes. (Learning Culture - Attendance)

Teaching and learning programs are dynamic and culturally responsive, with adjustments made based on feedback and reflection. This is consistent with reliable student assessment to support student progress and

Strategic Direction 3: Wellbeing

Initiatives

- Establish a "Breakfast Club" program to support student wellbeing, resulting in improved attendance, punctuality, student engagement and learning outcomes.
-

Success criteria for this strategic direction

achievement. (Curriculum - Teaching and Learning Programs)

Evaluation plan for this strategic direction

To what extent can we determine that the systems and processes for enhancing student wellbeing and increasing student attendance have been successful?

Data:

- Pre and post surveys for parents, students and staff
- TTFM student data
- Wellbeing program surveys
- Attendance Data
- Meeting minutes

Analysis:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.
- Have attendance patterns (whole day / partial) changed? Drill down into data to see what's happening with individual students and families.

Implications:

- What focus do we need to prioritise?
- What elements of practice should be continued or changed for effectiveness?