

# Strategic Improvement Plan 2022-2026

## Wyong Public School 3527



# School vision and context

## School vision statement

Wyong Public School is dedicated to implementing evidence-based practices and developing all students as continuous, flexible learners. Together we provide academic and wellbeing support for the pursuit of excellence. Our school promotes productive citizenship, collaboration and diversity.

## School context

Wyong Public School has a focus on quality teaching and learning to improve student learning outcomes. School priorities include literacy, numeracy, building leadership, increasing engagement through technology and opportunities in sports and the creative and performing arts. The school has a strong student wellbeing program.

The school is located on the Central Coast and our students represent a wide range of backgrounds. Wyong PS has approximately 460 students with 21 classes including two Opportunity Classes, two Multi Category classes and one Emotionally Disturbed class. The school caters for a wide range of needs and learning abilities. Classes are formed into grade groups to maximise student learning.

Our school funding in equity and tied funding is used to support all students in the classroom with an off-class, school-funded Deputy Principal, Highly Accomplished Lead Teacher, Instructional Leader Literacy, Assistant Principal Wellbeing and additional support staff, including SLSO staff. These funds are also used strategically to provide additional training and development for all staff.

We work closely with the Wyong Learning Community of schools, collaborating for school transition, sports, music, Education Week and professional learning opportunities for staff, including AVID.

Wyong Public School is a proud member of the Local Ngara AECG. We have very strong connections to the local Aboriginal community and families. Our current Aboriginal population of 116 students are well supported by an Aboriginal Education Officer, SLSOs and LASTs. We include all students in learning Aboriginal perspectives in the classroom and in acknowledging or celebrating culturally significant days.

The school works in partnership with the Schools as Community Centre (SACC) on our school site that provides many services and programs for 0-8 years families and children. Our school has an active group of Parents and Citizens who support school programs and make time to meet, raise additional funds for acquisitions and attend the uniform shop. The school has a small sponsorship with Brian Hilton Toyota, L.J. Hooker Real Estate and QBD Bookstore.

Findings from our situational analysis drive our strategic directions for the next 4 years.. Our Strategic Directions include:

- Student Growth and Attainment
- Differentiation
- Wellbeing

# Strategic Direction 1: Student growth and attainment

## Purpose

To have high expectations for all students that meet identified growth and attainment targets and to refine data driven teaching practices that are responsive to student learning needs.

## Improvement measures

### Reading growth

Achieve by year: 2023

- Increase the average score in the Year 1 Phonics Screening Check from 23.1 in 2022 to an average of 26 items correct in 2023

### Reading growth

Achieve by year: 2023

- Increase the percentage of 3-6 students achieving growth in PAT Reading from 64% in 2022 to 67% in 2023

### Numeracy growth

Achieve by year: 2023

- Increase the percentage of 3-6 students achieving growth in PAT Maths from 80% in 2022 to 83% in 2023

### Aboriginal Student Reading Achievement

Achieve by year: 2026

### Numeracy growth

Achieve by year: 2023

90% of K students achieve Additive Strategies 2 benchmark in National Numeracy progressions

90% of year 1 students achieve Additive Strategies 5 and 6 benchmarks in National Numeracy Progressions

80% of Year 2 students achieve Additive Strategies 7 benchmark in National Numeracy Progressions

### Numeracy growth

Achieve by year: 2023

## Initiatives

### Quality Reading Practice

**Embed sustainable whole school practices in reading to inform:**

- teacher professional learning and develop teacher capacity to understand and implement critical reading skills.
- the establishment and continued utilization of Assistant Principal (C and I) and Highly Accomplished Teacher positions to work with teachers to use data to monitor and assess student progress and design future learning on a whole class, group and individual level.
- the introduction of evidence-based strategies across the school, with teachers embedding a range of assessment practices to inform the teaching and learning of reading.
- Cyclic collection and analysis of Running Record levels and PLAN data for K-2..
- Cyclic collection and analysis of Running Record levels and reading (comprehension) data for 3-6.

### Quality Numeracy Practice

**Embed sustainable whole school practices in numeracy to inform:**

- The development of reliable assessment practices to ensure formative and summative assessment tasks are used to analyse student progress.
- Effective teaching and learning strategies driven by the assessment data.
- APCI to work with teachers using data to monitor and assess student progress and design future learning on a whole class, group and individual level.
- K-6 Professional Learning for classroom teachers including Curriculum Reform microlearning modules.
- Cyclic collection and analysis of numeracy through PLAN data for K-2.
- Cyclic collection and analysis of numeracy through pre and post testing for 3-6.

## Success criteria for this strategic direction

A whole school system and integrated approach to quality teaching, curriculum planning, delivery and assessment promotes learning excellence and responsiveness in meeting the needs of all students. (SEF-Curriculum, Assessment - Sustaining and Growing)

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. (SEF-Effective classroom practice - Sustaining and Growing)

Student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions. (SEF-Data skills and use - Sustaining and Growing)

Professional learning is differentiated and its impact on the quality of teaching and student learning outcomes is evaluated. There are specific systems for collaboration and feedback to sustain quality teaching practice. (SEF-Learning and Development - Sustaining and Growing )

The principal and school leadership team model instructional leadership and support a culture of high expectations resulting in sustained and measurable whole school improvement. (SEF- Educational Leadership - Delivering)

## Evaluation plan for this strategic direction

### Question:

- To what extent do we have high expectations for all students' growth targets and to what extent is data driving our response to student learning needs?

### Data:

- NAPLAN
- Pre-post Student Assessments

# Strategic Direction 1: Student growth and attainment

## Improvement measures

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90% of K students achieve Additive Strategies 2 benchmark in National Numeracy progressions

90% of year 1 students achieve Additive Strategies 5 and 6 benchmarks in National Numeracy Progressions

80% of Year 2 students achieve Additive Strategies 7 benchmark in National Numeracy Progressions

## Evaluation plan for this strategic direction

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- Pre-Post Teacher Assessments
- Teaching and Learning Program Evaluation

### Analysis:

- Regular review of data sources to determine student growth.

### Implications:

- What are the implications for our teaching and learning programs and for our data practices?

## Strategic Direction 2:

### Purpose

#### Improvement measures

Achieve by year: 2022

**Increase proportion of students achieving at or above expected growth for writing to the following levels:**

- Year 5 to 63%.
- Year 7 to 54%.

Achieve by year: 2024

- Maintain Excelling in the sub-element 'Data use in teaching' within the element 'Data Skills and Use' as measured by the School Excellence Framework.

### Initiatives

#### Differentiation

**Embed sustainable whole school practices that include:**

- the refinement of assessment practices to ensure consistent and accurate assessment of writing using school rubrics and moderating processes.
- informed analysis of student writing assessments in order to form differentiated learning goals for students and flexible groupings in the classroom.
- effective teaching and learning strategies aligned with students' writing learning goals and driven by data.
- providing tailored support for K-6 Aboriginal and Torres Strait Islander students' learning, by implementing Personalised Learning Pathways.
- ensuring cyclic data collection regarding the percentage of parents/carers engaged with the Personalised Learning Pathways process.
- embedding effective school-wide systems/processes to identify students who require monitoring and targeted support.
- providing differentiated small group tuition that is driven by cyclic data collection and targets students' individual needs.
- providing both individual and small group tuition for students with English as an Additional Language or Dialect.

### Success criteria for this strategic direction

Professional development in writing is delivered by Instructional Leaders and Assistant Principals teachers in the strategic use of external and internal assessment data to set learning goals. The K-6 writing pre and post testing is meaningfully used each term to form differentiated learning goals. Increased differentiation in teaching and learning programs is evident and the flexible grouping in the classroom also reflect this. (SEF - Data skills and use - Sustaining and Growing)

Professional development on K-6 focus writing criteria and agreed focus text types each term enhance teacher capability to teach and assess writing.

A whole school approach to differentiation and goal setting aligned to assessment practices promotes learning excellence and responsiveness in meeting the needs of all students. (SEF - Curriculum, Assessment - Sustaining and Growing)

All teachers are implementing Visible Learning practices, including Visible Learning goals. (SEF - Effective classroom practice - Sustaining and Growing)

### Evaluation plan for this strategic direction

#### Question:

- To what extent is differentiated practice improving learning outcomes and opportunities for all students?

#### Data:

- internal and external writing data - NAPLAN
- classroom observations
- evaluation of writing programming in teaching and learning programs
- School Excellence Framework
- Internal Data - PLP, Learning Goals
- TTFM
- Internal student survey

## Strategic Direction 2:

### Evaluation plan for this strategic direction

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#### Analysis:

- Regular reviews of data sources.

#### Implications:

- What is effective and efficient will continue
- What needs to stop or change?

# Strategic Direction 3: Wellbeing

## Purpose

### Improvement measures

#### Attendance >90%

Achieve by year: 2023

- An uplift of 3% of students achieving 90% from 2022 baseline data.

#### Wellbeing

Achieve by year: 2023

- An uplift of 2% of students reporting positive wellbeing in the TTFM survey to achieve at or above 85%.

## Initiatives

### Succeeding and Belonging

**Teachers, Executive and LST team have a collective responsibility for student learning and success which is shared by families and students. Planning for learning is informed by holistic information provided to the LST about each students' wellbeing and learning needs.**

- Professional Learning
- Communication with parents/ carers to ensure shared understanding of processes, including school-based attendance procedures, expectations and support available.
- Positive community relationships with external agencies, multi-disciplinary approach in supporting students' wellbeing to ensure optimum learning conditions across the whole school.
- Zones of regulation utilised throughout support units and individually for students with need.
- Use data to track and monitor attendance on a weekly basis.
- Professional learning regarding student attendance, processes and strategies for student attendance.
- In-school attendance team monitors and develops strategies to improve attendance rates.

### Productive Citizenship

**To create a planned, strategic and inclusive approach to whole school wellbeing that motivates and supports students to become confident, creative and successful individuals.**

- Continue utilising *Tell Them From Me* survey.
- Professional learning around wellbeing, attendance, growth mindset, LST structures.
- Teacher capacity to implement school-wide wellbeing practices.
- All students, staff and families have a shared understanding of school-wide expectations and a

## Success criteria for this strategic direction

- Whole school evidence-based practices are embedded and improvements in wellbeing and engagement to support learning are measurable.
- Behaviour referrals and suspension rates reflect that self-regulation strategies are effective.
- Attendance data reflects students' sense of belonging.
- The school culture is inclusive of all stakeholders including students, staff, community and external agencies. Teachers, Executive and Learning Support Team have a collective responsibility for student learning, attendance and success which is shared by families and students. (SEF - Wellbeing - Sustaining and Growing)

## Evaluation plan for this strategic direction

### Question:

- To what extent have we maximised the opportunities for all members of our school community to be fully engaged in all aspects of school life through supportive student wellbeing initiatives and data driven processes?

### Data

- Pre & Post LST Self-Evaluation surveys
- Suspension Data
- Attendance Data
- Behaviour Data
- TTFM
- Beginning teacher feedback
- School based student survey

### Analysis

- Regular reviews of data sources.

### Implications

## Strategic Direction 3: Wellbeing

### Initiatives

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- common language for wellbeing is established across the school.
- Enhance relational capacity for staff and students.

### Evaluation plan for this strategic direction

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- Which tools need further implementation so that students take ownership of their own behaviours and develop a growth mindset?