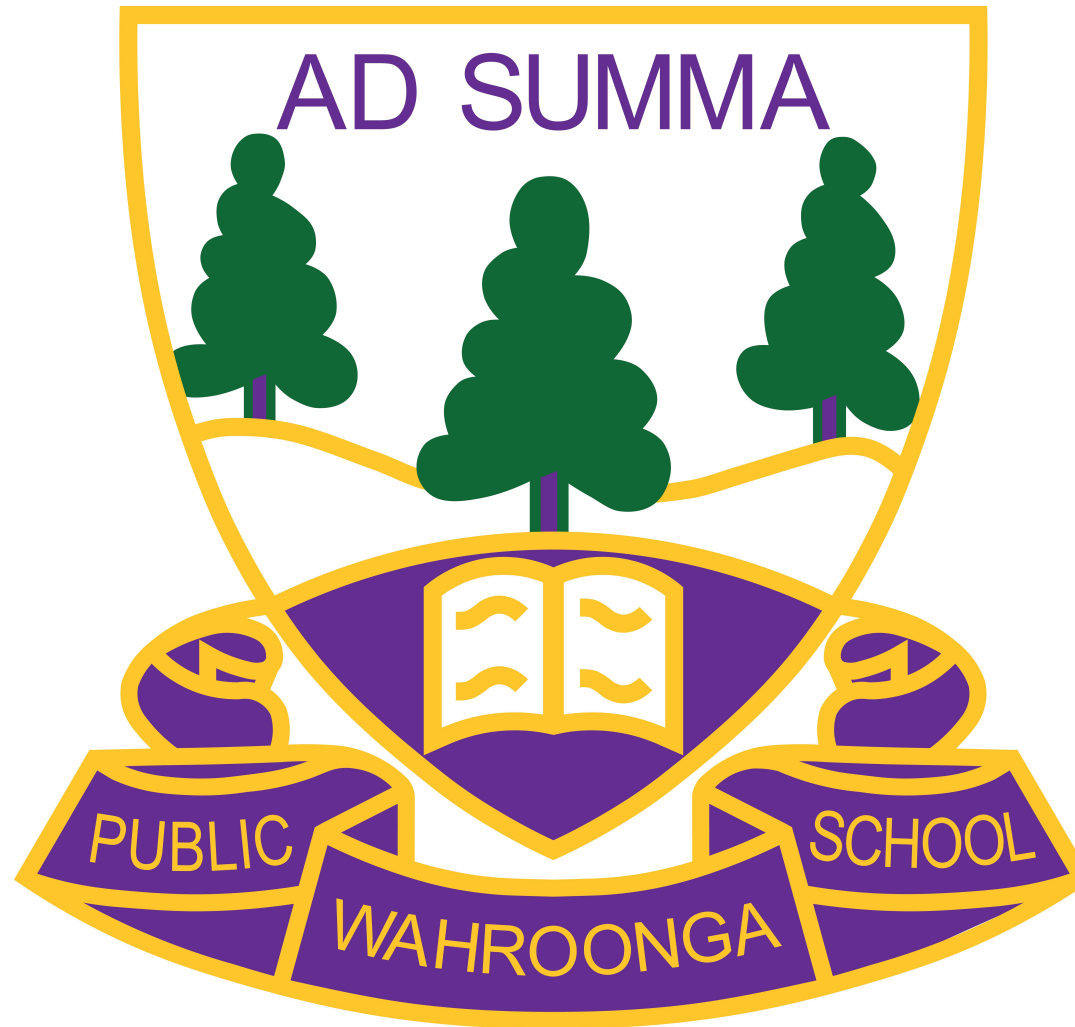


# Strategic Improvement Plan 2022-2026

## Wahroonga Public School 3833



# School vision and context

## School vision statement

At Wahroonga Public School students will take personal responsibility for their behaviour and learning in preparedness for participation in an ever changing global society. Students will achieve twelve months growth and progress in Literacy and Numeracy performance for each year of learning. Students will engage in an inclusive environment that promotes active participation and high expectations and all stakeholders will collaborate and communicate respectfully.

Underpinning our vision are the **beliefs** that:

- All students can learn
- Students learn in different ways
- Risk taking and making mistakes when learning is necessary, acceptable and encouraged
- Educating the whole child enhances wellbeing
- Positive wellbeing is an essential foundation for learning
- The curriculum is our core business
- Home/ school partnerships are critical to success
- The rapport between teacher and student is integral to learning and growth
- Every student is known, valued and cared for
- Outcomes are improved when students understand the Learning Intentions and Success Criteria in lessons and when meaningful feedback is given.

Our **Core Values** encourage students to:

Be **RESPONSIBLE** for your own:

- Learning
- Behaviour
- Interpersonal Relationships

Be **RESPECTFUL** towards:

- Others
- Self
- Property

Be and **ACTIVE and ENGAGED LEARNER**:

- Willing to take risks
- Able to consider options

## School context

Wahroonga Public School was established in 1944 and is a metropolitan school in the northern suburbs of Sydney with an enrolment of approximately 530 students from Kindergarten to Year 6. 44% of students are from language backgrounds other than English. Wahroonga Public School caters for all students and prides itself on a culture of inclusion and participation. Wahroonga Public School is affectionately known as 'The Bush School', as it is set amongst a native Blue Gum High Forest, and features unique, attractive grounds including both natural and built features. Two in-ground swimming pools and an outdoor amphitheatre are main attractions. The school currently has 22 mainstream classes and 3 support classes and offers students a large range of extra-curricular activities including chess, sport, dance, ICT, bush building, gardening and choir. The school has an expansive band program that is renowned in the local area.

Areas of focus for the period 2022-2025 have been determined after a thorough situational analysis of current school performance and a period of consultation with school community stakeholders. In 2022-2025 Wahroonga Public School will focus on 2 Strategic Directions that will drive improvement in:

Quality teaching practice focused on explicit teaching and differentiation.

Effective assessment for learning.

Data informed decision making.

Initiatives to support students in their wellbeing, resilience and sense of belonging.

Positive community partnerships.

# School vision and context

## School vision statement

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- Happy to work with others

## School context

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# Strategic Direction 1: Student growth and attainment

## Purpose

Increase the number of students achieving expected growth in reading and numeracy through data use, curriculum differentiation and explicit teaching.

## 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

Increase the number of students achieving in the upper group in Check In Assessment Reading for years 3, 4, 5 and 6 compared to 2023 results.

### 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

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

### Quality Teaching Practice

**Ensure that teaching programs and practices in literacy and numeracy are evidence-based and data informed.**

- \* Develop and implement collaborative practices to support curriculum reform and data informed teaching practices.
- \* Develop Leadership capacity for substantive and aspiring school leaders in leading curriculum and evidence-based teaching strategies including explicit teaching and differentiation.
- \* Build staff capacity to understand effective pedagogy associated with curriculum reform.
- \* Build staff capacity and implement high impact evidence-informed explicit teaching for literacy and numeracy learning activities.
- \* Enhance community understanding of curriculum reform and provide opportunities for the community to be involved in curriculum implementation.

### Assessment for student learning

**Ensure that assessment practices are effective and consistent and support data informed teaching practice.**

- \* Develop and implement a whole school data plan underpinned by a K-6 assessment schedule for literacy and numeracy.
- \* Implement collaborative practices for data review to ensure all students are learning at capacity and teaching programs are responsive to learner needs.
- \* Implement consistent and effective assessments in writing for consistency in teacher judgement across the school.
- \* Ensure community engagement student assessment and achievement through regular opportunities for feedback on student learning.

## Success criteria for this strategic direction

Students at Wahroonga Public School will gain one year academic growth in Reading and Numeracy each School year. School data shows that student progress and achievement is equal to or greater than students at statistically similar schools on external measures, and this is consistent with strong student progress and achievement on internal measures.

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement.

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

## Evaluation plan for this strategic direction

- \* School based data will be collected at the start and end of each year. Data will be collected and analysed and findings will be used to track individual student progress and academic growth and monitor school trends.
- \* Check In assessment data in Reading and Numeracy will be collected and analysed annually. Findings will be used to track student progress and the effectiveness of school programs in Reading and Numeracy and will be used to inform future areas of focus.
- \* Teachers collect curriculum linked numeracy assessment data once a semester. Findings will be used for collaborative planning to monitor student progress and adjust teaching programs to meet individual student need

# Strategic Direction 1: Student growth and attainment

## Initiatives

### High Expectations

**Ensure learning programs are differentiated and a range of opportunities are provided for students who are high potential and/or gifted.**

- \* Build staff capacity in understanding best practice learning for students who are high potential and/or are gifted.
- \* Build staff capacity to differentiate learning opportunities and personalise learning, supported by high expectations and challenge for all students.
- \* Provide opportunities for lesson observation and sharing of practice to build collective efficacy in differentiation.
- \* Enhance engagement and partnerships through building community understanding of high potential and gifted education including nomination opportunities.

## Evaluation plan for this strategic direction

in Mathematics.

- \* Teachers collect and track DoE Reading Snapshot assessment data each term K-6. Findings will be used to monitor student progress and adjust teaching programs to meet individual student need in reading.
- \* Phonemic Awareness Assessment at end of ES1. Analysis of data and findings will be used to monitor effectiveness of school programs and to inform learning and support interventions for Year 1.
- \* Phonics Screening for Year 1 classes. Analysis and findings will be used to monitor student progress and adjust teaching programs to meet individual student need in Reading/ Phonics.

## Strategic Direction 2: Resilience and belonging

### Purpose

Improve wellbeing through effective whole school programs and practices.

### Improvement measures

#### Wellbeing

Achieve by year: 2026

#### Wellbeing

Increase TTFM wellbeing data to be at or above the NSW Govt Norm for students reporting a positive sense of belonging and expectations for success.

#### 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 93.03% in 2023 to 94.1% by 2027.

### Initiatives

#### School Wellbeing Processes and Procedures

**Enhance whole school wellbeing processes that support the inclusion and wellbeing of all students so they can connect, succeed and thrive**

- \* Review the Wahroonga Public School Inclusion and Wellbeing Procedures and incorporate evidenced based Positive Behaviour and Quality School Initiatives to ensure the school culture is strongly focused on learning, belonging and the pursuit of excellence.

- \* Review behaviour management processes and procedures to ensure that we have robust systems in place that support students and result in measurable improvements in wellbeing and engagement.

- \* Build the leadership capacity of staff to enhance social, emotional and academic support available to staff and students.

- \* Develop and implement a wellbeing data plan to ensure wellbeing initiatives result in measurable improvements and address student need.

- \* Develop community understanding of Choice Theory and the schools approach to inclusion and wellbeing.

#### Student Wellbeing

**Foster a school-wide, collective responsibility for student learning, wellbeing and success, which is shared by the Wahroonga whole school community.**

- \* High Impact Professional Learning (HIPL), staff mentoring and coaching and parent workshops in student wellbeing, inclusive practices, trauma-informed practice, and Choice Theory that promote excellence and responsiveness in meeting the needs of all students.

- \* Review of PDHPE scope and sequence to include social and emotional learning lessons K-6 that promote positive, respectful relationships and promote student wellbeing to ensure optimum conditions for student learning.

### Success criteria for this strategic direction

Staff, students and parents will be aware of school procedures in relation to wellbeing and positive behaviour. Evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning are evident.

Student's report an increased rate of feeling happy and safe at school. Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

### Evaluation plan for this strategic direction

- \* Tracking of data and progress in the TTFM Student surveys. Findings used to monitor effectiveness of wellbeing programs and adjust as required.

- \* Tracking of data and progress in School Based Student Surveys. Analysis of results and comparison to previous data to track effectiveness of interventions.

- \* SENTRAL Wellbeing data, especially behaviour tracking collected and analysed. Findings will be used to track trends and impacts of implemented processes and programs over time.

- \* Student progress data (via NAPLAN and Check In Assessments) in Enrichment program. Findings will be used to track progress of high achieving students.

## Strategic Direction 2: Resilience and belonging

### Initiatives

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\* Implementation of URSTRONG's Friendology SEL program.

\* Implementation of integration classes for students with additional needs in support unit classes.

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# Strategic Direction 3:

Purpose

Initiatives

Success criteria for this strategic direction

Evaluation plan for this strategic direction