

Strategic Improvement Plan 2022-2026

William Dean Public School 4576



School vision and context

School vision statement

At William Dean Public School, we believe that learning together through collaboration is our key to accelerating student growth and attainment, ensuring the holistic development of confident, critical and creative learners. We do this through building an authentic and engaged learning culture across our school community where everyone is known, valued and cared for.

School context

William Dean Public School is a medium sized school located in Western Sydney and has a current student enrolment of 320, drawing its student population from surrounding suburbs including Colebee, which is undergoing rapid development with housing estates currently being built. They expect 1000 houses to be built in the next three years. As a result, the school's rapid growth potential is highly unpredictable.

The school motto is 'Learning Together' which underpins everything we do here in the classroom, with our teachers and through our partnerships with parents and the wider community. We have a strong Student Wellbeing framework that incorporates Positive Behaviour for Learning as well as differentiated personalised support for students with additional needs with our Learning and support Teacher and English as an additional Language/Dialect teacher (we have 47% of students from a language background other than English from a diverse group of cultural backgrounds). Currently the school has 12 students (3%) who identify as having an Aboriginal background. Students are supported with evidenced based support programs such as MiniLit, MacqLit and Buddy Reading.

Our extensive grounds include a soft fall play environment, artificial turf netball court, large grass area, sand pit, and under covered multi-purpose court. A yarning circle and bush tucker garden are currently under construction and due to finish later in 2022. We have an onsite OSHC program, that caters for before and after school care.

A detailed Situational analysis has been conducted which led to the development of the 2021-2014 Strategic Improvement Plan. Through our Situational analysis we have identified the need to use the majority of the schools equity funding to support a range of initiatives.

The school is committed to providing extensive professional learning to teachers to ensure effective classroom practice. This learning will ensure that literacy and numeracy levels can be improved through consistent data analysis leading to individualised interventions and differentiation of learning programs.

Moving forward for the 2021-2024 School Improvement Plan, the key areas of development identified are:

1. Student growth and attainment

We are focused on building the capacity of staff to explicitly teach Literacy and Numeracy and effectively use assessment and data to ensure best practice drives student growth.

2. A positive and personalised approach to wellbeing

We will continue to focus on promoting a supportive environment across the whole school that supports student and staff needs, as well as promoting positive choices.

3. A collaborative and engaging learning culture

We will focus on embedding collaborative and evaluative practices across the school with a

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focus on sharing ideas and feedback.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in Literacy and Numeracy we will further develop and refine formative assessment and explicit data driven teaching to build strong foundations for academic success.

Improvement measures

NAPLAN top 2 bands - Numeracy

Achieve by year: 2022

To meet or exceed the system-negotiated lower-bound target of 28.0% of students in the top two bands in Numeracy by 2022.

NAPLAN top 2 bands - Reading

Achieve by year: 2022

To meet or exceed the system-negotiated lower-bound target of 35.6% of students in the top two bands in Reading by 2022.

NAPLAN expected growth - Reading

Achieve by year: 2023

2023 Target: Expected growth of 70.7% in reading has been locked in for students in Years 3 and 5.

NAPLAN expected growth - Numeracy

Achieve by year: 2023

2023 Target: Expected growth of 68.9% in numeracy has been locked in for students in Years 3 and 5.

Achieve by year: 2024

Achieve by year: 2024

Achieve by year: 2024

Initiatives

1. Explicit teaching of literacy and numeracy

1.1.1 Implement specific, targeted and evidence-based reading initiatives and programs

1.1.2 Implement a consistent approach to the explicit teaching of writing

1.1.3 Implement a consistent, differentiated, evidence-based approach to developing explicit comprehension skills and understanding across the school

1.1.4 Implement specific, targeted and evidence-based numeracy initiatives and programs

1.1.5 Implement a consistent, differentiated, evidence-based approach to developing number skills and understanding across the school

2. Use of assessment and data analysis to inform planning and teaching

1.2.1 Develop a whole-school assessment plan for literacy and numeracy

1.2.2 Improve the analysis of literacy and numeracy data to target learning needs

1.2.3 Build the capability of staff to use data to inform their planning and teaching in literacy and numeracy

1.2.4 Improve the delivery and consistent use of assessment as, of and for learning to promote student achievement

3. Staff Professional development, capacity building and curriculum reform implementation

1.3.1 Build the capability of our staff in the explicit teaching of literacy

1.3.2 Build the capability of our staff in the explicit teaching of numeracy

1.3.3 Build the capacity of our staff to implement the new

Success criteria for this strategic direction

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.

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.

Teachers clearly understand, develop and apply a full range of assessment strategies - assessment for learning, assessment as learning and assessment of learning - in determining future directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.

The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis.

Evaluation plan for this strategic direction

Evaluation plan:

Question/s

To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in writing, reading and number?

Data:

Data sources will include:

- NAPLAN
- TEN data
- PLAN 2 data
- Writing data
- Reading benchmarking

Strategic Direction 1: Student growth and attainment

Initiatives

- K-2 Syllabus
- 1.3.4 Build staff understanding of Curriculum Reform

Evaluation plan for this strategic direction

- PAT
- Diagnostic tests
- SENA data
- Check-In Assessments

Analysis

Analysis

Analysis will be embedded within the initiatives through implementation and progress monitoring. Annually the school will review progress towards the improvement measures.

Implications

The findings of the analysis will inform:

- Future actions
- Annual reporting on school progress measures

Strategic Direction 2: A positive and personalised approach to learning and wellbeing

Purpose

To enhance our positive and personalised approach to improving wellbeing, we will consistently implement programs that promote advocacy and belonging and create differentiated approaches to meet the needs of all students.

Improvement measures

Wellbeing

Achieve by year: 2023

To meet or exceed the system-negotiated lower-bound target of 90.4% in the aggregated Wellbeing measure in Tell Them From Me by 2022.

Achieve by year: 2024

All students with additional needs achieve their learning goals within their individual education plans (IEPs).

Achieve by year: 2024

Increase the % of positive acknowledgments for students within our PBL program.

Achieve by year: 2024

All teacher programs and classroom observations demonstrate application of differentiation strategies that cater for the needs of all students.

Initiatives

1. A whole-school approach to wellbeing

2.1.1 Improve the consistent implementation of our Positive Behaviour for Learning (PBL) program

2.1.2 Develop social and emotional learning skills for students

2.1.3 Develop and embed consistent processes, programs and practices that enhance staff wellbeing

2. A differentiated and personalised approach to learning

2.2.1 Develop consistent systems and processes to target individual learning needs

2.2.2 Build the capability of all staff, including SLSOs, in the use of targeted strategies to support individual students

2.2.3 Build the capability of teachers to design and deliver differentiated learning

Success criteria for this strategic direction

The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

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.

Well-developed and evidence-based approaches, programs and assessment processes identify, regularly monitor and review individual student learning needs.

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning.

Evaluation plan for this strategic direction

Evaluation plan:

Question/s

How has our whole-school approach to wellbeing impacted our system-negotiated wellbeing target and student behaviour?

How have our differentiation strategies impacted student behaviour and learning?

Data

- TTFM surveys (students and staff)
- NCCD
- Sentral behaviour data
- Teacher programs and PDPs
- Surveys

Analysis

Analysis will be embedded within the initiatives through

Strategic Direction 2: A positive and personalised approach to learning and wellbeing

Evaluation plan for this strategic direction

implementation and progress monitoring. Annually the school will review progress towards the improvement measures.

Implications

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- Future actions
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Strategic Direction 3: A collaborative and engaging learning culture

Purpose

In order to build a collaborative and engaging learning culture, we will build the capacity of staff and leaders in collaborative and evaluative practices, promote positive partnerships with parents to support learning and attendance, and develop authentic leadership opportunities.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

Meet or exceed the system-negotiated lower-bound target of 79.7% of students attending school over 90% of the time.

Achieve by year: 2023

Teacher TTFM survey data regarding feedback from colleagues about their teaching, increases from a baseline of 6.9 to above 8.0.

Teacher TTFM survey data on working with others to develop common learning opportunities, increases from a baseline of 6.9 to above 8.0.

Achieve by year: 2024

Parent participation in Tell Them From Me increases from a baseline of 5% to a minimum of 20%.

Achieve by year: 2024

Improvement in the % of parent TTFM survey data on 'teachers having high expectations for their child to succeed at school' and 'teachers are creating opportunities for their child to learn at a slower pace'.

Achieve by year: 2024

Improved staff/ student TTFM survey data around leadership opportunities within the school.

Initiatives

1. Collaborative and evaluative practices

3.1.1 Development of clear systems and processes that support collaborative and evaluative practices across the school and build the capacity of staff to understand and apply these processes

3.1.2 Build the capability of all staff to understand the value of and approaches to collaborative practices and their ability to apply the processes

2. Positive partnerships to promote learning and attendance

3.2.1 Develop and deliver communication strategies that promote the value of attendance and policies and systems with parents and carers

3.2.2 Implement targeted strategies to support the attendance of students

3.2.3 Develop the capability of parents to support learning and attendance

3.2.4 Improve school partnerships with parents, carers and targeted agencies that enhance learning opportunities

3. Authentic leadership opportunities

2.3.1 Promote distributive leadership by creating opportunities for teachers to develop their leadership skills

2.3.2 Create authentic leadership opportunities for students across the school

Success criteria for this strategic direction

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers.

Teachers' perception of helpful feedback about their teaching from colleagues increases.

Teachers directly and regularly engage with parents to improve understanding of student learning and attendance data and strengthen student outcomes.

A greater number of parents are engaged in providing feedback to the school through surveys.

Opportunities for emerging and developing leaders are evident across the school (for staff and students) and promote distributive leadership and shared authorship for decision making.

Evaluation plan for this strategic direction

Evaluation plan: Question/s

To what extent are our teachers using collaborative and evaluative practices to improve student learning outcomes?

To what extent are our attendance and learning engagement strategies with parents and carers improving attendance and student growth?

Have the initiatives we've implemented improved authentic leadership opportunities for staff and students?

Data

- Attendance
- TTFM (teacher and parent surveys)
- Number of hours staff are engaged in professional learning
- Evidence of collaboration in learning programs

Strategic Direction 3: A collaborative and engaging learning culture

Evaluation plan for this strategic direction

- PDPs
- NAPLAN
- Check-In Assessments
- Academic reports
- parent/teacher interview participation
- Evaluations from leadership initiatives and programs
- Surveys

Analysis

Analysis will be embedded within the initiatives through implementation and progress monitoring. Annually the school will review progress towards the improvement measures.

Implications

The findings of the analysis will inform:

- Future actions
- Annual reporting on school progress measures