

Strategic Improvement Plan 2022-2026

Wingham Public School 7314



School vision and context

School vision statement

Wingham Public School leads an excellent educational community by providing an inspiring, dynamic and inclusive learning environment with a focus on student growth and attainment. Collaboration and respectful relationships among staff and students foster lifelong, engaged, resilient and self-directed learners. Individual and team achievements are nurtured, strengthened and celebrated through our commitment to high expectations for learners, supported by robust wellbeing programs.

School context

Wingham Public School is located in the Manning Valley on the Mid North Coast. The school is situated on a semi rural site with beautiful views over Khatabundah Mountain and the Landsdowne escarpment.

It has a student enrolment of 268. Of these 129 are female and 139 are male. 21% of students identify as Aboriginal or Torres Strait Islander and the school is supported by the Taree Aboriginal Education Consultative group (AECG). The school Family Occupation and Educational Index is 120.

The school structure consists of 12 classes with a mix of regular and multi-grade classes. There are 19 teachers overall, 5 executive staff and 13 School Administrative and Support staff.

The school culture of high expectations, collaborative practices and respectful relationships promotes school excellence in all areas. The Positive Behaviour for Learning program is embedded within the classroom and playground settings and utilises the school expectations of Respect, Co-operation and Responsibility.

The school has established sustainable structures and processes for leading improvement, innovation and change as supported by the research. These activities focus on developing and sustaining whole school processes for collecting and analysing data to ensure the implementation of contextually appropriate curriculum provision underpinned by evidence-informed strategies and embedded evaluative practice to improve student learning outcomes in Reading and Numeracy. The school provides opportunities for teachers to collaborate, differentiate and develop authentic tasks for assessment so that teachers and students have clarity of learning progress.

Extra-curricular opportunities in sport and creative and performing arts enable students to excel through a range of different experiences.

Through a comprehensive situational analysis, completed in 2021, the school identified the need for teachers to strategically use data to inform their teaching while providing relevant, explicit, ongoing feedback to students. The analysis also revealed an area of focus around enhancing teachers' ability to revise teaching practices and learning programs to meet the needs of learners. In addition, the school will aim to build and sustain a culture of excellence, evident in high impact professional learning and performance and development. Student attendance is a priority within the school. We have systematic processes for monitoring and improving attendance to ensure that student absences do not impact on learning outcomes. We have outstanding wellbeing programs that promote a culture of belonging and inclusiveness for all.

A feature of the school's profile is the importance that is placed on strong partnerships between home, the school and the wider community where strong consultation takes place with the school staff, P&C, community members and Aboriginal community members.

Strategic Direction 1: Student growth and attainment

Purpose

To improve student achievement in Reading and Numeracy by providing whole school approaches that promote consistent use of data, high expectations and quality implementation of evidence-based strategies in the classroom.

Improvement measures

Reading growth

Achieve by year: 2023

Reading Growth

- All students are able to demonstrate growth and achievement across the year, as measured by the Literacy Learning Progressions sub element of Understanding Texts

Numeracy growth

Achieve by year: 2023

Numeracy Growth

- All students are able to demonstrate growth and achievement over the year as measured by the Numeracy Learning Progression sub element of Additive Thinking

Achieve by year: 2026

Initiatives

Literacy

To achieve the improvement measures for students we will:

- systematically promote and implement the most effective strategies derived from targeted professional learning
- embed explicit systems for collaboration and feedback through classroom observations and modelling of effective strategies
- Monitor and evaluate the implementation of teaching strategies within the school to improve the students' achievement in Literacy using research based knowledge and student data.

Numeracy

To achieve the improvement measures for students we will:

- systematically promote and implement the most effective strategies derived from targeted professional learning
- embed explicit systems for collaboration and feedback through classroom observations and modelling of effective strategies
- Monitor and evaluate the implementation of teaching strategies within the school to improve the students' achievement in Numeracy using research based knowledge and student data.

Success criteria for this strategic direction

- The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement.
- The school has processes in place to support teachers' consistent, evidence based judgement and moderation of assessments.
- 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.
- 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 explicit teaching of Literacy and Numeracy to students is embedded at all levels of achievement in all subject areas.

Evaluation plan for this strategic direction

Question: To what extent have we achieved the purpose of this strategic direction and can we demonstrate impact and improvement in student attainment and growth.

Data: The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of this strategic direction.

This analysis will guide the schools future directions

- NAPLAN data
- PLAN data
- Classroom assessment data
- Student support data (ILP's, PLP's,)
- Professional learning register and evaluation
- Sentral data

Evaluation plan for this strategic direction

- classroom observations
- classroom teaching/learning programs
- school policies (

Analysis : Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures. In 2021 the school will also self assess through an external validation process.

Implications:

- The findings of the analysis and external validation will inform future directions
- Annual reporting on school progress measures will be published in the Annual Report through the school website. The Annual Report will also be tabled at a P&C meeting.

Strategic Direction 2: Teaching and Learning Excellence

Purpose

To provide genuine, differentiated student centered instruction by teachers that are skilled and confident in using student assessment data and research based pedagogy.

Improvement measures

Achieve by year: 2026

Achieve by year: 2026

Initiatives

Visible Learning

To achieve the improvement measure for Visible Learning we will

- participate in ongoing high impact professional learning with VL team.
- collaboratively develop Learning Intentions and Success criteria for reading lessons
- utilise feedback systems to drive learning and achievement.
- Understand and utilise the school Learning Dispositions

Technology and Data

To achieve the improvement measures for Technology and data we will:

- develop and deliver targeted professional learning through a variety of means including co-teaching, lead demonstration lessons, collaboratively plan for the integration of technology across all Key Learning Areas.
- use documentation such as the Digital Action Plan to support the Principal with school planning.
- participate in High Impact Professional Learning to improve data literacy.
- embed systems for data collection and analysis following the Learn Do Reflect cycle
- develop teacher capacity to provide evidence of impact on student learning in the areas of technology and data.

Success criteria for this strategic direction

Visible Learning

- Improved student outcomes as a result of teaching decisions being evidenced-based and research-informed.
- Students being able to understand what they are supposed to learn, monitor their own progress, set goals and reflect on their learning.
- Students are able to use Learning Dispositions in different contexts
- Students receiving, giving and using timely feedback

Data & Information Technology

- Teachers evaluating and interpreting data to draw accurate conclusions
- Teachers accessing and generating the right types of data and right combinations of data for intended purpose.
- Teachers communicating findings to parents clearly, accurately and ethically in a way that facilitates conversations about every student
- All teachers understand, develop and apply a full range of assessment strategies to determine teaching directions, monitor and assess student progress and achievement, and reflect on teaching effectiveness.
- Teaching and learning programs to address student needs, ensuring that all students are challenged and all adjustments lead to improved learning.
- There is school wide systematic and reliable assessment information to evaluate student learning over time and implement change in teaching that leads to measurable improvement. There are school processes in place to support teachers' consistent, evidence based judgment and moderation of assessments.
- Technology is strategically used to achieve improved student outcomes

Strategic Direction 2: Teaching and Learning Excellence

Evaluation plan for this strategic direction

Question: To what extent have we achieved the purpose of this strategic direction and can we demonstrate impact and improvement in student attainment and growth.

Data: The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of this strategic direction.

This analysis will guide the schools future directions

- School Excellence Framework
- PLAN 2 data
- Classroom assessment data
- Student support data (ILP's, PLP's,)
- HIPL processes
- Sentral data
- classroom observations
- classroom teaching/learning programs
- PAT
- School Learner Power Questionnaire
- Student work samples
- Action plans developed in collaboration with Leadership team

Analysis : Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures. In 2021 the school will also self assess through an external validation process.

Implications:

- The findings of the analysis and external validation will inform future directions
- Annual reporting on school progress measures will be published in the Annual Report through the school website. The Annual Report will also be tabled at a P&C meeting.

Strategic Direction 3: High Expectations for Student Engagement

Purpose

To sustain an inclusive approach to staff and student engagement, wellbeing and attendance by providing robust foundations through sustainable and effective systems and practices.

Improvement measures

Attendance >90%

Achieve by year: 2023

- Increase the percentage of students attending school 90% of time or more by 5%.

Wellbeing

Achieve by year: 2023

- Increased percentage of students reporting positive wellbeing that includes advocacy at school, sense of belonging and expectations of success.

Initiatives

Attendance

To achieve the improvement measure for attendance we will

- enhance parent/carer/student communication regarding attendance
- review and refine administrative recording
- review and refine school attendance procedures
- provide professional learning to develop staff knowledge and skills

Wellbeing

To achieve the improvement measures for wellbeing we will:

- refine and consolidate Positive Behaviour for Learning across all the school
- embed wellbeing policies, procedures and programs that provide support and challenge for all students and staff
- strengthen engagement and participation of all students by implementing the Inclusive, Engaging and Respectful schools policies.

Success criteria for this strategic direction

- Teachers, parents, students and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.
- The school evaluates its administrative systems and processes, ensuring that they are delivering anticipated benefits to the school community, and make changes when required. The leadership team collects information about the school's administrative practices in order to ensure their effectiveness.
- Teachers and students use embedded Positive Behaviour for Learning practices
- Data and analysis informs practices for high expectations and student engagement
- Explicit teaching of behaviour skill is an integral component of our wellbeing programs
- Wingham Public School student behaviour policy and procedures reflect current Department of Education expectations.
- High Potential and Gifted Policy fully implemented and embedded across the school

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose and can we demonstrate impact and improvement for attendance and wellbeing.

Data: 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

- school newsletters
- meeting notes
- Skool Bag data
- enrolment and transition events
- professional learning register

Evaluation plan for this strategic direction

- Sentral data (attendance, behaviour, wellbeing)
- Attendance data reports
- surveys (Tell Them For Me and school based)
- classroom teaching/learning programs
- school policies

Analysis : Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures. In 2021 the school will self assess through an external validation process.

Implications:

- The findings of the analysis and external validation will inform future directions
- Annual reporting on school progress measures will be published in the Annual Report through the school website. The Annual Report will also be tabled at a P&C meeting.