

Strategic Improvement Plan 2023-2026

Weethalle Public School 3415



School vision and context

School vision statement

At Weethalle Public School we prepare our students to meet the needs of a changing world through personalised learning, productive partnerships, and strong foundations in literacy and numeracy. We encourage high expectations, aspirations and curiosity for lifelong learning.

Through high impact teaching strategies every student, every teacher, every leader and our school will improve every year.

School context

Weethalle Public School is a Small School situated on Wiradjuri Country on the edge the Riverina in the Central West of NSW. Our school community is made up of a mix of local residents and families that reside on the surrounding farm properties.

The Weethalle population is influenced by local employment opportunities, predominately seasonal farming work, the availability of housing and other services. The school has a current enrolment of 12 students, evenly spread through years Kindergarten to Year 6 including students who identify as Aboriginal. The enrolment over the past 10 years has seen a gradual decline due to local families of children growing up and moving to high school, work offerings, affordable housing, and a move to corporately owned farms resulting in transient enrolments.

Weethalle Public School, has a committed staff, a supportive P&C Association and partnerships with local community groups that collectively work together to provide rich learning opportunities and resources for all students.

Our school has a strong relationship with our neighbouring small school communities in both the Griffith and West Wyalong Networks for the benefits of school planning, student engagement and interschool sporting opportunities.

The school is an active member of the Rural Innovative Educator's Network, a small schools' collaboration. A range of extracurricular activities is offered to students through this alliance with other local schools, including sport, public speaking, debating, curriculum focus days and excursions.

Weethalle Public School has a long established shared value system of Respect, Fairness and Learning which underpins our expectations of behavioural, wellbeing programs and learning expectations.

Students pride themselves in the work that has been put into our school garden, which is used to support our literacy and numeracy programs through hands on learning experiences.

Through a rigorous situational analysis, in consultation with stakeholders we identified the following areas for further development:

- growth in reading and numeracy outcomes
- data-informed practice
- effective classroom practice
- learning culture

These areas will be strategically targeted through individualised learning support for all students, high impact professional learning for all staff, and clear practices and protocols for community engagement.

Strategic Direction 1: Student growth and attainment

Purpose

In order to ensure every student can communicate effectively and make sense of the world through literacy and numeracy, staff will use growth and achievement data and effective teaching strategies to understand every student in their learning and where to next.

Improvement measures

Numeracy

Achieve by year: 2026

All students can demonstrate numeracy growth and achievement from Term 1 to Term 4, using Progressive Achievement Test as a key data point.

Reading

Achieve by year: 2026

All students can demonstrate reading growth and achievement from Term 1 to Term 4, using Progressive Achievement Test as a key data point.

Improvement as measured by the School Excellence Framework

Achieve by year: 2026

School assessment in the School Excellence Framework shows improvement from *Sustaining and Growing* towards *Excelling* in the following themes;

- Data literacy
- Curriculum provision
- Student engagement

Initiatives

Knowing our students and where to next through a collaborative planning process

Staff will strengthen their curriculum delivery through embedding new curriculums K-2 and 3-6 to ensure sustainable practices and systems. We will:

- Strategically monitor student success in reading and numeracy through a collaborative case management approach and supported by evidence based practice in effective implementation of literacy and numeracy strategies.
- Seek to understand and answer 'why', and 'how' in all learning areas through regular data collection and review of student performance.

Success criteria for this strategic direction

A whole school shared understanding of high expectations.

All staff understand and meet the needs of all students.

Teachers and students and parents review progress and set goals for future improvement.

Teachers and leaders share a deep understanding of best practice in their teaching methods to meet the community context in order to improve academic outcomes.

Staff use assessment data to collaboratively plan next steps for individual and whole school learning programs.

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

Students are confident and capable in their learning.

Teachers understand and implement current evidence based practices in literacy and numeracy.

Students have a collaborative role in their learning journey through co-constructed success criteria, guided by clear learning intentions and regular opportunities for reflection and goal setting based on rich assessment tasks and feedback.

Evaluation plan for this strategic direction

Question

To what extent has student data been used to ensure all students are achieving success in reading and numeracy?

To what extent have teaching programs been reviewed and reflected upon with the use of student data and what impact has this had on future planning for student learning?

Evaluation plan for this strategic direction

Can students and parents articulate their understanding of student progress and monitor achievement through goal setting?

To what extent does the whole school learning community understand and value High Expectations?

Data

Progress will be monitored and reviewed using a combination of data sources, such as: Progressive Achievement Test, Check In Assessments, Essential Assessments, NAPLAN feedback surveys, interviews and group feedback, observations and Teacher programs..

Analysis

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

Implications

Rigorous analysis of the data to determine impact will guide both ongoing implementations as well as future school planning to provide continuous improvement, ensuring students grow in their learning.

Strategic Direction 2: Quality teaching

Purpose

In order to ensure all students are engaged, and showing learning growth against outcomes, we will implement and evaluate the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

Improvement measures

Reading growth

Achieve by year: 2023

Increase the percentage of students achieving or exceeding expected growth in the sub-element of reading and viewing of the National Literacy Learning Progressions.

Numeracy growth

Achieve by year: 2023

Increase the percentage of students achieving or exceeding expected growth in the sub-element of number sense and algebra of the National Numeracy Learning Progressions.

Achieve by year: 2026

School assessment in the School Excellence Framework shows maintaining at *Excelling* in the following themes;

- High expectations
- Explicit teaching
- Data use in teaching

Initiatives

High Impact Teaching Practice

Routinely review explicit teaching practices against contemporary evidence based research to ensure teachers are experts in the delivery of flexible, dynamic and technology enhanced curriculum delivery. We will:

- Develop a comprehensive and ongoing staff professional learning program to continually build teacher capacity to use data to inform their teaching practice, improve student achievement and to monitor the effectiveness of lessons.
- Embed collaborative practice in all systems, to provide staff the opportunity to support the development of each other through reflective practice and evaluation.
- Engage with the High Potential and Gifted Education policy to identify students and make adjustments to learning.
- Development of a process to ensure the fidelity, consistency and confidence of the implementation of professional learning in classroom practice.

Success criteria for this strategic direction

Student needs drive professional learning.

Professional learning is continuous and coherent.

The school has a culture of high expectations, collaboration and professional growth.

Teachers are responsible for the impact on student progress.

All teachers have expert contemporary content knowledge and deploy effective evidence-based teaching strategies that result in growth in student learning.

Staff create an environment that promotes learning and high levels of student engagement.

Professional learning leverages the skill of staff through collaborative discussions driven by student data.

The school uses embedded an explicit systems that facilitate professional dialogue and collaboration, which drives ongoing school wide improvement.

Teaching activities incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities.

Lyn Sharratt's Clarity 14 parameters will be evident in all school systems.

Evaluation plan for this strategic direction

Questions

Have we been able to critically connect educational research and our school context to the educational outcomes we are seeking to improve?

What improvements in student learning have resulted as a direct impact of professional learning?

Data

Evaluation plan for this strategic direction

Progress will be monitored and reviewed by a combination of data sources, such as: internal feedback surveys, interviews and group feedback, observations, AITSL reflections, SCOUT, Teaching and learning programs., and performance and development plans.

Analysis

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

Implications

Rigorous analysis of the data to determine impact will guide both ongoing implementations as well as future school planning to provide continuous improvement, ensuring students grow in their learning.

Strategic Direction 3: High expectations culture

Purpose

In order to ensure high expectations in learning and wellbeing, we will strengthen partnerships with parents, staff and the community so that students have a strong sense of belonging, high expectations for success and advocacy.

Improvement measures

Attendance >90%

Achieve by year: 2023

Attendance

Increase the percentage of students attending school more than 90% of the time to at least or above the school's negotiated lower bound target of 70%.

Wellbeing

Achieve by year: 2023

Wellbeing

The school will maintain and grow positive levels of wellbeing according to the three domains in the Tell Them From Me surveys and internal surveys

Achieve by year: 2026

School assessment in the School Excellence Framework shows maintaining at *excelling* in the elements:

- Learning culture
- Wellbeing

Initiatives

Knowing, valuing and caring for all students.

The school will develop protocols and practices that will foster high expectations relationships throughout our whole school community. We will:

- monitor and improve whole school attendance procedures.
- create an inclusive, engaging and respectful school environment with clear expectations and belief in whole school learning progress.
- embed practices to promote cultural safety and understanding of Aboriginal histories, culture and experiences.

Success criteria for this strategic direction

Students have positive behaviour and improved motivation.

Enhanced self-esteem and high levels of attendance.

Students actively engage in the classroom and extra-curricular activities.

Student and Community voice is valued in all aspects of school decision making.

Procedures are in place to inform the day to day actions to manage and promote attendance.

There is demonstrated commitment within the school community that all students make learning progress.

School staff are aware of Aboriginal culture and embed this knowledge into their teaching and classroom practice.

The strength, diversity, ownership and richness of Aboriginal cultures and Custodianship of Country are respected, valued and promoted.

The whole school possess the knowledge, skills and understandings to contribute to, and benefit from, reconciliation between Aboriginal and Torres Strait Islander peoples and non-indigenous Australians.

Evaluation plan for this strategic direction

Question

To what extent does the whole school community believe that Weethalle Public School is a place of successful learners, confident and creative individuals and active and informed citizens?

To what extent as a school community have we achieved a common understanding of school systems and practices?

Are our schools systems and practices supported by the

Evaluation plan for this strategic direction

whole school community?

Data

We will use a combination of data sources, such as: internal feedback surveys and Tell Them From Me surveys, interviews, group feedback, observations and School Assessment Tool (Reflection matrix) attendance data, Life Skills Go.

Analysis

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

Implications

Rigorous analysis of the data to determine impact will guide both ongoing implementations as well as future school planning to provide continuous improvement, ensuring students grow in their learning.