

# Strategic Improvement Plan 2023-2026

## Wollongong Public School 3954



# School vision and context

## School vision statement

At Wollongong Public School, our moral purpose places students at the heart of all that we do; premised on a belief that every child can thrive regardless of their personal circumstances. Everything that we do is underpinned by a desire to be genuine in our commitment to creating a welcoming, caring and nurturing environment for all students. Our teaching and learning strategy operates on a coordinated data informed, developmental approach (Village Model) using methods that research has shown to be successful, while always striving for excellence. Our aim is to sustain our team of educational experts to support the learners within our school to become confident, resilient, self-directed and successful, as they work towards their individual goals in all aspects of life.

## School context

Wollongong Public School is located in the centre of Wollongong on traditional Dharawal land, and has a student enrolment of 555. The school culture is that of connectedness, inclusion and belonging, with students, staff, parents and the wider community working together to promote school excellence and recognise that all learners have different histories of learning. The school has a highly dedicated staff, composed of a well balanced mix of experienced and beginning teachers, who care deeply about the learners they are supporting.

Our school is supported by a strong and vibrant multicultural community, and our Community Hub ensures that non-English speaking families can engage with and prepare their children to transition into our school. The student population reflects that diversity, with 70% of our students having a language background other than English, with 50% of those students requiring some level of EAL/D (English as an Additional Language or Dialect) support. We also embrace a small number (4%) of Aboriginal students in our school cohort. The school has two Opportunity Classes which cater for high potential and gifted students from the Wollongong, Wollongong North and Shellharbour Education areas. The school has strong relationships with the P&C committee, who work closely with school staff to support and engage with families. Wollongong Public School has a proud history of supporting the wellbeing of all children, promoting student responsibility, respect, lifelong learning and a desire for students to achieve their best.

Our students come from a wide range of socio-economic backgrounds. Extra-curricular opportunities in Sport, Science, Technology, and Creative and Performing Arts, enable our students to excel through a range of different experiences.

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan. It is important to note that this builds upon the work undertaken through the previous school plan which focused on teachers' deep engagement with the syllabus and the quality implementation of explicit teaching using assessment data to differentiate the curriculum.

Our situational analysis confirmed that data driven practices will provide all students with learning opportunities that address their specific needs. We need to continue developing our teachers so that they not only understand the data that they are collecting, but are also using research informed practices to address needs identified through that data. Our teachers plan together under the leadership of three very experienced Instructional Leaders and their stage based Team Leaders with each teacher responsible for a week of planning in each learning cycle- this means the same teaching strategies are being used across all classes in the grade ensuring equitable opportunity for all children.

### 1. Student growth and attainment

Through analysis of our student performance measures it has become evident that expected growth in both reading and numeracy would need to be an area for explicit focus in our new school plan. Our NAPLAN gap analysis allowed us to identify specific target areas for reading and numeracy and these will become a focus for future professional

# School vision and context

## School vision statement

---

## School context

---

learning. In addition, we have implemented significant in-class support for teachers and student learning by using our Instructional Leader with 3 support teacher positions to deliver an intervention model that is supportive of all tiers of learners. To consider our options for addressing the needs of our students we reviewed our Year 1 Phonics Screener results and through examining current research, we recognised that there was a need for a realignment of teaching and assessment practices, as supported by our review of the Science of Reading literature. A thorough analysis of this research, as well as the What Works Best - 2020 Update, has led us to reflect and modify our practice. Therefore the school plan for 2023-2026 will be based on explicit, direct instruction combined with data driven practices.

### 2. Classroom and Whole School Leadership

An in-depth analysis of our current programs and practices in K-2 and 3-6 is required in order to ensure we are aligning our practices across the spectrum of K-6 and providing continuity of learning for all students, particularly those entering Stage Two. In order to bridge this gap, it is imperative that we are implementing quality, evidence-based interventions and current best teaching practices in all stages and classrooms across our school setting. This will be guided by the instructional leadership model and will build on the collaborative approach of the previous school planning cycle. This will help to ensure teachers are continually refining and transforming their practice, with an increased focus on understanding their impact in the classroom.

### 3. Positive School Culture

Through analysis of our surveys and SCOUT data, we have identified a need to review attendance procedures within our school, particularly in regards to monitoring and identifying families in need of support. We will endeavour to work closely with students and their families, to strengthen the relationship between the home and the school, and to ensure we are catering for the wellbeing needs of all members of our school community. The WPS Community Hub is an integral part of this strategy. Our continued work and implementation of the Positive Behaviour for Learning (PBL) framework will also underpin our planned approach to addressing the wellbeing needs of our school. Targeted lessons, whole school expectations and values, as well as reward systems and behaviour monitoring strategies will continue to be developed and refined in order to align with our school context and to meet the evolving needs of our students.

The school is striving to build a complementary expertise approach involving shared responsibility for learning, progress and success, leading children through their learning opportunities. Our work with individual students will be responsive and closely monitored. Structures will be put in place to identify students who need intervention and students not showing expected growth will be monitored and supported by the team of teachers supporting each class. Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success.

# Strategic Direction 1: Student growth and attainment

## Purpose

To maximise student learning outcomes in literacy and numeracy, we will develop and sustain whole school data driven, evidence-based teaching practices that are measurable and responsive to the learning needs of individual students.

## Improvement measures

### Reading growth

Achieve by year: 2023

Students will show growth in reading using internal data sources.

### Numeracy growth

Achieve by year: 2023

Students will show growth in numeracy using internal data sources.

## Initiatives

### Data Driven Practices

Establishing effective data driven practices ensures teachers have a sound understanding of student assessment and data concepts. Teachers clearly understand, develop and apply a range of evidence-based assessment strategies to determine teaching directions, monitor and assess student progress and achievement, and measure the impact of teaching. We will achieve this by:

- \* Designing and embedding sustainable whole school processes for collecting and analysing meaningful student progress and attainment data, to plan for teaching and learning, measure teacher impact, support intervention and inform reporting to parents and carers.
- \* Planning, delivering and evaluating high impact professional learning in data literacy, data analysis and data use for teachers, enabling them to continuously monitor learning, inform and determine next steps in teaching and identify the impact of teaching strategies on student learning on a whole class, group and individual basis.
- \* Using our data sources to identify strategic priorities, and develop and implement plans for continuous school improvement.

### Effective Classroom Practice

By establishing a whole school approach to effective, evidence-based teaching methods, we can optimise learning progress for all students, across the full range of abilities. Identifying, employing and refining explicit teaching practices underpin a culture of continuous improvement in teaching. Coherent programs are systematically planned and collaboratively designed, with accommodations and adjustments made based on accurate progress and achievement data, curriculum requirements and student feedback. We will achieve this by:

- \* Strengthening teachers' capacity to identify, understand, implement and refine effective explicit teaching methods

## Success criteria for this strategic direction

- \* Whole school literacy and numeracy assessment procedures are established and implemented to determine teaching directions, monitor and assess student progress and achievement, and reflect on teaching effectiveness.
- \* High impact professional learning supports all teachers to identify, understand and use the most effective, evidence-based teaching and assessment strategies in literacy and numeracy.
- \* A whole school approach to explicit teaching, aligned to new curricula, will be evidenced in teaching and learning programs, with success that can be measured by improved student growth and attainment data.
- \* All teachers develop and use strong data literacy skills to analyse valid and reliable student growth and attainment data, to identify and respond to trends in student achievement at individual, group, class and stage level, informing planning, interventions and the modification of teaching practice.
- \* Teachers will work with curriculum leaders to ensure ongoing improvement and development of their ability to implement data driven, effective classroom practices to maximise student outcomes.

## Evaluation plan for this strategic direction

**Question:** To what extent have we achieved our purpose?

**Data:** We will use a combination of data sources. These will include:

- NAPLAN data
- Literacy and numeracy PLAN2 data
- IfSR data
- DIBELS data
- PAT data
- Stage based assessments

# Strategic Direction 1: Student growth and attainment

## Initiatives

by prioritising high impact professional learning that is informed by research such as the Science of Reading, The Writing Revolution, Spelling Mastery, Sounds Write, Big Ideas to Start Strong in Mathematics and the NSW Department of Education's new curriculum resources.

\* Developing, documenting and embedding school wide explicit teaching programs that provide a clear, consistent and evidence based approach to teaching and learning in literacy and numeracy.

\* Supporting all teachers to collaborate with curriculum leaders and colleagues within and across stages to share curriculum knowledge, data and feedback, in order to inform and refine explicit teaching programs.

## Evaluation plan for this strategic direction

- Student work samples
- Self reflection on the School Excellence Framework

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

**Implications** The findings of the analysis will inform:

- Future directions
- Effective resourcing
- Ongoing implementation and progress monitoring
- Annual reporting on school progress measures (published in the Annual Report each year and in the newsletter and on the School Website throughout the year).

## Strategic Direction 2: Classroom and Whole School Leadership

### Purpose

To enhance the effectiveness of all teachers and school leaders, we will implement explicit systems for collaboration and professional learning, ensuring every student, teacher and leader improves every year.

### Improvement measures

#### High Impact Professional Learning self-assessment

Achieve by year: 2026

School self-assesses at *Excelling* in all five elements of the High Impact Professional Learning model.

#### School Excellence Framework: Learning & Development self-assessment

Achieve by year: 2026

School self-assesses and is validated as *Excelling* in all four themes of Learning and Development on the School Excellence Framework.

### Initiatives

#### Collaboration

Strong, explicit systems for collaboration provide teachers with the ability to develop collective efficacy, working together to achieve common goals through the sharing of evidence-informed practices. We will strengthen our school's collaborative culture by:

- \* Using embedded and explicit systems of collaboration to facilitate professional dialogue, analyse and monitor student data, model and co-teach, observe and provide timely feedback between teachers, solve problems of practice and celebrate successes, driving ongoing improvement in teacher practice and student outcomes.
- \* Aligning high impact professional learning with the school plan, ensuring teachers have regular opportunities to evaluate, share and discuss learning with staff in order to improve whole school practices.
- \* Building a strong professional learning community, both within the school and with the community of schools, to share and embed evidence-based teaching practice and scale success.

#### Educational Leadership

Effective educational leadership supports a culture of high expectations, resulting in sustained and measurable whole school improvement. With a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement, strong educational leadership supports every student to make progress and enhances teacher quality. We will achieve this by:

- \* Prioritising the professional growth of every staff member through distributing meaningful leadership opportunities via formal and informal structures, aligned to school need, staff expertise and professional aspirations.
- \* Establishing and embedding an AP Curriculum & Instruction Team, comprised of curriculum leaders who plan, promote, coordinate and evaluate evidence-based

### Success criteria for this strategic direction

- \* High impact professional learning supports collaboration by embedding explicit structures and systems, including regular Collaboration Days, mentoring, coaching, modelling, co-teaching and feedback, which drives school-wide improvement in teaching practice and student achievement.
- \* The school implements a distributed leadership model and has established opportunities and clear pathways for aspiring leaders to develop their leadership skills, with a focus on continuous school improvement.
- \* The AP Curriculum and Instruction team work closely with leaders and teachers to provide expert curriculum support and ensure a culture of effective, evidence-based teaching and ongoing improvement is sustained.
- \* Staff expertise is developed and shared across the school and with the community of schools, embedding good practice and trialling innovative strategies to evaluate, refine and scale success.

### Evaluation plan for this strategic direction

**Question:** To what extent have we achieved our purpose?

**Data:** We will use a combination of data sources. These will include:

- HIPL Self-assessment tool
- Staff Tell Them from Me survey
- SEF SaS
- PDP Plans observation feedback and self-reflection
- Qualitative and quantitative data from our classroom and whole school leadership practices
- High impact professional learning reflections

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

## Strategic Direction 2: Classroom and Whole School Leadership

### Initiatives

---

teaching practices and build an expert teaching team that drives the achievement of system and school goals.

\* Identifying and embedding structures and processes that promote a collective commitment to, and accountability for ongoing school improvement.

---

### Evaluation plan for this strategic direction

---

improvement measures.

**Implications** The findings of the analysis will inform:

- Future directions
- Effective resourcing
- Ongoing implementation and progress monitoring
- Annual reporting on school progress measures (published in the Annual Report each year and in the newsletter and on the School Website throughout the year).



## Strategic Direction 3: Positive School Culture

### Purpose

To strengthen our positive and inclusive school culture, we will establish whole school wellbeing processes, developing a shared sense of responsibility for student learning, engagement, agency and safety.

### Improvement measures

#### Attendance >90%

Achieve by year: 2023

80% of students attending school 90% of the time or more.

#### Wellbeing

Achieve by year: 2023

92% of students reporting positive wellbeing.

### Initiatives

#### Empowering Students

Students who play an active role in their learning are more likely to have a positive belief in their own capacity to develop the knowledge, skills and qualities needed for success in school and in life. Optimum conditions for student learning across the whole school are established through amplifying student voice, providing effective feedback to set goals and move learning forward, and ensuring students have agency in their daily learning. We will achieve this by:

- \* Designing, implementing and evaluating units of work that provide students with opportunities to collaborate on meaningful tasks, encouraging them to share expertise, provide feedback to peers, set challenging learning goals and promote individual responsibility for learning

- \* Collaborating with the wider school community to authentically engage them in decision making processes and to strengthen connections that promote a shared responsibility for student learning and wellbeing

- \* Engaging with school community members, AECG and the Community Hub to provide opportunities for our wider community to share their cultural knowledge and expertise, to enhance the wellbeing and connectedness of all students.

#### Wellbeing

A strategic and planned approach to develop whole school wellbeing processes will support all students to connect, succeed, thrive and learn. All staff are responsible for student wellbeing, with positive, respectful relationships allowing all students to feel safe, known, valued and cared for. We will achieve this by:

- \* Ensuring school-wide, collective responsibility for student learning and success, which is shared by parents and students, where learning is informed by holistic information about individual students' wellbeing and learning needs.

### Success criteria for this strategic direction

- \* Positive, respectful relationships and strong collaboration between parents, students and teachers supports students to continually improve.

- \* Consistent and systematic processes ensure there is a strategic and planned whole school approach to supporting students that result in measurable improvements in wellbeing and engagement in learning.

- \* All classrooms and other learning environments are well managed within a consistent, school-wide approach so that well planned teaching can take place and all students can engage in productive learning with minimal disruption.

- \* Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs, with teachers involving students and parents in that planning, ensuring all students are challenged and all adjustments lead to improved learning.

- \* Feedback from students on their learning derived from assessments informs further teaching and enables teachers to provide feedback to students that ensures all students can set and achieve learning goals.

- \* The school's leadership team encourages, monitors and measures school community satisfaction and responds to feedback to inform sustained and measurable whole school improvement.

- \* Community members are regularly engaged in school activities, sharing cultural knowledge and expertise to foster wellbeing and engagement.

- \* Whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk.

### Evaluation plan for this strategic direction

**Question:** To what extent have we achieved our purpose?



## Strategic Direction 3: Positive School Culture

### Initiatives

---

- \* Regularly analysing attendance data, which is then used to inform planning.
  - \* Teachers, parents and the community collaborating to support consistent and systematic processes that ensure student absences do no impact on learning outcomes.
  - \* Strengthening whole school practices to build quality relationships between students and teachers, to foster a safe, positive and stimulating learning environment that enhances student engagement and supports productive learning.
- 

### Evaluation plan for this strategic direction

---

**Data:** We will use a combination of data sources. These will include:

- Attendance data
- Staff, student and parent Tell Them from Me surveys
- SEF SaS
- Student focus group data
- Sentral data
- Qualitative and quantitative data for engagement and wellbeing activities

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

**Implications** The findings of the analysis will inform:

- Future directions
- Effective resourcing
- Ongoing implementation and progress monitoring
- Annual reporting on school progress measures (published in the Annual Report each year and in the newsletter and on the School Website throughout the year).