

Strategic Improvement Plan 2024-2027

Wellington Public School 3420



School vision and context

School vision statement

Our school plan is built on the power of public education to provide opportunities for all and to transform lives through learning.

Wellington Public School is committed to providing an environment where quality teaching, literacy and numeracy learning and innovative leadership ensure that every student learns, grows and belongs in an equitable and outstanding school.

School context

Wellington Public School has an enrolment of 470 students with 60% (more than 300) identifying as Indigenous. The school caters for a diverse range of students. There are 26 classes inclusive of 5 Special Education and two extension classes plus a preschool.

Wellington Public School has a very caring and dedicated team of teachers and support staff working collaboratively with families to provide a wide range of programs catering for the cognitive, social, emotional and spiritual needs of each student.

We are a proud Positive Behaviour for Learning (PBL) school with a focus on developing safe, respectful learners. PBL operates hand in hand with the Be You mental health initiative. In recent years we have successfully implemented the Positive Living Skills student wellbeing program.

Through enhanced Learning and Support structures and our School Based Allocation Report (SBAR) the school has two Assistant Principal's Curriculum and Instruction, two Learning and Support Teachers and one interventionist to provide tailored interventions in Literacy and Numeracy from Preschool to Year 6. These strategies are improving curriculum implementation and quality teaching using stringent data analysis linked to direct teaching and individualised learning programs for students.

This year, following on from our External Validation, the school has begun its Situational Analysis in collaborative consultation with the community. Feedback from this consultation will contribute to this School Plan and will assist us to inform the future directions for the school presented in this plan.

Strategic Direction 1: Student growth and attainment

Purpose

Every learner at our school receives a high-quality education that enables them to excel.

The whole school community is committed to providing learning opportunities supported by assessment practices and effective feedback which allow ALL students to the best start in life.

Every student achieves ambitious learning goals every year.

As a result, every student at Wellington Public School is known, valued and cared for.

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

- An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2024 compared with Year 3 and 5 in 2023.

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

Shared beliefs and understandings

Reflect on whole school Shared Beliefs and Understandings- demonstrated through words and actions - 'No excuses! What? So what? Now what?' are asked and answered to ensure improvement for all students.

Effective Feedback

- Teachers use student assessment data to reflect on teaching effectiveness and provide differentiated and responsive learning opportunities.
- Teachers clearly explain to students what they are learning (WALT), what they are expected to do and how to do it (WILF), why they are learning something and how it connects to what they already know (TIB).
- Teachers provide effective feedback which supports improved student learning and ensure students act on feedback received.

School-wide collaborative inquiry

Targeted and Responsive Teaching

Build a systematic and sequenced approach (modeled on CLARITY, Sharratt) to deliver explicit teaching in literacy and numeracy to improve student learning and school performance.

Undertake Collaborative Inquiry practices to develop and investigate questions which make links from evidence of student learning (data) to instructional practices, resource allocation, Professional learning, intervention and case management.

Success criteria for this strategic direction

Effective feedback -

At Wellington Public School we see **effective feedback** when staff and students are:

- regularly reflecting and communicating about each task and using learning intentions and communicating progress towards these intentions.
- using detailed and specific feedback about what they need to do to achieve growth as a learner.
- self-assessing, reflecting and monitoring learning
- acting on feedback that they receive.
- using assessment as a part of everyday practice.

Targeted and responsive teaching -

At Wellington Public School, explicit teaching in reading and numeracy will be evident when:

- Teaching staff demonstrate and share their expertise within the school. All teachers have expert contemporary content knowledge and deploy effective teaching strategies. The school trials innovative practices and has processes in place to evaluate, refine and scale success (Learning & Development - Expertise and Innovation)
- 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 modeled, and students' learning improvement is monitored, demonstrating growth.

Evaluation plan for this strategic direction

Question: To what extent have we achieved our whole school initiatives and can we demonstrate impact and improvement of student outcomes in reading and numeracy?

Evaluation plan for this strategic direction

Data: The school will systematically collect data to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction.

Data sources will include;

- NAPLAN data
- Check In data
- Plan 2 data
- reading monitoring data
- informal and formal assessment
- collaborative planning meeting minutes
- Teacher programs show evidence of The Teaching Cycle and feedback

Analysis: Reading and numeracy data will be routinely and systematically analysed in teacher, stage and whole school groups to measure the progress toward achieving the determined improvement and progress measures.

Implications: Analysis will inform planning for future directions and annual reporting on school measures.

Strategic Direction 2: Our Attendance is UnBEElievable

Purpose

If students are not at school every day they cannot benefit from high quality instruction.

For all of our students we deliver outstanding leadership, teaching and learning.

Our teachers and staff feel valued, included and supported to perform at their best.

As a result, attendance levels at Wellington Public School are high and it is a great place to work, and our staff is of the highest calibre.

Improvement measures

Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

The attendance rate for the school is increased from 86.79% in 2023 to 87.9% by 2027

Initiatives

Here Every Day

Daily school attendance is important for young people to succeed in education and to ensure they don't fall behind both socially and developmentally. Young people who regularly attend school through to Year 12 or an equivalent qualification, have better life outcomes - A student's primary school experience has a significant impact.

Strengthened community partnerships enhance student learning and address our improved attendance target, expand our cultural engagement programs and integrate innovative approaches to wellbeing.

Every day counts, as regular attendance at Wellington Public School helps students to:

- develop a sense of belonging
- develop and maintain friendships
- be more engaged at school
- progress with their learning
- be more aware of career and life options.

Supporting positive school attendance is a shared responsibility - everyone has a role.

Success criteria for this strategic direction

At Wellington Public School, we see improved attendance through strengthened community partnerships when:

- teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.
- the school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

Our role in supporting attendance -

Consistent messaging around attendance

Our attendance support program staff provide direct assistance in attendance matters.

- Attendance communications
- Attendance policy and procedures
- Celebrating attendance
- Discussing attendance concerns
- Monitoring attendance
- Partial absences
- Recording absence explanations
- Roll marking errors.

Our attendance team plays a key role in:

- establishing clear and consistent school attendance procedures,
- supporting school staff implement the day to day, school attendance procedures,
- regularly analysing and monitoring student attendance data,
- leading the implementation of evidence-based interventions to support school improvement planning,
- facilitating communication with the school community

Strategic Direction 2: Our Attendance is UnBEElievable

Evaluation plan for this strategic direction

Question: To what extent have we achieved success with our whole school attendance initiatives, and can we demonstrate impact and improvement of student outcomes?

Data: Wellington Public School will systematically collect data to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction.

Data sources will include;

- Gathering insights
- Data collected along with consultation and the involvement of various stakeholders, will help build a more detailed picture of what is happening in your school.
- School-level data including school surveys, classroom observations and other sources of evidence can help you drill down the critical issues so you can focus on efforts on where they will be most effective. Scout, including the Attendance and Engagement data, Tell Them From Me and Wellbeing Framework for Schools are useful tools for this process.
- Information gathered in this stage will be analysed to uncover the Problem Statement.

Analysis:

We should consider any indicators or supporting evidence when investigating the underlying factors relevant to their local context.

The following questions may help you explore the origin and context of the underlying causes influencing attendance:

- What are the underlying problems?
- How does this problem present itself?
- What has been done before - what happened?
- Why should this problem be addressed?

Strategic Direction 2: Our Attendance is UnBEElievable

Evaluation plan for this strategic direction

- Who are the key stakeholders? How might you engage students, parents, teachers and the wider community?

Implications:

Each school community will have its own unique set of challenges and opportunities.

Local expertise should be leveraged to help inform how best to address them. The best outcomes are achieved when they are informed and guided by the local knowledge and experience of principals.

Your school should look to adopt approaches proven to make a positive change, by incorporating evidence-based practices to help improve student outcomes. This may include building on existing practices and school planning.