

# Strategic Improvement Plan 2024-2027

## Warilla North Public School 4333



# School vision and context

## School vision statement

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### Small School: Big Future

Warilla North Public School ensures that all children have the best start in life. Every learner receives a high-quality education that enables them to excel. Every student is known, valued and cared for.

## School context

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Warilla North Public School is situated near the southern edge of Lake Illawarra. It is a small school with 142 students that is strongly committed to improving the life opportunities of its students so that each child can achieve their potential.

The school implements evidence-informed, whole-school wellbeing approaches through providing equitable access to services and building partnerships across agencies. We work in close cooperation with various agencies that enhance opportunities for our students and their families. These include Communities for Children - Shellharbour, Smith Family and Illawarra Aboriginal Medical Services. The school is a proud member of our local community of schools - 'The Lake Learning Community'. We have a strong wellbeing program which ensures a fair, consistent and predictable environment for all students to thrive.

28% of students are from Aboriginal and/or Torres Strait Islander backgrounds. Aboriginal cultures and histories are taught and celebrated. Building positive relationships and partnerships with the Aboriginal community is a school-wide focus. We have a commitment to sharing our local dreaming story with our students and community. All students and staff demonstrate that they respect the identity, culture and heritage of our Aboriginal students.

Warilla North Public School supports staff development through high quality and accessible learning in collaboration with a wide network of schools. Our teachers and staff feel valued, included and supported to perform at their best.

# Strategic Direction 1: Student growth and attainment

## Purpose

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Improved literacy and numeracy outcomes for all students.

## Improvement measures

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### 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.

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## Initiatives

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### Literacy and numeracy

Staff will collaboratively plan, deliver and evaluate the use of explicit literacy and numeracy teaching practices to improve student outcomes.

This will be achieved by:

- A school-wide explicit teaching approach based on The Science of Learning and Cognitive Load Theory research.
- Ensuring that consistent literacy and numeracy teaching practice and routines are observable across the whole school and in each classroom.
- Teachers engaging in professional discussion and collaboration to improve teaching and learning.
- Teachers collaborating with staff in other schools to share and embed good practice.
- A school-wide process for analysing student data and collaboratively determining appropriate actions to improve student learning outcomes.
- Engaging the school community to reflect on student progress and achievement data.

## Success criteria for this strategic direction

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- Consistent teaching and learning programs which systematically and cumulatively build on previous knowledge.
- Advance equitable outcomes, opportunities and experiences for all students
- Improved student outcomes in literacy and numeracy.
- The curriculum is enhanced by learning alliances with other schools and organisations.
- Teachers use student data to inform teaching decisions, identifying skill gaps for improvement and areas for extension.
- Parents are well-informed about students' learning progress.

## Evaluation plan for this strategic direction

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**Question:** To what extent have we improved literacy and numeracy outcomes for all students?

**Data:** Check-In Data, Dibels ORF, PAT Numeracy

**Analysis:** This will be embedded, monitored and reflected upon through termly progress and implementation monitoring cycles.

**Implications:** What are the implications for our work? What are our future directions and next steps?

# Strategic Direction 2: Belonging

## Purpose

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Every student is known, valued and cared for.

## Improvement measures

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### Attendance

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

Achieve by year: 2027

Achieve an increase of 1.1% in the attendance rate, from 88.89% in 2023 to 90% in 2027

### Sense of Belonging

Achieve by year: 2027

Improvement in the measure of "Sense of Belonging" in the Tell Them From Me student survey.

## Initiatives

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### Wellbeing

Create a positive school culture, ensuring that the school is inclusive and safe.

This will be achieved by:

- Implementing evidence-informed, whole-school wellbeing approaches.
- Ensuring that every staff member understands their role to support students' wellbeing.
- Building authentic partnerships with students and families.
- Connecting families with the support they need.

### Attendance

School attendance impacts students' academic achievement and long-term outcomes. The school will focus on improving school attendance for all students.

This will be achieved by:

- Implementing universal, preventative strategies for all students to promote a positive culture of attendance and prevent absenteeism.
- Addressing emerging attendance problems consistently and strategically.
- Providing intensive intervention for individual students with regular non-attendance and/or complex barriers to attendance.

## Success criteria for this strategic direction

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### Wellbeing

- The school has a planned approach for collecting whole-school wellbeing data.
- Staff are equipped and supported with the knowledge and skills to understand the diverse wellbeing needs of students.
- Positive and respectful relationships are evident throughout the school community.
- The school partners with the community to support equitable outcomes.

### Attendance

- Attendance data is regularly analysed and factors that impact on attendance are used to inform planning.
- There is a high expectation culture of high attendance rates for all students.
- Whole of school and personalised attendance approaches are improving regular attendance rates for students, including those at risk.
- The whole-school community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

## Evaluation plan for this strategic direction

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**Question:** To what extent have we improved student attendance and wellbeing?

**Data:** Tell Them From Me, Attendance Data, Anxiety Project data

**Analysis:** This will be embedded, monitored and reflected upon through termly progress and implementation monitoring cycles.

**Implications:** What are the implications for our work?

## Strategic Direction 2: Belonging

### Evaluation plan for this strategic direction

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What are our future directions and next steps?