

# School Excellence Plan 2025-2028

## Winmalee Public School 4436



# School vision and context

## School vision statement

At Winmalee Public School, nestled in the heart of the Blue Mountains, we are dedicated to fostering a sense of belonging, connection, and ambition for every student. We nurture a supportive and inclusive environment where wellbeing is prioritised, and all children are encouraged to reach their highest potential. We are grateful to live and learn on the lands of the Darug and Gundungurra people, and we are committed to honouring and learning about the culture and traditions of the original custodians of this land, while respecting and valuing the beautiful environment in which we live and learn. Through high expectations, collaborative partnerships with families and the broader community, and a commitment to lifelong learning, we aim to inspire our students to become curious, resilient, and compassionate individuals who are driven to continue their educational journeys with enthusiasm, passion, and purpose-making a meaningful difference in the world around them.

## School context

Winmalee Public School is situated in the Blue Mountains and is on Darug and Gundungurra land. After extensive consultation with students, staff and the community and deep reflection on practice using the 'What Works Best' research, School Excellence Framework, John Hattie's Visible Learning research and Tell Them From Me data it was evident that there were two key areas for improvement. These two key areas are effective feedback strategies between students, staff and the community and effective forms of collaboration between students, staff and the community. Underpinning these two focus areas there will also be a strong focus on high expectations for all, wellbeing through engagement in learning and extra-curricular activities and an increased focus on attendance.

At Winmalee Public School there is a focus on embedding Aboriginal Education into everyday learning, fostering individual abilities and interests through academic programs, sporting activities and expression is encouraged through Creative Arts. The school has programs that build self-esteem, ensuring responsible behaviour and a strong sense of civic pride. At Winmalee Public School there are many programs and initiatives that are part of our school. These include: PSSA Sport and Winmalee Cup, Native Gardening Club, SRC, Junior and Senior Dance, Choir, Band, Strings and Recorder Groups, Premier's Reading Challenge, Public Speaking Competitions and Debating and a Movie Making Group. There is a strong emphasis on high expectations and students engage with the curriculum through success criteria, learning intentions and by setting individual learning goals. The staff work collaboratively and productively with each other and the community to ensure the best outcomes are achieved for each student. Wellbeing is a focus for all students, staff and the community and the school embeds the 'Smiling Minds Program' and works with the community hub to support families.

# Strategic Direction 1: Student growth and attainment

## Purpose

To maximise student learning outcomes in literacy and numeracy and build strong foundations for future success, we will further develop our collective capacity to embed explicit teaching strategies, evaluate literacy and numeracy progress and build capability in responsive, evidence-based literacy and numeracy pedagogical practices.

## Improvement measures

### Student growth in Numeracy

Achieve by year: 2028

By the end of 2028 there will be an uplift of 8 points in NAPLAN numeracy data compared to other SSSG schools

### Student growth in NAPLAN reading.

Achieve by year: 2028

By the end of 2028 there will be an uplift of 5 points in NAPLAN reading data compared to other SSSG schools

## Initiatives

### Explicit Teaching in Numeracy

In order to achieve the target of an 8-point lift in NAPLAN numeracy data a strong focus on Explicit Teaching and the 8 strategies will be undertaken. This strong focus will ensure that the 8 Explicit Teaching strategies become embedded practice across the school.

NAPLAN data has indicated that the 2 key areas for improvement in numeracy are additive strategies and multiplicative thinking. The explicit teaching strategies of 'using effective questioning', checking for understanding' and 'gradual release of responsibility' will be targeted through high impact professional learning.

The successful implementation of success criteria and learning intentions will be continued with an added focus on student voice in determining what success criteria looks like.

### Explicit Teaching in Reading and Writing with a focus on vocabulary.

To ensure that the students of Winmalee Public School enhance their strong comprehension skills there will be strong focus on deepening the vocabulary knowledge of all students. This will be achieved by effectively implementing the explicit teaching strategies of 'chunking and sequencing learning', 'connecting learning' and 'checking for understanding'

This focus on vocabulary development will not only strengthen strong comprehension skills but will also have a strong impact on student writing skills.

To achieve this staff will take part in high impact professional learning during collaborative planning days.

Students will be able to articulate what success looks like

## Success criteria for this strategic direction

All staff will demonstrate a deep understanding of the 3 focus explicit teaching strategies of 'using effective questioning', checking for understanding' and 'gradual release of responsibility'. These strategies will be evident in mathematics lessons.

Students will demonstrate the successful implementation of 'using effective questioning', 'checking for understanding' and 'gradual release of responsibility' through improved data and formative assessment.

Students will be able to articulate what success looks like in learning and co-develop success criteria with teachers in the areas of additive strategies and multiplicative thinking.

## Evaluation plan for this strategic direction

Gather student and teacher qualitative and quantitative data from the following sources:  
NAPLAN, Check-In, PAT Reading, Maths and Vocabulary.

Observations of teacher practice through Learning Walks, and APC&I team teaching. Teacher surveys with a focus on teacher confidence and implementation of explicit teaching strategies. Feedback following professional learning sessions during CTE days and stage collaborative discussions. Evidence of program adjustments to include the focus explicit teaching strategies. Feedback loops where teacher share challenges and successes of the focus explicit teaching strategy implementation.

Formative assessment of students and reflective comments from students about their success in lessons. during lessons.

# Strategic Direction 1: Student growth and attainment

## Initiatives

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in learning and co-develop success criteria with teachers in the areas of vocabulary development.

## Strategic Direction 2: Teacher Growth and Attainment

### Purpose

Enhance teaching practices and student outcomes through learning walks that promote student reflection, teacher collaboration and professional growth. Embed a comprehensive and cohesive approach for HPGE students which ensures they thrive academically and socially.

### Improvement measures

#### Learning Walks : A pathway to excellence

Achieve by year: 2028

1. Increased use of explicit learning intentions and success criteria derived from deeper knowledge of learning progressions and syllabus content in focus areas - maths and vocabulary.
2. Demonstrable improvement in student capacity to articulate what they are learning, why they are learning it and how they are progressing as evidenced in learning walks.

#### Elevating Excellence - Catering for HPGE Students

Achieve by year: 2028

The extension of current explicit teaching practices to include critical thinking and inquiry-based learning are embedded to provide an engaging and challenging learning environment where HPGE students achieve their full potential across the 4 domains.

### Initiatives

#### Purpose and Goals of Learning Walks

Define the purpose of learning walks as a means to observe, reflect, and discuss teaching practices in order to identify strengths and areas for improvement.

Develop a framework for conducting learning walks, including protocols for observation, feedback, and reflective discussions.

Identify key focus areas for each learning walk, aligned with the explicit teaching strategies of: gradual release of responsibility, checking for understanding and effective questioning.

Embed a regular schedule for learning walks and whole school reflections, allowing time for teachers to visit each other's classrooms in pairs or small groups and reflect on practice together.

#### Professional Learning to Cater for HPGE Students

Use high impact professional learning to build teacher capacity to identify HPGE students and how to cater for them in the classroom. Implement links between explicit teaching focus areas, considering the professional learning and how teachers can use this to cater for HPGE students.

### Success criteria for this strategic direction

Collaboration amongst teachers leading to shared best practices and improved explicit teaching practices embedded across the school.

Teachers confident to give and receive feedback leading to adjustments to teaching practice.

Student engagement and student voice evident across all classes.

### Evaluation plan for this strategic direction

Professional discussions during whole school Feedback Loops using intentional questioning and clarifying in mixed stage groups.

Success Criteria evident through visual and verbal feedback from students.

Student pre and post surveys measuring student confidence and ability to articulate what, why and how they are learning.

Increased teacher confidence to identify student strengths across the 4 domains.

## Strategic Direction 3: Connect and Belong

### Purpose

A school-wide, collective responsibility for student learning and success is shared among students, parents and carers, and staff. Planning for learning is informed by robust and holistic information about students' wellbeing and learning needs, developed in consultation with parents and carers where appropriate.

### Improvement measures

#### Zones of Engagement

Achieve by year: 2028

Embed a school-wide culture of belonging and engagement, where students actively contribute to their educational experience and academic achievement.

#### Foster a Strong Sense of Belonging

Achieve by year: 2028

Continue to maintain and refine current evidence-based wellbeing and resilience initiatives that are strength-based, preventative and protective. Embed collaborative practices that develop a collective responsibility for student learning and success.

#### Attendance

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

Achieve by year: 2027

By the end of 2027 there will be a 2% uplift in from 73% to 75% students attending school 90% of the time.

### Initiatives

#### Zones of Engagement

Teachers confidently use the language of the 'Zones of Engagement' with students. Students refer to the Zones of Engagement model, using the language taught, when reflecting on own learning.

#### Strengthened student, staff and community sense of belonging.

Continue to maintain and refine current evidence-based wellbeing and resilience initiatives that are strength-based, preventative and protective for our students, which will build a vibrant community where parents feel welcomed, valued, and engaged, ultimately enhancing the educational experience for all students.

#### Enhance Student Attendance

Build a culture around high expectations of student attendance through the positive promotion of the benefits of regular attendance.. Continue to embed student posters, whole-school reward systems, and termly attendance letters and work with HSLO to ensure interventions for students requiring additional support in attendance.

### Success criteria for this strategic direction

1. Increased percentage of students demonstrating high levels of engagement in classroom activities, demonstrated in improved in NSW Public Schools survey results.
2. Teachers and students are confident using the Zones of Engagement language to discuss student engagement and achievement.
3. Increased opportunities for student voice in decision-making processes related to their learning.
4. Enhanced

### Evaluation plan for this strategic direction

Student pre and post surveys and discussion at Student Forum about the impact of The Zones of Engagement on learning success.

Teacher discussions and observations around the use of the Zones of Engagement language related to success criteria in the classroom.

Student growth in school-based assessment tasks.

Review of the frequency of whole school reward events based on attendance data. Students feedback on promotional posters and their sense of connection to peers and staff as a reflection of whether their sense of belonging has increased.

Students ability to implement taught strategies supporting wellbeing and resilience .