Strategic Improvement Plan 2021-2024

Warilla North Public School 4333

School vision and context

School vision statement

Small School: Big Future

Warilla North Public School engages in quality learning to empower confident, creative individuals, who are able to contribute positively to a constantly changing society.

School context

School context

Warilla North Public School is situated near the southern edge of Lake Illawarra. It is a small school with 146 students that is strongly committed to improving the life opportunities of its students so that each child can achieve his or her potential. The curriculum presented gives emphasis to literacy, numeracy and student welfare. The school motto 'Respect and Honour' is emphasised in the development of positive relationships to create a safe and happy learning environment.

We have a commitment to embedding our local dreaming story into ALL that we do and continue to ensure all students are given the opportunity to understand Aboriginal ways of knowing and doing.

Warilla North conducted a thorough Situational Analysis in 2020 consulting all members of the community using qualitative and quantitative data from all stakeholders. This revealed the following key school needs and areas of focus:

- Learning culture - (Transitions and continuity of learning and Attendance)
- Wellbeing- (A planned approach to wellbeing, Individual learning needs and behaviour)
- Data skills and use - (Data literacy, Data analysis, Data use in teaching, Data use in planning) and Curriculum - (Curriculum provision, Teaching and learning programs and Differentiation).

Evaluation of the 2019 Annual Report indicates that further consolidation of Professional Learning in relation to increasing attendance rates of students lower then 90% guided by school attendance policy is required and developing it's importance as a shared responsibility between schools and parents is needed.

Staff feedback and reflection has demonstrated a need for a focus on high expectations and the use of data to inform practice .

NAPLAN data showed the percentage of students at or above expected growth is below SSSG in reading, writing and grammar & punctuation but above in spelling and numeracy. The trend is inconsistent over the two year period of 2018-2019

32% of our student population are from indigenous backgrounds. A focus is maintained to ensure that Aboriginal culture and history are taught and celebrated appropriately, and that positive relationships exist and will continue to develop with the Aboriginal community.

The school is an Early Action for Success partner. We receive additional funding to enable us to better meet the learning needs of all students. An Instructional Leader has been appointed to support personalised teaching and learning programs. The committed staff regularly engages in ongoing research based professional learning and coaching with the instructional leader to continually reflect on and improve teaching practice.

School vision statement

School context

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, Beyond Empathy 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 welfare program which ensures a fair, consistent and predictable environment for all students to learn in.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure students grow in their learning through explicit, consistent and research-informed teaching. Our teachers will evaluate their effectiveness and reflectively adapt their practice through quality, targeted professional learning on the selective use of data to inform teaching.

Improvement measures

Target year: 2022

NAPLAN top two bands - Reading

- A minimum of 19.5% of Year 3 and 5 students achieve in the top two bands in NAPLAN Reading (Upper bound system- negotiated target)

NAPLAN top two bands - Numeracy

- A minimum of 15.5% of Year 3 and 5 students achieve in the top two bands in NAPLAN Numeracy (Lower bound system- negotiated target)

NAPLAN Value-add

- Value -add moves from delivering to sustaining and growing

Target year: 2023

NAPLAN Growth - Reading

- A minimum of 59.3% of Year 3 and 5 students achieve expected growth in NAPLAN Reading (Upper bound system- negotiated target)

NAPLAN top two bands - Numeracy

- A minimum of 58.3% of Year 3 and 5 students achieve expected growth in NAPLAN Numeracy (Upper bound system- negotiated target)

Target year: 2024

Progressions

Initiatives

Reading

In reading we will improve effective classroom practice with a strong focus on oral narrative and reading comprehension. Teachers will engage in regular professional learning on high expectations and understanding the selective use of assessment and data.

High expectations

- Consistently challenge all students to learn new things.
- Establish clear and consistent expectations for learning
- Guide and support students towards meeting expectations

Use of data to inform practice

- Regularly dedicate time to using data effectively
- Collect meaningful data
- Analyse the data to monitor student learning and progress
- Make teaching decisions based on data analysis

Numeracy

Collaborative practice and high impact learning will drive effective practice in Numeracy. We will embed sustainable whole school processes to improve whole number and place value, with a focus on high expectations and understanding the selective use of assessment and data.

High expectations

- Consistently challenge all students to learn new things.
- Establish clear and consistent expectations for learning
- Guide and support students towards meeting expectations

Use of data to inform practice

Success criteria for this strategic direction

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 modelled, and students' learning improvement is monitored, demonstrating growth. (SEF: Effective Classroom Management - Explicit Teaching)

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. (SEF: Learning Culture - High Expectations)

Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers (SEF: Assessment - Formative Assessment)

The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels. (SEF: Assessment - Summative Assessment)

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. The school has processes in place to support teachers' consistent, evidence-based judgement and moderation of assessments. (SEF: Assessment - Whole-school monitoring of student learning)

The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis. (SEF:Data Skills and Use - Data Analysis)

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data. (SEF:Professional Standards - Literacy and Numeracy Focus)

- 100% of teachers are using progressions to track student learning achievement and guide learning
- 85% of students achieve or exceed expected growth in Literacy and Numeracy progressions.

Target year: 2024

SEF

Improvement as measured by the School excellence Framework

- Move Learning culture from sustaining and growing to Excelling
- Move Data skills and use from delivering to sustaining and growing

- Regularly dedicate time to using data effectively
- Collect meaningful data
- Analyse the data to monitor student learning and progress
- Make teaching decisions based on data analysis

Evaluation plan for this strategic direction

Question: Is teaching and learning across the school being driven by analysis of meaningful data? Have students achieved, at minimum, expected growth in reading and numeracy?

Data: NAPLAN, Oral Reading Fluency data, Essential Assessment, teaching programs, PLAN2, meeting schedules and minutes

Analysis:

Analysis of school data will show to what extent the purpose has been achieved.

Implications:

What are the implications for our work?

What are our future directions and next steps?

Strategic Direction 2: Academic Equity

Purpose

To overcome the cycle of disadvantage in our community, we will provide opportunities for all students to learn and grow across the range of achievement levels. This aim will be supported by an unrelenting focus on students becoming active participants in their learning.

Improvement measures

Target year: 2024

Curriculum

- All teachers understand and embed strategies to support the stages of play into programming other areas of the curriculum
- 100% of staff confidently using implementing new English and Mathematics Syllabi

Target year: 2024

Internal Data

- 100% of students show growth in oral narrative language assessment
- Increased student engagement shown through student attendance data
- Improvement in sense of belonging for all stakeholders, as shown by Tell Them From Me survey data.
- 80% of parents/carers of all students engage with the PLP process.

Target year: 2024

Progressions

- 100% of teachers tracking students on literacy and numeracy progressions

Target year: 2024

NAPLAN

Initiatives

Play-Based learning

It is our intention to ensure play-based learning at Warilla North becomes an inquiry model which does not sit discreetly or separately from other curriculum areas. It is a total approach to teaching and learning which combines the need for children to be active participants in their learning (through hands-on and creative exploration and investigation) which sits alongside formal instruction. Staff will engage in high impact professional learning relating to quality programming and assessment as or and for learning, ensuring the school is curriculum compliant and responsive to new curriculum as it emerges.

Aboriginal Education

In order to confidently engage in history, culture and foundational knowledge we will develop a holistic approach to Aboriginal education. The core of this initiative is to build a relationship with country and a deep understanding of Aboriginal culture for all stakeholders. By embedding Aboriginal ways of knowing and doing we will provide equity in learning opportunities for all students, Aboriginal and Non-Aboriginal.

Success criteria for this strategic direction

The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. (SEF: Wellbeing - A Planned Approach to Wellbeing)

Annotated teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning, and share expected outcomes. (SEF: Curriculum - Differentiation)

There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents, carers and the community. (SEF: Wellbeing - Individual Learning Needs)

Progress and achievement of equity groups within a school is equivalent to the progress and achievement of all students in the school. (SEF - Student Performance Measures - Internal and External Measures Against Syllabus Standards)

The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data. (SEF: Student Performance Measures - Student Growth)

The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school. (SEF: Educational Leadership - Community Engagement)

Evaluation plan for this strategic direction

Play-Based Learning

Question: What has been the impact of embedding evidence informed, evaluative and sustainable systems to improve student growth in literacy, numeracy and engagement?

- 85% of students have achieved expected growth in writing
- Gap in Year 5 NAPLAN reading achievement reduced between Aboriginal and non-Aboriginal students from an average difference of 63.5 (in 2019) to an average of 43.5.
- Gap in Year 5 NAPLAN numeracy scores reduced between Aboriginal and non-Aboriginal students from an average difference of 39.4 (in 2019) to an average difference of 20.0

Target year: 2024

School Excellence Framework

Improvement as measured by the School Excellence Framework:

- In Learning Domain, maintain *Student Performance Measures* at "Excelling".
- In Leading Domain, maintain *Community Engagement* at "Excelling".

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Data: Student growth data (internal and external) eg Oral Narrative assessment, NAPLAN, PLAN2, Essential Assessment data. Lesson observation evaluations.

Analysis: Analyse the data to determine the extent to which the purpose has been achieved.

Implications: Drawn from the analysis and used to inform next action

Aboriginal Education

Question: Do all students, both Aboriginal and non-Aboriginal, have a strong understanding of Aboriginal History and Culture, and has the gap between achievement levels of Aboriginal students and non-Aboriginal students been reduced?

Data: NAPLAN, Personalised Learning Plans, Student surveys.

Analysis: To be completed

Implications: Drawn from the analysis and used to inform next action

Strategic Direction 3: Connect, Succeed, Thrive

Purpose

To ensure that all of our students are able to learn we will create and maintain a collaborative and systematic approach to well-being. There will be school-wide, collective responsibility to provide students with the best chance to follow a developmental trajectory unencumbered by the effects of trauma.

Improvement measures

Target year: 2024

School Excellence Framework

Improvement as measured by the School Excellence Framework:

- In Learning Domain, maintain *Wellbeing - A planned approach to wellbeing* at "Excelling"
- In Learning Domain, maintain *Learning Culture - High Expectations* at "Sustaining and Growing"

Target year: 2024

Internal Data

- Student attendance at 90% or above
- Beyond empathy clips and Pilot data provided
- Decrease in negative incident office referrals by 40%.
- Decrease in suspensions by 35%.
- Decrease in negative EBS entries by 25%
- Every teacher has a deep understanding and demonstrates consistency in the use of wellbeing practices as evidenced by staff survey data and EBS entries.
- Increase in the number of students involved in internal and external enrichment activities.

Target year: 2022

External Data

Initiatives

Wellbeing

Wellbeing will underpin every aspect of a student's schooling from their ability to learn in class to their ability to build positive relationships. To achieve this aim we will develop and maintain a whole school approach to wellbeing. We will support students in their capacity, skills and toolkit of resources to cope with emotions in a way that is positive and constructive for their development. Our approach will encompass consistent, fair and predictable welfare practices using ongoing professional learning, mentoring, and attendance monitoring

Learning Culture

The school is driven by a deep belief that every student is capable of successful learning, the whole school community will aspire to ensure learning progress and achievement for ALL students. We will:

- Develop the ability in staff to identify and provide opportunities for higher level learning and enrichment programs informed by the High Potential and Gifted Policy.
- Create systems and processes to support school wide attendance procedures using our school's involvement in the attendance pilot as a springboard for further improvement

Success criteria for this strategic direction

The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning (SEF: Wellbeing - A planned approach to wellbeing).

There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers (SEF: Wellbeing - Individual Learning Needs).

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school (SEF: Wellbeing- Behaviour)

All classrooms and other learning environments are well managed within a consistent, school-wide approach. Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption. Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning (SEF: Effective Classroom Practice - Classroom management).

The whole school community demonstrates commitment of learning progress and achievement for all students. Effective partnerships in learning with parents and students to support clear improvement aims to achieve their best. (SEF: Learning Culture - High Expectations)

The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points, including highly mobile students and students with atypical enrolment. (SEF: Learning Culture - Transitions and continuity of learning)

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences and attendance rates are improving . (SEF: Learning Culture - Attendance)

- Majority of staff report positive responses towards their high expectations around student learning and achievement.
- NAPLAN top two bands - A minimum of 24.5% of Year 3 and 5 students achieve in the top two bands in NAPLAN Reading (Upper bound system- negotiated target)
- NAPLAN top two bands - A minimum of 20.5% of Year 3 and 5 students achieve in the top two bands in NAPLAN Numeracy (Higher bound system- negotiated target)

Target year: 2022

Attendance

- 3.1% lift in the percentage of students attending 90% or more of the time (system negotiated target)

All students have access to their own technology device (laptop) and technology is effectively used to enhance learning and service delivery (SEF: School Resources - Technology).

Evaluation plan for this strategic direction

Question:

To what extent have we improved measures for learning culture?

What changes in practice have occurred as a result of our consistent, fair and predictable behaviour approach?

Data:

EBS Data, attendance data, pre and post data collection of enrichment programs, transition program (Warilla North, Lake High and local pre-school), High School teacher feedback (are the WNPS settled?), kindergarten data, student/ teacher survey (tech)

Analysis:

Analyse the data to determine the extent to which the purpose has been achieved.

Implications: Drawn from the analysis and used to inform next action/s