

# School Excellence Plan 2024-2027

## Wilton Public School 4650



# School vision and context

## School vision statement

Wilton Public School is a positive, inclusive and supportive environment where students, staff and the community are known, valued and cared for. The teaching and learning programs informed by evidence-based practices, explicit teaching and equity are implemented by dedicated educators who are driven by data to improve outcomes and to support and extend student achievement. Teachers embed quality teaching pedagogies into their daily practice and work collegially to ensure students are engaged, challenged and continue to learn.

## School context

Wilton Public School is located in the Wollondilly Shire, on the south-western fringe of the Sydney metropolitan area. The town of Wilton is composed of established housing, new housing and land development, rural land, and is earmarked for major future urban growth and development. The school first opened in 2011 with 23 students enrolled and has grown rapidly to 650 students enrolled across 24 mainstream classes and 7 support classes. 7% of our student population identify as being Aboriginal and/or Torres Strait Islander with this number continuing to grow each year. The school is situated in the Wilton growth area which is experiencing a population increase due to new land subdivisions being made available for new housing. We expect increases in student enrolments each year up to a capacity of 880 students.

Implementing evidence-based practice is a key aspect in improving student outcomes as we enact and embed curriculum reform. We have a committed teaching staff encompassing experienced and early career teachers who are dedicated to constantly reflecting on and improving their practice. With the rapid growth of the school and therefore an influx of new staff each year, it is imperative that we embed strong systems and practices around ongoing teacher professional learning and teacher quality.

The school prioritises student well-being and recognises that social, emotional and academic growth are optimised when positive relationships exist between students and their family, peers, teachers and the local community. We are committed to ensuring staff, students, parents, carers and the school community are engaged in planning, understanding, implementing and evaluating well-being programs, processes and practices aimed at developing a safe, supportive, respectful and responsive learning environment in which all students can thrive and succeed.

# Strategic Direction 1: Student growth and attainment

## Purpose

In order to ensure all students have a strong foundation in literacy and numeracy, deep content knowledge and confidence in their ability to learn and adapt. We commit to further developing and refining data driven, explicit teaching practices that are responsive to the learning needs of individual students.

## Improvement measures

### 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: 2027

- To achieve an uplift of 10 points in year 5 NAPLAN numeracy mean scaled score by 2027.

### 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: 2027

- To achieve an uplift of 10 points in year 5 NAPLAN reading mean scaled score by 2027.

## Initiatives

### Systematic Monitoring of Student Achievement

Effective use of school-wide student achievement and progress data in order to reflect on teaching effectiveness and inform future school directions.

- Establish and implement a robust and systematic plan for the collection, analysis and use of reliable, equitable assessment information, external and internal, to identify gaps in student learning and to monitor and evaluate improvement over time.
- Build teachers' capabilities to use data to inform practice through meaningful professional learning in assessment and evaluation, utilising the department's suite of diagnostic tools alongside effective school-based formative assessment strategies.

### Targeted Professional Learning

Employ evidenced-based effective teaching strategies in literacy and numeracy as part of a whole school approach.

- Enhance the professional growth of teachers through the design and delivery of high impact professional learning that supports teachers to identify, understand and implement the most effective explicit teaching methods with a focus on identified school priorities in literacy and numeracy.
- Engage teachers and leaders in ongoing professional development to build the capacity of staff to effectively use data to measure and monitor students' literacy and numeracy progress and evaluate the impact of targeted teaching.
- Engage all staff in professional learning focusing on curriculum reform and new syllabus documents.
- Seek opportunities to develop the leadership capacity of middle and aspiring leaders.

### Effective Classroom Practice

Ensure all students have access to high quality teachers who employ explicit and evidence informed teaching

## Success criteria for this strategic direction

- The school uses embedded processes and systems for collecting, analysing and reporting data on student and school performance.
- The school uses data to inform collective decisions about student learning and the allocation of resourcing, aligned with improvement measures in the School Excellence Plan.
- Evaluation of student achievement and progress data shows evidence of growth for every student in reading and numeracy.
- School staff are highly skilled in using student progress and achievement data to identify strategic priorities, and reflect on teaching effectiveness.
- Families are supported as partners in their children's literacy and numeracy development.
- All teachers demonstrate a deep understanding of the most effective evidence-based explicit teaching methods and successfully transfer these into practice to improve literacy and numeracy outcomes.
- Established processes of data-informed practice ensures teaching and learning is responsive to the needs of all learners and shows evidence of revisions based on feedback on teaching practice.
- All teachers routinely and effectively plan using the teaching and learning cycle.
- All teachers effectively implement the new NSW curriculum and syllabus ensuring every student learns with understanding, builds skills in applying knowledge and makes excellent, ongoing progress in their learning.

## Evaluation plan for this strategic direction

Various forms of data will be regularly collected and used to measure and monitor students' literacy and numeracy progress and evaluate the impact of targeted professional learning and teaching practice. This data includes but is not limited to:

- Quality Teaching Rounds (QTR) feedback forms aligned to school strategic directions.

# Strategic Direction 1: Student growth and attainment

## Initiatives

practices.

- Work closely with individuals/teams/stages to elevate teachers' knowledge and understanding of the four phases of the teaching and learning cycle.
- Further embed practices to ensure a continuous cycle of strategically planned, differentiated professional learning for individuals/teams/stages to support the transfer of evidence-based teaching strategies to classroom practice. Professional learning to include: intentional professional conversations, observations of practice, co-teaching, co-planning, reviewing evidence and reflecting on practice.
- All teachers effectively implement curriculum reform ensuring every student learns with understanding, builds skills in applying knowledge and makes strong, ongoing progress in their learning.
- Facilitate professional learning that is informed by the Plan for Public Education to ensure equity, explicit teaching, and High Potential and Gifted Education (HPGE) is addressed.

## Evaluation plan for this strategic direction

- Quality Teaching Successful Students (QTSS) observations and feedback aligned to school strategic directions
- NAPLAN
- Check-in Assessment Data
- PLAN 2 data
- Essential Assessment Data
- Academic reports
- Internal formative, summative and diagnostic school assessment data.
- Teaching and learning programs (One Note)
- Teacher feedback
- Performance and Development Plans (PDPs) aligned to school strategic directions.
- Tell them From Me Teacher Survey Data.

## Strategic Direction 2: A Connected and Engaged Learning Community

### Purpose

Effective partnerships with parents and students exist to ensure optimal levels of wellbeing and engagement where students are motivated to deliver their best and continually improve.

### 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 91.6% in 2023 to 92.7% by 2027.

### Initiatives

#### Wellbeing Strategies

- An embedded school-wide and data-informed approach to support student wellbeing.
- 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 engages in strong collaboration between parents, students and the community that informs and supports continuity of learning for all students at transition points

#### Community Engagement

- Embed opportunities for teachers to directly engage with parents/carers to improve understanding of student wellbeing and learning.
- Reporting to parents/carers is responsive to feedback received.
- Seek opportunities to further embed a strong culture of high expectations and inclusion that reflects the richness and diversity of the wider school community.
- There is a shared commitment to school priorities which enable the success of every child.
- Promote and support parent/carer engagement in all aspects of school life including whole school events and celebrations.

### Success criteria for this strategic direction

- Universal attendance strategies support positive attendance patterns for all students.
- Targeted and individual attendance strategies support improved attendance for identified students and cohorts.
- The individual needs of all students are identified and supported at key transition points throughout their schooling.
- Positive and respectful relationships are evident throughout the school community, promoting student wellbeing and creating an optimal environment for learning across the school. As a result, maximised learning time is a focus in every classroom.
- Teachers regularly engage with parents/carers to improve understanding of student wellbeing learning and therefore strengthen student outcomes.
- Parents/carers indicate that they feel well informed about their child's learning and wellbeing.
- Student motivation for continuous and ongoing improvement is clearly evident.
- Parent/carer engagement in all aspects of school life including whole school events and celebrations continues to grow and thrive.

### Evaluation plan for this strategic direction

- NSW Public Schools survey data.
- My Say, My Way survey data
- Whole school wellbeing program to support student resilience, wellbeing and social and emotional development.
- School developed student surveys
- Parent carer attendance and engagement at school events.
- Parent/carer involvement with P&C
- Records of behaviour incidents and referrals
- Student Risk Assessment Plans

## Strategic Direction 2: A Connected and Engaged Learning Community

### Evaluation plan for this strategic direction

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- Attendance data
- Evidence of individual attendance plans
- Evidence of parent communication about attendance
- Learning Support Team (LST) referrals, minutes and action plans
- Home School Liaison Officer (HSLO) referrals, meeting minutes and action plans
- PLPs
- PLSPs
- External Providers

# Strategic Direction 3:

Purpose

Initiatives

Success criteria for this strategic direction

No Third Strategic Direction

Evaluation plan for this strategic direction