

Strategic Improvement Plan 2021-2024

Dungog Public School 1792



School vision and context

School vision statement

Our shared commitment is for staff to work collaboratively to know and value our students as learners and commit to a culture of high expectations underpinned by the Quality Teaching Framework, What Works Best and Australian Professional Standards for Teachers, in order to promote, challenge and encourage all learners to achieve continuous success. Through explicit teaching and differentiation, we support all students' needs and learning abilities.

Our vision at Dungog Public School is to build and promote a safe, supportive and inclusive environment where there is comprehensive and integrated support for all students to connect, succeed and thrive. An integral component will be engagement with parents and the whole school community to support student learning and wellbeing.

Our school motto of 'Our Best Always' will encompass our school vision to ensure every student, every teacher and every leader improves every year. Every student will be able to succeed in their learning environment, feel valued and have a strong sense of belonging.

School context

Dungog Public School serves the community of Dungog and is a proud member of the Dungog and District Community of Schools. Students come from a wide variety of socio-economic backgrounds. We are a rural and remote school situated 60km from our regional centre. Being the centre hub for a network of small schools surrounding the Local Management Group, school numbers have fluctuated over the last 9 years. With a trend around economic and social issues, we anticipate this trend to continue to fluctuate into the future. 75% of our students are placed in the bottom half of the Index of Community Social Educational Advantage. Dungog Public School is the largest primary school in the community. The school's catchment area includes North to Barrington Tops National Park, East to Main Creek, South to Brookfield and West to Bingleburra.

The school has a population of 221 students (February 2021) in 12 regular and staged classes and offers 2 multi-categorical support classes. Aboriginal students make up 14% of the population. Students are supported by a non-teaching Principal, Assistant Principals, teaching staff and non-teaching staff. Our Executive staff is stable with over 45% of our staff are in their early career as teachers and there is a 8% turnover of staff in the past 4 years.

The school has been a part of community-based programs which have strengthened the relationships between the school, families and the wider community. Our school has a strong support base from our school community with an engaged parent body which plays an active part in our school. The school is host to the Mindaribba Play 2 Learn playgroup which helps prepare both children and families for 'big school'. We also have strong collegial relationships with Dungog based pre-schools. Dungog Public School is an active member of the Dungog Shire Family and Child network and the Dungog Community Centre.

Dungog Public School has built mutual respectful partnerships with the local AECG and P&C groups, who play an active role in strategies implemented across the school for Literacy, Numeracy and extra-curricular activities. The joint aspirations have moulded a shared vision between the school and the community with the use of continual monitoring of student performance data to determine areas of need and success at a class and school level. The involvement of whole school community in this process will be essential for success.

As a result of our comprehensive situational analysis, we have identified high level areas of improvement in expected growth in reading, numeracy and wellbeing. This plan will address these areas and give them a deep focus for improvement. We have identified a need to use data driven practices that ensure all students have access to stage appropriate learning. Further work will need to support teachers to successfully plan for and deliver quality differentiated instruction to students with additional needs including the identified system-negotiated target areas in Reading and Numeracy. Work will continue to take place on developing quality summative and formative assessment tasks and data collection practices, and developing greater consistency of judgement within and across the school. 2017 TTFM survey results revealed a concerning level of student disengagement. Students reported learning was not engaging. Parents discussed concerns that their children were often unable to articulate what they learnt at school. The school leadership team decided to respond with a suite of whole school initiatives that would roll out progressively. The

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interventions are focused on introducing pedagogical concepts: making learning visible to students and reinforcing quality teaching practices. The vision is to implement a consistent approach in every lesson through: setting goals, clear learning intentions, measurable success criteria and using effective feedback. This is the vision towards improving student outcomes and driving strategic and annual planning at the whole school level.

Our work with individual students will be responsive and closely monitored. Individual, system-negotiated targeted support will be provided where growth is not evident. Pre and post assessments will be carried out to assess the impact of this support. Structures will be put in place to identify students who need intervention and students not showing growth will be referred to the Learning Support Team for review.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in Literacy and Numeracy for every student, all staff will analyse and use data to understand the learning needs of individual students and inform differentiated teaching practices. Promoting a shared vision of high expectations and developing students into self-directed learners who are able to monitor their own progress and work collaboratively with their teacher to direct future learning.

Improvement measures

Target year: 2024

- Improvement in the percentage of students achieving in the top two bands to above the school's 2022 lower bound System-negotiated target in reading of 34.2% and 26.3% in numeracy.
- Improvement in the percentage of students achieving expected growth to be above the school's 2022 upper bound System-negotiated target of 39.2% in reading and 31.3% in numeracy or above the System-negotiated target lower bound.

Target year: 2023

- Between 57.2% and 62.2% of Year 3 and Year 5 students achieve expected growth in NAPLAN reading.
- Between 54.5% and 59.5% of Year 3 and Year 5 students achieve expected growth in NAPLAN numeracy.
- Value-add moves from Delivering for 3-5 and 5-7 to Sustaining and Growing.

Target year: 2022

- Between 34.2% and 39.2% of Year 3 and Year 5 students achieve in the top 2 bands in NAPLAN reading.
- Between 26.3% and 31.3% of Year 3 and Year 5 students achieve in the top 2 bands in NAPLAN numeracy.

Initiatives

Data Driven Practices

Develop teacher capacity to ensure data analysis and collection is used to differentiate curriculum, inform teaching and provide feedback to students so that learning is maximised for all.

- Collaborative practice in data analysis is utilised for teachers for literacy and numeracy.
- Ensure expert use of summative data collection to establish and use an assessment framework to embed reflective practice for all school, teaching and learning practices.
- Reinforce Literacy and Numeracy practice informed by quality, targeted professional learning and research-based practices to inform teaching.
- Use data analysis focus groups for teachers with a focus on Literacy and Numeracy.

A Culture of Personalised Self-directed Learning

Embed effective classroom practice to identify, understand and implement the most effective explicit teaching methods.

- Systematic analysis and use of Literacy and Numeracy data to personalise learning and differentiate teaching for all students, as well as track progress and growth.
- Deliver teaching and learning practices so that teaching practice uses explicit individualised goals and formative feedback to track students progress and differentiate teaching.
- Continually build capacity of staff to allow Aboriginal students to develop meaningful personalised learning plans in consultation with their teacher and family members.
- Continually build capacity of staff and provide ongoing professional learning to ensure student voice is evident in teaching and learning programs.

Success criteria for this strategic direction

Data Skills and Use

- The learning goals for students are informed by analysis of internal and external student progress and achievement.
- All teachers have a sound understanding of student assessment and data concepts.
- Progress towards goals is monitored through collection of quality, valid and reliable data.
- Strategies implemented reflect research on best practice and includes ongoing monitoring of success.
- The school demonstrates a high performance culture, with a clear focus on student progress and achievement and high quality service delivery.

Effective Classroom Practice

- All classrooms and other learning environments are well managed within a consistent, school-wide approach.
- Teachers clearly understand, develop and apply a full range of assessment strategies in determining teaching directions.
- Teachers routinely review learning with each student both in class and on work submitted.
- Student feedback is elicited by teachers and informs their teaching.
- All lessons are systematically planned as part of a coherent program that has been collaboratively designed.
- Teaching programs and cultural immersion strategies support equitable and ongoing participation of Aboriginal and Torres Strait Islander students through engagement and consultation with collaborative relationships with community representatives and parents/carers.

Evaluation plan for this strategic direction

Strategic Direction 1: Student growth and attainment

Improvement measures

- Increase the percentage of Aboriginal students achieving in the top 3 NAPLAN bands in reading and numeracy.

Evaluation plan for this strategic direction

Question: What data sources are regularly analysed to review student growth and practices? What has been the impact of reflective practices? Have the collaborative stage groups been effective to reflect on and adapt teaching practices? How can we determine the effectiveness of the system established for the ongoing assessment and analysis of data to determine student-learning goals.

Data: External student performance measures (NAPLAN and check-in assessments), internal student performance measures (pre and post assessments, Literacy and Numeracy quality teaching walls, teaching programs, classroom observations, student work samples, AP Curriculum records), running records, phonics screening.

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

Implications: Where do we go from here? Set dates and timelines to ensure we regularly review our progress to determine future directions are accurate.

Strategic Direction 2: Wellbeing

Purpose

Improve student learning and wellbeing by understanding the multidimensional nature of wellbeing to create a comprehensive and integrated strategic approach to support the social, emotional, cognitive, physical and spiritual areas for students in a context of quality teaching and learning.

Improvement measures

Target year: 2024

- SEF element Wellbeing - excelling
- 94% of students attending school 90% of the time to be equivalent with the state average.
- Increase the mean of students who feel they succeed at school from 7.8 to 8.7 using TTFM data.

Target year: 2022

- 77.9%-82.9% of students attending school 90% of the time.
- 88.9%-93.9% wellbeing target
- Decrease the proportion of students attending less than 80% of the time.
- Increase the percentage of students with a positive sense of belonging from 61% to 81% using TTFM data.

Target year: 2023

- Increase the mean of students who feel they have someone at school to advocate for them from 7.2 to 7.7 using TTFM data.

Initiatives

Connect, Succeed and Thrive

There is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

- Continually build capacity of staff to collaboratively sustain a safe, supportive and inclusive environment to set high expectations for teaching and learning.
- Enhance existing evaluative structures in learning support and wellbeing through use of the What Works Best themes.
- Develop and evolve programs that build social, emotional, cognitive, physical and spiritual wellbeing in students mapped across the school.
- Promote student voice and leadership opportunities in classrooms and across the school.
- Staff regularly and accurately monitor attendance and take prompt action to address issues with individual students.

Bringing it all together

LST processes and procedures are the core of continuous improvement and aim to support wellbeing and teaching & learning practices across the wider school.

- Enhance and expand student individual education plans to ensure they are co-constructed with students, parents, teachers and other stakeholders.
- Improve learning and wellbeing by ensuring all students are being taught in their zone of proximal development with scaffolding, goal setting and meaningful feedback.
- Research and implement evidence-based practices around physical activity, movement breaks, nutrition and health care.
- Implement evidence-based change to whole school practices and measurement processes of

Success criteria for this strategic direction

Wellbeing

- 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.
- Teachers, parents and the community work together to support consistent and systemic processes that ensure student absences do not impact on learning outcomes by regularly analysing attendance data to inform planning.
- Whole of school and personalised attendance approaches improve regular attendance rates for all students, including those at risk.
- Every student can identify 3 staff members who can provide advice, support and assistance to help students fulfil their potential.
- Students have the social and emotional skills to develop and maintain positive relationships and engage in pro-social behaviour.

Learning Culture

- Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs.
- The whole school community demonstrates aspirational expectations of learning progress and achievement for all students.
- Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.
- Teachers, parents and the community work together to support consistent and systematic processes.
- Students have an IEP that is collaboratively developed between the school and parents/carers meets the students goals in their plans.
- Students have a culturally supportive PLP collaboratively developed in a 3 way process to support their learning progress.

Initiatives

improvement in wellbeing and engagement.

Success criteria for this strategic direction

- The school engages in strong collaborations between teachers, parents, students and the community that inform and support continuity of learning for all students at transition points.

Evaluation plan for this strategic direction

Question: Have the whole school wellbeing programs and processes been successful to support students identified needs? Have the attendance incentives been successful in improving student attendance? Is the classroom environment providing a safe and supportive area for students? Have LST processes assisted in the whole school focus?

Data: IEP's, PLP's, community collaboration, Sentral, attendance data, surveys, meeting notes, Tell Them From Me survey.

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

Implications: Where do we go from here? Set dates and timelines to ensure we regularly review our progress to determine future directions are accurate. If the evidence-based change in whole school practices is successful, increased engagement will be evident for all students which will increase student wellbeing.

Strategic Direction 3: Teaching and Learning

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 to promote high expectations for all students.

Improvement measures

Target year: 2024

- Staff What Works Best evaluation survey data indicates an improvement from 75% to 90% in teacher collaboration.
- SEF element 'Effective classroom practice' - excelling.
- Increase the mean of teachers using explicit teaching practices and feedback from 7.1 for students (TTFM) and 7.7 (LEED) for teachers to 8.5.

Target year: 2024

Initiatives

Effective Classroom Practice

Improve effective classroom practice through a focus on explicit teaching practice, formative assessment and quality teaching to create a pedagogical base for whole school teaching and learning.

- Collaborative support for teacher performance development, cross-stage collaborations and evidence-based programs and lessons is evident across the school.
- Review and improve the use of formative data sources, monitoring and reflecting on teaching effectiveness.
- Teachers routinely and explicitly review previous content and preview the learning planned with students in each class.
- Teachers continually provide explicit, specific and timely formative feedback related to defined success criteria.

Teaching and Learning Culture

Implement Quality Teaching to develop a clear focus and pedagogical base for whole school teaching and learning development and improvement.

- Continual professional learning is undertaken for all teachers in the Quality Teaching Framework.
- Expert use of formative assessment strategies such as learning intentions, success criteria and feedback provided through the four teaching theories for success using the What Works Best document.
- Continual effective feedback and reflective practice on Quality Teaching Walls.

Success criteria for this strategic direction

Effective Classroom Practice

- Teachers employ evidence-based effective teaching strategies.
- Teachers collect and use assessment data that monitors achievements and identifies gaps in learning to inform planning for particular student groups and individual students.
- Assessment is used flexibly and responsively as an integral part of daily classroom instruction.
- Well planned teaching is taking place, so that all students can engage in productive learning.

Learning and Development

- A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across a full range of abilities.
- The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective classroom practice and the provision of specific and timely feedback between teachers.
- Whole school relationships provides mentoring and coaching support to ensure the ongoing development and improvement of all teachers.
- All teachers have expert contemporary content knowledge and deploy effective teaching strategies.
- 100% of beginning teachers are provided with support from the AP Curriculum to ensure development of effective classroom practice.
- The leadership team maintains focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement.
- The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations.

Evaluation plan for this strategic direction

Question: Were all teachers able to capture the needs of all students with their Learning Intentions and in what way was lesson instruction differentiated based on collaborative data discussions? What will be the determining factors for success in planning for Learning Intentions and Success Criteria to engage students in goal setting? How effectively did students engage in self-monitoring using LI and SC? Was the PL on Quality Teaching effective? Have all staff engaged with quality teaching and is this evident in their classrooms? Have school-wide practices been developed to support effective classroom practice?

Data: Teaching programs, quality teaching walls, lesson observations, student work samples, feedback, AP Curriculum record sheet, NAPLAN, Check-in assessment.

Analysis: Analyse the data to determine the extent to which the purpose has been achieved. Analyse LEED data to review target areas to increase impact on learning.

Implications: Where do we go from here? Set dates and timelines to ensure we regularly review our progress to determine future directions are accurate. Review how change in practice has shown impact on learning.