

Strategic Improvement Plan 2021-2025

Drummond Memorial Public School 1058



School vision and context

School vision statement

At Drummond Memorial Public School, we are an inclusive community that inspires and celebrates learning through a commitment to excellence. With a culture of high expectations, we foster confident, creative and innovative individuals who are collaborative, engaged and life-long learners. We value our relationship with our school community and have meaningful, enthusiastic and supportive partnerships.

School context

Drummond Memorial Public School is complex. The school has 242 students across 10 main stream classes K-6, 1 Multi categorical, 1 Tutorial Centre (TLC), 1 Suspension centre (Karayuna) and 1 Early Intervention class. Drummond is also the host for the refugee and Ezedi Homework Centres two afternoons per week.

We run unique programs - Learning through Play - a joint research project with the University of New England, an Acara Digital Technologies in focus project, Positive Behaviour for Learning, Barking Books, Breakfast and lunch club, Social Workers in Schools with the University (SWIS).

Drummond receives significant equity funding to provide the students with these engaging programs and also the well being programs to ensure all children have something to eat and are in full school uniforms.

Two English as an Additional Language/Dialect (EAL/D) teachers work with all of the Ezidi and ESL students. They build relationships with teachers and school. They work individually and in small groups to support their learning of English. All students are assessed using the EAL/D framework and ESL scales. The bilingual translator, English as a second language, translates our newsletter and in meetings with parents and teachers, students and teachers.

We run a Readiness for School program in Terms 3 and 4 to support students coming to school the following year.

Our AEO (Aboriginal Education Officer) works closely with the students and families bridging the gap with education, attendance and school. The AEO works with the teachers when unit planning, ensuring that aboriginal perspective is covered and represented in all learning.

The P&C is small in number though extremely dedicated in providing for our students.

As a result of a thorough Situation Analysis and consultation with the school parent community, the school has identified areas for evaluation and improvement for the school and students.

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student learning outcomes in reading and numeracy, we will develop and sustain whole school processes for collecting and analysing data to ensure the implementation of appropriate curriculum and attendance provision for every student is underpinned by evidence-informed strategies and embedded evaluation practice.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

72.2% of all students will be in attendance at school >90% of the time.

Achieve by year: 2025

Full implementation at a Tier 3 (individual support) level with intensive intervention support for our top 5% of students having difficulty accessing the curriculum, especially in Literacy and Numeracy.

Reading growth

Achieve by year: 2023

Reading Growth

The number of students achieving growth on internal Reading data improves from the previous year.

Numeracy growth

Achieve by year: 2023

Numeracy Growth

The number of students achieving growth on internal Numeracy data improves from the previous year.

Initiatives

Reading and Numeracy

Reading

In Reading, we will embed sustainable whole school processes for collecting and analysing data to inform practice. The evaluation of this data will regularly be used to inform:

- the selection of explicit teaching strategies in relation to students learning needs
- the impact of the implemented strategies on student learning
- teacher professional learning and school resourcing
- ensure teachers have high expectations and use effective feedback.

Numeracy

In Numeracy, we will embed sustainable whole school processes for collecting and analysing data to inform practice. The evaluation of this data will regularly be used to inform:

- the selection of explicit teaching strategies in relation to students learning needs
- the impact of the implemented strategies on student learning
- teacher professional learning and school resourcing
- ensure teachers have high expectations and use effective feedback.

Attendance

A whole school approach for staff to regularly and accurately monitor attendance and take prompt action to address issues with individual students.

Ensuring the school community celebrates regular attendance.

Success criteria for this strategic direction

A whole school system and integrated approach to quality teaching, curriculum, planning, delivery and assessment promotes learning excellence and responsiveness in meeting the needs of all students. (SEF - Curriculum, Assessment).

All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching (SEF-Effective classroom practice).

Student assessment data is regularly used school wide to identify student achievements and progressive, in order to reflect on teaching effectiveness and inform future school directions (SEF- Data and skill use).

Professional learning is differentiated and its impact on the quality teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice. (SEF - Learning Development).

The principal and school leadership team model instructional leadership and support a culture of high expectations, resulting in sustained and measurable whole school improvement. (SEF - Educational Leadership).

A whole school system and integrated approach to promote student attendance across the whole school by the appointment of an executive staff member to regularly contact parents ensuring attendance improves.

Teachers and parents work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

Evaluation plan for this strategic direction

In order to reflect on the success of the Strategic Direction we plan to use the evaluative practice of QDAI- Question, Data, Analysis, Impact.

Evaluation plan for this strategic direction

Q: To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in reading and numeracy ?

Q: To what extent has the support from an AP, with daily parent contact ensured students increased attendance?

Data:

We will use a combination of data sources. These will include:

- * Internal assessments- PLAN 2
- * External assessment- NAPLAN
- * Survey
- * Observations
- * Student Voice
- *Interviews
- * Document analysis

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

Implications

The findings of the analysis will inform:

- * Future actions
- * Annual reporting on school progress measures (published in the Annual Report each year and in the newsletter and on the School Website throughout the year).

Parents and carers: Partners in learning

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

Community satisfaction is an area of focus we identified in our 2019 SEF-S-aS. This is an area we explored in a new way through the extraordinary remote learning conditions forced by COVID-19. To this end we have considered the available evidence for what excellent student/teacher culture looks like and the reflections from our communities through recent events, and have concluded that we are going to have a four year focus strengthening community satisfaction by engaging parents in students learning and school life.

Strategic Direction 2: Expert visionary staff

Purpose

To empower our teachers to maximise learning outcomes for every student through a culture of explicit teaching, data use and high expectations, a shared sense of responsibility for student engagement and leadership capacity that inspires authentic learning.

Improvement measures

Achieve by year: 2025

New curriculum is mapped ensuring that DoE and NESA subject requirements are met for each year.

Achieve by year: 2025

Learning Intentions and Success Criteria exist in all rooms for both Literacy and Numeracy and are based from Walker Learning Pedagogy and creating spaces that nurture, inspire and scaffold children's learning.

Achieve by year: 2025

Embedded Practice of Learning Intentions exhibited in all classrooms with students engaging in self assessment and peer-assessment using success criteria for their literacy and numeracy goals.

All students achieve at or above expected growth in determined literacy and numeracy school-determined targets (goals) using PLAN2 data.

Initiatives

Data skills and use

Initiative 1: Data skills and use

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

Systematic analysis and use of Literacy and Numeracy Progressions to personalise learning and differentiate teaching for all students, as well as track progress and growth.

Expert use of Authentic Self Assessment processes to embed reflective practice for all school, teaching and learning practices.

A culture of high expectations and explicit teaching

Initiative 2: A culture of high expectations and explicit teaching to develop self - directed learners.

A pedagogical base for whole school teaching and learning and effective classroom practice using NSW curriculum (current/new):

Amplify the use of Teaching Sprints and Learning Walks to system-negotiated target explicit teaching, improve teacher judgement and align whole school teaching practice and staff professional growth.

Expert use of Formative Assessment strategies such as Learning Intentions, Success Criteria provided through network of small schools using the What Works Best Document, PSL and Instructional Leader.

Use of evidence based investigative learning utilising Play for learning- the Walker Learning Philosophy to ensure student learning is authentic, relevant and meaningful.

Success criteria for this strategic direction

Initiative 1: Data skills and use

All teaching and learning programs are responsive to the needs of all learners, showing evidence of revisions based on feedback on teaching practices, student assessment and continuous tracking of student progress and achievement.

Goal setting for all students occurs at 5 weekly intervals and is tracked through PLAN2 and PLPs closely aligned to the school's scopes and sequences.

Initiative 2: A culture of high expectations and explicit teaching to develop self directed learners.

Families are actively engaged in their child's learning, working in close partnership with the school to support learning with access to student goals and progress through a variety of sources.

All teachers use formative assessment data to accurately track and monitor student achievement across the Literacy and Numeracy progressions and NSW syllabus.

All students can articulate their learning goals in literacy and numeracy. Learning Intentions, Success Criteria, and Feedback are an embedded practice in all learning spaces across the school.

Evaluation plan for this strategic direction

The extent to which students are self - directed learners who are aware of their own progress along with data directing future learning, would be determined by using the following data sources to analyse the effectiveness of initiatives:

Student progress checked and monitored against progressions and syllabus standards using PLAN2.

Network NAPLAN data

Teaching programs show evidence of data informing

Evaluation plan for this strategic direction

classroom practice with ongoing adjustments.

Student work samples demonstrate personalised success criteria and build on prior learning.

PLPs to give evidence that student learning goals are updated regularly (5 weekly intervals).

Student voice evidenced in goal setting (PLPs), knowledge and understanding of LISC.

Family/community focus group feedback on the effectiveness of the partnerships in learning.

Strategic Direction 3: Respect Everyone, Connect Everywhere, Succeed everytime

Purpose

To empower our community to collaboratively engage with the school through positive and respectful communications that supports learning.

To ensure that our shared values of inclusion, celebration of diversity and high expectations continue to expand through the delivery of effective student welfare and well being programs.

Improvement measures

Achieve by year: 2025

By following the PBL framework and pedagogy DMPS will see an increase in student welfare and attendance with a significant drop in suspension data and entries of red slips sentral data.

Achieve by year: 2023

New staff and returning staff have an understanding of Classroom systems and All settings systems to target our top 5% problem behaviour students by using the PBL Problem Solving framework at a targeting level.

Initiatives

PBL

To implement the PBL framework Tier 1, classrooms systems to improve students engagement, leading to improve student attendance and literacy and numeracy data.

Whole staff to participate in training to ensure whole school implementation, consistent processes in all classrooms. to assist all staff and students with intercultural harmony.

ICUPS

Develop an intercultural matrix to unpack language, cultures and social cohesion using the PBL framework.

Parents are offered training to improve their skills in supporting their child's learning and wellbeing.

Teachers are provided with professional development to better navigate different cultural situations and incorporate strategies to facilitate cultural responsiveness and social cohesion in their lessons.

All staff will focus on Intercultural understanding in their classroom. Through the training they will be able to hold challenging conversations around racism and stereotypical comments given.

Success criteria for this strategic direction

Students will be attending school - decrease in absences.

Students engaged in classes Literacy and Numeracy lessons.

Improved data analyses by the PBL team and executives, for insights into student learning, engagement, and progress with the implementation of Tier 1, classroom systems.

Targets for NAPLAN near achievement or achieved.

All staff have an understanding of the framework and all are using the PBL language consistently across the whole school.

All settings systems are in place and our top 5% problem behaviours have strategies to use.

Evaluation plan for this strategic direction

ICUPS

- Collect data around intercultural issues and student perceptions
- Research and agree on the skills students need to develop to better contribute to language development, social cohesion and improve their cultural responsiveness to create the intercultural PBL matrix.
- Creating a documentary or short film clips of Drummond stories from different cultural perspectives of the intercultural matrix.
- Parents are provided with culturally appropriate training with clear expectations to support students.
- Staff PD on designing culturally responsive lessons , teaching the trauma brain and student self worth.
- Opportunities for intercultural experiences to support classroom learning activities.