

Strategic Improvement Plan 2021-2024

Darlington Public School 1735



School vision and context

School vision statement

At Darlington Public School, we provide a safe learning environment with a welcoming atmosphere which creates a sense of belonging amongst our close knit community of students, their families and school staff. We maintain an inclusive school culture which acknowledges and respects children from diverse family and cultural backgrounds.

Excellence in teaching, and high expectations in learning, is fostered, supported and celebrated.

Our vision is to work in collaboration with our school community to build a positive, respectful and nurturing environment focused on optimising each child's sense of wellbeing, and the cultivation of skills to become life long, future-focused learners.

School context

Darlington is a small school located on the fringe of the city of Sydney near Redfern and vibrant and cosmopolitan Newtown.

As well as a strong academic focus, our school offers a range of extra-curricular opportunities in sport, science, technology, and creative and performing arts.

Currently the school is undergoing redevelopment and a rebuild of the school site, resulting in the transition from traditional classrooms to learning hubs designed for sixty to ninety students in 2022. This has a significant bearing on our strategic directions.

Our purpose is to value and nurture each student as an individual and to develop the whole child in a learning environment that is both supportive and challenging.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

Improvement measures

Target year: 2023

The percentage of students achieving at or above expected growth in NAPLAN numeracy to be above the system negotiated target of 48.8%

Target year: 2023

The percentage of students achieving at or above expected growth in NAPLAN reading to be above the system negotiated target of 57.6%

Target year: 2022

The percentage of the students the top two bands in Reading to meet or exceed the system negotiated target of 53%

Target year: 2022

The percentage of the students the top two bands in Numeracy to meet or exceed the system negotiated target of 38.9%

Initiatives

Professional learning

Focus on high impact professional learning that is aligned to our school targets.

Staff are able to articulate the link between the professional learning and the strategic directions in the school plan and build, demonstrated and share their expertise.

Data driven teaching and learning

Develop quality summative and formative assessment tasks and data collection practices and developing greater consistency of judgement within and across our school.

Ensure effective strategies and processes for collaborative data analysis and reflection are used for responsive curriculum delivery and evaluation, and to guide future directions.

Personalised Learning

Systematic analysis of student achievement is used to personalise, and differentiate learning as well as track progress and growth.

The school has identified what growth is expected for each student and students are achieving and exceeding expected growth.

Success criteria for this strategic direction

Teachers regularly and collaboratively collect, analyse and discuss implications of assessment data.

All students articulate, understand and achieve their literacy and numeracy learning goals.

Shared collective responsibility for the achievement of all students.

High challenge, high support and high expectations culture is evident across the school.

Teachers provide explicit, specific and timely formative feedback related to defined success criteria that supports improved student learning.

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction.

- NAPLAN data
- External assessment data
- Scout - value added data
- Student work samples
- Literacy and numeracy PLAN2 data
- Learning plans of students
- Student focus groups

The school will regularly review the reliability and validity of these data sources.

Strategic Direction 2: Quality professional collaboration

Purpose

The school situational analysis and moving into the new school learning spaces, identified the need for greater professional collaboration.

All staff will develop a practical understanding of collaborative structures that improve teaching practice.

Improvement measures

Target year: 2024

The school is assessed at external validation as excelling in the areas of high expectations culture, collaborative practice and feedback, and professional learning.

Target year: 2024

All teachers collaboratively use learning progressions to map student progress and use them to inform teaching.

Initiatives

Collaboration

Embed a culture of school-wide collaboration focussing on curriculum provision, evidence-based teaching practices and a high expectations framework that effectively develops all students knowledge, understanding and skills.

This will be achieved through:

- Teachers work collaboratively to develop high quality teaching and learning programs that are implemented consistently, explicitly describe expected student progression and assessment measures.
- Teachers undertake regular professional development and use this to evaluate, share, and discuss its impact on individual and whole school practice

Collaborative partnerships

Developing a learning network that engages with local schools and organisations that drive ongoing school wide improvement in teaching practice and student results, and contributes to collective community growth

Success criteria for this strategic direction

There is a high functioning professional learning community which is focused on continuous improvement of teaching and learning.

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation and the modelling of effective practice.

Teaching staff demonstrate and share their expertise within their school and with other schools.

School structures are cohesive, embed a culture of high expectations, and effectively cater to the equity needs within the school.

Evaluation plan for this strategic direction

Tell Them From Me teachers survey score on the element of collaboration exceeds the state mean.

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions.

- Co-constructed innovative teaching and learning programs
- Teacher's Performance and Development Plans demonstrate the development and sharing of expertise.
- Evidence of professional accreditation, including at higher levels

The school will regularly review the reliability and validity of these data sources.

Strategic Direction 3: Positive well-being and engagement

Purpose

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

Improvement measures

Target year: 2022

84.4% of students attend school, on average, more than nine days per fortnight..

Target year: 2024

Greater than 85% of students report high expectations for success, advocacy and sense of belonging in the Tell Them From Me surveys.

Initiatives

Positive wellbeing

Embed a whole-school approach to positive wellbeing where there is a collective responsibility for student learning and success. This will be achieved through the update and review of the whole-school approach to wellbeing, ensuring monitoring, analysis and evaluation of student wellbeing.

Structures are put in place to maximise attendance for all students..

Positive engagement

Embed a whole-school approach to positive community engagement .

This will be achieved through:

- Embed processes for reporting to parents and carers about their child's learning and how to support their progress through regular information in accessible formats
 - Develop and enhance involvement with parents and carers, the local and wider community, and local schools to enhance teaching and learning.
 - Key transition points (pre-school and high school) are enhanced and positive links are formed.
 - Utilise external agencies, where appropriate, to provide programs to support students.
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Success criteria for this strategic direction

The proportion of students attending greater than 90% of the time, is above 84% of all students K-6.

Parents/carers indicate an increase in quality engagement over the period 2021-2024.

Established and communicated opportunities to engage with parents/carers with increasing effectiveness, as well as broadening the scope of parents/carers with whom we engage.

The school supports students' successful transitions.

Attendance is regularly monitored and analysed, and systematic processes are put in place to maximise attendance.

Parents are presented with clear information on what and how their children are learning and receive regular information.

A school-wide approach to effective and positive wellbeing is evident and support is provided where needed.

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions.

- Analysis of student attendance
- Parent and student surveys and focus groups
- School data regarding student wellbeing
- Learning and support processes

The school will regularly review the reliability and validity of these data sources.