

# Strategic Improvement Plan 2021-2025

## Darlington Point Public School 1736



# School vision and context

## School vision statement

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At Darlington Point Public School we strive to educate each of our students to achieve their true potential and become *Respectful, Responsible* and *Cooperative* individuals who are prepared to embrace opportunities and challenges they will encounter in the future.

Evidence-based effective teaching practices and differentiated learning ensure the needs of the individual are being met and enhanced. Our students are our core business.

## School context

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Darlington Point Public School in the Murrumbidgee Shire provides a dynamic and caring educational environment in which all its students access quality educational programs within a varied and balanced curriculum.

Situated on Wiradjuri land, 36km South of Griffith, the school enjoys a positive relationship with the community, where parents and caregivers are strongly involved in numerous school activities throughout the year. The school is comprised of 88 student with 35 identifying as Aboriginal.

The school has a staffing entitlement of 6 teachers, including a teaching Principal who continually enhance students' educational opportunities through the incorporation of initiatives in the areas of literacy, numeracy, student well-being, technology, sport and the performing arts. This has brought about widespread recognition of excellence within the school and its wider community.

A situational analysis has been conducted which included consultation and analysis that involved staff, students and the community. From this the school has identified the need to prioritise staff professional learning to enhance their capacity to deliver explicit evidence-based teaching strategies that response to the individual learning needs of students. This together with a focus on enhancing the partnerships with parents and community will be central to delivering improvement for all students. Ongoing analysis will occur regularly to monitor our progress and will be reported annually to the school community.

# Strategic Direction 1: Student growth and attainment

## Purpose

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In order to maximise student learning outcomes in reading and numeracy, we will employ explicit evidence-based teaching strategies and embed consistent school-wide practices for assessment that ensures that the needs of all student are met.

## Improvement measures

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### Reading growth

Achieve by year: 2023

Increase the mean scaled score of Years 3 and 5 students from 2022 to 2023 in the Reading Check-in assessment.

### Numeracy growth

Achieve by year: 2023

Increase the mean scaled score of Years 3 and 5 students from 2022 to 2023 in the Numeracy Check-in assessment.

## Initiatives

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### Effective Classroom Practice

Teachers will identify, understand and implement evidence-based explicit teaching methods in reading and numeracy.

Research based strategies including those from 'What Works Best' will be utilised to ensure consistent practice.

### Assessment & Curriculum

Teachers will use consistent assessment practices to monitor, plan and report on student learning in reading and numeracy.

Individual needs for all students will be catered for through an integrated approach to curriculum planning and delivery.

## Success criteria for this strategic direction

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### Effective Classroom Practice

Evidence-based effective strategies are identified, promoted and modeled, and students learning improvement is monitored, demonstrating growth.

All lessons are systematically planned as part of a coherent program that has been collaboratively designed and are linked to syllabus requirements.

Student misunderstandings are explicitly addressed until teachers and students are confident that proficiency is demonstrated.

### Assessment & Curriculum

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement in reading and numeracy.

The school has processes in place to support teachers' consistent, evidence-based judgement and moderation of assessments in reading and numeracy.

Teaching and learning programs show evidence that they are adjusted to address individual student needs, ensuring all students are challenged and all adjustments lead to improved learning.

## Evaluation plan for this strategic direction

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Success in ensuring that all students are achieving learning outcomes in reading and numeracy will be determined by considering:

Does teaching and learning show evidence of explicit teaching?

Are student's needs being explicitly addressed? How do we know?

Are our assessment practices consistent and reliable?

## Evaluation plan for this strategic direction

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Is assessment being used to inform teaching?

The school will use external and internal data to regularly analyse the effectiveness of the initiatives in place to satisfy this strategic direction. This data will include system generated data, teaching and learning programs, classroom observations, evidence of students learning and assessment, data collection analysis, teacher surveys.

Regular analysis and review of these data sources and teacher practices will be evident to provide clarity around whether we are on track for achieving the intended improvement measures. Term by term review of data sources including quantitative and qualitative, internal and external data to draw conclusions.

After analysing the data a determination will be made as to the future direction, in collaboration with school staff, students and community.

# Strategic Direction 2: SD 2 - Quality Teaching and High Expectations

## Purpose

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In order to enhance quality teacher practice focused on learning for every student, we will embed a system of collaboration and feedback and a commitment to high expectations by all members of the school community.

## Improvement measures

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### Attendance (>90%)

Achieve by year: 2023

The percentage of students attending more than 90% of the time increases by 4%

### Personalised Learning Pathways

Achieve by year: 2025

Increase the percentage of Aboriginal students achieving or exceeding identified goals as per their Personalised Learning Pathways.

## Initiatives

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### Learning Culture

The school will employ evidence based strategies so that the whole community will work in partnership to demonstrate aspirational expectations of learning progress and achievement for all students.

The school demonstrates a commitment to the pursuit of excellence by enhancing processes to develop authentic engagement between the school and community.

### Learning and Development

Professional learning is aligned with the Strategic Improvement Plan and its impact on the quality of teaching and student learning outcomes is evaluated.

Teachers are focused on continual improvement through the use of explicit systems of collaboration and feedback to enhance quality teaching practice.

## Success criteria for this strategic direction

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### Learning Culture

Teachers will differentiate instruction, provide individualised feedback and engage in ongoing and meaningful interactions with students.

The school community works together to support consistent and systematic processes that ensure student attendance is a priority.

Develop a localised framework for incorporating Aboriginal culture and identity into teaching and learning.

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

### Learning and Development

Explicit systems are embedded that facilitate professional dialogue, collaboration, classroom observation, the modeling of effective practice and the provision of specific and timely feedback between teachers.

The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning.

## Evaluation plan for this strategic direction

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Success in ensuring that all staff and community work in partnership to support student learning will be determined by considering:

Is there evidence of learning progress and achievement for all students?

Are teachers differentiating instructions and providing individualised feedback?

Are there explicit systems in place for collaboration and feedback?

### Evaluation plan for this strategic direction

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The school will use external and internal data to regularly analyse the effectiveness of the initiatives in place to satisfy this strategic direction. This data will include work samples, internal & external assessment data, teaching and learning programs, attendance data, classroom observations, teacher, student, parent survey, Performance and Development Plan's, peer observation and feedback.

Regular analysis and review of these data sources and teacher practices will be evident to provide clarity around whether we are on track for achieving the intended improvement measures. Term by term review of data sources including quantitative and qualitative, internal and external data to draw conclusions.

After analysing the data a determination will be made as to the future direction, in collaboration with school staff, students and community.