

Strategic Improvement Plan 2021-2024

Denman Public School 1749



School vision and context

School vision statement

Denman Public School students are informed, creative, independent and skilled learners who persevere and collaborate in meaningful and engaged learning. Teachers, parents and students work in partnership to maintain high expectations and a positive environment where every student is known, valued and cared for. The school values personalised learning and provides a flexible curriculum delivery to meet the needs of all students. Broader connections developing educational links K - 12 and the opportunity for collegial connections are fostered within and across educational settings through the Muswellbrook Learning Community and the Upper Hunter Network of schools.

School context

Denman Public school is a dynamic and inclusive primary school located in the Hunter Valley. The school has a proud history of educating generations of children from the community of Denman and is an active member of the Muswellbrook Schools Learning Community. Denman Public School has 20 staff, a student enrolment of 161 and is supported by strong relationships across the school and broader community. Denman Public School has a proud sporting history, provides opportunities in the performing arts and promotes student responsibility, perseverance, respect, lifelong learning and a desire for students to strive for their best.

The completion of the situation analysis and consultation with community identified a need to use data driven practices that ensure all students have access to stage appropriate learning. A focus within the new School Improvement Plan will support teachers to successfully plan for and deliver quality differentiated instruction to students with additional needs including those identified as high potential and gifted.

Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy. Work will take place on developing quality summative and formative assessment tasks and data collection practices whilst developing greater consistency of judgement within and across schools.

Explicit teaching with individual students will be responsive and closely monitored. Individual and 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 demonstrating growth will be referred to the Learning and Support Team for intensive intervention.

The NSW Department of Education Strategic Plan 2018 - 2022 articulates our purpose as preparing young people for rewarding lives as engaged citizens in a complex and dynamic society. This purpose in conjunction with the NSW Premier's Priorities in Education to increase the proportion of public school students achieving in the top two NAPLAN bands in literacy and numeracy by 15% by 2023 will guide school systems and processes to continually monitor student performance data. Thus determining areas of need and success at a class and school level within a culture of high expectations and continuous improvement culture. The involvement of the whole school community including students, in this process will be essential for success.

The wellbeing and engagement of our students remains a priority. The Tell Them From Me (TTFM) surveys will provide an ongoing data set pertaining to student voice and community perceptions and expectations around wellbeing and engagement. Engagement with the Wellbeing Framework Self-assessment Tool will provide clarity around where our school needs to focus in developing whole-school processes to support every student being known, valued and cared for.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes across the curriculum to build strong foundations for academic success, using evidence based teaching practices that are responsive to the individual learning needs of all students.

Improvement measures

Target year: 2022

NUMERACY

Increase the proportion of students achieving in the Top 2 NAPLAN Numeracy Bands by 10.4% from the system negotiated target baseline.

Target year: 2022

READING

Increase the proportion of students achieving in the Top 2 NAPLAN Reading Bands by 10.2% from the system negotiated target baseline.

Target year: 2022

NUMERACY

Increase the percentage achieving the expected growth of students 11.7% from system negotiated target baseline.

Target year: 2022

READING

Increase the percentage achieving the expected growth of students 2% from system negotiated target baseline.

Target year: 2024

Improvement measured by the School Excellence Framework.

LEARNING

Initiatives

Highly Effective Teaching Practices K- 6

Establish and embed a culture of agreed practices in the delivery of quality teaching focused on the improvement of all students' literacy & numeracy skills.

Implement practices that support explicit high quality teaching and consistent K-6 assessment practices.

Develop a comprehensive evidence based professional learning program to continually build teacher capacity to use data to inform teaching practice and improve student achievement in literacy and numeracy

Establish student feedback practices to enable self regulation of learning in literacy and numeracy.

Whole School Monitoring and Tracking

Establish and embed a culture of agreed practices in the monitoring of student growth and achievement in literacy and numeracy.

Implement systems that support collection of high quality and relevant data (K-6) to successfully inform future teaching and learning.

Embed a whole school literacy/numeracy focus to regularly assess, collate and analyse student achievement data to inform future teaching and learning.

Success criteria for this strategic direction

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

Teachers expertly apply a range of informative and summative assessment strategies to inform teaching and learning that lead to measurable improvements.

Expected growth for each student is identified by the school. Students are achieving higher than expected growth on internal school progress and achievement data.

School data demonstrates that student progress and achievement is greater than students at statistically similar school on external measures. This is consistent with strong student progress and achievement on internal measures.

Evaluation plan for this strategic direction

Question:

What has been the impact of using consistent explicit teaching protocols on student performance?

Do teachers collaborate to evaluate, reflect on and adapt practice?

Are students able to articulate what they are learning and why?

How will they know if they are successful?

Are all teaching staff proficient in analysing data to inform teaching and learning?

Data:

External data sources - Best Start Kindergarten, Yr 1 Phonics Screening Check, NAPLAN, Check in Assessment, Short Assessments

Internal data sources - formative/summative assessment, literacy and numeracy progression tracking, teaching

Strategic Direction 1: Student growth and attainment

Improvement measures

Curriculum (Curriculum Provision, Differentiation) - Excelling

Assessment (Formative, Summative, Whole school monitoring) - Excelling

Student Performance Measures (Student Growth) - Excelling

Target year: 2024

Improvement measured by the School Excellence Framework.

TEACHING

Data Skills & Use (Data Use in Teaching) - Excelling

Target year: 2022

Increased percentage of Aboriginal students achieving top 3 NAPLAN bands in Reading and Numeracy.

Evaluation plan for this strategic direction

programs, classroom observations, student work samples

Analysis:

Ongoing analysis will measure the success of initiatives and identify areas for improvement or modification.

Implications:

Findings of the analysis will inform

- Future directions
- Annual reporting on school progress measures

Strategic Direction 2: High expectations and continuous improvement culture

Purpose

Build a culture of high expectations and aspirations to achieve sustained and measurable whole school improvements which challenges staff and students to reach their highest potential.

Improvement measures

Target year: 2024

Improvement measured by the School Excellence Framework.

LEARNING

Assessment (Summative, Formative, Student Engagement, Whole School monitoring of student learning) - Excelling

Curriculum (Teaching and learning programs) - Excelling

Target year: 2024

Improvement measured by the School Excellence Framework.

TEACHING

Data Skills & Use (Data use in teaching) - Excelling

Target year: 2024

Improvement measured by the School Excellence Framework.

LEADING

Educational Leadership (Hugh Expectations Culture) - Excelling

School Planning, implementation and reporting (Continuous improvement) - Excelling

Target year: 2022

Initiatives

Instructional Leadership

The leadership team facilitate whole school improvement and sustain a culture of effective evidence based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease.

The school has high performing teaching staff as measured against the Australian Professional Standards for Teachers whose capacities are continually built to ensure every student experiences high quality teaching.

Members of the leadership team participate in ongoing capacity development programs and implement principals of evaluative thinking to monitor the impact of programs and approaches used by all teachers resulting in improved practice.

Whole School Systems & Practices

Teachers clearly understand, develop and apply a full range of assessment strategies and data concepts to determine teaching directions, monitoring and assessing student progress and achievement and reflect on teaching effectiveness.

Teachers analyse, interpret and collaboratively use data to inform planning, identify interventions and modify teaching practice.

School staff collaborate with the school community to use student progress and achievement data to identify strategic priorities and develop and implement continuous improvement plans. Strategies implemented will reflect research on best practice and include ongoing monitoring of achievement and success.

Success criteria for this strategic direction

All teaching staff are accredited as proficient with identified staff pursuing accreditation at the higher levels of Highly Accredited and Lead.

School Executive lead initiatives within the school to evaluate and improve knowledge of content and teaching strategies and demonstrate exemplary teaching of subjects using effective research based learning and teaching programs.

Teachers strategically gather and analyse assessment data to reflect on their practice. Student feedback is actively used to inform teaching.

School systems review student performance and program evaluations using internal and external student assessment data to improve teaching practice and inform future school directions.

Evaluation plan for this strategic direction

Question:

What has been the impact of enhanced teacher capacity in creating challenging learning environments for all students?

How has differentiated curriculum been observed across all settings?

What evidence is there of staff understanding of data analysis practices?

What are the formalised mentoring structures in place across the school, how has the impact been measured?

Data:

Internal - staff survey (beginning of year - baseline, compared with end) to determine staff knowledge of policies (SEF, HIPL, Gifted), PDP goals are aligned to the Australian Professional Standards for Teachers.

Strategic Direction 2: High expectations and continuous improvement culture

Improvement measures

NUMERACY

A minimum of 11.7% targeted small group students achieving expected growth in external assessments (NAPLAN, Check-In) and internal assessments (Learning Progressions).

Target year: 2022

READING

A minimum of 2.57% targeted small group students achieving expected growth in external assessments (NAPLAN, Check-In) and internal assessments (Learning Progressions).

Target year: 2023

100% of teachers are successfully implementing the High Potential and Gifted Education policy in all Key Learning Areas.

Target year: 2024

The learning goals for all students are informed by analysis of internal and external student progress and achievement data.

Evaluation plan for this strategic direction

External - SCOUT (Staff PL - mapped against the standards)

Internal - "Short Assessments" based/linked to learning progressions.

External data sources - Best Start Kindergarten, Phonics Screening Tool, IfSR, NAPLAN, Check in Assessment

Internal data sources - formative/summative assessment, literacy and numeracy progressions, teaching programs, classroom observations, student work samples

Analysis:

Ongoing analysis will measure the success of initiatives and identify areas for improvement or modification.

Implications:

Findings of the analysis will inform

- Future directions
- Annual reporting on school progress measures

Strategic Direction 3: Strong and sustainable systems and practices

Purpose

Embed understanding, shared responsibility and collaborative decision making approaches ensuring all students connect, succeed, thrive and learn, through a planned approach to developing whole school wellbeing processes.

Improvement measures

Target year: 2022

Attendance

Increase the percentage of students attending school 90% of the time by 3.94% in line with system negotiated target baseline.

Target year: 2022

Wellbeing

Increase the percentage of students reporting high expectations of success, advocacy and sense of belonging at school by 2.99% in line with system negotiated target baseline.

Target year: 2024

Improvement measured by the School Excellence Framework.

LEARNING

Assessment (Student Engagement) - Excelling

Wellbeing (Planned Approach to Wellbeing) - Excelling

Target year: 2024

Improvement measured by the School Excellence Framework.

TEACHING

Effective Classroom Practice (Feedback) - Excelling

Learning & Development (Collaborative Practice &

Initiatives

Wellbeing

The school implements evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

There is school-wide, collective responsibility for student learning and success, which is shared by parents and students.

Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.

Expectations of behaviour are codeveloped with students, staff and the community and are designed to ensure effective conditions for learning. They are explicitly, consistently and supportively applied across the school.

Community Connections

Learning progress, effective practices and continuous improvement, and the active support of (improvement in) other schools is a focus..

School and parent leaders work with community and business representatives to develop programs to support student learning.

Evidence based practice is used to underpin and embed a culture of high expectations, and effectively cater for the a broad range of equity issues.

Success criteria for this strategic direction

Teachers demonstrate increased expertise in supporting students with complex behaviour.

Respectful and positive relationships are evident across the school through explicit teaching of school values and expectations.

Regular and ongoing planning, monitoring and evaluation of the whole school approach to student attendance, wellbeing and engagement is undertaken by all members of staff.

Purposeful learning opportunities are evident for all students and staff through positive community partnerships and engagement.

Feedback on school performance from students, staff, parents and the broader school community reflects a culture of high expectations and community engagement.

Evaluation plan for this strategic direction

Question:

- How can the school determine the systems and processes for enhancing student wellbeing and engagement have been successful?

Data:

- Wellbeing Framework Self-assessment pre and post data
- Professional Development Plans
- Personal Attendance Plans/Short Term Transition Plans
- Incident reports
- Suspension data
- Internal School Behaviour Data
- TTFM - Student wellbeing, family satisfaction

Analysis:

Strategic Direction 3: Strong and sustainable systems and practices

Improvement measures

Feedback, Expertise & Innovation) - Excelling

Target year: 2024

Improvement measured by the School Excellence Framework.

LEADING

Educational Leadership (Community Engagement) - Excelling

Evaluation plan for this strategic direction

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

Implication:

- What are the implications for our work? Future directions and next steps.