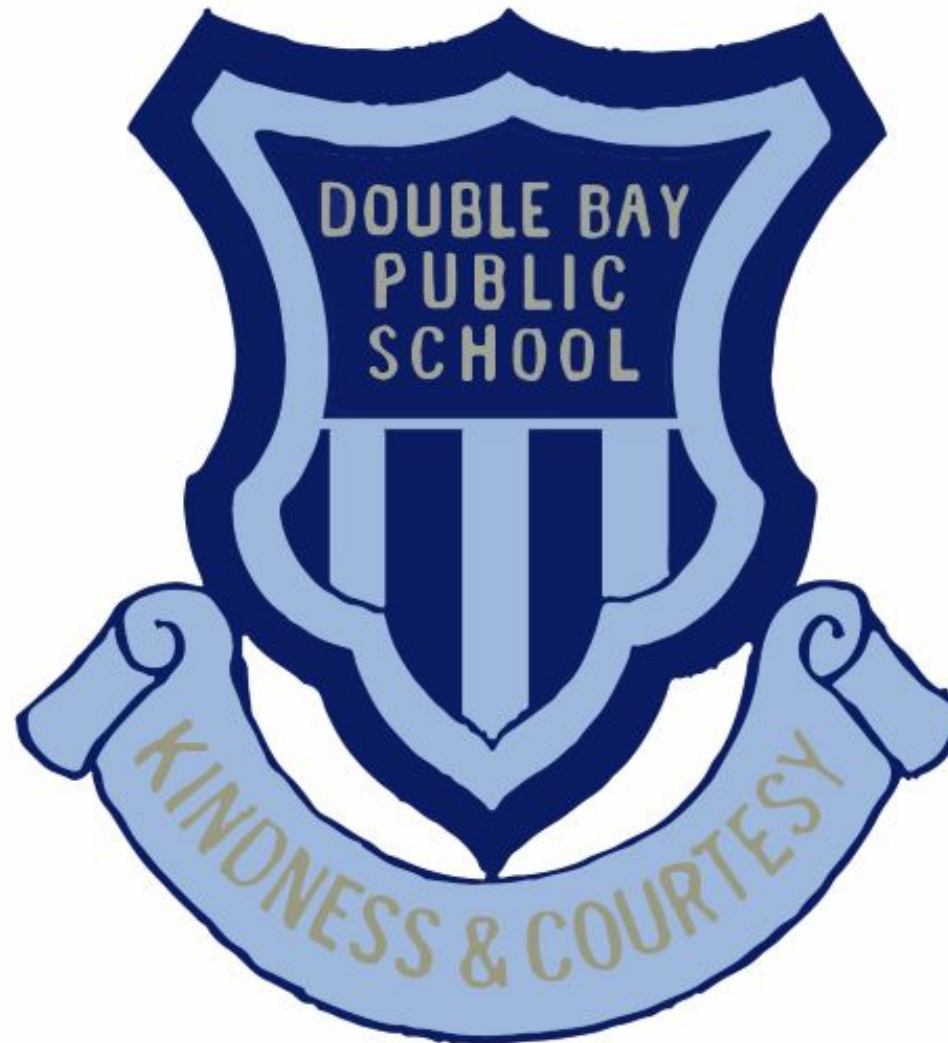# Strategic Improvement Plan 2021-2024

Double Bay Public School 1768

School vision and context

School vision statement

School vision statement

Double Bay Public School is a place of learning that values and develops the unique talents and academic potential of each child. Our aim is to produce confident, resilient, respectful and engaged students who are equipped with the essential skills for future focused learning, critical and creative thinking, determination, problem-solving, collaboration and technological skills. At Double Bay Public School we believe that all students are known, valued and cared for. Here, individuality is valued, excellence is celebrated and relationships are built on kindness, courtesy and mutual respect.

School context

Double Bay Public School, situated in a beautiful harbour-side location, offers a full and varied curriculum, provides a stimulating and supportive learning environment and engenders a caring family atmosphere.

Our students are motivated learners who thrive in a well-resourced school. Our highly supportive school community assists us in providing the range of resources necessary for each child to achieve their potential. Focus areas at Double Bay Public School include literacy, numeracy, STEM, leadership skills, resilience and well-being for all students and staff.

Our school community draws from a wide range of socio-economic and cultural backgrounds, with 30% of our students coming from language backgrounds other than English. Parent involvement in all aspects of school life is valued and encouraged. Our extremely capable, dedicated staff caters effectively for a wide range of student ability levels and needs.

Extra-curricular programs include Chess, Choir, Band, Debating, MaGneT, Battle of the Minds and a wide range of 'Before and After School Activities' organised through our P&C Association.

In 2020 the school embarked upon an authentic and rigorous assessment of self evaluation to inform our school's improvement journey in learning, teaching and leading. The situational analysis identified three areas of focus for this Strategic Improvement Plan.

Strategic Direction 1: Student growth and attainment

When analysis was conducted against the student outcome measures it was evident that expected growth in both reading and numeracy would be an area for explicit focus in our new plan. Target areas in Reading and Numeracy have been identified using the NAPLAN gap analysis and will be a focus for professional learning and in class support in the Strategic Improvement Plan.

Strategic Direction 2: Wellbeing and Belonging

A school focus on the protective factors that schools can provide as well as the skills, knowledge and understanding schools can teach to enhance student wellbeing. It entails an integrated, comprehensive, multi-dimensional approach which links curriculum with the school ethos/environment and the community.

Strategic Direction 3: Collaboration and use of data to inform practice

Using collaborative practice and feedback, coaching and mentoring, professional learning, expertise and innovation to create a collaborative culture of learning and improvement through clarity of purpose, organisation and practice .

Strategic Direction 1: Student growth and attainment

Purpose

When analysis was conducted against the student outcome measures it was evident that expected growth in both reading and numeracy would be an area for explicit focus in our new plan. Target areas in Reading and Numeracy have been identified using the NAPLAN gap analysis and will be a focus for professional learning and in class support in the Strategic Improvement Plan.

Reflecting on the What Works Best (WWB) document it became apparent that there were many strategies and focuses that we could implement there are many interdependencies between the themes. Having reflected on our past practices we have prioritised establishing sustainable structures and processes for leading improvement, innovation and change. The strategies will focus on developing and sustaining processes for collecting and analysing data. This will strengthen the implementation of contextually appropriate curriculum provision, underpinned by evidence-informed strategies and embedded evaluative practice. The intended outcome is to improve student learning outcomes in Reading and Numeracy.

Improvement measures

Target year: 2022

NAPLAN Reading Top Two Bands:

Top two bands in reading to be approaching 65.6%.

Target year: 2022

NAPLAN Numeracy Top Two Bands:

Top two bands in numeracy to be approaching 58.5%.

Target year: 2023
Expected Growth in Reading:
In Reading the school's expected growth by 2023 is to be approaching 68.8%.

Target year: 2023

Initiatives

Whole School Systems and Processes

Establishing whole school, sequential, explicit and differentiated Literacy and Numeracy programs to ensure student growth with an emphasis on systematic student feedback and engaging parents as partners in their child's learning.

- Learning Support Team develops systems to support teachers and students requiring literacy and numeracy intervention support or extension

- Implementation of programs that support explicit teaching and formative assessment strategies, including the use Learning Intentions and Success Criteria

- Co-construction of student literacy and numeracy goals through goal setting

- A consistent literacy program developed and implemented across the school with a focus on reading

- Embed student feedback processes so they can self-regulate their learning in reading and numeracy

Data Informed Teaching and Learning

Implement explicit systems for data collection in Literacy and Numeracy to ensure data is visible and informs teacher planning and programs.

- School leaders embed evidence-informed practices in reading and numeracy across the school and ensure that effective methods are identified, promoted and modeled through quality curriculum provision

- Build staff capacity to analyse numeracy and literacy assessment data and interpret information collaboratively and inform teaching practice

- All students actively engage in the co-construction of individual literacy/mathematics learning and/or social/emotional goals. with the class teacher.

Success criteria for this strategic direction

There is demonstrated commitment within the school community that all students make learning progress.

- reading groups will occur at the same time across grades enabling better differentiation

- every class will be working on a 5 week program with Smart goals attached to the learning

- Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, strengthen teaching methods. This enables all students are challenged and supported, all adjustments lead to improved outcomes are expected.

- Reporting provides parents with clear, timely and accurate information that engages students and supports their learning (SEF Reporting)

- Systematic collection of data that is regularly discussed by all staff and with students and is evident in school planning and teaching programs (SEF Data skills and use)

- High potential and gifted students feel challenged (SEF Student performance)

Evaluation plan for this strategic direction

Data will be collected and analysed from internal and external data sources including:

- Best Start, NAPLAN, Literacy and Numeracy Progressions, SCOUT - Value added data

- Progressive Achievement Test (PAT) data

- Student work samples

- Evidence of scope and sequence implementation

- Evidence of assessment framework implementation

- Consistent, whole school approach to the teaching of numeracy and reading

- Teaching and Learning Programs

- Evidence of evaluation, reflection and differentiation through regular data conversations.

Strategic Direction 1: Student growth and attainment

Improvement measures

Expected Growth in Numeracy:

In Numeracy the school's expected growth by 2023 is to be approaching 68.2%.

Evaluation plan for this strategic direction

The evaluation of the plan strategies will include:

- Comparison with SEF
- Regular grade review of data and work samples
- Observations and modelling of teaching practice
- Reflection by executive staff
- Sharing of student learning goals and feedback

Strategic Direction 2: Wellbeing and Belonging

Purpose

The SEF focus theme (2020) involved: caring for students, a planned approach to wellbeing, individual learning needs and behaviour and attendance. A whole school approach to Wellbeing creates a safe environment for all students. This enhances connectedness, engaging the students in their learning and promotes social and emotional stability.

To address the needs in our school we consulted the CESE publication 'Wellbeing Literature Review'. The literature identified that well implemented, differentiated learning should involve: adjusting teaching and learning activities in terms of both content and complexity; pacing the provision of appropriate resources; development of appropriate support levels; and scaffolding to meet students' differential readiness to learn.

It also discussed the importance of Wellbeing as a holistic concept and efforts to promote student wellbeing demands a whole-school approach. This means a focus on the protective factors that schools can provide as well as the skills, knowledge and understanding schools can teach to enhance student wellbeing. It entails an integrated, comprehensive, multi-dimensional approach which links curriculum with the school ethos/environment and the community.

Improvement measures

Target year: 2022

In 2019 an average of 87.3% of students reported positive wellbeing from the data collected from the Tell Them From Me survey. However, this drop was also noticeable in the data collected from the state average. Our positive response rate is at SSSG for all measures. Our target uplift in at 6% to our 2018 TTFM survey results.

Target year: 2022

Tell Them From me (TTFM) proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School to be approaching 83%.

Initiatives

Whole School Positive Behaviour Strategy

- Launch Department's new Behaviour Strategy
- Deliver PBL strategies ensuring the use of a common language and understanding with all staff and students
- PBL weekly lessons are implemented in every classroom throughout the school via explicit lessons developed by the Learning Support Team.
- Update and launch student behaviour implementation procedures and expectations
- Review and re-launch anti-bullying policy and re-align school initiatives
- Engage whole community in behaviour initiatives (UR Strong)
- Introduce parent workshops that support families to support their children (UR Strong)

Student Wellbeing

- Utilise the Well-being Framework to further identify areas for improvement across the school
- Develop strong systems and clear streamlined processes for identifying, supporting and monitoring students, particularly those requiring learning support or high performing students
- Teachers construct Individual Learning Plans for students requiring support in collaboration with the Learning Support Team and parents
- The Learning Support Team work closely with parents to plan ways to improve attendance.
- Teachers engage in ongoing professional learning to support student learning and well-being in the classroom.
- Implementation of the Triple E Programs to assist in catering for all students.

Learning Support Systems

- Learning Support Team implement programs which

Success criteria for this strategic direction

Initiative 1:

The school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning.

- Teachers will use SENTRAL to track and monitor behavioural incidents throughout the school to collect data and identify any patterns or trends to work towards reducing overall incidences.
- stronger student voice (tracked using TTFM)
- increase sense of belonging (tracked using TTFM)

Initiative 2:

- The school has implemented evidence-based change to whole school practice, resulting in measurable improvements in wellbeing and engagement to support learning
- planning for learning is informed by a whole student profile, considering learning needs in consultation with parents/carers
- Students feel a sense of belonging and connectedness that is underpinned by positive, respectful relationships among students and staff
- Teachers demonstrate increased expertise in teaching students with complex needs.

Initiative 3:

- Case management meetings to track identified students ti improve well-being and engagement via the Learning Support Team
- Learning Support Team conducts termly reviews of student achievement to identify with targeted students who require additional support or extension.
- Attendance rate trends upwards towards 94.6%
- Student participating in ongoing intervention programs show positive growth in literacy/ and or numeracy which enhances their self-esteem and

Strategic Direction 2: Wellbeing and Belonging

Improvement measures

Target year: 2024

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. This will be measured in the reduction of the negative behaviours in SENTRAL.

Target year: 2022

Attendance proportion rate of students trends up towards 94.6%.

Initiatives

result in improvements in well-being and engagement to further support learning such as workshops led by Strategic Direction 2 for staff to implement in the classroom.

- Teachers construct semester Individual Learning Plans and Personalised Learning Plans for students requiring support and extension in collaboration with the Learning Support Team and parents.
- The allocation of SLSOs is reviewed and modified to target small groups of students attaining to achieve similar goals resulting in high impact.
- The learning support team work closely with the HSLO and parents to plan ways to improve attendance.
- The learning support team conduct 5 week attendance checks to assist in identifying specific students that require support.

Success criteria for this strategic direction

confidence.

Evaluation plan for this strategic direction

Our school will use the following data sources to track, inform and monitor progress:

- Tell Them From Me (TTFM) data
- SENTRAL incident and wellbeing data
- Learning and Support Team minutes
- Evidence of student voice in the decision making process
- A review of the TTFM Student Wellbeing trend data is conducted.
- Wellbeing Framework Self-assessment pre and post data comparisons.

How do we as a school determine that the systems and processes for enhancing student well-being and engagement have been successful?

How effective has the new structured Learning Support been to enhance student attendance rate?

Strategic Direction 3: Collaboration and use of data to inform practice

Purpose

Using collaborative practice and feedback, coaching and mentoring, professional learning, expertise and innovation to create a collaborative culture of learning and improvement through clarity of purpose, organisation and practice .

Improvement measures

Target year: 2024

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, schoolwide improvement in teaching practice and student results

Target year: 2024

Data literacy, data analysis, data use in teaching and data use in planning.

Teachers clearly understand, develop and apply a full range of assessment strategies - assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.

School staff collaborate with the school community to use student progress and achievement data to identify strategic priorities, and develop and implement plans for continuous improvement.

Strategies implemented reflect research on best practice and include ongoing monitoring of success.

Initiatives

Learning and Development

- The school leaders have undertaken to provide teachers with regular time to collaborate with their colleagues to engage in professional dialogue and feedback.

- For collaborative practices to be successful, an understanding of what 'effective collaboration' looks like will be demonstrated through structured lesson observations, honest and constructive feedback and the use of internal and external expertise to identify best practice models.

- The understanding of collaboration will be underpinned by quality research literature and best practice demonstrations in professional learning opportunities.

- Clear and visible links to differentiation in students learning within the delivery and structure of the lessons.

Data Skills and Use

Through External Validation, Data Skills and Use were identified as an area that needed to improve across the school.

- Collecting comprehensive data (work samples, surveys, classroom observations, interviews and focus groups (both quantitative and qualitative) will inform teacher judgement and practice and allow teachers to adapt and adjust their instruction to improve student outcomes.

- Data should be embedded into the whole school framework - teachers should be familiar with how to access SCOUT and PLAN2. Teachers use both of these platforms to target teaching, guide further planning and track student progress.

- Teachers will gain an understanding of data from an inferential and analytical level.

Success criteria for this strategic direction

Collaboration:

The evidence supports a broad range of collaborative approaches that can and should be integrated and embedded in ongoing professional learning across the teaching profession.

* Teachers and school leaders need to draw on internal and external expertise to identify and implement best-practice models that centre first and foremost on students' needs and improving learning outcomes. This will inform the 5 week cycle of planning that is performed in Stage meetings

* All teachers should be willing to open their classrooms and participate in structured lesson observations that focus on how different teaching approaches impact on student learning.

* School leaders need to create a strong culture in which collaborative planning, reflection and peer coaching are embedded in everyday school life, so that teachers are supported, and support one another, to continuously develop their skills and knowledge.

High expectations:

The research evidence highlights the importance of high expectations for all students throughout their schooling. Using the research on high expectations to inform practices in schools involves:

* Understanding that teachers holding high expectations of their students has been found to impact student achievement and learning, as well as student behaviour, motivation, self-esteem, attendance, and secondary school completion.

* Recognising that a culture of high expectations must start early and be maintained throughout schooling for all students. The research particularly emphasises the importance of high expectations for students from disadvantaged backgrounds. Data from the TTFM student survey highlights a decline in students' sense of high teacher expectations as they move from primary into high

Success criteria for this strategic direction

school. It also highlights that Aboriginal and Torres Strait Islander students and students from a low-SES backgrounds report that their teachers do not hold as high expectations as some other students.

* Ensuring that students are challenged and engaged in school is fundamental to building a culture of high expectations. Appropriate differentiation of the curriculum is essential.

Data Skills and Use:

There are a number of strategies teachers and schools can put in place to ensure the effective use of data in practice.

* Teachers and leaders should collect meaningful data from all stages of the learning process. They should gather both qualitative and quantitative data, using consistent, rigorous and ethical data collection methods.

* Time should be dedicated to routinely and systematically collecting data, putting systems and structures in place to record and analyse data, and engaging in regular collaborative analysis of data with colleagues.

* Teaching and learning should be directly informed by data through monitoring and reflecting on the progress of every student. Connections should be made between different data sets to build up a rounded picture of each student and student data across years or classes analysed to identify wider trends, and identify which teaching practices work for which students, and which do not.

* Data use should be embedded within a whole-school framework by ensuring there is a school-wide plan to collect robust evidence of student learning and use that data to target teaching and track student progress over time.

* Teachers need access to relevant and useful professional learning in data use, including the opportunity to work with professional learning communities.

Strategic Direction 3: Collaboration and use of data to inform practice

Evaluation plan for this strategic direction

To what extent have we achieved our purpose and can demonstrate impact?

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

- High Impact Professional Learning Surveys
- What works best reflection
- TPL Feedback
- Tell Them From Me
- People Matter Survey data
- Focus groups and whole staff reflections
- Teacher feedback
- Student feedback