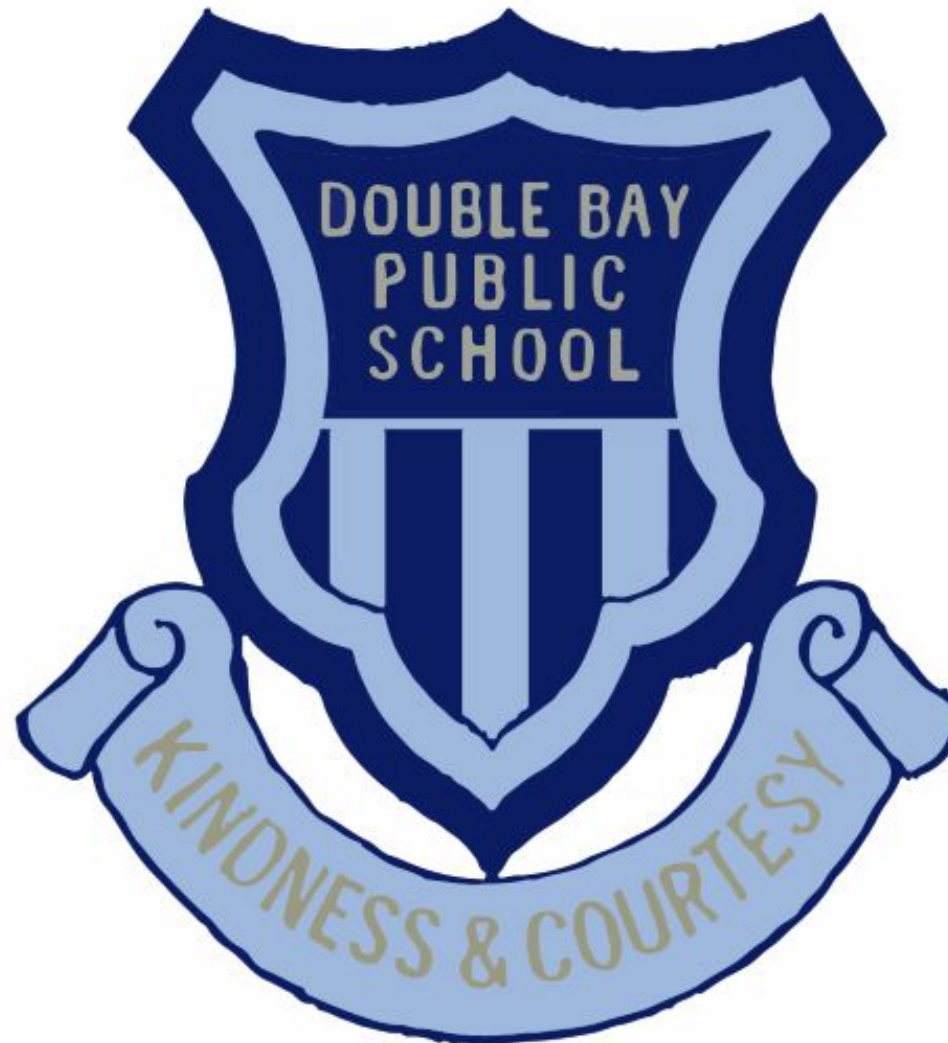


Strategic Improvement Plan 2021-2025

Double Bay Public School 1768



School vision and context

School vision statement

School vision statement

Our vision is to empower students to acquire, demonstrate, articulate and value knowledge and skills that will support them, as life-long learners and informed citizens, to participate in and contribute to their community.

We believe that education should take place in a fully inclusive environment with equal opportunities for all, where the well being of students, staff and community are supported through a safe and nurturing environment in accord with the school values: Be Safe, Be Respectful and Be a Learner.

Quality learning programs are planned, implemented and evaluated on an ongoing basis to improve student outcomes. All educators access the latest research and evidence-based teaching and learning strategies through ongoing professional learning in order to stay at the forefront of best educational practice.

Relationships between the staff, students, parents and the wider community are respectful and positive. All members of the school community work collaboratively and with the knowledge of collective responsibility to improve student learning outcomes, well being and engagement.

At Double Bay Public School we believe that all students are known, valued and cared for. 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 25% 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 Choir, Band, Dance and Debating as well as a wide range of After School Activities.

The school began an authentic and rigorous assessment of self evaluation to inform our school's improvement in learning, teaching and leading. The situational analysis identified three areas of focus which has cultivated the foundations of the 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. Tell Them From Me (TTFM) data suggests that not all students with high skill levels feel challenged and the school continues to look at ways in which differentiation of the curriculum beyond stage outcomes is appropriate to improve growth.

Target areas in reading and numeracy have been identified using the NAPLAN gap analysis and are a focus for 2023 professional learning and small group support within the Strategic Improvement Plan.

Strategic Direction 2: Wellbeing and Belonging

Wellbeing and Belonging was identified from the TTFM data from students, teachers and parents, as well as from internal school based data sources. Positive Behaviour for Learning and a Sense of Belonging are at the core of the school values and will continue to be implemented and aligned to whole school well-being systems to build student cohesion across the school to ensure every child is known, valued and cared for. Student voice and leadership continue to play a pivotal role, as well as ensuring all families are involved as partners in their child's learning.

School vision and context

School vision statement

School context

Strategic Direction 3: Collaboration and Use of Data to Inform Practice

Data showed data literacy skills was identified as a whole school area for professional learning. School systems have been implemented to ensure collaborative planning and reflective practices are embedded into the teaching and learning cycle. In addition, coaching and mentoring processes continue to support teachers to reflect and refine their teaching practice along with targeted professional learning addressing whole school needs. A collaborative culture of learning is inspired through innovative practice and a cohesive moral purpose that is shaped around the collective belief that all students will be supported to thrive in learning that is engaging and challenging.

Strategic Direction 1: Student growth and attainment

Purpose

To improve student learning outcomes in reading and numeracy, we will implement research based instructional design to meet the needs of all learners and develop whole school processes for sharing and analysing data to ensure all students make expected progress and learning programs are meeting student needs.

Analysis of student outcome measures indicated a need to focus on ensuring improvement in expected growth for both reading and numeracy, which has resulted in establishing the foundations of Strategic Direction 1.

The implementation of evidence and research-based approaches to teaching and learning will play a pivotal role in strengthening teaching practice, student learning and student outcomes.

Improvement measures

Check-in Assessment

Achieve by year: 2025

An increase in Check-in Assessment mean scaled score for reading in Year 3 2023 to 5 2025 and Year 4 2023 to Year 6 2025.

Check-in Assessment

Achieve by year: 2025

An increase in Check-in Assessment mean scaled score for numeracy in Year 3 2023 to 5 2025 and Year 4 2023 to Year 6 2025.

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
- Assistant Principal Curriculum and Implementation develops systems to support teachers to differentiate for high potential and gifted students
- 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

Initiative 1:

- reading groups will occur across all classes to ensure consistent, high quality teaching practice is targeted to meet student needs.
- implementation of a consistent literacy program will be implemented across all classes to ensure continuity for students.
- implementation of Number Talks in numeracy to specifically target Additive and Multiplicative Thinking.
- reporting provides parents with clear, timely and accurate information that engages students and supports their learning (SEF Reporting).

Initiative 2:

- student individual literacy and numeracy goals are co-developed with the teacher and regularly reviewed and refined.
- Essential Assessment is used to track progress in numeracy and to identify future areas of teaching need.
- the Learning Sprint process is used to target, track and reflect on specific areas of teaching need in reading and numeracy.
- 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 to be challenged and supported, all adjustments lead to improved outcomes as expected.
- systematic collection of data that is regularly discussed by all staff and 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

Strategic Direction 1: Student growth and attainment

Initiatives

- K-2 teachers embed the new English and Mathematics Syllabuses and evaluate impact

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.

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 School Excellence Framework focus theme 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 as 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

Achieve by year: 2025

Tell Them From me (TTFM) proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School to be trending upward on 2024.

Student Goal Setting

Achieve by year: 2025

All teachers review student individual goal setting to ensure quality goals are established and explicit and timely feedback is provided to students.

Attendance >90%

Achieve by year: 2023

Initiatives

Whole School Positive Behaviour Strategy

- Launch Department's new Behaviour Strategy
- Deliver Positive Behaviour for Learning 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.
- Develop the School Behaviour and Support Management Plan.
- Implement the House Point System that aligns with the Positive Behaviour for Learning system.
- Implement the Toolbox Project to support student social-emotional development.
- Review and re-launch anti-bullying guidelines and re-align school initiatives.

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 Personalised Learning and Support Plans for students requiring support in collaboration with the Learning Support Team and parents.
- Teachers construct Personalised Learning Pathway Plans for students who identify as Aboriginal or Torres Strait Islander.
- 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

Success criteria for this strategic direction

Initiative 1:

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

Initiative 2:

- The school implements 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 to 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 each year.
- Student participating in ongoing intervention programs show positive growth in literacy/ and or numeracy which enhances their self-esteem and confidence.

Evaluation plan for this strategic direction

Our school will use the following data sources to track,

Strategic Direction 2: Wellbeing and Belonging

Improvement measures

Attendance proportion rate of students trends up towards on 2022 data.

TTFM Relationships

Achieve by year: 2025

Student TTFM data from 2025 indicates students with positive relationships to increase on 2024 data.

Initiatives

classroom.

- Implementation of the GATEWAYS program to cater for HPGE students within the areas of Intellectual, Physical, Social-emotional and Creative domains.

Learning Support Systems

- Learning Support Team implement programs which 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 Personalised Learning and Support Plans in collaboration with the Learning Support Team and parents for students requiring support and extension
- 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.

Evaluation plan for this strategic direction

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.

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.

Teachers regularly reflect on teaching practice through co-op planning opportunities throughout the year and regular scheduled times throughout the year are planned to enable teachers to reflect on student data and plan for where to next.

Improvement measures

Achieve by year: 2025

Teachers participate in regular observations and modelling with the assistance from school executive staff to build teacher capacity and to develop an understanding for what effective collaboration looks like.

Data Skills

Achieve by year: 2025

Teachers access and collaboratively interpret SCOUT, PLAN2, external and internal data sources to plan for quality teaching and learning experiences for all students.

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

Initiative 1:

- * all teachers and supervisors share expertise and teaching practice through a collaborative process of modelling and observation.
- * school leaders 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.
- * teachers hold high expectations of their students in order to best support their learning, as well as implementing whole school systems to support student behaviour, increase motivation, self-esteem and attendance.
- * ensure students are challenged and engaged in school as fundamental to building a culture of high expectations. Appropriate differentiation in programs is evident through annotations, reflections and modifications.

Initiative 2:

- * teachers and school leaders draw on internal and external expertise to identify and implement best-practice models that centre first and foremost on students' needs.
- * teachers and leaders collect meaningful data and informative data. They collect both qualitative and quantitative data, using consistent, rigorous and ethical data collection methods.
- * time is 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 is directly informed by data through monitoring and reflecting on the progress of every student. Connections are made between different data sets to build a holistic understanding of each student.
- * data use is embedded within a whole-school framework

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

Success criteria for this strategic direction

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

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives to achieve 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