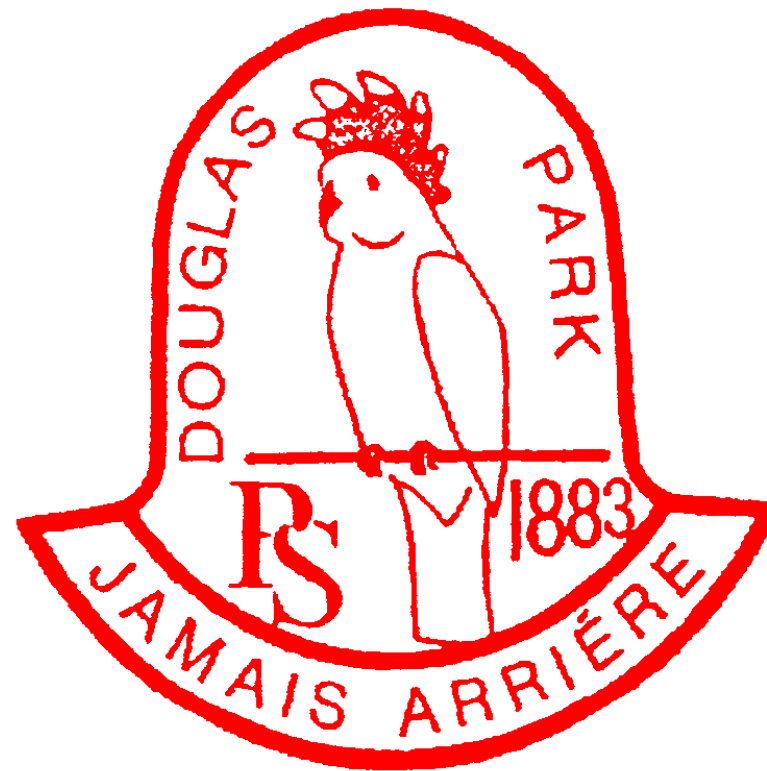


Strategic Improvement Plan 2021-2024

Douglas Park Public School 1770



School vision and context

School vision statement

Our school is an inclusive, caring learning community with high expectations for all. We aim for each student at our school to reach their full potential. We strive for the pursuit of excellence, each person being the best they can be, as an individual and as a member of a team.

Students will have access to experiences that develop future focused learning skills. As a school community, we will implement a challenging, fulfilling curriculum and cater for the academic, social and emotional needs of each individual student.

In partnership, with parents and our wider school community, we will support each student to develop a strong sense of well being and positive interactions with others.

School context

Douglas Park Public School is a small school set in a lovely, semi-rural environment. Our school offers outstanding opportunities for student learning in a happy, caring and friendly atmosphere in which all students are able to achieve to the best of their individual abilities.

The school has dedicated, enthusiastic teachers. Our classroom programs have a strong academic focus and we also have an excellent tradition of success in sport and the creative arts.

Our school greatly values the role of parents and caregivers in the education of their children. We encourage all parents to become involved in the life of the school. The school community has high expectations and aspirations for all students at our school, academically, socially and emotionally.

Our school has a full and varied range of extra-curricular activities. These include debating, public speaking, choir, dance groups, sporting opportunities, environmental activities and coding club. Technology is regularly used as a learning tool to develop the skills needed across all learning areas.

The school will have a significant improvement focus in the area of numeracy to improve proficiency levels and develop growth in each student's ability to confidently use mathematical skills. Likewise in the area of reading, the school will focus on increased proficiency levels and improving comprehension, vocabulary and fluency skills, concentrating on a phonological approach across the school. Increased levels of regular attendance and student engagement will also be a focus through explicit teaching, collaboration, stimulating activities, feedback and individual support. These focus areas have been developed as a result of a situational analysis based on input and consultation with students, staff and the school community in 2020.

The school works closely with an active P&C, local businesses and community organisations, including Wollondilly Council and the Wollondilly AECG. The school regularly partners with the University of Wollongong and the University of Western Sydney for teacher practicum placements. Our school is part of the Camden Network of schools. The school has a close alliance with the Department of Education environmental centres at Wooglemai and Camden Park, regularly visiting for excursions for environmental and personal development activities.

Our current student enrolment is 124 students with 6.45% Aboriginal students and 12.9% students with a background other than English. Students with additional needs are catered for through resourcing, including extra teacher support and the employment of School Learning Support Officers. The school's staffing entitlement is currently seven teaching staff and two non-teaching staff. The school employs an additional teacher from school funds. Our teaching staff is stable, experienced and all are accredited at a proficient level.

The essence of our school is reflected by our school motto: JAMAIS ARRIERE 'Look to the future'.

School vision and context

School vision statement

School context

Our school community proudly exemplifies our school values of Be Safe, Be Kind, Be Cooperative and Show Respect.

Strategic Direction 1: Student growth and attainment

Purpose

To ensure students' literacy and numeracy attainment and growth through explicit, consistent, differentiated teaching practices based on high expectations for all students. An emphasis on targeted professional learning and the analysis and use of assessment data to inform teaching.

Improvement measures

Target year: 2022

External Student Performance Measures

- * Increase the proportion of Year 3 and 5 students achieving the top two bands in NAPLAN reading by 5.3%.

Target year: 2022

External Student Performance Measures

- * Increase the proportion of Year 3 and 5 students achieving the top two bands in NAPLAN numeracy by 6%.

Target year: 2023

External performance measures

- * Increase the percentage of students achieving expected growth in NAPLAN reading by 5.1%

Target year: 2023

External performance measures

- * Increase the percentage of students achieving expected growth in NAPLAN numeracy by 8.9%.

Target year: 2022

Internal Performance Measure

- * At least 5% increase of students in Years 1-6 demonstrating growth in the Progressive Achievement

Initiatives

High impact teaching strategies in reading.

* Literacy practice for all teachers informed by current research based on explicit teaching in the CESE 'What Works Best' and 'Using data to improve practice' themes to continually build teacher capacity.

* Improve effective classroom practice through a focus on professional learning of explicit teaching of phonics and comprehension of text.

* Staff English team formed to lead learning across the school.

* Embed specific explicit teaching strategies in phonics and comprehension across the school to ensure a consistent approach in all classrooms. An emphasis on inferential comprehension, super six strategies, fluency practice and vocabulary development.

* Develop teacher understanding and use of effective reading assessments including Phonic Screening and Phonological Assessments.

* Focus on clear, visual learning intentions and success criteria for reading strategies in whole class and small group learning situations in all classrooms.

* Develop teacher understanding and use of Plan 2 and the literacy progressions to establish baseline data and assess student improvement in Understanding Texts. Analysis of formative and summative assessment data including Best Start, Naplan, Check-in testing and internal Progressive Achievement Testing to develop teacher knowledge and confidence in data skills to inform practice.

* Targeted reading intervention and extension for individual assessed students, monitored by the Learning Support Team.

High impact teaching strategies in numeracy.

* Professional Learning: 'CESE's ' Using Data with Confidence' and explicit teaching in numeracy 'What

Success criteria for this strategic direction

* Assessments are developed and used regularly across the whole school to help promote consistent and comparable judgement of student learning.

* Teachers collaborate to analyse data and other evidence about student progress and achievement and identify skill gaps for learning support and areas for extension.

* Lesson planning responds to progress data and student feedback to inform teaching.

* Evidence of 'What works best' research practices is clearly demonstrated in all classrooms across the school to deliver ongoing, measured improvement in student progress and achievement.

School Excellence Framework

* **Teaching:** Themes in Effective Classroom Practice and Data Skills and Use are assessed as 'Excelling'.

Tell from Me Surveys: Teachers indicate increased confidence in their ability to understand and analyse data to inform teaching.

Evaluation plan for this strategic direction

Question: What has been the impact of using consistent, explicit teaching strategies, on student performance? Do teachers collaborate to evaluate, reflect on and adapt practice? Has professional learning supported the capacity of teachers to analyse and use data? Has their been improvement in student achievement and learning growth?

Data: External student performance measures (NAPLAN), internal student performance measures (Literacy and Numeracy Progressions), teaching programs, classroom observations and student work samples.

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

Strategic Direction 1: Student growth and attainment

Improvement measures

Test (PAT) in mathematics and reading comprehension.

Target year: 2022

Internal Performance Measures

* 5% or more increase of students in K-6 meeting stage level indicators in the Literacy progression of Understanding Text and the Numeracy progression of Quantifying numbers.

Target year: 2022

* Value added data in Scout for years K-3 is maintained at excelling, maintained at sustaining and growing in years Y3-5 and trending towards sustaining and growing in years 5-7.

Initiatives

works best' themes.

* Staff mathematics team formed to lead learning across the school.

* Commitment and involvement in the state mathematics strategy, including online learning and shared teaching strategies across the school.

* Using PLAN2 and the numeracy progressions to assess students and establish baseline data to inform teaching in Quantifying Numbers, K-6.

* Teacher and executive collaborative collection, monitoring and analysis of formative and summative assessment data including Best Start, Naplan, Check-in testing and internal Progressive Achievement Testing to develop teacher knowledge and confidence in data skills to inform practice. Improving skills in analysing numeracy data using Scout for executive and teaching staff.

* Focus on clear, visual learning intentions and success criteria for numeracy strategies in whole class and small group learning situations in all classrooms.

* Targeted numeracy intervention and extension for individual assessed students, monitored by the Learning Support Team.

Evaluation plan for this strategic direction

Implications: Have the performance measures been met? Where do we go from here? Future directions and next steps.

Strategic Direction 2: Engagement in learning

Purpose

To develop optimum conditions for student learning across the school. Provision of excellent teaching, effective feedback and individual support to engage each student to fulfil their learning potential.

Improvement measures

Target year: 2022

* Increase the percentage of students attending more than 90% of the time by 3.1% or more to be at or above the lower bound system negotiated target.

Target year: 2022

* Tell Them From Me Wellbeing data (advocacy, sense of belonging, expectations for success) improves by 2.7% or more to be at or above the lower bound system-negotiated target.

Initiatives

Feedback

* Professional learning in CESE research 'What works best' on effective feedback and its effect on student engagement. Continued teacher skill development in using and evaluating feedback practices.

* Development of a common feedback strategy to be used in all classrooms to develop a consistent approach across the school.

* Teacher sharing and observing of colleagues implementing individual, pair and group feedback within classrooms.

* Students K-6 developing skills in giving and receiving peer/ teacher feedback.

* Assessing students pre and post feedback to analyse effectiveness of specific feedback in improving learning and increasing engagement.

* Teacher/ executive use of effective feedback strategy in classroom observations to improve teaching effectiveness and promote a positive learning culture in each class.

Student support

* Embed a school-wide culture that is strongly focused on each student experiencing engagement and success through differentiated learning and the development of self-regulation and perseverance to support a growth mindset.

* Ongoing strategies to focus on student attendance by school executive, class teachers and the Learning Support Team.

* Use of staff, parent and community expertise to provide a range of engaging strategies to enhance interest, challenge, curiosity, motivation and success in learning.

* Focus on parent understanding and support of the learning goals for each student through parent/ teacher

Success criteria for this strategic direction

* The implementation of a whole school consistent practice to provide effective feedback facilitates improvement in student engagement in learning.

* Widespread positive and respectful relationships are evident among students and staff, ensuring optimum learning conditions.

* Teachers, parents and the community work together to support consistent and systematic processes that support attendance and engagement.

* Tell Them From Me survey data and internally collected evaluations indicate increased engagement by students in their learning.

* School Excellence Framework: Excelling indicators within the Learning Domain themes of Learning Culture and Attendance.

Evaluation plan for this strategic direction

Question. How can the school determine that its systems and processes for enhancing student engagement have been successful?

Data:

Attendance data.

Behaviour data.

Class and extra-curricular group data.

Tell Them From Me - Student engagement surveys.

_ Parent satisfaction.

_ Teacher surveys.

Analysis

Analyse the data to determine improvement in

Strategic Direction 2: Engagement in learning

Initiatives

meetings and regular communication.

* Implementation of a mentoring initiative to ensure each student feels known, cared for and valued leading to greater engagement and confidence in their learning across the curriculum.

* Development and monitoring of Personalised Learning Plans for Aboriginal students with student, parent and teacher input and regular follow-up by the Learning Support Team.

* Development and monitoring of learning adjustments and individual education plans for students with additional needs by class teachers and the Learning Support Team.

Evaluation plan for this strategic direction

engagement and any changes needed.

Implications

Student engagement programs are enabling students to maximise their learning potential and assisting them to become independent, responsible and self-regulatory.

Strategic Direction 3: Explicit collaborative teaching practices

Purpose

To develop shared teaching expertise, teamwork and a collaborative, supportive culture to ensure the effective implementation of a high quality curriculum across the school.

Improvement measures

Target year: 2022

* All teachers demonstrate high quality skills in explicit teaching as evident in programs and teacher observations.

Target year: 2022

* Specific programs across the curriculum are successfully implemented as a result of increased collaboration between teachers as evident in programs and teacher observations.

Target year: 2022

* Assessment data indicates an increase of 5% or more on baseline data of students in Years 1-6 achieving 'Sound' or above in meeting syllabus outcomes across the curriculum.

Target year: 2022

* Staff surveys and Tell Them From Me Data indicates improvement in the area of teacher collaboration.

Initiatives

Effective collaboration in planning and programming.

*Promote and implement the delivery of high impact, explicit and differentiated learning through a focus on relevant professional learning. Using "What works best" research to emphasise explicit teaching collaboration and high expectations across the school.

*Review current scope and sequences, assessment tasks and use of technology in learning.

*Implement a K-6 programming format that assists the sequential development of content and processes across the school which is clearly understood by all teachers.

*Teachers collaborate to develop learning intentions and success criteria for key learning areas.

Effective collaboration in teaching and assessing.

*Implement ongoing collaborations between teachers to allow for the embedding of explicit teaching practices and whole school assessment programs which are consistent across the school.

*School leaders schedule and resource time for collaborative practices including assessing, analysing data and observing lessons each term. Collaboration occurs in stage teams as well as across school curriculum teams.

*Shared leadership of curriculum areas is initiated to increase distributed leadership. Mentoring of teachers through collaborative processes is initiated to further develop leadership skills.

*Teachers collaborate to lead professional learning during staff meetings and on school development days, including within the school and across the small schools' network of Douglas Park, Cawdor and Mount Hunter.

*Collaborative practices relate to Performance and Development goals to enhance each staff member's professional development in a genuine and relevant way.

Success criteria for this strategic direction

*Professional learning is prioritised which focuses on strengthening understanding and use of explicit teaching and collaboration practices within the school and across the community of schools.

*Planning time and school resources are optimised to support teachers to collaboratively develop and implement engaging learning programs across the school.

*Clear, effective assessment practices, useful feedback, and consistent teacher judgment is evident across the school.

*Shared teaching expertise, shared goal setting and genuine collaboration occurs in a supportive environment, enhancing staff wellbeing and leading to continuous improvement in teaching.

* **School Excellence Framework** indicates Excelling in the themes within:

Teaching: Learning and Development

*Focus theme: Collaborative practice and feedback

Leading: Educational Leadership

* Focus theme: High expectations culture

Evaluation plan for this strategic direction

Questions

Is there a shared responsibility to collaborate and deliver a clear, relevant and purposeful curriculum for all students across the school?

Has there been an improvement in student outcomes through the delivery of explicit teaching practices and collaborative programming and assessment?

Do staff believe that collaborative practices have assisted them to improve their teaching practice?

Strategic Direction 3: Explicit collaborative teaching practices

Initiatives

*Staff regularly respond and provide feedback about collaborative strategies to continually improve practices to ensure effective, worthwhile collaboration is taking place to make a genuine difference to both staff and students.

Evaluation plan for this strategic direction

Data

Evaluation data will include:

- * Review of teaching programs and assessment data.
- * Lesson observations of explicit teaching practices in action.
- * Student work samples
- * Teacher and student Tell Them From Me data.
- * Staff discussions and surveys.
- * School Excellence Framework: Collaborative practice and feedback and High expectations culture.

Analysis

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

Implications

Determine whether collaborative staff practices are developing consistent, effective and explicit teaching practices across the school resulting in improved student outcomes.