

Strategic Improvement Plan 2021-2024

Dubbo Public School 1775



School vision and context

School vision statement

At Dubbo Public School we are committed to ensuring excellence in a dynamic, inclusive and innovative environment. Every student and every teacher will be challenged to continue to learn and improve every year. Teachers, parents and students work in partnership to maintain high expectations and a positive environment where every student is known, valued and cared for.

School context

Dubbo Public School is a K- 6 school with approximately 530 students centrally located in the city of Dubbo. It has a rich history and culture dating back to 1858. There are 21 mainstream classes and two special education classes. Approximately 20% of the students identify as Aboriginal and 7% of the students speak English as an Additional Language/Dialect (EAL/D).

At Dubbo Public School, we believe that every child should be known, valued, cared for and enriched. Our role is to help nurture each individual to become confident, passionate and flexible learners, in a safe and supportive environment. We focus on providing a differentiated curriculum to help each child to reach their potential. We place an emphasis on high expectations and teaching students at their point of need. Students are challenged at their level of achievement within the curriculum, with teachers adapting programs to extend or support the needs of their students.

At Dubbo Public School we recognise that student wellbeing is integral to learning. We actively strive to enhance the cognitive, emotional, social, physical and spiritual wellbeing of our students. We are Safe, Respectful Learners. Student success is celebrated, with students regularly recognised for achievement, effort and excellence. We actively develop a culture of growth mindset within our students to encourage independence, determination and confidence. We teach creative and critical thinking with a focus on developing learning habits and strategies which will assist our students to be successful, lifelong learners. We offer specialised classes such as Science and Technology, Library, Music and enrichment taught by expert teachers.

At Dubbo Public School we motivate students to deliver their best and continually improve. We recognise that a quality education is about extending learning through new opportunities and providing students with the resources to explore their interests and reach their full potential. We encourage our students to strive for excellence, offering high potential gifted education. Students in Years 1-6 participate in streamed Mathematics classes and stage enrichment classes are also offered. Our range of co-curricular and enrichment programs complement the school's holistic learning opportunities. We encourage excellence in sporting, music and performing arts, through commitment and determination.

A comprehensive situational analysis was conducted in consultation with the school community which led to the development of the 2021-2024 Strategic Improvement Plan. Through our situational analysis we identified a need to consolidate the use of data-driven practice to ensure all students have access to quality differentiated instruction including those identified as high potential and gifted. The school is committed to continually improving classroom practice through high impact professional learning and collective efficacy. There will also be a focus on student wellbeing including greater opportunities for student leadership and feedback, with student voice shaping learning and decision making.

Dubbo Public School is a welcoming and friendly school where positive relationships exist between families, students and teachers. Parent and community support is strong with outstanding attendance at school events and a very active P&C. We build on the positive

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partnerships with the school community facilitating open communication and a shared responsibility where students can connect, succeed and thrive.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to maximise student learning outcomes for every student in literacy and numeracy and to build strong foundations for academic success in all key learning areas. We will further develop and refine data-driven teaching practices that are responsive to the learning needs of individual students.

Improvement measures

Target year: 2022

- The proportion of Year 3 and Year 5 students achieving in the top two bands in NAPLAN numeracy increases by at least 7.2%.

Target year: 2022

- The proportion of Year 3 and Year 5 students achieving in the top two bands in NAPLAN reading increases by at least 7%.

Target year: 2022

- The proportion of Year 3 and Year 5 Aboriginal students in the top three bands in NAPLAN numeracy increases by at least 5.3%.

Target year: 2022

- The proportion of Year 3 and Year 5 Aboriginal students in the top three bands in NAPLAN reading increases by at least 7.2%.

Target year: 2023

- The proportion of Year 5 students achieving expected growth in NAPLAN numeracy increases by at least 5.8%.

Target year: 2023

- The proportion of Year 5 students achieving expected growth in NAPLAN reading increases by at

Initiatives

Literacy and Numeracy

Develop and sustain whole school processes for collecting and analysing data to ensure the implementation of appropriate curriculum for every student.

- Expertly use student assessment data in reading and numeracy to provide individualised, explicit, differentiated and responsive learning opportunities.
- Utilise instructional leaders to work with teachers to embed the use of formative assessment practices as an integral part of daily instruction in every classroom.

Learning Pathways

Embed a learning culture that enables students to create, receive feedback and achieve their learning goals.

- Empower students to grow intellectually by activating metacognitive thinking through high impact professional learning which builds teacher capabilities and collective pedagogical practice.
- Enable all students to co-develop goals for individualised plans. Teacher feedback supports improved student learning.
- Enhance students' performance in literacy and numeracy in the early years by developing the capacity of parents and carers to work in classrooms supporting the teaching of reading, writing and early number.

Success criteria for this strategic direction

A whole school system and integrated approach ensures consistent and reliable student assessment and data analysis promoting learning excellence and responsiveness in meeting the needs of all students.

Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Students can articulate their learning and understand what they need to learn next to enable continuous improvement.

Progress and achievement of equity groups within the school is equivalent to the progress and achievement of all students in the school.

All students build on their metacognitive thinking capacity by utilising strategies to solve problems, receive, process and action feedback, evaluate their own thinking and maintain a growth mindset.

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.

Evaluation plan for this strategic direction

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

- NAPLAN data
- Scout data
- Student work samples
- Literacy and numeracy PLAN2 data
- Student Personalised Learning Plans (PLP) and Personalised Learning Support Plans (PLSP)

Strategic Direction 1: Student growth and attainment

Improvement measures

least 5.7%.

Target year: 2024

- At least 90% of students completing Year 2 will have achieved the 11 learning indicators from the Phonics Screening Check.

Target year: 2024

- At least 90% of students completing Year 1 will have achieved expected EA4S levels in reading.

Target year: 2024

- At least 95% of students completing Kindergarten will have achieved 15 indicators of the Phonological Awareness Diagnostic Assessment.

Target year: 2024

- At least 90% of students in Years 3-6 will demonstrate a 0.5 growth (calculated through effect size formula) when comparing year to year scale scores in the Progressive Achievement Test (PAT) in reading.

Target year: 2024

- At least 90% of students completing Year 2 will have achieved the 13 learning indicators within the Quantifying Numbers sub-element of the Progressions.

Target year: 2024

- At least 80% of students in Years 3-6 will demonstrate a 0.5 growth (calculated through effect size formula) when comparing year to year scale scores in the Progressive Achievement Test (PAT) in numeracy.

Evaluation plan for this strategic direction

- School Excellence Framework Self Assessment (SEF SaS)
- High Potential Gifted Education (HPGE) policy implementation
- Student voice
- Tell Them From Me (TTFM) surveys.

The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures
- Regular professional discussion around the School Excellence Framework elements and themes
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

Deep analysis of the data will guide future school planning to provide ongoing improvement to maximise student learning outcomes.

Strategic Direction 1: Student growth and attainment

Improvement measures

Target year: 2024

- School Assessment in the School Excellence Framework (SEF) shows improvement from Sustaining and Growing to Excelling in the following themes: Formative assessment; Student engagement; Value add; Student growth.

Strategic Direction 2: Reflective, responsive pedagogy

Purpose

Our purpose is to create a culture of reflective, responsive and collaborative practice that develops high performing teachers who are committed to identifying, understanding and implementing the most effective explicit teaching practices.

Improvement measures

Target year: 2024

- Dynamic professional learning schedule is aligned with the Digital Literacy and Numeracy Hub demonstrating high impact professional learning for 100% of teachers.

Target year: 2024

- 100% of teaching staff participate in Quality Teaching Rounds (QTR) and embed Quality Teaching(QT) elements and What Works Best (WWB) in teaching and learning programs and classroom practice.

Target year: 2024

- Tell Them From Me (TTFM) teacher survey data shows improvement in the following drivers of student learning: Collaboration (8.2 to 9.0); Learning Culture (8.1 to 8.9); Technology (7.0 to 8.0).

Target year: 2024

- 100% of teachers embed digital technologies to enhance teaching, learning and assessment so that students become engaged thinkers, active learners, knowledge constructors and global citizens.

Target year: 2024

- Tell Them From Me (TTFM) student survey data improves in the following drivers of student outcomes: Explicit teaching practices (7.5 to 9.0); Positive teacher-student relations (8.1 to 9.0).

Initiatives

Effective, Explicit Teaching

Empower teachers to implement evidence-based quality teaching practices to expand their professional knowledge base and to reflect on their practice.

- Build teacher capacity through participation in evidence-based literacy and numeracy professional learning.
- Expertly use the most effective evidence-based teaching methods to optimise learning progress for all students.
- Develop a school-wide system to embed a teacher performance and development process aligned with Australian Professional Standards for Teachers, career aspirations and school priorities.
- Embed explicit systems that promote collaboration focusing on professional dialogue and evaluative practice to improve professional knowledge and consistent teacher judgement.

Technology

- Upskill teachers in data use, analysis and interpretation to identify skill gaps for student improvement and future planning.
- Enhance teaching and learning through digital transformation ensuring digital equity and capability.

Success criteria for this strategic direction

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement with success that can be measured by improved student progress and achievement data.

All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

All teachers have a sound understanding of student assessment and data. They analyse, interpret and extrapolate data and collaboratively use to inform planning, identify interventions and modify teaching practice.

All staff demonstrate a personal responsibility for maintaining and developing their professional standards.

Teaching and learning programs are dynamic, showing evidence of revisions based on specific and timely feedback between teachers which drives ongoing school wide improvement.

There are explicit systems for collaboration and feedback to sustain quality teaching practice. Technology is strategically used to achieve improved student outcomes and high quality service delivery.

Evaluation plan for this strategic direction

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

- DPS Professional Learning Operating Procedures and PL schedule
- Pre and post teacher surveys focusing on impact of QTR, collaboration and explicit teaching
- PLAN2 literacy and numeracy data

Strategic Direction 2: Reflective, responsive pedagogy

Improvement measures

Target year: 2024

- School Assessment in the School Excellence Framework (SEF) shows improvement from Sustaining and Growing to Excelling in the following themes: Lesson planning; Feedback; Data use in teaching.
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Evaluation plan for this strategic direction

- Performance and Development Plans (PDP)
- Teaching and learning programs
- TTFM teacher surveys
- Evidence of inclusion of QT elements and What Works Best (WWB) in teaching programs
- SEF SaS.

The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures
- Regular professional discussion around the School Excellence Framework elements and themes
- Term by term review and triangulation of data sources including quantitative and qualitative, and internal and external data to corroborate conclusions.

Deep analysis of the data will guide future school planning in implementing the most effective explicit teaching methods and to maximise student learning outcomes.

Strategic Direction 3: Wellbeing - connecting, succeeding, thriving

Purpose

Our purpose is to create a planned approach to student wellbeing processes that supports the wellbeing of all students so they can connect, succeed, thrive and learn.

Improvement measures

Target year: 2022

- The proportion of students attending > 90% of the time increases by at least 3.7%.

Target year: 2022

- The proportion of students reporting Expectations for Success, Advocacy and Sense of Belonging at School TTFM wellbeing data increases by at least 2.7%.

Target year: 2024

- Partial attendance decreases by at least 60%.

Target year: 2024

- School Assessment in the School Excellence Framework (SEF) shows maintenance in Excelling in the following themes: Caring for students; Planned approach to wellbeing; Transitions and continuity of learning.

Initiatives

Wellbeing

To build individual and collective wellbeing through a climate of care and positivity:

- Implement evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement
- Research and further develop student leadership and student voice initiatives
- Provide regular opportunities for students to meet with an identified staff member who can provide advice, support and assistance to help students fulfill their potential
- Regularly analyse student attendance data and action whole school and personalised attendance approaches to improve attendance rates for all students.

Sense of Belonging

To promote teaching and learning environments that facilitate continuity of learning and recognise, respect and respond to identity and cultural background:

- Actively plan for student transitions and clearly communicate transition activities to the school community.
- Provide a variety of culturally significant opportunities to engage the whole school community to promote inclusivity.

Success criteria for this strategic direction

There is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

Student learning takes place in an environment which fosters and develops choice, accomplishment, positive relationships, enjoyment, growth, health and safety.

Teachers implement strategies to proactively teach healthy coping strategies, resilience and self-regulation.

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

The school engages in strong collaborations between parents, students and the community that informs and supports continuity of learning for all students at transition points.

Students experience a sense of belonging and connectedness that respect diversity and identity.

Evaluation plan for this strategic direction

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

- Internal data e.g. attendance, Positive Behaviour Learning (PBL), suspension data
- Wellbeing meeting minutes
- Australian Early Development Census (AEDC) data
- Scout data
- SEF SaS
- Evidence of programs e.g. Kinder buddy, anti-bullying, student leadership initiatives and student voice

Evaluation plan for this strategic direction

- Tell Them From Me Survey (Advocacy & Positive student-teacher relationship measures).

The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures
- Regular professional discussion around the School Excellence Framework elements and themes
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

Deep analysis of the data will guide future school planning to provide ongoing improvement to maximise student learning outcomes.