

Strategic Improvement Plan 2021-2025

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 and/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.

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 3-6 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 staff. Parent and community support is strong with outstanding attendance at school events and a very active P&C. We build on the positive 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

Achieve by year: 2025

- At least 90% of students completing Year 1 will have achieved the 11 learning indicators from the Phonics Screening Check.

Achieve by year: 2025

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

Achieve by year: 2025

- 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.

Numeracy growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

Reading growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

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 Assistant Principals and Assistant Principal, Curriculum and Instruction 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 give and receive feedback and achieve their learning goals.

- Teachers provide explicit, specific and timely formative feedback related to defined success criteria.
- Teachers' feedback supports improved student learning.
- Ensure all students have a clear understanding of how to improve.

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)
- School Excellence Framework Self Assessment

Evaluation plan for this strategic direction

(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 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

Achieve by year: 2025

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

Achieve by year: 2025

- 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).

Achieve by year: 2025

- 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).

Achieve by year: 2025

- 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.

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.
- Embed explicit systems that promote collaboration focusing on professional dialogue and evaluative practice to improve professional knowledge and consistent teacher judgement.

Technology

Technology that supports learning is available and expertly integrated into lessons by teachers.

- 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
- Performance and Development Plans (PDP)

Evaluation plan for this strategic direction

- 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

Attendance >90%

Achieve by year: 2023

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

Wellbeing

Achieve by year: 2023

The proportion of students reporting Expectations for Success, Advocacy and Sense of Belonging at School will increase by at least 2.7%

Achieve by year: 2025

- Partial attendance decreases by at least 60%.

Achieve by year: 2025

- 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 & Belonging

Develop a deep understanding of the nature of wellbeing by creating a comprehensive and integrated strategy to support the cognitive, emotional, social, physical and spiritual wellbeing of students in a context of quality teaching and learning.

- Review all wellbeing programs including Positive Behaviour Expectations (PBE) with findings/enhancements implemented.
- Embed all changed practices and introduced programs across the school as a result of ongoing evaluation, reflection and improvement.
- Embed a whole-school culture that is strongly focused on building the individual and collective wellbeing of staff, students and parents through a climate of care and positivity
- Regularly analyse student attendance data and action whole school and personalised attendance approaches to improve attendance rates for all students.

Parent and Community Engagement

Build and strengthen sustainable partnerships to ensure parents and students are valued and each individual child is supported academically, socially and emotionally to enhance teaching and learning and promote continuous school improvement.

- Increase opportunities for parents as partners in their child's learning.
- Parents and community engaging in school activities.
- 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.