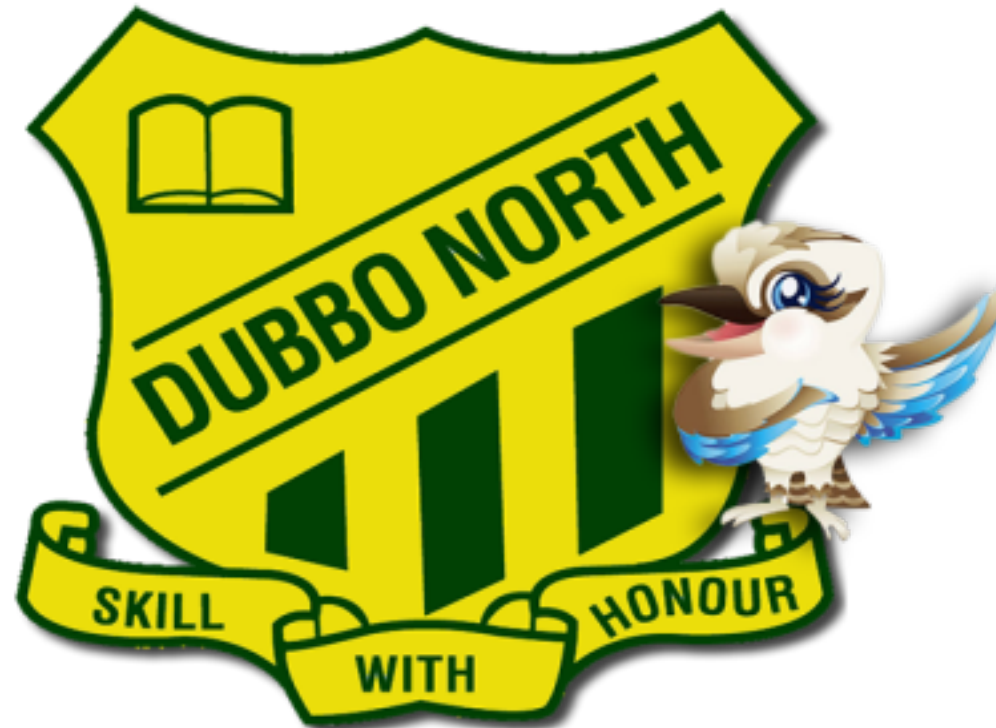


# Strategic Improvement Plan 2021-2024

## Dubbo North Public School 1776



# School vision and context

## School vision statement

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Dubbo North Public School aims to develop students' values and skills for responsible citizenship and life-long education. Programs are carried out within a caring educational environment by a staff of dedicated teachers and School Learning Support Officers sharing a positive child-centered philosophy. The welfare of all students, staff and parents is considered with the aim of "skill with honour by being responsible, safe and respectful learners.

## School context

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Dubbo North Public School is located in a well-established part of Dubbo which is predominantly zoned for industrial use. The school has a long tradition and has a number of families that have been involved in the school community for two or more generations.

The school population is 278 which is an increase of approximately 10% over the last 3 years. 55% of students identify as being of Aboriginal and Torres Strait Islander descent which is an increase of 5% over the same period. Approximately 3% of students have a language background other than English. The school receives Equity funding for low SES students and Aboriginal Education funds through the Resource Allocation Model. There will continue to be a strong focus on technology, literacy, numeracy, community partnerships and Teacher Quality. We continue to implement the Early Action For Success initiative which targets students Literacy and Numeracy development in K - 2 and a strong focus on student and staff wellbeing will remain at the forefront.

The school has a mix of experienced and early career staff and strong parental support is a priority. Staff members are committed to the development of a learning environment which enables students to access positive learning opportunities. Classroom technology is strong with interactive panels in all classrooms, iPads and laptops in across the stages and in the library.

Dubbo North Public School has 12 mainstream classes and a support unit with two Multi Categorical classes and one Emotionally Disturbed class.

The whole school community, involving students, staff, parents and the local AECG was consulted in a thorough situational analysis followed by the development of the 2021-2024 Strategic Improvement Plan. We will ensure that data driven practices are utilised to provide stage appropriate learning for all students. Ongoing professional learning for staff will be supported to allow teachers to successfully plan for and deliver quality differentiated instructions to students, including those identified as gifted. System-negotiated targets in the areas of reading, numeracy and attendance provide clear direction for ongoing improvement and student growth.

Quality summative and formative assessment tasks will be developed to collect this data and will allow for a greater consistency of judgement within and across the school. Individual students that have been identified will be supported and closely monitored. To assess the impact of this support pre and post assessments will be carried out.

Our learning support team will continue to identify students who need intervention and staff will receive relevant professional learning to provide this intensive intervention.

Areas of need and success at a class and school level will be key to this process and the involvement of the whole school community will be essential for success and ongoing improvement.

# Strategic Direction 1: Student growth and attainment

## Purpose

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Our purpose is to ensure that every student is highly motivated and engaged and shows strong growth in their learning through explicit teaching.

In order to improve student learning outcomes we will develop and sustain whole school processes for collecting and analysing data.

We will further develop and refine student assessment data to inform teaching and ensure we meet the current learning needs of individual students.

## Improvement measures

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### Target year: 2022

Increase the percentage of Year 3 and Year 5 students achieving in the top 2 bands in NAPLAN reading by 8.9%.

### Target year: 2022

Increase the percentage of Year 3 and Year 5 students achieving in the top 2 bands in NAPLAN numeracy by 7.9%.

### Target year: 2023

Increase the percentage of Year 5 students achieving expected growth in NAPLAN reading by 10.4%.

### Target year: 2023

Increase the percentage of Year 5 students achieving expected growth in NAPLAN numeracy by 10.9%.

### Target year: 2024

All learning goals for students are informed by analysis of internal and external student progress and achievement data.

### Target year: 2024

All teachers identify, use and embed explicit teaching strategies across all KLAs.

## Initiatives

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### Data Driven Practices

Assessment:

- Analyse work samples and assessments
- Refine a whole school assessment and monitoring policy.
- Ensure all students identify a literacy and numeracy learning goal which is monitored by students and teachers and reporting on in semesterly reports.

Explicit Teaching:

- Employ explicit teaching strategies to enhance student learning
- Utilise staff skills and provide opportunities to model best teaching practice.
- Provide internal and external professional learning opportunities to upskill staff in curriculum areas.

Data use in teaching:

- Monitor of student progress in reading and numeracy
- Use PLAN2 to track students against the learning
- Collect, interpret and analyse various assessment data
- Use the Phonics Screening Tool, Phonological Awareness Diagnostic Assessment and the Interview for Student Reasoning Number Sense and Place Value assessment in ALAN to assist with identifying student learning areas of further development in reading and numeracy.

## Success criteria for this strategic direction

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- Assessment is used flexibly and responsively as an integrated part of daily classroom instruction. Formative assessment is practiced expertly by teachers.
- The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels.
- Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning, and share expected outcomes.
- Teachers are skilled at explicit teaching techniques such as questioning and assessing to identify students' learning needs, and use a range of explicit strategies to explain and break down knowledge
- 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.
- The school promotes and demonstrates professional learning in data concepts, analysis and use of student assessment data and related tools. Teachers use data effectively to evaluate student understanding of lesson content.

## Evaluation plan for this strategic direction

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The school will use the following data sources and analyse the effectiveness of the initiatives:

- NAPLAN data
- Student work samples
- PLAN2

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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- Student PLPs, IEPs and ILSPs
- SEF SaS
- Internal and anecdotal assessment data
- Reading data, including MiniLit/MultiLit/COVID Tutor Program
- Regular review of data to reflect on areas of need
- Termly reviews of progress monitoring of the SIP
- Semesterly review of SEF elements and themes

The evaluation plan will involve:

- Constant review of the data sources to clarify whether or not we are on track for achieving the intended improvement measures.
- Regular professional discussion at Executive, Staff and Stage meetings around the School Excellence Framework elements and themes.
- Whole staff and school community reflective sessions.

## Strategic Direction 2: Worthwhile wellbeing for all

### Purpose

Our purpose is to ensure that there will be a planned approach to developing whole school wellbeing processes. This will support high levels of staff and student wellbeing and engagement, which will enable everyone to succeed, thrive and learn in a holistic, nurturing and caring environment.

### Improvement measures

#### Target year: 2022

Increase the percentage of students attending school more than 90% of the time by 5.3%.

#### Target year: 2022

Increase the percentage of students reporting Expectations for Success, Advocacy and Sense of Belonging at School in the TTFM wellbeing data by 6.3%.

#### Target year: 2023

Reduce the percentage of students receiving a major referral by 15% and a minor referral by 5%.

#### Target year: 2024

Increase the percentage of students receiving a positive referral by 15%.

### Initiatives

#### Staff Wellbeing

We aim to improve and monitor staff wellbeing to ensure staff feel valued and appreciated so that they can work productively and professionally.

- Create, promote and actively use a staff wellbeing calendar to improve staff morale and reduce number of days lost to staff absences
- Participate in both the TTFM teacher survey and the People Matters Employee Survey to explore results and improve staff voice
- Deliver professional learning to change whole school practice which will lead to improvement and wellbeing for staff.

#### Student Wellbeing

We aim to build upon and monitor student wellbeing to ensure students can participate to their full potential in all areas of school.

- Establish and maintain a whole school and individual reward system
- Develop PLPs, IEPs and ILSPs to support student learning and encourage self reflective practices
- Participate and complete the TTFM Survey to gather information about student wellbeing
- Monitor student behaviour and welfare through fortnightly team meetings
- Employ and utilise additional SLSOs for classroom support and programs
- Participate in social skills programs

### Success criteria for this strategic direction

- The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing for staff and students and engagement to support learning.
- The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.
- 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.
- Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes

### Evaluation plan for this strategic direction

The school will use the following data sources and analyse the effectiveness of the initiatives:

- Attendance data from Scout and Sentral
- Behaviour data from Sentral
- LST referrals
- Referrals for Kakadu Kids and CICO
- Report from TTFM
- Sentral records for communication, welfare and plans
- Regular review of all data sources
- Professional discussions and parent contact as required

The evaluation plan will involve:

- Constant review of the data sources to clarify

### Evaluation plan for this strategic direction

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whether or not we are on track for achieving the attended improvement measures.

- Regular professional discussion at Executive, Staff and Stage meetings around the School Excellence Framework elements and themes.
- Whole staff and school community reflective sessions.

# Strategic Direction 3: Community coming together

## Purpose

Our purpose is to ensure that all stakeholders collaborate to promote an integrated approach towards learning and extra curricula activities. This leads to a culture of connections and building positive relationships within our school community.

## Improvement measures

### Target year: 2024

Increase parent voice by completing the TTFM survey with at least 20% engagement.

### Target year: 2024

Increase in engagement of community members for school programs and events by 20%.

### Target year: 2024

Increase the proportion of parents/careers who attend parent/teacher conferences to engage in discussions about their child's learning by 20%.

## Initiatives

### Community Engagement

We aim to establish, build and increase our community connections with the school by allowing parents, carers, organisations, individuals and services to participate in school events and programs. Positive relationships will be developed and maintained in order to establish cohesive and transparent connections.

- Increase involvement of community members through a range of school events
- Collaborate with outside agencies to support student learning and wellbeing needs
- Organise school events to create a positive environment that promotes community connection
- Involve the community in the implementation of school based programs
- Implement weekly Wiradjuri lessons by the local Aboriginal Language and Culture Nest to promote cultural awareness of student language and identity
- Invite community members to join the P and C and attend monthly meetings
- Invite parents to attend conferences and interviews to discuss student achievement and areas for further growth

## Success criteria for this strategic direction

- The leadership team measures school community (parent and student) satisfaction and shares its analysis and actions in response to the findings with its community
- The school regularly solicits and addresses feedback on school performance from students, staff, parents and the broader school community.
- Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. Reporting to parents has been enhanced in response to feedback received. .

## Evaluation plan for this strategic direction

The school will use the following data sources and analyse the effectiveness of the initiatives:

- Number of students involved extra curricula activities
- Community engagement data from events
- Number in attendance at P and C meetings
- Number of students receiving outer agency support
- Number of community engaged through SeeSaw and the school app
- Annual review of community events
- Annual review of extra curricula activities
- TTFM Parent survey

The evaluation plan will involve:

- Constant review of the data sources to clarify whether or not we are on track for achieving the attended improvement measures.
- Regular professional discussion at Executive, Staff and Stage meetings around the School Excellence Framework elements and themes.
- Whole staff and school community reflective

# Strategic Direction 3: Community coming together

## Evaluation plan for this strategic direction

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sessions.