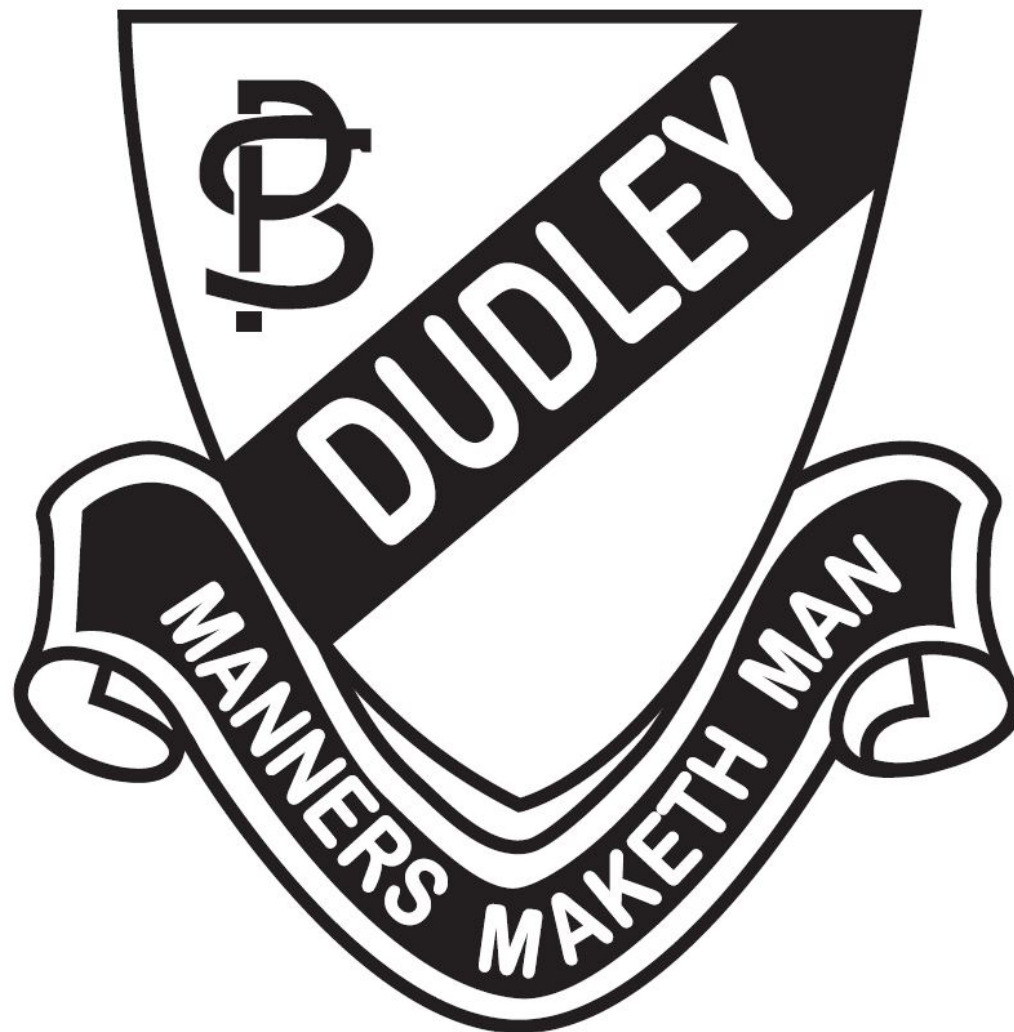


Strategic Improvement Plan 2021-2025

Dudley Public School 1778



School vision and context

School vision statement

At Dudley Public School, we are building a culture of high expectations where all students succeed and thrive. We ensure our students are confident, motivated learners, who are creative and critical thinkers, able to solve problems and learners for life.

School context

Dudley Public School is a regional school located in the Glenrock network near Newcastle. The school attracts students from the suburb of Dudley and has a current enrolment of 273 students. Enrolment trends have been largely stable, however 2020 and 2021 saw above average enrolments in Kindergarten. The school has a low FOEI of 47 when compared to nearby schools. 18 students identify as Aboriginal or Torres Strait Islander and a small number of students come from non English speaking backgrounds. 27% of families are used to calculate socio-economic equity funding. The school has strong partnerships with parents and enjoys the support of an active P&C.

The student population draws mostly from professional families who have Year 12 equivalent or above level education. The school and community has high aspirations for its students with more than 70% of students indicating they would like to complete university.

Dudley Public School offers a range of programs in addition to the core curriculum including debating and public speaking, sport, coding, STEM and creative arts programs and has a proud tradition of success in these areas. The school also offers enrichment programs across all Key Learning Areas for students K-6. We have a strong learning, support and enrichment program that monitors and responds to the needs of all students as they arise. This is overseen by a Learning and Support Team who work closely with additional resources in the DoE, external agencies as well as parents and staff.

The school participated in External Validation in 2019 and is scheduled to participate again in 2022.

The school has completed a situational analysis that identified three areas of focus for this Strategic Improvement Plan. It is important to note that this builds upon the work undertaken in the previous school planning cycle around collaboration, leadership development and curriculum. Consultation with students, staff, parents and carers and the local AECG occurred to conduct the Situational Analysis and inform the Strategic Improvement Plan.

Based on our thorough situational analysis, growth of students in literacy and numeracy remains an area of focus. Providing staff with professional learning to deepen their syllabus knowledge and understanding of the literacy and numeracy progressions has been identified as an area of need by staff. Deep analysis of longitudinal data has highlighted gaps in comprehension, particularly inferential comprehension, where students require further support. In numeracy, data indicates support in the areas of number and algebra, additive strategies, multiplicative strategies and operations with decimals across K-6. Ensuring consistency in pedagogy and developing a school wide understanding of high expectations are seen as key areas to address whole school performance and will be supported through implementation of visible learning and other high impact teaching and wellbeing strategies.

Strategic Direction 1: Student growth and attainment

Purpose

In order to ensure each student achieves one year's growth as a minimum each and every year, we will further develop and refine data informed practices that respond to emerging individual student and whole school needs.

Improvement measures

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.

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.

Achieve by year: 2025

School Excellence Framework Self Assessment of the element Data Skills and Use indicates improvement from Delivering to Excelling.

Achieve by year: 2025

School Excellence Framework Self Assessment of the element Assessment indicates improvement from Sustaining and Growing to Excelling.

Initiatives

Data Skills and Use

We will strengthen the consistent implementation of whole school processes for collecting, analysing and using data. The evaluation of this data will regularly be used to determine the impact of teaching and learning on student achievement and progress and to inform:

- professional learning support staff to develop data skills to ensure all teachers are expert at analysing and evaluating student performance data to inform next steps in learning
- teaching and learning cycles that meet the needs of all students
- targeted intervention systems to ensure all students achieve above average growth
- learning goals for all students

Excellence in Assessment

We will strengthen the consistent use of, and develop teachers skills in, assessment systems in the areas of:

- consistency in teacher judgement to support student growth and attainment
- formative and summative assessment to inform teaching and learning programs and student achievement and progress
- feedback systems that develop assessment capable learners

Success criteria for this strategic direction

The school uses systematic and reliable assessment information to evaluate students learning over time and implements changes in teaching that lead to measurable improvement. (SEF Assessment)

Progress and achievement of equity groups is equivalent to the progress and achievement of all students in the school. (SEF Students Performance Measures)

All teachers are committed to using data to drive teaching and learning programs that respond to student needs. (SEF Effective Classroom Practice)

The leadership team comprehensively analyses student progress and achievement data for insights into student learning and discusses results with the whole staff. (SEF Data Skills and Use)

Assessments are developed/sourced and used regularly across stages/year levels/subject areas or the whole school to help promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skills gaps for improvement and areas for extension. (SEF Data Skills and Use)

The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease. (SEF Educational Leadership)

Evaluation plan for this strategic direction

Question:

Do all students achieve one years growth as a minimum each year?

Are there school wide systems that allow evaluation of data to inform teaching practices?

Do teaching practices respond to emerging whole school

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

and individual student needs?

Data:

NAPLAN, PAT, School based assessment, Meeting Minutes, Individual student plans, Intervention records, Students tracking systems, Teaching and Learning Programs

Analysis:

Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

Implications:

Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning

Strategic Direction 2: High Expectations Culture and Engagement

Purpose

To embed practices that support high expectations and engagement for all students across all aspects of school life.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

Achievement of system negotiated attendance target:

- an uplift of 6% in students attending above 90% when measured against the baseline.

Wellbeing

Achieve by year: 2023

Achievement of system negotiated Wellbeing target:

- an uplift of 5% in students reporting strong Wellbeing from baseline data, when measured by Tell them From Me survey.

Achieve by year: 2025

School Excellence Framework Self Assessment of the element Learning Culture indicates improvement from Sustaining and Growing to Excelling.

Achieve by year: 2025

School Excellence Framework Self Assessment of the element Wellbeing indicates improvement from Sustaining and Growing to Excelling.

Initiatives

Highly Effective Teaching Practices

Using What Works Best, we will identify highly effective teaching practices that support high expectations for all students. What Works Best will be used to:

- develop a collective understanding of what high expectations look like for all students
- identify effective pedagogy to improve outcomes for all students through explicit teaching
- develop teacher collaboration through strong professional learning communities to improve the quality of teaching and learning
- use strategies that promote high challenge for all students to reduce low level disengagement and disruptive behaviours

Highly Effective Wellbeing Practices

Using What Works Best and the Wellbeing Framework, we will identify and embed highly effective wellbeing practices to support engagement. We will:

- use data to inform planning for student engagement and wellbeing
- build student advocacy to ensure all students are known, valued and cared for
- build teacher and community capacity to respond to the emerging emotional and social needs of students, ensuring all students have a strong sense of belonging
- implement a whole school attendance strategy

Success criteria for this strategic direction

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. (SEF Learning Culture)

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

The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. (SEF Wellbeing)

Positive, respectful relationships are evident and widespread among students and staff and promote students wellbeing to ensure optimum conditions for student learning across the whole school. (SEF Wellbeing)

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across a full range of abilities (SEF Effective Classroom Practice)

The school demonstrates a high performance culture, with a clear focus on student progress and achievement. (SEF Educational Leadership)

The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school. (SEF Educational Leadership)

Measurable improvement in the What Works Best Survey:

- High Expectations
- Explicit Teaching
- Evaluative Practices

Evaluation plan for this strategic direction

Strategic Direction 2: High Expectations Culture and Engagement

Evaluation plan for this strategic direction

Question:

Do all teaching programs show evidence of accommodations and adjustments and reference students information including progress and achievement data, student feedback to provide continuous improvement for all students across a full range of abilities?

To what extent is high expectations, explicit teaching and collaboration evident in teaching practice?

Is planning for learning informed by sound holistic information about each student's wellbeing and learning needs?

Data:

Teaching programs, Meeting minutes, Wellbeing data, NAPLAN data, PAT data, Tell Them From Me data

Analysis:

Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

Implications:

Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning

Strategic Direction 3: Innovative and Collaborative Practices

Purpose

To embed innovative and collaborative practices that develop a collective responsibility for learning with a focus on making learning visible.

Improvement measures

Achieve by year: 2025

School Excellence Framework Self Assessment of the element Effective Classroom Practice indicates improvement from Sustaining and Growing to Excelling.

Achieve by year: 2025

School Excellence Framework Self Assessment of the element Learning and Development indicates improvement from Sustaining and Growing to Excelling.

Initiatives

Visible Learning

To ensure the successful implementation of Visible Learning, we will

- Deliver professional learning for the implementation of visible learning
- Provide Visible Learning coaches with the training, time and resources to support all staff to successfully implement visible learning across the school
- Ensure all students understand how learning dispositions help them be successful learners
- Learning Intentions and Success Criteria are implemented successfully across all classrooms to support learners to set and achieve learning goals
- Develop and implement effective feedback systems for all learners

Collective Responsibility for Learning

To develop a collective responsibility for learning, we will

- Develop reporting systems that are personalised and comprehensive in providing information about student learning, growth, next steps and improvement measures
- Effective partnerships in learning with parents, carers and students supports a collective responsibility for learning
- Student learning is monitored longitudinally to ensure continued challenge and maximum learning
- Learning, support and enrichment processes support a collective responsibility for learning.

Success criteria for this strategic direction

Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve. (SEF Learning Culture)

There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. (SEF Wellbeing)

Teachers involve students and parents in planning to support learning, and share expected outcomes. (SEF Curriculum)

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. (SEF Reporting)

There is a coordinated effort by school staff to engage the school community to reflect on student progress and achievement data and develop plans and strategies for improvement. (SEF Data Skills and Use)

Measurable improvement in the What Works Best Survey:

- Assessment
- Collaboration
- Effective Feedback

Evaluation plan for this strategic direction

Question:

Do school reporting systems provide parents with the information to understand their child's current achievement and where to next?

Do all students use feedback from teachers to set, monitor and review challenging goals?

Data:

Strategic Direction 3: Innovative and Collaborative Practices

Evaluation plan for this strategic direction

Parent feedback surveys, 3 Way conferences review, Student surveys, Teacher surveys, Student goals setting and reports, Classroom observation and walkthroughs

Analysis:

Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

Implications:

Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning