

Strategic Improvement Plan 2021-2024

Dundurrabin Public School 1788



School vision and context

School vision statement

We believe that tomorrow belongs to those who prepare for it. Our journey to excellence will provide an environment that is challenging, inclusive and inspirational, that ensures each student shines, now and in the future.

School context

Dundurrabin Public School is an isolated rural small school situated in a beautiful bushland setting 33km north-west of Dorrigo on the Armidale to Grafton Road. The school has a caring and supportive learning environment catering for the needs of all students while focusing on delivering quality literacy and numeracy programs.

The existing cohort of students is drawn from Dundurrabin Village, Tyringham, Glenferneigh and Billys Creek with most travelling to and from school by bus. The current enrolment for 2021 is 22 students and the average Family Occupation Education Index (FOEI) for 2019 and 2020 was 134.

The school is classified as TP1, with one full-time permanent Teaching Principal, a permanent part-time teacher for RFF and library and a School Administrative Manager working 6 days per fortnight. Through school funding and additional entitlements including LAST and Small School Supplementation, we currently operate two small classes comprising of a K-2 class and a 3-6 class.

Our school receives funding through the Resource Allocation Model (RAM) for remoteness and isolation/socio-economic background and low level adjustment for disability.

Significant programs include the Early Action for Success Strategy for 2017-2020, the continuation of our Stephanie Alexander Kitchen Garden program, the integration of STEM across the school and our focus on environmental sustainability. Our school is a proud member of the Bellingen/Dorrigo Learning Community of Schools, providing students with engaging cross-school activities and leadership opportunities.

Our 21st Century Learning environment is supported by a variety of creative learning spaces and quality teaching resources including a substantial library, iPads, and computer technologies.

From our recent situational analysis we have identified that over the next four years, we will further improve student growth and attainment, collaborative practice and feedback, and wellbeing and engagement.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in Literacy and Numeracy and to build strong foundations for success, we will enhance the differentiation of curriculum delivery to ensure all students are challenged and all adjustments lead to improved learning.

Improvement measures

Target year: 2023

System Negotiated Target

Reading: All Year 5 students will be achieving expected growth in NAPLAN

Numeracy: All Year 5 students will be achieving expected growth in NAPLAN

Target year: 2022

System Negotiated Target

Reading: At least 6 Year 3 and Year 5 students will be achieving in the top two bands in NAPLAN

Numeracy: At least 8 Year 3 and Year 5 students will be achieving in the top two bands in NAPLAN

Initiatives

Building Capacity

Student assessment data is regularly used school-wide to identify student achievement and progress, in order to identify and implement the most effective explicit teaching methods, with the highest priority given to evidence based teaching strategies in Reading and Numeracy.

- Teachers regularly analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.
- Teachers employ evidence-based effective teaching strategies, reflecting on best practice to ensure ongoing monitoring of success.

Developing Student Agency

Students can identify what they have learnt, why they have learnt it and where to next through goal setting in Reading and Numeracy to build deep learning.

- Visible Learning framework is used to embed expectation and practice across all Super 6 +1 schools.
- Expert use of Formative Assessment to inform learning intentions, success criteria and feedback
- Teachers and students work in partnership to develop and achieve specific learning goals..

Success criteria for this strategic direction

Leader

- The leadership team embeds school wide systems to ensure best practice across all Key Learning Areas supporting a culture of continuous improvement of teaching and learning

Teacher

- Teachers use a common assessment schedule across the school to gather data to inform teaching
- A shared commitment from all teachers to contribute to education networks, supporting the learning of others and development of pedagogy
- There is a strong culture of shared accountability within the school, whereby teachers and leaders collectively seek to understand what has worked well and what has not, based on students outcomes, to inform future development of teaching practice
- All teachers are skilled in using assessment 'for, as and of' learning.

Student

- Students can identify and articulate learning goals
- Students can identify progress on their learning goals and where to next
- Through feedback processes students co-develop learning goals

Evaluation plan for this strategic direction

Question

Are teachers using data and evidence-based teaching strategies to inform their teaching practice?

Is formative assessment assisting students to be assessment capable learners?

Data

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 in the Strategic Direction.

- Progression graphs,
- walk throughs,
- student learning goals,
- NAPLAN/check-in assessment,
- work samples,
- teaching and learning programs,
- ILP/PLP,
- student voice,
- PDPs,
- AITSL (teacher and leader self-assessment tool),
- budget expenditure,
- professional learning register,
- assessment schedule

Analysis Plan

This analysis will guide the school's future directions:

Implications

The findings of the analysis will inform:

- Future actions
- Annual reporting on school progress measures

Strategic Direction 2: Collaborative practice and feedback

Purpose

In order to sustain quality teaching practice, we will embed explicit systems for collaboration and feedback. When teachers have a clear understanding of how to improve, this will lead to school-wide improvement in teaching practice and student results.

Improvement measures

Target year: 2022

Improvement as measured by the High Impact Professional Learning School self-assessment tool shows that in the

Elements of *School leadership teams enable professional learning* and *Collaborative and applied professional learning strengthens teaching practice*, we will be Sustaining and Growing.

Target year: 2023

Every teacher participates in fortnightly targeted professional learning that involves collaborative practice with colleagues within and between schools (Australian Professional Teaching Standard 6)

Target year: 2024

Improvement as measured by the School Excellence Framework shows that in the Element of Learning and Development in the Teaching Domain we will be Excelling in the Themes of Collaborative practice and feedback, and Professional learning

Initiatives

Collaborative Practice

Teachers work together, inspired and critically challenged by expert input, to learn, shape and strengthen teaching practice for ongoing progress and achievement.

- Embed explicit systems for teacher collaboration, observation and feedback to sustain quality teaching practices.
- Teachers engage in Quality Teaching Rounds, working collaboratively in professional learning communities to ensure their pedagogy aligns with Quality Teaching practices that are shown through research to improve student outcomes.

High Impact Professional Learning

Effective professional learning is aligned to system, school and individual performance and development goals. It supports teachers and school leaders to deepen their practice by focusing on sustained learning and evidence-informed approaches.

- Embed and use high impact professional learning to build teacher capabilities and collective pedagogical practice.
- Teaching staff use the High Impact Professional Learning model and school assessment tool to drive improved student learning outcomes.
- Professional learning is directly linked with staff performance development plan(PDP) goals and aligned with student performance data.

Success criteria for this strategic direction

Leader

- Explicit systems are embedded for collaboration and feedback to sustain quality teaching practice
- Embed collaboration as a means of achieving excellence in teaching practice and meeting student needs, through rigorous implementation of research-based approaches to collaborative professional learning
- Creates a whole school professional learning environment that is creative, compelling and high impact
- Maximise growth for all teaching staff through deep engagement with evidence-based research. Supports high impact approaches that encourage teachers to share expertise ensuring individual and collective growth and development
- Support staff in the achievement of their PDP goals

Teachers

- Regularly collaborate within and across schools and key learning areas to share student data, curriculum knowledge and effective teaching and classroom management strategies
- Consistently utilise a variety of system, school and classroom data to inform their professional learning needs and planning
- Engage in professional learning through a variety of approaches and strategies to share teaching expertise and knowledge, and can effectively apply this in classroom practice
- Professional learning is considered as important collective work of all teachers, with deep collaboration enabling authentic peer review and feedback
- A culture of continuous learning improvement is driven through high impact professional learning with all teachers collectively and iteratively reviewing, refining, and applying changes to teaching practice

Strategic Direction 2: Collaborative practice and feedback

Success criteria for this strategic direction

Student

- School wide student feedback on the impact of teaching is routinely collected for ongoing evaluation and to inform professional learning needs.

Evaluation plan for this strategic direction

Question

To what extent has the collaborative culture across the school improved?

Has high impact professional learning improved teaching practice and is this evident through improved student learning outcomes?

Data

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures in the Strategic Direction.

- teacher surveys
- TTFM teacher and student SCOUT data,
- teaching programs
- PLAN 2 data,
- walk throughs,
- classroom observations,
- NAPLAN/check-in assessment,
- work samples,
- teaching and learning programs,
- student voice,
- PDPs,
- High Impact Professional Learning school self-assessment tool,

Strategic Direction 2: Collaborative practice and feedback

Evaluation plan for this strategic direction

- budget expenditure,
- professional learning register,

Analysis Plan

This analysis will guide the school's future directions:

Implications

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Strategic Direction 3: Wellbeing and engagement

Purpose

To support learning, we will embed whole-school practices which will result in measurable improvements in student wellbeing and engagement.

Improvement measures

Target year: 2022

System Negotiated Target

At least 90-95% of students will be attending school more than 90% of the time.

Target year: 2024

Improvement as measured by the School Excellence Framework shows that in the Element of Wellbeing in the Learning Domain we will be Excelling

Target year: 2022

Improvement in student Belonging, Advocacy and Expectations of Success from the 2021 baseline data

Initiatives

Every Day Counts

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

- Consistent messaging, procedures and practices are embedded across the school and network to promote good attendance and address those students whose attendance puts them educationally at risk.
- School and families work in partnership to support every student with increased attendance
- Develop strong wellbeing processes within the school to ensure each and every child connects, succeeds and thrives every day

Educating Hearts, Inspiring Minds and Navigating the World More Effectively

Social and emotional learning (SEL) is an integral part of education and human development. Not only does SEL lead to healthy individual development, empowering children to create healthy classroom and school climates, but it leads to increased academic performance.

- Embed evidenced based social and emotional programs across the school so students have consistent opportunities to cultivate, practice, and reflect on social and emotional competencies in ways that are developmentally appropriate and culturally responsive.
- Build strong community partnerships with strong alignment on common language, strategies, and communication around all SEL-related efforts and initiatives.

Success criteria for this strategic direction

Leaders

- Implement a strategic approach to investigate and plan for improved attendance using the Strategic Attendance Design Process
- Timetable explicit teaching of evidence based Social and Emotional Learning on a regular basis
- Implement a strategic approach to wellbeing based on The Wellbeing Framework

Teachers

- Provide environments which allow all students to thrive by delivering high quality and differentiated learning experiences
- Co-develop strategic approaches to wellbeing and attendance
- Design and deliver evidence based SEL program
- Planning and provision for learning is informed by comprehensive information about each child's wellbeing and learning needs in consultation with families

Students

- Are empowered to apply the knowledge, skills and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions
- Are actively connected to their learning through meaningful, engaging and rewarding personalised learning experiences
- Regularly reflect on their personal growth in terms of social and emotional learning

Evaluation plan for this strategic direction

Question

Evaluation plan for this strategic direction

Have systems and processes for enhancing student wellbeing and attendance been successful and impacted positively on student growth?

Data

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures in the Strategic Direction.

- Wellbeing framework,
- Strategic Attendance Design Process,
- PDPs,
- ILPs,
- walk throughs,
- Incident reports,
- Personal attendance plans,
- walk throughs,
- work samples,
- teaching and learning programs,
- student voice,
- surveys,
- budget expenditure,
- professional learning register,
- SCOUT data - attendance,
- behaviour incident data,
- TTFM

Analysis Plan

This analysis will guide the school's future directions:

Implications

Strategic Direction 3: Wellbeing and engagement

Evaluation plan for this strategic direction

The findings of the analysis will inform:

- Future actions
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