Strategic Improvement Plan 2021-2025

Dungay Public School 1791

School vision and context

School vision statement

At Dungay PS, our community values the whole child and is committed to improving the education of all students. Our vision is to be partners in learning and collaboratively empower all students to become resilient, confident, self-directed and successful learners at school and in the wider community.

School context

Situated 5km north of Murwillumbah, Dungay Public School's motto is 'Seek, See and Achieve.' The school culture is that of inclusion and belonging, with students, staff, parents and the community working together to support each student to reach their full potential.

In 2022, student enrolment held steady at 85 students, which meant we were able to sustain our 4 classes. We had 6% of students identifying as having an Aboriginal or Torres Strait Islander (ATSI) background and we had 2 students who have English as an Additional Language or Dialect (EALD).

The staff at Dungay Public School are experienced, passionate and committed to providing quality educational opportunities that meet student needs and develop the talents of each individual child in a safe and nurturing environment. Extra-curricular opportunities in Sport, outdoor Science, and Creative and Performing Arts, enable our students to excel through diverse experiences.

A comprehensive situational analysis has been conducted which led to the development of the 2021-2024 Strategic Improvement Plan, both of which involved genuine consultation with students, staff, parents and the local AECG. Through our situational analysis, we have identified a need to use the majority of the school's equity funding to support a range of initiatives.

Our school has identified two areas of focus for this Strategic Improvement Plan - 'Student Growth and Attainment & Learning that Lasts'. It is important to note that this builds upon the work undertaken in the previous school planning cycle.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student growth and attainment in reading and numeracy we will refine whole school analysis and use of data to inform explicit teaching.

Improvement measures

Reading growth
Achieve by year: 2023

The proportion of Year 4 and Year 6 students demonstrating growth in reading, by correctly answering questions in the Check-in Assessment will increase from the average of Year 3 and 5, 2022 data.

Numeracy growth
Achieve by year: 2023
Tthe proportion of Year 4 and Year 6 students demonstrating growth in numeracy, by correctly answering questions in the Check-in Assessment will increase from the average of Year 3 and 5, 2022 data.

Initiatives

Data driven practices

Ensure effective strategies and processes for data analysis and reflection drive evidence-informed teaching practice in reading and numeracy.

- High Impact Professional learning (HIPL) in data literacy, data analysis and data use in teaching for all staff.
- Systematic analysis and use of Literacy and Numeracy Progressions to personalise learning and differentiate teaching for all students, as well as track progress and growth.
- Review and adapt practice to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement.
- Embed data-informed formative assessment practices as an integral part of daily instruction in every classroom.

Explicit Teaching

Embed explicit teaching practices to ensure students achieve their individual learning goals in reading and numeracy.

- High Impact Professional learning (HIPL) around effective evidence-based classroom and teaching strategies that promote student growth in reading and numeracy.
- Embed and use High Impact Professional Learning (HIPL) structures to build teacher capabilities and collective pedagogical practice.
- Build the instructional leadership capability of all staff to develop a consistent whole-school approach and common language to explicit teaching, so students understand where they are at and where to next.
- Targeted response to reading and numeracy intervention using explicit instruction models.

Success criteria for this strategic direction

Data-driven practices

- Assessment data is collected in reading and numeracy on a regular and planned basis and used responsively as an integral part of classroom instruction.

- All teaching and learning programs are responsive to the needs of all learners, showing evidence of revisions based on feedback on teaching practices, student assessment and continuous tracking of student progress and achievement.

- Goal setting for all students occurs at 5 weekly intervals and is tracked through PLAN2 and PLPs closely aligned to the school's scopes and sequences

Explicit Teaching

- Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

- 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.

- Students can articulate, understand and achieve their literacy and numeracy goals.

- Teachers use models/exemplar of work for guided practice. They check for understanding before students engage in independent practice.

- Teachers closely monitor individual student progress and offer targeted feedback as needed.

Evaluation plan for this strategic direction

Evaluation Plan

Question: To what extent have we achieved our

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

purpose and can demonstrate the impact and improvement of student outcomes in reading and numeracy?

Data: The school will use a combination of data sources to regularly reflect on the initiatives in achieving the purpose and improvement measures of the strategic direction, including:

- Internal assessment, eg. PLAN 2
- External assessment, eg. NAPLAN & Check-in assessment
- Survey (Staff, Students and Parents)
- Observation
- Focus groups and parent workshops
- Document analysis

Analysis:

The analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

Implications:

The findings of the analysis will inform:

- Future actions / Program initiatives
- Budget allocations
- Annual reporting on school progress measures

Strategic Direction 2: Learning that lasts

Purpose

To maximise student engagement, staff will develop high quality, project-based programs that promote deeper learning. Curriculum materials and lesson plans ensure that students are consistently engaged in learning that requires critical thinking, problem-solving, collaboration, and self-directed learning.

Improvement measures

Attendance >90%
Achieve by year: 2023

The Proportion of Year 1 to 6 students attending school at least 90% of the time will be at or above the system-negotiated lower bound target of 77.9%.

Learning
Achieve by year: 2025

Learning

School self-assessment using the School Excellence Framework (SEF) in Curriculum provision and Teaching and learning programs demonstrate 'Excelling'.

Learning
Achieve by year: 2025

Learning

School self-assessment using the School Excellence Framework demonstrates learning culture as 'Excelling' by 2024.

Initiatives

Project-Based literacy

Build teacher capacity to develop high-quality literacy curriculum materials, scope and sequence and units of work.

Learning experiences promote deeper learning, growth, and attainment of outcomes.

- High Impact Professional Learning (HIPL) focused on the literacy practices that support deeper learning and corresponding curriculum development approaches.
- Creation and implementation of curriculum design protocols and task cards create horizontal and vertical alignment scope and sequences and term-based unit plans.
- School-wide collaboration and feedback result in meaningful revisions and high-quality curriculum products.
- Implementation of "Looking at Student Work" and student data protocols to identify successes and challenges within the curriculum in order to make meaningful, targeted adjustments.
- Development and ongoing refinement of strategies that focuses on the continuous and deep engagement of the wider community in the celebration of student success.

Deeper Learning competencies

Build teacher capacity to design lessons in which students interact with complex texts and progress toward outcomes through problem-solving, critical thinking, collaboration, and self-directed learning.

- High Impact Professional Learning (HIPL) improves the development of lessons that lead to deeper learning.
- Create and implement lesson planning criteria and templates to create an aligned planning approach that ensures deeper learning.

Success criteria for this strategic direction

The school's curriculum provision supports high expectations for student learning. The curriculum is enhanced by learning alliances with other schools or organisations, where useful and practicable.

Students' learning and courses of study are monitored longitudinally (for example K-6) to ensure continued challenge and maximum learning.

Staff members regularly collaborate by sharing successful and innovative evidence-based practices related to curriculum and lesson design.

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.

Attendance data is regularly analysed and is used to inform planning. Whole school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk.

Evaluation plan for this strategic direction

The impact of changes made to curriculum and lesson plans and the improved learning and attainment will be monitored using the following data sources:

- Student data on curriculum-based assessments.
- Curriculum and lesson plan reviews.
- School-wide criteria for quality.
- Student work and projects
- Evidence of regular and targeted revisions to curriculum and lesson plans.
- Classroom observations and walkthroughs.
- Family/community members feedback

Strategic Direction 2: Learning that lasts

Initiatives

- Schedule and implement regular collaborative planning, lesson plan critique protocols, and peer feedback opportunities that result in meaningful and targeted revisions to lesson plans.

- Conduct lesson plan reviews and engage in classroom walkthroughs to collect implementation data using criteria, determine areas of strength and need, and provide targeted feedback to teachers.

- Work strategically and collaboratively with parents, staff, students and the community to analyse student attendance data to design and implement personalised attendance strategies that improve student learning outcomes.