

# Strategic Improvement Plan 2021-2024

## Dungowan Public School 1793



# School vision and context

## School vision statement

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At Dungowan Primary School we believe that every student should be challenged to learn and continually improve in a respectful and inclusive environment of high expectations. Our vision is to be partners in learning, collaboratively empowering all students to become confident, resilient, self-directed and successful learners

## School context

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**Dungowan** Public School is a small rural school situated **25** minutes south east of Tamworth.

We have the benefit of being located close to a large community which promotes opportunities for physical resources and human resources to support the education of our students.

We currently have 25 students. Our school numbers have been steadily increasing over the past few years. We plan to provide before and after school care care when circumstances allow. Our school remains strong and positive with high expectations and a supportive community.

**Dungowan** Public School is committed in providing a sharing of learning with other small schools in our Tamworth Small Schools cluster. Our students participate in sport, arts and across curriculum areas on a regular basis to provide additional academic and social opportunities.

Wherever possible the school leaders and staff work together collaboratively as a learning team to enhance our knowledge of current teaching and learning practices.

Dungowan Public School has a dedicated parents and citizens association which raises money for resources in the school, subsidise excursions and swimming programs.

Based on the outcome of our Situational Analysis, we have determined that we need to continue to develop our formative and summative assessment practices. Personalised Learning Plans (PLPs) will continue to be used for student to promote learning and wellbeing growth as well as self-directed learning. Clear processes will be put in place to support students with additional needs. Teachers will evaluate the effectiveness of their teaching practices.

Planning, programming, assessment and using data for teaching and learning are areas of ongoing improvement. The school will develop systems to monitor and review its curriculum provision to meet changing requirements of the students. There will be a focus on ensuring teaching and learning programs are explicit and engaging as well as meeting all requirements of the Department of Education and the NSW Education Standards Authority. The monitoring of student performance data will determine areas of need at an individual and whole-school level to ensure ongoing student and school improvement.

# Strategic Direction 1: Student growth and attainment

## Purpose

In order to maximise the learning outcomes for every student, all staff will use data to understand the learning needs of individual students and inform differentiated teaching for all students. Students become self-directed learners who are aware of their own progress and feel confident in working with teachers to help direct future learning.

## Improvement measures

### Target year: 2022

Lower Bound achieved by 2022 of 39% of students in the top 2 bands of Reading

Upper bound targets by 2024 will be 60%.

### Target year: 2022

Lower Bound achieved by 2022 of 28.3% of students in the top 2 bands of Numeracy.

Upper bound targets by 2024 will be 60%.

## Initiatives

### Reading

Build teacher capabilities to ensure data collection is used to differentiate curriculum, inform teaching and provide feedback to students so that learning is maximised for all.

Ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum

- PL in data literacy, data analysis and data use in teaching for all staff.
- 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.
- Systematic analysis and use of the Literacy Progressions to personalise learning.
- Create Bump It Up walls and school assessments to improve teacher judgement and align whole school teaching practice and staff professional growth.

### Numeracy

Build teacher capabilities to ensure data collection is used to differentiate curriculum, inform teaching and provide feedback to students so that learning is maximised for all.

Ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum

- PL in data literacy, data analysis and data use in teaching for all staff.
- 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

## Success criteria for this strategic direction

- 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 PLP's closely aligned to the school's scopes and sequences.
- All teachers use formative assessment data to accurately track and monitor student achievement across the Literacy and Numeracy progressions.
- All students can articulate their learning goals in literacy and numeracy.
- Learning Intentions, Success Criteria, and Feedback are an embedded practice in all learning spaces across the school.

## Evaluation plan for this strategic direction

The extent to which students are self - directed learners who are aware of their own progress along with data directing future learning, would be determined by using the following data sources to analyse the effectiveness of initiatives:

- \* Student progress checked and monitored against progressions and syllabus standards using PLAN2
- \* Network NAPLAN data.
- \* Teaching programs show evidence of data informing classroom practice with ongoing adjustments.
- \* Student work samples demonstrate personalised success criteria and build on prior learning.
- \* PLPs to give evidence that student learning goals are updated regularly (5 weekly intervals).
- \* Student voice evidenced in goal setting (PLPs)

# Strategic Direction 1: Student growth and attainment

## Initiatives

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- practices as an integral part of daily instruction in every classroom.
- Systematic analysis and use of the Numeracy Progressions to personalise learning.
  - Create Bump It Up walls and school assessments to improve teacher judgement and align whole school teaching. practice and staff professional growth.

## Evaluation plan for this strategic direction

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\* Family/community focus group feedback on the effectiveness of the partnerships in learning.

# Strategic Direction 2: Parents and carers, Partners in learning - Develop a school culture strongly focussed on learning

## Purpose

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In order to make each student feel known, valued and cared for we are going to have a four year focus demonstrating aspirational expectations and strengthening community satisfaction by engaging parents in student learning and school life resulting in sustained and measurable whole school improvement.

## Improvement measures

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### Target year: 2024

Increase attendance data above the 2020 baseline 90.12% to above the State level.( by 2024)

### Target year: 2024

Wellbeing and behaviour plans are embedded practice and achieved for all students.

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## Initiatives

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### Develop a school culture strongly focussed on learning. (Feedback practices)

- Feedback opportunities for staff , parents and community around whole school practice. (PL)
- Share with transparency, teaching and school practice that welcomes robust feedback.
- Focus on student attainment and attendance through diverse curriculum programs.
- Implementation of the Positive Living Skills Program.

### whole school approach to Well-Being

Embed a whole-school approach to student wellbeing and engagement where there is a collective responsibility for student learning and success: This will be achieved through:

Sharing with parents and the community the whole school Positive Living skills program to address the emotional, educational and social needs of student

Updating whole-school approach to wellbeing processes to ensure monitoring, analysis and evaluation of student behaviour, attendance, wellbeing, learning and engagement data is evidenced through regularly updated PLSPs.

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## Success criteria for this strategic direction

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Families are actively engaged in their child's learning, working in close partnership with the school to support learning with access to student goals and progress through a variety of sources

Improved student attendance.

Parents participate in regular feedback opportunities. Increase the number of parents who actively participate in parent/teacher discussions. (from 80% to 100% by 2024)

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

Planning for learning is informed by sound holistic information about each student's wellbeing involving consultation with parents/carers.

Increased parent participation in the development of personalised learning plans (from 80% to 100% by 2024)

TTFM Wellbeing data(advocacy, belonging, expectations) increases from 80.% to 100% by 2024.

## Evaluation plan for this strategic direction

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