

Strategic Improvement Plan 2021-2025

Dungowan Public School 1793



School vision and context

School vision statement

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

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.

There is currently 33 students enrolled. Our school numbers have been steadily increasing over the past years. We plan to provide before and after school-care when circumstances allow. Our school remains strong and positive with high expectations and a supportive community.

Dungowan Public School is committed to supporting a culture of 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.

In 2020 we entered into the Winanga-li learning Alliance to provide our school with greater academic, social and emotional opportunities that have emerged from planning, sharing, learning and playing collaboratively within our alliance network of Somerton, Attunga, Woolomin, Currabubula and Duri Schools. We are working together to provide stimulating, connected learning environments across all schools that promote supportive relationships between communities. Through our alliance, we have achieved progress toward our goal of developing transparent and comparable assessment and reporting of Literacy and Numeracy progress through the development of Winanga-li Learning Alliance shared scope and sequences and shared unit writing.

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, subsidises 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 developed for students 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 of the requirements of the Department of Education (DoE) and the NSW Education Standards Authority (NESA). The monitoring of student performance data will determine areas of need

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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

Reading growth

Achieve by year: 2023

Increase the percentage of students demonstrating growth in reading by correctly answering questions in Check In assessment.

Numeracy growth

Achieve by year: 2023

Increase the percentage of students demonstrating growth in numeracy by correctly answering questions in Check In assessment.

Initiatives

Improved Literacy targets.

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

- Professional Learning (PL) in data literacy (LEED), 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 develop personalised learning goals.

Improved Numeracy targets.

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

- 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 Numeracy Progressions to develop personalised learning goals.
- P L in Effective Teaching Practices for Mathematics across K-6.

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 the Planning Literacy and Numeracy (PLAN2) and Personalised Learning Plans (PLP) 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

Questions:

How will we know if the initiatives support students to achieve both growth in their learning and attainment of new skills?

How do we know that students are becoming self-directed learners?

Data:

* 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.

Strategic Direction 1: Student growth and attainment

Initiatives

Evaluation plan for this strategic direction

* PLPs to give evidence that student learning goals are updated regularly (5 weekly intervals).

* Student voice evidenced in goal setting (PLPs)

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

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring to provide clarity around whether we are on track for achieving the intended improvement measures. An evaluation plan will include:

- Regular meetings to analyse data and track students' achievements towards the performance measures.
- Whole school reflection;
- Term by term review and triangulation of data.

Implications:

- The finding of the analysis will inform future actions.

Strategic Direction 2: Parents and carers, Partners in learning

Purpose

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

Attendance (>90%)

Achieve by year: 2023

Student attendance of greater than 90% will be moving from the baseline of the system negotiated target to 100%.

Wellbeing

Achieve by year: 2025

Well-being and behaviour plans are embedded practice and achieved for all students.

Initiatives

Whole school approach to Well-Being

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

- Implement sharing and transparency with parents and caregivers about 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 as a whole school approach to promote student well-being
- opportunities for staff , parents and community around whole school practice.
- Updating whole-school approach to well-being processes to ensure monitoring, analysis and evaluation of student behaviour, attendance, well-being, learning and engagement data is evidenced through regularly updated Personalised Learning Programs (PLPs).
- Professional Learning for all staff in Positive Living Skills Program.
- Development of scope and sequence of social and emotional curriculum.
- Sharing with parents and the community the whole school Positive Living skills program to address the emotional, educational and social needs of student

Success criteria for this strategic direction

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 well-being involving consultation with parents/carers.

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

Tell Them From Me (TTFM) Well-being data(advocacy, belonging, expectations) increases from 80% to 100% by 2024.

Evaluation plan for this strategic direction

Questions: How can our school determine that our systems and processes for enhancing student wellbeing and parent engagement have been successful?

Data: Internal school satisfaction surveys from student, staff and parents, TTFM, feedback from Parents and Citizens Association (P&C), staff Professional Development Plans (PDP), Student Representative Council (SRC).

Improved attendance data.

Analysis: Ongoing analysis will measure the success of initiatives and identify areas for improvement or modification.

Evaluation plan for this strategic direction

Implications: The analysis of the findings will inform the effectiveness of strategies and the direction for the future.