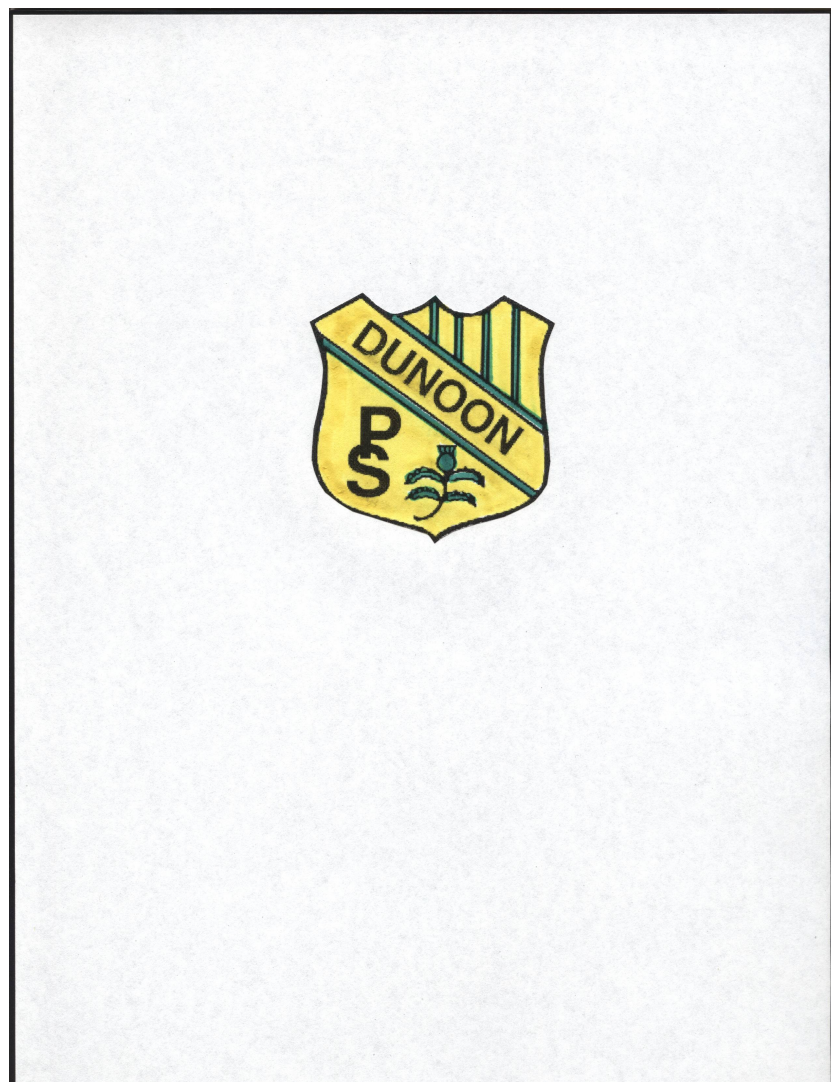


Strategic Improvement Plan 2021-2024

Dunoon Public School 1797



School vision and context

School vision statement

Our vision is to support our students, through dynamic and contemporary teaching, to strive for personal excellence and achieve strong academic success. In partnership with the wider community, students are inspired to become creative and critical thinkers who achieve their highest potential through actively engaging in their own learning.

School context

Dunoon Public School is located in the Northern Rivers and has an enrolment of 84 students, drawn from the local village and surrounding districts. It enjoys its reputation as a caring, positive and creative learning environment where every student is known, valued and cared for. Students are at the centre of every decision. Our students are supported by dedicated, caring and enthusiastic staff. There is strong and active support from the P & C and the wider community. Quality programs and a positive and respectful learning environment are key features. This is reflected in the positive behaviour and high academic, personal and social standards that exist at the school. Programming and planning across the whole school is differentiated to meet the diverse needs, backgrounds and interests of all students. The school has a strong focus on promoting innovation, collaboration, resilience, global citizenship, creative and critical thinking and life-long learning skills. A range of engaging programs support these principles, including: solid literacy and numeracy programs; positive student wellbeing programs, promoting autonomy and leadership; strong environmental and health education practices; a dynamic creative arts program; and targeted use of technologies.

The school has completed a thorough situational analysis that has identified two areas of focus for this Strategic Improvement Plan. This will build on the work undertaken in the previous school planning cycle.

Strategic Direction 1. Student growth and attainment

Ensuring students show strong growth in Reading and Numeracy through explicit, evidence-based teaching practices.

Strategic Direction 2. Innovation and collaboration

Supporting our students to become creative and critical thinkers who lead their own learning in a culture of inquiry and community engagement.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure that every student shows strong growth in their learning through explicit, consistent and evidenced-based teaching practices. Our teachers will use student data to inform their practice within a culture of high expectations.

Improvement measures

Target year: 2022

Increase the proportion of students achieving in the top 2 NAPLAN Reading bands by 7.3% against the system generated baseline data.

Target year: 2022

Increase the proportion of students achieving in the top 2 NAPLAN Numeracy bands by 9.4% against the system generated baseline data.

Target year: 2024

85+% of Years 3-6 students achieve 1.0+ year's worth of reading growth through the PAT Reading Comprehension test.

Target year: 2024

85+% of Years 3-6 students achieve 1.0+ year's worth of numeracy growth through the PAT Numeracy test.

Target year: 2024

The school is externally validated at the Excelling level of the School Excellence Framework against the Student Performance Measures element of the Learning Domain.

Initiatives

Quality Teaching and Learning in Reading

Ensure effective strategies and processes for student data analysis, use and reflection are implemented for responsive curriculum delivery.

- Collaboratively establish systems and practices for the regular collation of student data to demonstrate every student's reading progress.
- Use valid and reliable data effectively to monitor individual student progress and inform teaching.
- Empower students, as leaders of their learning, to create, reflect on and achieve their personal reading goals.

Quality Teaching and Learning in Numeracy

Embed a learning culture that improves student application of mathematical thinking across all numeracy strands.

- Develop systems and professional capacity for student assessment data collation, analysis and use.
- Support students to develop goals, reflecting and receiving regular feedback in order to achieve personal numeracy goals.
- Embed and use high impact professional learning to build teacher capacity.

Success criteria for this strategic direction

The elements below are referenced against the School Excellence Framework.

- Evidence-based teaching strategies that target reading and numeracy are developed and implemented consistently across the school.
- Teaching methods optimise learning for all student abilities.
- Staff regularly reflect on methods of teaching reading and numeracy, promoting and modelling effective strategies across the school.
- Students' reading abilities are deepened and broadened to include a range of text styles.
- Students' improvement in reading and numeracy is monitored through formal diagnostic assessments (PAT) and growth is evident.
- Regular Teaching Sprints focus on specific reading and numeracy skill development.
- Staff Performance and Development Plans are developed with explicit reading and numeracy goals with the 'progress to the next step' understood by all stakeholders.

Evaluation plan for this strategic direction

Question: To what extent have we improved the performance of our students in reading and numeracy through our focus on data driven quality teaching? Do teachers collaborate to evaluate, reflect on and adapt practice?

Data: We will use a variety of data sources, including PAT testing results, Check-in assessment, benchmarking, K-1 phonics screening, NAPLAN data, in-class assessments and observations.

Analysis: School staff analyse the data collected to ascertain the effectiveness of strategies implemented against the guiding question.

Implications: From the analysis above, school staff

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

determining the next steps to best support students achieving the strategic direction.

Strategic Direction 2: Innovation and collaboration

Purpose

Our purpose is to ensure that we support our students to become creative and critical thinkers who are leaders of their own learning. We will do this through robust partnerships between school and home to maximise the learning experiences and outcomes for all students.

Improvement measures

Target year: 2022

The proportion of students attending school more than 90% meets the system negotiated lower bound target.

Target year: 2024

The school is externally validated at the Excelling level of the School Excellence Framework against the Learning Culture element of the Learning Domain.

Target year: 2024

The school is externally validated at the Excelling level of the School Excellence Framework against the Learning and Development element of the Teaching Domain.

Target year: 2024

The school is externally validated at the Excelling level of the School Excellence Framework against the Educational Leadership element of the Leading Domain.

Initiatives

Inquiry Learning

Embed an Inquiry Learning culture to promote students as leaders of their learning.

- Develop whole school authentic inquiry learning programs that capture a range of learning styles and curriculum content.
- Apply an inquiry approach to teaching and learning that engages students in rich and authentic learning experiences and empowers them to be leaders of their learning.
- Use high impact professional learning structures to build teacher capabilities and collective pedagogical practice.

Community Engagement

Strengthen community engagement through a focus on communication, collaboration and partnerships.

- Develop and maintain whole school communication tools and protocols to strengthen the partnership between school and home.
- Create and maintain strong partnerships within the community that directly enhance student learning outcomes and experiences.
- Embed structures that enable students to lead and share their learning within and beyond the school community.

Success criteria for this strategic direction

The elements below are referenced against the School Excellence Framework.

- The school trials innovative practices and has processes in place to evaluate, refine and implement new ideas
- The school develops a strong standing in the community for its excellence in education and for effectively catering to its diverse student group. The community recognises the culture of high expectations set by the school.
- Teaching staff consult parents and carers when developing individual learning plans to ensure student needs are being met. A collective responsibility for student improvement is developed and shared by parents and students.
- Student wellbeing considerations inform planning for learning.

Evaluation plan for this strategic direction

Question: To what extent can we demonstrate the impact of our practices to support our students to be creative and critical thinkers who lead their own learning?

Data: We will use a variety of data sources, including formal assessment tasks, anecdotal observations on student inquiry practices, external competitions, interview and survey feedback from students, parents and staff.

Analysis: School staff analyse the data collected to ascertain the effectiveness of strategies implemented against the guiding question.

Implications: From the analysis above, school staff determining the next steps to best support students achieving the strategic direction.