Strategic Improvement Plan 2021-2025

Dural Public School 1799

School vision and context

School vision statement

At Dural Public School students are at the heart of what we do. Our collective vision is a collaborative whole school approach that improves student outcomes through quality differentiated teaching and learning programs that are evidence based and are data driven. Through establishing authentic partnerships with students, staff and community we are committed to the pursuit of excellence and equity to ensure high expectations for every student. Our student-centred focus will empower students to use innovation, creativity and critical thinking skills as successful and motivated lifelong learners. Students will be supported in an inclusive, positive and inspiring school culture that caters for student wellbeing, allowing them to connect, succeed and thrive to reach their potential.

School context

Dural Public School is an innovative and dynamic school that creates a positive and engaging environment by encouraging all learners to 'Strive for Success'. The school is in a semi-rural setting with 373 students, 15 classes (including two Opportunity Classes), and 25 teaching and 9 support staff. We have a very strong Student Welfare Policy that incorporates Positive Behaviour of Engaging Learners (PBEL) and we have a zero tolerance for bullying.

In 2022 160 students out of 370 (40%) enrolment had a language background other than English. 71% (292 out of 415) of students speak English at home as their first language. As of 2022, two students identify as Aboriginal. Our school FOEI (Family Occupation and Education Index) has been averaging at 28.

Our extensive grounds include a soft fall play environment, artificial turf on our top playground and a large soccer sized bottom oval with cricket nets, a yarning circle and a multipurpose court. Our school hall is also used by the community regularly for external community programs such as karate, dance, local pre-school ceremonies and holiday programs. We have an on-site OOSH program (Jigsaw) that caters for before and after school care.

We have a specialist art teacher who runs our visual arts program, showcasing student creative talents in a themed art show each year. This program has also added colourful sculptures to our garden grounds and murals to our school buildings.

Our librarian runs library lessons focusing on developing a love of rich literature. Our library contains 30 desktop computers available for whole school use.

Our school offers learning and support programs for Kindergarten to Year 6 through our Learning and Support and English as an Additional Language/Dialect teachers. Students are supported in evidence based intervention programs such as Mini-Lit, Multi-Lit and Buddy Reading.

Our technology resources support the meaningful integration of digital resources into key learning areas, including interactive panels/LCD screens in all classrooms, iPads distributed across K-4, as well as student laptops. We now have 20 laptops in each Year 6 room, 15 in each Year 5 room and 10 per grade in Years 1-4. This is in addition to the 30 laptops that are used for whole class bookings throughout the week. We also have an IT room that has 30 laptops.

The school offers an abundance of extra-curricular activities that include debating and public speaking, robotics, dance, drama, a variety of music ensembles, wellbeing programs, student representative council, environment group, chess, inter-school academic competitions as well as an invigorating and challenging physical education and sporting program. We promote excellence in sporting through school PSSA and knock-out competitions.

Our school has beautiful grounds, extensive equipment to support all learning programs

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and a very strong link with the P&C (parents and the local community). The P&C run a Country Fair biennially as well as other fundraising events throughout the year to support the funding of school resources.

Using our goals from our External Assessment in 2019, our Self Assessment against the School Excellence Framework (SEF) in 2020 and through our Situational Analysis in 2020, we have identified the following key areas of development moving forward in the 2021-2024 School Improvement Plan.

1. Student growth and attainment

We have identified the need to move towards tracking data longitudinally and supporting teachers in engaging in quality data analysis. This reflective practice will involve a deeper use of data to inform all processes and practices across the school, including using data to drive teaching programs and plan learning goals. We will look to embed reflective practices when analysing whole school data to guide teaching and learning practices.

2. Quality teaching and programming

Whole school 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 individual learning needs of the students. We identified a need for consistent programming expectations across K-6, including how to incorporate evidence based teaching practices and differentiation within the teaching and learning cycle. A focus on using the new Literacy progressions was identified as an area of development, focusing specifically on improving writing across K-6. We also identified the need to support staff in transitioning to digital programming tools to support collaborative programming practices.

3. Wellbeing

We identified that wellbeing was an area of whole school focus. Moving forward we aim to have a planned whole school approach to student and staff wellbeing practices to provide an environment where students feel nurtured and supported, allowing them to connect, succeed and thrive to reach their full potential. As a school community we identified the need to further strengthen parent/school partnerships, including using data from the Tell Them from Me survey.

To ensure success, continual monitoring of student performance data will determine areas of need for success K-6.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise the learning outcomes for every student in literacy and numeracy, staff will use data analysis to understand the learning needs of individual students and inform differentiated teaching strategies. 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

Numeracy growth
Achieve by year: 2023

Expected Growth - Numeracy

An increase in Check-in Assessment mean scaled score for reading/numeracy in Year 4 and 6 for 2023 compared with Year 3 and 5 in 2022.

Reading growth
Achieve by year: 2023

Expected Growth - Reading

An increase in Check-in Assessment mean scaled score for reading/numeracy in Year 4 and 6 for 2023 compared with Year 3 and 5 in 2022.

Individual Learning Needs
Achieve by year: 2022

Individual Learning Needs

- Continue identifying and supporting students with additional needs using personalised adjustments in consultation with the parents, student and stakeholders for NCCD and Student Wellbeing (L&S Team) purposes by 2022.
- 100% of teachers show evidence of differentiation strategies in their program to support learning needs within their classroom by 2022.

Initiatives

Personalised Learning Goals

Embed a culture of high quality, evidence based explicit teaching that enables students to develop metacognition skills, embrace and use feedback and achieve their learning goals. Effective methods for promoting student achievement of personalised learning goals are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

We will achieve this through:

- using the content descriptors and literacy/numeracy progressions to design differentiated learning programs to cater for personalised learning goals
- expertly using student assessment data to reflect on teaching effectiveness and provide individualised, explicit differentiated and responsive learning opportunities
- providing ongoing professional learning in High Potential and Gifted Education Policy to personalise learning and understanding
- embedding and using high impact professional learning structures to build teacher capabilities and collective pedagogical practice.

School-wide data practices in literacy and numeracy

Consistent school-wide strategies and processes for data analysis used for responsive curriculum delivery.

This will be achieved through:

- establishing the strategic use of an Instructional Leader (IL) position to work with teachers, using data to monitor and assess student progress and design future learning on a whole class, group and individual level
- systematic analysis of Essential Assessment in Numeracy and Reading to personalise learning and differentiate teaching for all students
- professional leaning in data analysis and data use in

Success criteria for this strategic direction

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvements are monitored, demonstrating growth. (*SEF Teaching > Effective Classroom Practice > Explicit Teaching*)

Assessment is regularly collected, monitored and analysed as well as tracked over time to inform future directions. Teachers respond to trends in student achievement, at individual, group and whole school levels. (*SEF Learning > Assessment> Summative Assessment*)

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. All teachers use student assessment to inform planning, identify interventions and modify teaching practices. (*SEF Learning > Assessment> Whole school monitoring of student learning*)

School leadership team establishes a professional learning community which is focused on continuous improvement, leading teachers to analyse, interpret and extrapolate data to modify their teaching practice. (*SEF Leading > Educational Leadership > High Expectations Culture*)

Progress and achievement of equity groups within a school is equivalent to the progress and achievement of all students in the school. The Student Wellbeing Team, consisting of EALD and LST teachers, are collaborative and build the capabilities of teachers and are an integral component of whole school approaches to literacy and numeracy. (*SEF Learning > Student Performance Measures > Internal/External measures*)

School staff collaborate with the school community to share information about student progress and achievement data to identify strategic priorities, and develop and implement plans for continuous improvement. Strategies implemented reflect research on best practice and include ongoing monitoring of success.

Initiatives

teaching for all staff

- embedding data informed formative assessment practices and feedback as an integral part of daily instruction in every classroom

- the school leadership team working with teachers to ensure data is used collaboratively and to inform planning, identify interventions and modify teaching practice

- establishing whole school structures and expectations for collecting, recording and using data as an integral part of teaching practice.

Success criteria for this strategic direction

(*SEF Teaching > Data Skills and Use > Data in planning*)

The focus on numeracy curriculum provisions supports high expectations for student learning which is monitored longitudinally to ensure continued challenge and to maximise learning based on individual learning goals. (*SEF Learning > Curriculum > Curriculum Provision*)

The school analyses achievement progress and a range of other contextual information. Teachers respond to trends in student achievement at individual, group and whole school levels. (*SEF Learning > Assessment > Summative Assessment*)

Evaluation plan for this strategic direction

Question/s

To what extent have we achieved our purpose - to maximise the learning outcomes for every student?

Data

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

- internal assessments (including Essential Assessment)

- external assessment NAPLAN Data/Check-In Assessments/Best Start/Phonological Awareness assessment

- SCOUT - value added data

- surveys

- lesson observations

- teacher learning programs and student work samples

- professional learning feedback

- writing data and work samples.

Analysis

Evaluation plan for this strategic direction

- regular professional discussions and analysis in stage meetings using the SEF
- executive team and whole staff reflective sessions.

Implications

The findings of the analysis will:

- inform future actions.

Strategic Direction 2: Quality teaching and programming

Purpose

Improve teaching and learning quality through explicit teaching, collaborative practices, instructional leadership and digital programming across K-6 to further improve student outcomes.

Improvement measures

Achieve by year: 2022

100% of staff using Microsoft Teams for stage based communication, file sharing and collaboration.

Achieve by year: 2022

>90% of staff design, create and register all programs and lessons using the K-6 OneNote template.

Achieve by year: 2023

All K-2 students have completed decodable reading program.

100% of K-6 staff trained in "The Effective Reading Instruction in the Early Years" document and the Years 3-8 "Improving Reading Comprehension" document , with the five key components reflecting in their reading programs.

Achieve by year: 2023

Maintain School self-assessment of the School Excellence Framework (SEF) element of 'Curriculum' at Excelling.

Initiatives

Digital Programming

Supporting all staff in using digital tools for collaborative planning and programming, including the Microsoft Teams platform, Microsoft 365 digital tools, OneNote and Sentral.

- all staff using OneNote for digital programming when planning units of work.
- all staff utilising Microsoft Teams platform for collaborative programming, staff communication and file sharing
- consistent digital template for programming across K-6, which includes the learning intentions, success criteria, differentiation, resources, evaluations, as well as the teaching and learning sequences.

Quality teaching and learning programs

Collaboratively design and implement quality teaching and learning programs that are evidence based and responsive to class needs.

Programs will show:

- Differentiated teaching and learning activities explicitly linked to syllabus content
- evidence based teaching practices (including evidence based approaches to effective reading strategies)
- evidence of assessment data driving programs
- explicit teaching strategies for literacy and numeracy (modelled, guided, independent)
- evaluation.
- assessment for, of and as learning (formative and summative)
- meaningful and innovative integration of digital technologies to enhance teaching and learning, including the use of STEM resources such as coding platforms and robotics.

Success criteria for this strategic direction

Teaching and learning programs across the school show evidence that they are being adjusted to address individual student needs in reading, ensuring that all students are challenged and all adjustments lead to improvement. (*SEF Learning > Curriculum > Differentiation*)

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and demonstrates commitment to the pursuit of excellence. (*SEF Learning > Learning Culture > High Expectations*)

Assessment is used flexibly and responsively as an integral part of daily classroom instruction, including the use of formative and summative assessment. (*SEF Learning > Assessment > Formative*)

Teaching and learning programs are dynamic, demonstrating evidence of revision based on feedback of teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement. (*SEF Learning > Curriculum > Teaching and Learning Programs*).

Teaching and learning programs across the school show evidence that they are adjusted, addressing individual student needs, ensuring all students are challenged and all adjustments lead to improved learning. (*SEF Learning > Curriculum > Differentiation*)

All teachers are committed to identifying, understanding and implementing the most effective, explicit teaching methods in reading, writing and numeracy, with the highest priority given to evidence based teaching methods. *(SEF Teaching > Effective Classroom Practice > Explicit Teaching).*

Technology that supports learning is available and expertly integrated into lessons by teachers. Teachers utilising online collaborative platforms to write, modify and share programming resources. *(SEF Leading >School Resources >Technology).*

The school's curriculum provision supports high

Strategic Direction 2: Quality teaching and programming

Success criteria for this strategic direction

expectations for student learning. The curriculum is enhanced by learning alliances with other schools. *(SEF Learning > Curriculum > Curriculum provision>*

Evaluation plan for this strategic direction

Question/s

To what extent have we achieved our purpose of improving teaching and learning quality through explicit teaching, collaborative practices and digital programming across K-6?

Data

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of this strategic direction. This analysis will guide the school's future directions.

- lesson observations
- teacher learning programs
- supervisor feedback on programs
- professional learning feedback
- writing data and work samples
- timetables (IL, EALD, L&S)
- stage meeting minutes
- IL surveys
- early career teacher team data (surveys, planners, newsletters).

Analysis

- regular analysis will be embedded within the initiatives
- regular professional discussions in stage meetings around the SEF
- executive team and whole staff reflective sessions.

Strategic Direction 2: Quality teaching and programming

Evaluation plan for this strategic direction

Implications

The findings of the analysis will:

- inform future actions
- ongoing evaluate of teaching practice
- drive annual reporting on school progress measures.

Dural Public School (1799) -2021-2025

Strategic Direction 3: Wellbeing

Purpose

A planned, whole school approach to wellbeing to support all students and staff in creating positive, respectful relationships that ensure optimal learning conditions. Students are able to connect, succeed, thrive and learn through the development of whole school wellbeing processes that promote student engagement.

Improvement measures

Achieve by year: 2022

Emotional Wellbeing

- To meet or exceed the state norm target in the aggregated Wellbeing measures in Tell Them From Me survey (TTFM) in 2022.
- Increase student sense of belonging from 72% to a minimum of 80% in Social-Emotional Outcomes in Tell Them From Me survey (TTFM) 2022.

Achieve by year: 2022

Social Wellbeing

- Increase student engagement in extracurricular activities from 50% to exceed NSW Government norm of 55% in the Tell Them From Me survey (TTFM) 2022.

Achieve by year: 2025

Behaviour Improvement Measures

- A reduction of minor incidents (Blue Cards) that are recorded through our PBL systems and processes by 2024.

Attendance >90%
Achieve by year: 2023

Attendance

- Improvement in the percentage of students attending school more than 90% of the time to be above the

Initiatives

Wellbeing and Parent Partnerships

A focus on the development of evidence based social and emotional self regulation strategies to support student wellbeing and engagement will include:

- reviewing current wellbeing processes and their levels of alignment with the data from the Wellbeing Framework Self-assessment findings to establish focus areas around whole-school wellbeing reform.
- embedding the Wellbeing Framework into school culture through ongoing staff professional learning in effective wellbeing strategies.
- embedding of differentiated support systems for wellbeing and engagement into practice (teaching programs - *Got It,* behaviour systems - *PBL*, intervention and adjustment) ensuring strategies are regularly reviewed and evaluated.
- building the capacity of all staff, including SLSOs; in the implementation of targeted strategies to support student engagement.
- applying consistent processes, programs and practices that enhance staff wellbeing.

Positive Behaviour for Learning and Engagement

Revitalise the Positive Behaviour for Learning whole school program with an emphasis on classroom based expectations to improve student wellbeing, behaviour, engagement and positive school culture.

This will be achieved through:

- improving the consistent implementation of our Positive Behaviour for Learning Program in the classroom and the playground.
- developing and updating of consistent systems and processes to target behavioural needs and trends across the school.
- promoting a common language for behaviour expectations and restorative practices.

Success criteria for this strategic direction

There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers. *(SEF Learning > Wellbeing > Individual Learning Needs)*

The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. *(SEF Learning >Wellbeing > A Planned Approach to Wellbeing)*

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school. *(SEF Learning > Wellbeing > Behaviour)*

Evaluation plan for this strategic direction

Question:

How can the school determine that its systems and processes for enhancing student wellbeing and engagement have been successful?

Data:

- Wellbeing Framework Self-assessment pre and post data
- Professional Development Plans
- Tell Them From Me Survey data (student and parent)
- Extra-curricular group data
- NCCD records and adjustment forms
- Playground and classroom incident data
- Attendance data on SCOUT
- SchoolTV analytics for parent engagement..

Analysis:

Strategic Direction 3: Wellbeing

Improvement measures

school's lower bound system-negotiated target of 89.2%

Achieve by year: 2023

Parent Engagement

- Conduct the "Partners in Learning" parent survey (part of the Tell Them From Me survey suite) on student engagement and wellbeing to identify areas to further strength parent/school partnerships.

Initiatives

- implementing the Department's Student Behaviour Strategy (Released March 2021).

Evaluation plan for this strategic direction

Analysis will be embedded within the initiatives through progress and implementation monitoring. Analyse the PBL data on a semester basis to identify trends/areas for future focus.

Implications:

The findings of the analysis will inform:

- future actions for PBL focus areas
- professional development for classroom teacher management
- future directions for whole school behaviour management strategies
- K-6 PDHPE lesson planning, with an emphasis on addressing the social and emotional outcomes.

Dural Public School (1799) -2021-2025