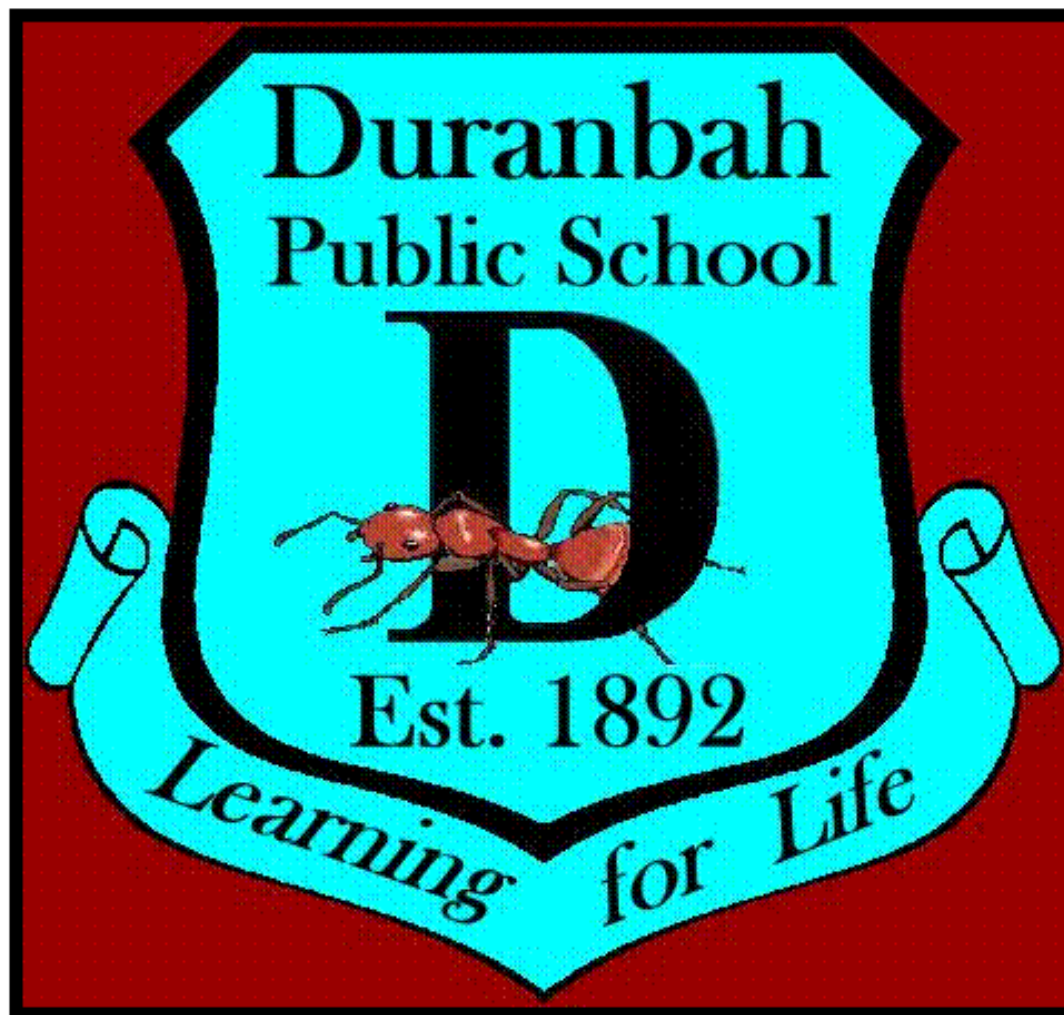


Strategic Improvement Plan 2021-2024

Duranbah Public School 1801



School vision and context

School vision statement

At Duranbah Public School, we strive for excellence utilising best practice pedagogy and technology, and maximise each students' potential with a focus on resilience, reflection and confidence. We provide success for students through programs strengthening their academic, creative and critical skills, and explicitly teach the values of respect and accountability. Through high expectations and a close connection with our community, we nurture a culture of inclusivity, empathy, honesty and optimism.

School context

Duranbah Public School, with a current enrolment of 61 students, is a small school located in the Far North Coast of New South Wales. It is situated approximately 15km south of Tweed Heads and has a long and proud history (established in 1892). School numbers have fluctuated over the past eight years, progressively increasing from 26 in 2017, to the current population. We anticipate that current enrolment numbers will sustain in the foreseeable future. Our Aboriginal student population fluctuates significantly. In 2016 0% of students identified as Aboriginal, compared to 12% of the current enrolment. We have one EAL/D student. Our FOEI is 69 and ICSEA 944 identifying us as a low socio-economic rural school demographic. Parents and carers are valued as partners in the educational journeys of all students and participate in a variety of school and student centred activities. Multi-age classrooms provide quality differentiated learning programs through best-practice pedagogies. All staff are committed life-long learners and lead by example, and students utilise quality technology throughout all aspects of their learning. Wellbeing programs explicitly teach students to be tolerant of others, aware of their own mental and physical health needs and be accountable for their learning and choices. Students are explicitly taught how to maintain a growth mindset, demonstrate leadership skills through their actions and always strive for their individual personal best. The school has a dynamic sustainability program where students learn and understand the important aspects of waste management, gardening, animal management and responsible water use. The school has a strong learning and support program, where all stakeholders in student's progress work closely together to maximise achievement. Our school is committed to providing students with opportunities for quality creative opportunities, including music tuition, visual arts and multi-media. Students are provided with a variety of interactive sporting and physical activities and are able to participate in a range of enrichment opportunities. Our Motto; 'Learning for Life' is evident in everything we do.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to develop engaged, self-directed and resilient learners through a focussed approach to ongoing professional learning for best-practice pedagogies. Teachers will respond to trends in student achievement, at individual, group and whole school levels.

Improvement measures

Target year: 2024

Progressions:

*All Kindergarten students will achieve within the expected end of year progression for Understanding Texts (4) in Literacy and Quantifying Numbers (4) and Additive Strategies (2) in Numeracy.

Target year: 2023

Reading:

*60% of students achieving expected growth in Reading to meet the system-negotiated lower bound target..

Target year: 2023

Numeracy:

*60% of students achieving expected growth in Numeracy to meet the system-negotiated lower bound target.

Initiatives

Instructional Practice

Establish sustainability of instructional leadership practices which support student growth in reading and numeracy, which include:

*ensuring that teaching and learning pedagogy is informed by best-practice research and expertise

*embedded school-wide instructional practice where expertise in the use of the learning progressions informs teaching practice, ensuring students are learning at the point of need teaching and learning activities that support Progression data

*a review of assessment practices to inform and ensure consistency in assessment practices to drive Progression data integrity to ensure that

*ensuring Progression data is tracked in an accurate and timely manner

Data and Assessment

Practices ensuring reliable formative and summative assessment are used to analyse student progress, evaluate growth over time and report student achievement.

*Whole-school data tracking processes supporting targeted teaching are embedded.

*Targeted intervention programs identify and support student needs.

High impact professional learning

Staff engage with effective professional learning. This high impact professional learning is aligned with the School Improvement Plan. Performance and Development Plans reflect needs-based professional learning. Professional programs, including networking, are effective and differentiated. Professional reflection and evaluation occurs regularly.

Success criteria for this strategic direction

- Teaching and learning programs are differentiated to respond to the needs of all learners. Programs show evidence of revision based on feedback on teaching practices, student assessment and continuous tracking of student progress and achievement.
- Systematic and reliable assessment data is used to evaluate student learning over time. Data analysis results in changes in teaching practice that lead to measurable improvement.
- Explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers, drives ongoing, school-wide improvement in teaching practice and student results.

Evaluation plan for this strategic direction

The school will use the following data sources to analyse the effectiveness of initiatives:

- * Student progress checked and monitored against progressions and syllabus standards using PLAN2 and internal data.
- * Network NAPLAN data.
- * Teaching programs show evidence of data informing classroom practice with ongoing adjustments.
- * PLSPs to give evidence that student learning goals are updated regularly (5 weekly intervals).
- * Family/community focus group feedback on the effectiveness of the partnerships in learning.

Strategic Direction 2: Student engagement and wellbeing.

Purpose

Our purpose is to ensure planning for learning success is informed through analysis of learning and well-being data with consultation and collective responsibility from parents and carers.

Improvement measures

Target year: 2024

Student engagement:

*Increase the level of student engagement (connect, succeed & thrive) and wellbeing, based on 2021 baseline data by 10%.

Target year: 2024

Attendance:

*A minimum of 70% of students will achieve greater than 90% attendance.

Initiatives

Learning dispositions

Teachers establish an environment for student's learning which fosters and develops choice, accomplishment, positive relationships, enjoyment, growth, health and safety.

*4C Transformational Learning is evident in every classroom.

*Maths Action Research Project has impacted positively throughout the school, by enhancing the attitudes and application of students in all aspects of our school, Mathematics in particular.

Mindfulness and the growth mindset

A culture of mindfulness and growth mindset is embedded throughout the school. Students are confident and resilient learners, have positive self-esteem, stretch themselves and confidently take risks in their learning.

Reflective practices, proactive mindful activities and student self-awareness are explicitly taught and used by all students.

Connection to learning

Students are actively connected to their learning through meaningful, engaging and rewarding personalised learning experiences. High potential programs, enrichment programs and learning and support systems and processes, target the specific needs of learners.

Success criteria for this strategic direction

- The school uses a comprehensive and integrated strategy to support the cognitive, emotional, social, physical, and spiritual well-being of students within a context of quality teaching and learning.
- Students have responsibility to be active learners who exercise self-regulation appropriate to their age and level of understanding.
- The school has implemented evidence-based change to whole school practices, resulting in measurable improvement in wellbeing and engagement of students to support learning.
- Positive, respectful relationships are evident among students and staff promoting student wellbeing and optimum conditions for improved student learning.
- Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

Evaluation plan for this strategic direction

The school will use the following data sources to analyse the effectiveness of initiatives:

- *NAPLAN data
- *SCOUT data
- *Attendance data
- *Student PLSP's
- *SEF SaS
- *School evaluation survey data
- *School Evaluation Tool (PBL SET)