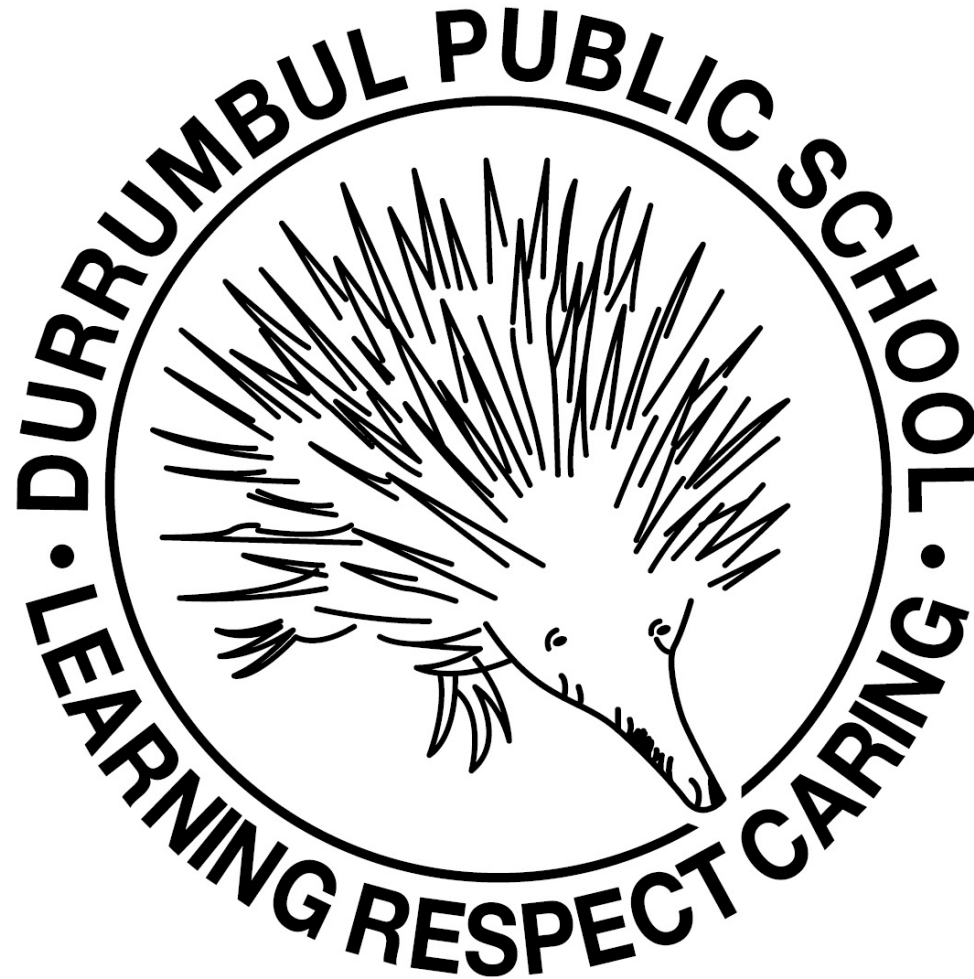


Strategic Improvement Plan 2021-2024

Durrumbul Public School 1803



School vision and context

School vision statement

Durrumbul Public School Vision Statement

Durrumbul Public School is committed to a nurturing environment where students, families, teachers and community engage in meaningful learning journeys that are relevant to an ever-changing world.

Durrumbul Public School is a proud member of the Valley of Small Schools (VoSS) Community of Schools group.

Valley of Small Schools (VoSS) Vision Statement

The VoSS are collaborating to grow and develop capacity of students, teachers, leaders and the community to learn and achieve. VoSS schools will create and develop learning and professional development activities to engage students, staff and the community.

School context

Durrumbul Public School, with a current enrolment of 12 students, is a rural school located in the Far North Coast of NSW, 54 kilometres from our nearest regional centre. We anticipate student growth in the coming years due to the community loving the small school culture and with many new families moving to the local area. 50% of our student population are English as an additional language or dialect and we love the diversity of our community. Our FOEI is 58 and ICSEA 1083 identifying us as a low socio-economic rural school demographic.

The two strong threads through the previous two school plans focused on learning culture and collaboration with the other VoSS small schools. These were successful in attaining the planned improvement measures.

Our recent situational analysis has identified the need for a continued emphasis on embedding quality teaching practices in literacy and numeracy and a strong focus on wellbeing and engagement. Using high impact teaching strategies, we will provide opportunities to improve teacher practice and ensure students achieve expected growth and attainment in their learning. This will be achieved through highly effective self-directed learning opportunities for all students and through staff collaboration to develop feedback strategies to reflect on teaching and learning deeply. We will continually monitor data to ensure progress and improvement. Wellbeing and learning are inextricably linked and research shows that adequate, evidence-based wellbeing initiatives and strategies enhance student achievement. A focus on wellbeing goes beyond just the welfare needs of a few individual students. It aims for all students to be healthy, happy, successful and productive individuals who are active and positive contributors to the school and the society in which they live.

Strategic Direction 1: Student growth and attainment

Purpose

Staff at Durrumbul Public School will use data to understand individual students' learning needs and inform differentiated teaching for all students. We will enable students to become confident, self-directed learners engaged in their progress and maximise their literacy and numeracy learning outcomes.

Improvement measures

Target year: 2022

Improvement in the percentage of the students in the top two bands to be at or above the school's network-negotiated target in reading of 71%.

Target year: 2022

Improvement in the percentage of the students in the top two bands to be at or above the school's network-negotiated target in numeracy of 71%.

Target year: 2023

Improvement in the percentage of students achieving expected growth in NAPLAN reading to be at or above the school's network-negotiated target in reading of 60%.

Target year: 2023

Improvement in the percentage of students achieving expected growth in NAPLAN reading to be at or above the school's network-negotiated target in numeracy of 60%.

Initiatives

Personalised Learning

To embed a learning culture that empowers students to strive towards achieving their learning goals continually.

- Embedded use of Literacy and Numeracy Progressions, used to inform teaching and learning, ensures each student is taught at the point of need through a personalised approach.
- Ongoing review of assessment processes that support the continued strengthening of formative assessment, ensuring student learning needs are met through a targeted approach.
- High impact professional learning utilised to establish and amplify a learning culture where students and teachers work in partnership to co-develop learning goals. Success criteria will be created to support student progress in Reading and Numeracy to articulate what they are learning, why they are learning it, and what looks like success.
- Utilise resources effectively to provide intensively differentiated targeted support for personalised learning.

Quality Teaching

Curriculum planning, delivery and assessment are established to meet all students' needs and ensure an integrated approach to quality teaching.

- Development of a professional learning framework that plans to deliver high impact professional learning, building increased collective efficacy in delivering quality reading and numeracy teaching, which is informed by current research and proven best practice.
- Create and sustain a culture of collaboration by enabling teachers time and structure for collegial dialogue and reflective practice, which focuses on enhancing teacher capabilities in Reading and Numeracy.
- Ensure a quality learning environment for all students through deep engagement in the use of

Success criteria for this strategic direction

- The whole school community shares high expectations of student growth and attainment.
- All students can articulate, understand and achieve their literacy and numeracy learning goals.
- Teachers demonstrate high-quality skills in explicit teaching and differentiation to highly engage students.
- 100% of students have a Personalised Learning Plan developed through effective partnerships with parents and carers. A focus in each student's plan is on growth and attainment.
- Data is collected routinely and systematically to record and analyse data. Teachers are engaged in regular collaborative analysis of the data.
- All teachers use student assessment and data to inform their planning, identify interventions and modify their teaching practice accordingly.

Evaluation plan for this strategic direction

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

- Literacy and numeracy PLAN2 data.
- Student work samples.
- NAPLAN data.
- Scout data.
- Student ILPs.
- School Excellence Framework Self Assessment Survey.

The evaluation plan will involve:

- Regular review of these data sources to clarify whether we are on track for achieving the intended

Strategic Direction 1: Student growth and attainment

Initiatives

- effective feedback, which stimulates student reflections on their learning, and informs future teaching.
- Embed a strategic and collaborative approach to developing teaching and learning programs that demonstrate high expectations and a high level of engagement in learning for all students, are responsive to student needs through a differentiated approach, and are based on consistent and reliable data evidence.

Evaluation plan for this strategic direction

- improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes.
- Whole staff reflective sessions.

Strategic Direction 2: Wellbeing and engagement

Purpose

Through a planned approach to developing whole school wellbeing, processes will be established that support high levels of wellbeing and engagement. Staff at Durrumbul Public School will ensure that students can connect, succeed, thrive and learn.

Improvement measures

Target year: 2023

Increased (uplift) percentage of students attending school more than 90% of the time by 35% or above.

Target year: 2023

Tell Them From Me Wellbeing data and school community survey data shows an increased (uplift) in advocacy and belonging.

Target year: 2024

The School Excellence Framework assessment of the element of Wellbeing indicates improvement from Delivering to Sustaining and Growing.

Initiatives

Wellbeing

A strategic and planned approach to develop whole school wellbeing processes is established to support all students' wellbeing.

- Embed the Wellbeing Framework into school culture through ongoing staff professional learning in effective wellbeing strategies whilst undertaking observations and feedback to adjust and improve practice.
- Engage in relevant professional learning to enhance knowledge, skills, confidence in delivering student wellbeing programs.
- Known, valued and cared for check-ins are in place across the school.

Engagement

A culture of high expectations and community engagement is established to create sustainable whole school improvement.

- Collaborate with staff to build mutually respectful relationships across the school community and encourage staff to build relationships that will enhance student learning and wellbeing.
- Ensure regular monitoring, analysis and evaluation of student behaviour, attendance, wellbeing, learning and engagement data. Develop individual attendance plans in collaboration with the student and their parent or caregiver if needed.
- Actively promote good news and activities through newsletters, social media and local media.
- Create opportunities that allow community members to tour the school, promote students' work capabilities and enable the community to experience how the school operates.

Success criteria for this strategic direction

- Positive Behaviour for Learning data informs whole school practices, which results in measurable improvements in wellbeing and engagement.
- A nurturing and positive school environment that supports students to establish respectful relationship experiences, a sense of belonging, succeed and thrive at each stage of their development and learning.
- All students are challenged, and regular adjustments are made to improve knowledge.
- All students' cultural and diverse learning needs are recognised, respected, and catered to all teaching and learning programs.
- Through regular check-ins, students connect with a staff member who provides advice, support and assistance to fulfil their potential.
- 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 various sources.

Evaluation plan for this strategic direction

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

- 'Positive Learning for Behaviour' data from annual Tiered Fidelity Inventory.
- School community surveys.
- TTFM surveys.
- Parent involvement data - sign in book data.

The evaluation plan will involve:

- Regularly reviewing these data sources to clarify whether we are on track for achieving the intended

Strategic Direction 2: Wellbeing and engagement

Evaluation plan for this strategic direction

improvement measures and use identified trends to inform implications.

- Regular professional discussions around the School Excellence Framework elements and themes.
- Whole staff reflective sessions.
- 'Positive Behaviour for Learning' rewards.