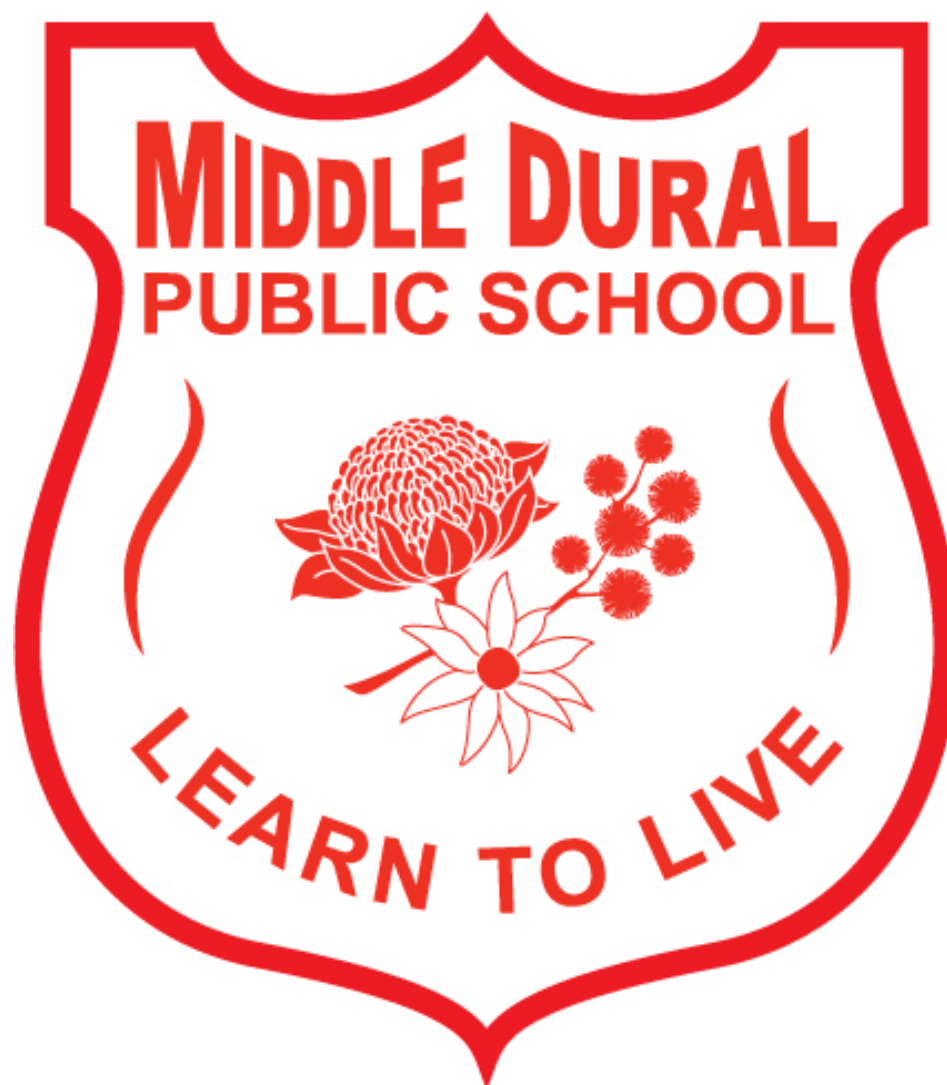


Strategic Improvement Plan 2021-2025

Middle Dural Public School 2542



School vision and context

School vision statement

Our *vision* is to inspire and promote a dynamic learning community that empowers students to acquire, demonstrate, articulate and value knowledge and skills that will support them as life-long learners, becoming well rounded, confident and responsible individuals who aspire to achieve their full potential.

School context

Middle Dural Public School is a small school set in the semi-rural area of north-western Sydney, that sits on the land of the Darug people, and provides a harmonious and inclusive learning environment. Our school caters for a diverse range of students coming largely from middle to high socio-economic groups with 40% of students having a language background other than English.

Open communication and teamwork are evident among students, teachers and parents within this school. Our planning for a whole school focus on selected areas reflects a strong and inclusive ethos, which is nurtured through positive practice and collaborative approaches, and informed through continuous feedback.

Our productive partnerships with the Small Schools' Learning Alliance, as well as our Community group of Schools, provide valued interactions and connections between students through sporting, public speaking, the arts and leadership events. These forums also provide invaluable staff connections through shared professional learning and collegial collaboration.

Through our situational analysis, we have identified the need for consistency in embedding data-informed quality teaching practices in literacy and numeracy. Using high impact teaching strategies, 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 professional learning for all staff and through staff collaboration to develop feedback strategies and deep reflection on teaching and learning. This reflective practice will involve a deeper use of data to inform all processes and practices across the school providing consistency in its approach. Our teachers are committed to valuing and developing the individual needs of each student.

There will be a strong focus on consistency and use of effective practices and strategies to support student wellbeing, with a whole school community understanding. We will look to embed consistent and reflective data-driven practices in school planning, teaching, learning and reporting.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for success, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

Improvement measures

Reading growth

Achieve by year: 2023

Increase the mean scaled score of years 3 and 5 students from 2022 to 2023 in Reading Check-In Assessment.

Numeracy growth

Achieve by year: 2023

Increase the mean scaled score of Years 3 and 5 students from 2022 to 2023 in Numeracy Check-In Assessment.

Initiatives

Data-Driven Practices

- Ensure effective strategies and processes for data collection, analysis and reflection are used for responsive curriculum delivery.
- PL in Data Literacy, Data Analysis and Data Use in Teaching engaged by all teaching staff. This is linked to Gap analysis data.

Explicit Teaching Practices

- To ensure the explicit teaching of English through the implementation of research and evidence-based programs across the school.
- Teacher PL that addresses and improves the effective and explicit teaching of Literacy and Numeracy.

Success criteria for this strategic direction

- All teachers have a sound understanding of student assessment and data concepts. They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.
- Teachers clearly understand, develop and apply a full range of assessment strategies - assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.
- The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis.
- 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 improvement is monitored, demonstrating growth.

Evaluation plan for this strategic direction

The following data sources will determine the extent to which our strategic direction has been achieved.

- Student progress monitored against the Learning Progressions using PLAN2.
- NAPLAN data reflects our aspirational learning targets for year 3 and year 5 students.
- Check-in Assessment Data
- Evidence of data-informed teaching practice/planning in teacher programs.
- Student work samples demonstrate achievement of individual goals that are built on prior learning.

Strategic Direction 2: Connect, Succeed, Thrive and Learn

Purpose

In order to ensure all members of our school community Connect, Thrive and Succeed, we will align evidence-based procedures around quality teaching and data use for all teachers to follow, working purposefully and deliberately to create a collaborative, positive, enriching school culture with high expectations for all students.

Improvement measures

Achieve by year: 2025

- Excelling in the theme of Individual Learning needs and a Planned Approach to Wellbeing within the Learning Wellbeing Domain.
- Excelling in the theme of High Expectations within the Learning Culture Domain.
- Excelling in the theme of Collaborative Practice and Feedback in the Teaching Domain of Learning and Development.
- TTFM survey indicates collaborative partnerships are built with students, staff, families, communities to support and develop students and school communities.

Achieve by year: 2025

- Cultural Awareness that is inclusive of Aboriginal perspectives is visible in classroom programs and behaviours across the school.

Attendance (>90%)

Achieve by year: 2023

Attendance

* Increase the percentage of students attending > 90% of the time to be at or above the target of 90%.

Initiatives

Effective Collaborative Practices

- We have consistent, collaborative strategies happen within the classroom, within the school and within the community.

Cultural Awareness

- PL for all staff to enlighten, inform and enrich teacher awareness and understanding of other cultures, including Aboriginal cultures and histories.
- Programming activities across the school to ensure a deep understanding and respect for all cultures with specific attention to Aboriginal people and culture.

Attendance

- Ensure staff adhere to all attendance procedures in dept policy.
- Promote awareness for the importance of school attendance and acceptable reasons for absences, through Newsletters, assemblies, P&C meetings.
- Meet with families (students and parents) of frequent absentees to assist and develop management strategies to improve regular attendance.

Success criteria for this strategic direction

- The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, schoolwide improvement in teaching practice and student results.
- The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.
- The school has created a learning environment that builds the knowledge and understanding of all students about Aboriginal histories and cultures and where Aboriginality, identity and the diversity of Aboriginal cultures are valued, respected and promoted.
- The curriculum is enhanced by learning alliances with other schools/organisations, where useful and practicable.
- There is a 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 well-being and learning needs in consultation with parents/carers.

Evaluation plan for this strategic direction

The analysis of following data sources will determine the extent to which our strategic direction has been achieved.

- Scope and Sequences for all KLAs
- Whole School Assessment schedule
- Consistency of teaching practice evident in teacher programs
- TTFM data
- School-based surveys for students/staff and community
- PDPs

Strategic Direction 2: Connect, Succeed, Thrive and Learn

Evaluation plan for this strategic direction

- PBL data
- SCOUT data
- Circle Time feedback