

Strategic Improvement Plan 2021-2024

Dubbo West Public School 3591



School vision and context

School vision statement

Dubbo West Public School is a school where individuals matter. We are one team with one direction focused on a vision of moving onwards, with a strong emphasis on literacy and numeracy. We provide the keys to success for our students.

School context

Dubbo West Public School comprises 430 students from P-6, located in a large regional centre, drawing on a wider community. At Dubbo West Public School we have a range of classes, including mainstream, an Intellectually Mild class and an Opportunity Class. A preschool supports the early learning phase of school life. The school is also supported with a School as Community Centre, targeting families with children 0-8 years. In 2021, two newly established multicategorical classes will cater for students requiring additional support to access their learning. After School Care is available on site. The school sits in a diverse community setting from a range of socio-economic backgrounds. 55% of students identify as Aboriginal. In 2020, our Preschool underwent assessment and ratings, achieving a rating of exceeding.

Students have the opportunity to participate in a variety of activities including Circus, John Moriarty Football and specialist music tuition. Support agencies come into the school to work with identified students to increase their access to education opportunities.

Dubbo West Public School is an Early Action for Success school and currently has an Instructional Leader at Deputy Principal level. This role supports students' learning, primarily in Preschool to Year 2.

Dubbo West Public School employs a range of School Learning Support Officers across the school. All Kindergarten classes have an School Learning Support Officers for all sessions of the day. Through this, the process of learning is embedded and sustained to support the students who may not have attended early learning centres prior to commencing school. Additional support for students is provided as required.

The You Can Do It program, introduced in 2020, focuses on the expectations of resilience, persistence, getting along, organisation and confidence.

Dubbo West Public School is a proud partner with the Local Dubbo Aboriginal Education Consultative Group. The school incorporates a range of cultural activities including Wiradjuri language, NAIDOC celebrations and the inclusion of Wiradjuri names for some classes.

In 2020, the school conducted a situational analysis using a range of internal and external data. Some of our strengths were identified as community satisfaction, collaboration and an improvement in our reporting processes to families.

Consultation with staff, students and community members was undertaken for both the situational analysis and the development of the 2021-2024 Strategic Improvement Plan using a range of forums including staff meetings, P&C meetings, surveys, newsletters and community flyers.

Historical data shows a fluctuation in student achievement but expected growth in both reading and numeracy will be an area of explicit focus. After reviewing our NAPLAN gap analysis the areas for explicit focus in literacy include: reading, viewing and comprehending texts; features including punctuation conventions and vocabulary. From the findings of the gap analysis in numeracy, the focus areas include: place value and additive strategies;

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multiplication and division (multiplicative thinking); fractions and decimals.

We will strengthen whole school processes for collecting and analysing student data to inform teaching and learning programs with continuous improvement at the centre.

From a range of data sources we have concluded that our community satisfaction is high, however engagement of parents in student learning and school life, students' sense of belonging and attendance were identified as areas for improvement. Our future focus will be to increase students' sense of belonging through wellbeing practices that support and celebrate all students and to create an environment that is committed to nurturing, guiding, inspiring and challenging students, resulting in building a cohesive educational community.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to improve all students' reading and numeracy success with a school wide collective approach.

Improvement measures

Target year: 2022

To improve the percentage of Years 3 and 5 students achieving in the top two bands in NAPLAN in reading by 4.9%.

Target year: 2022

To improve the percentage of Years 3 and 5 students achieving in the top two bands in NAPLAN in numeracy by 4.2%.

Target year: 2023

To improve the percentage of Year 5 students achieving expected growth in NAPLAN in reading by 11.1%

Target year: 2023

To improve the percentage of Year 5 students achieving expected growth in NAPLAN in numeracy by 12.5%

Target year: 2024

85% of kindergarten students will achieve Stage 6 in Synthetic Phonics program and 85% of Year 1 students will achieve Stage 7.4 or beyond.

Target year: 2024

An increase in the Year 3 to 6 Check-in Assessment reading results by 10%.

Target year: 2024

An increase in the Year 3 to 6 Check-in Assessment numeracy results by 10%.

Initiatives

Individual Student Growth

Individual student progress will be supported by tailored interventions in curriculum.

- Extend high potential and gifted students from all stages in all Key Learning Areas
- Streamline processes to provide interventions in a timely manner to support individual student growth and attainment
- Differentiation of teaching and learning programs will support all students to achieve expected growth
- Collaboratively use systematic and reliable assessment data to accurately and regularly monitor individual and cohort progress to inform teaching and learning programs.

Explicit Teaching

Explicit teaching of reading and numeracy across all Key Learning Areas leading to student improvement will be supported by:

- Developing phonics, phonemic awareness, fluency, oral language, vocabulary and comprehension knowledge and understanding in all students
- Developing student skills in place value and additive strategies; multiplication and division (multiplicative thinking); fractions and decimals and measurement.

Success criteria for this strategic direction

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning, and share expected outcomes.

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. The school has processes in place to support teachers' consistent, evidence based judgement and moderation of assessments.

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.

Evaluation plan for this strategic direction

Question: What impact have our initiatives had on student growth and attainment?

Data: These data sources will be collected and analysed by relevant teachers, leaders and teams:

- External - Year 1 Phonics Screening Check, NAPLAN
- Internal - Best Start, PLAN 2, Check-in Assessment, phonological awareness diagnostic, Interview for Student Reasoning
- Surveys
- Teaching and learning programs and classroom observations

Analysis: Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

Implications: Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

future school planning to provide continuous improvement, ensuring students grow in their learning.

Strategic Direction 2: High quality teaching and high expectations

Purpose

The focus is on the improvement of evidence-based teaching and data driven decisions resulting in high expectations of learning progress and achievement for all students.

Improvement measures

Target year: 2024

To improve the percentage of students who are interested and motivated in their learning as identified in the Tell Them From Me wellbeing survey data by 10%.

Target year: 2024

The Tell Them From Me teacher survey results consistently demonstrate growth in learning culture, data informed practice and teaching strategies.

Target year: 2024

Professional learning has impacted on teacher competence and confidence as evidenced by change in teaching practice.

Target year: 2024

To improve the percentage of students believing that teachers hold high academic standards and expectations that they will succeed as identified in the Tell Them From Me wellbeing survey data by 10%.

Initiatives

Data Skills and Use

Staff will expertly collect, analyse and use assessment data to inform teaching and learning and ensure all students are achieving expected growth.

- Improved use of formative and summative assessment will inform decisions and drive change, underpinned by quality professional learning
- Embed school wide processes to monitor and track individual and cohort student growth
- Regular collaborative analysis within and across stages will be undertaken to analyse assessments, using a range of samples
- All teachers will expertly use data to develop and adjust their teaching and learning programs.

Continuous Improvement

Teachers regular engage in reflective practice, both individually and collaboratively, to evaluate the effectiveness of teaching practices, student engagement, learning growth and outcomes, in order to plan for the ongoing learning of all students.

- All staff engage and implement knowledge and understanding from professional learning to improve their teaching practice
- The leadership team actively embeds processes for feedback and reflection of professional learning.

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 improvement is monitored, demonstrating growth.

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 staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning.

All teachers have a sound understanding of assessment and data concepts. They analyse, interpret and extrapolate data and collectively use this to inform planning, identify interventions and modify teaching practice.

Evaluation plan for this strategic direction

Questions: To what extent have teachers demonstrated aspirational expectations of learning progress and achievement for all students and commitment to the pursuit of excellence? What impact has reflection on professional learning improved teaching and learning practices?

Data: These data sources will be collected and analysed by relevant teachers, leaders and teams:

- Tell Them From Me teacher survey
- Performance and Development Plan reflections
- Quality Improvement Plan and Continuous Improvement Procedures (Pre-School)

Strategic Direction 2: High quality teaching and high expectations

Evaluation plan for this strategic direction

- Meeting agendas and minutes
- Supervision feedback
- Teaching and learning programs

Analysis: Data is analysed and triangulated regularly to determine the extent to which the purpose of improvement measures have been achieved.

Implications: Rigorous analysis of the data to determine impact will guide ongoing implementation and future school planning to provide continuous school improvement, ensuring students grow in their learning.

Strategic Direction 3: Success through collaboration

Purpose

Our purpose is to focus on positive wellbeing to strengthen the school, embracing students, staff and the wider community. An inclusive model across learning will promote positive culture and understanding across key stakeholders within the school.

Improvement measures

Target year: 2022

To improve the percentage of students attending school >90% of the time to reach the lower bound system-negotiated target by 11.25%.

Target year: 2022

To improve the percentage of students reporting expectations for Success, Advocacy and Sense of Belonging at school in the Tell Them From Me wellbeing data by 4.5%.

Target year: 2024

To improve the percentage of students experiencing positive behaviour at school by 13.5% as shown in Sentral data.

Target year: 2024

Increased engagement of parents and community members in school events, decision-making and planning for teaching and learning.

Initiatives

Student Wellbeing

Whole school wellbeing processes and practices will support all students to develop and maintain positive, respectful relationships that support learning:

- Targeted interventions will support improved attendance
- Implement a school wide system to monitor and promote social and emotional wellbeing that supports all students
- Co-design and co-create traditional cultural activities that enhance relationships and connectedness.

Community Engagement

Students and families are welcomed and supported within the school community and encouraged to play an active part in individual educational aspirations:

- Increase opportunities for parents and community members to engage with the school and provide feedback on school processes and practices
- Embed a whole school approach that is responsive to school and community feedback
- Feedback is analysed, acted upon and reported back to the school community

Success criteria for this strategic direction

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes

The school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning.

Expectations of behaviour are co-developed with students, staff and the community and are designed to ensure effective conditions for learning. They are explicitly, consistently and supportively applied across the school.

Management practices and processes are responsive to school community feedback. There is a whole school approach to improving service delivery and customer (parent and/or student) experience.

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose and can demonstrate impact and improvement of student wellbeing?

Data: These data sources will be collected and analysed by relevant teachers, leaders and teams:

- Sentral data
- HSLO referrals
- Tell Them From Me Parent survey
- Community communications including the newsletters, Kinderloop, school app and website
- Attendance at community events and P&C involvement
- School developed parent surveys.

Analysis: Data is analysed and triangulated regularly to determine the extent to which the purpose and

Strategic Direction 3: Success through collaboration

Evaluation plan for this strategic direction

improvement measures have been achieved.

Implications: Rigorous analysis of the data to determine impact will guide both ongoing implementation and future school planning to provide continuous improvement, ensuring students grow in their learning.