Strategic Improvement Plan 2021-2024

Dundas Public School 4029

School vision and context

School vision statement

Dundas Public School partners with parents and the wider community to provide a quality education that values the future of all students. We will do this by:

·   **having high expectations for academic excellence** - Dundas Public School will create a learning culture where students strive for learning excellence and are confident, creative and critical thinkers.

·   **valuing the future** - Dundas Public School will create a future focused and innovative learning environment giving students the skills and attitudes to enable them to live effectively as lifelong learners, engaging in a dynamic and changing world

·   **encouraging values and wellbeing** - Dundas Public School will teach students to be culturally inclusive, resilient citizens by valuing respect, responsibility and learning success

·   **building partnerships** - Dundas Public School will ensure that parents and caregivers, students and teachers all play a valuable role in building our school and community.

School context

Dundas Public School is a dynamic K-6 school established in 1951 and is located within the Parramatta electorate. The school is set in a residential location and features include spacious, leafy surrounds.

Dundas Public School has 350 students enrolled including 68% from language backgrounds other than English. A wide variety of cultural groups are represented within the school community, primarily Korean, Chinese and Indian. The school is dedicated to maximising student learning outcomes through quality, explicit instruction across all Key Learning Areas. School priorities include literacy, numeracy, assessment and student wellbeing.

Over the next four years the school will focus on striving for excellence in Literacy by creating a whole school reading culture that values quality, effective and explicit teaching of reading skills in a systematic and cohesive approach K-6. There will need to be a professional learning focus for staff on evidence-based effective classroom practices in reading, as well as building strong partnerships with our community to ensure parents play their role in building our reading culture. All teachers will deliver high quality, evidence based instruction in English. Learning programs will reflect differentiated practices in order to cater for all learners, including High Potential and Gifted and Talented students. This will be underpinned by effective feedback practices, quality data analysis and high level collaborative teaching practices. At the centre of this plan are strong wellbeing programs which will ensure all students will connect, succeed and thrive.

Through our situational analysis, we have identified a need to use data driven practices that ensure all students have access to stage appropriate learning. Further work will need to occur around how teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs including those identified as high potential and gifted. Through use of the NAPLAN gap analysis the school will work explicitly to meet system-negotiated target areas in Reading.

Strategic Direction 1: Student growth and attainment

Purpose

The school situational analysis identified the need to improve student learning outcomes in reading by creating a whole school reading culture through explicit teaching, curriculum differentiation and data use and analysis.

Improvement measures

Target year: 2022

NAPLAN top 2 bands:

- Improvement in the percentage of students achieving in the top 2 bands to be above the schools lower bound system-negotiated target reading of 57.6%

Target year: 2022

NAPLAN top 2 bands:

- Improvement in the percentage of students achieving in the top 2 bands to be above the schools lower bound system-negotiated target numeracy of 48%

Target year: 2023

Expected growth:

- Improvement in the percentage of students achieving expected growth in Naplan reading to be above the schools lower bound system-negotiated target of 74.3%

Target year: 2023

Expected growth:

- Improvement in the percentage of students achieving expected growth in Naplan numeracy to be above the schools lower bound system-negotiated target of 68.1%

Initiatives

Student Performance Measures

Develop a whole school approach to tracking student performance and learning progress in literacy and numeracy. This will be achieved through:

- reviewing and adapting practices to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report achievement.
- developing whole school assessment schedules by using consistent assessment platforms K-2 and 3-6
- tracking student growth of EAL/D students using EAL/D learning progressions

Effective Classroom Practice in Reading

In Reading, we will embed sustainable whole school processes for ensuring a quality literacy block in all classes which meets the requirements of the English Syllabus. This will be achieved through:

- high level professional learning that unpacks each of the five elements of effective reading instruction
- teachers demonstrating a comprehensive understanding of the Syllabus requirements ensuring high quality and explicit guided, modeled and independent practices are the foundation of each Literacy Program.
- high level professional learning on the new K-2 English syllabus

High Potential Gifted Education

Develop systems to ensure HPGE students are challenged and highly engaged with their learning. This will be achieved through:

- high level professional learning to assist in the identification of HPGE students
- a commitment to and provision of challenging and engaging environments across intellectual, creative,

Success criteria for this strategic direction

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. (SEF - Professional Standards, Literacy and numeracy focus)

Most students achieve in the top two bands for NAPLAN reading, writing and numeracy. (SEF - Student Performance Measures, NAPLAN)

The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data. (SEF - Student Performance Measures, Student growth)

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. (SEF - Assessment, Whole school monitoring of student learning)

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. (SEF -Effective Classroom Practice, Explicit Teaching)

The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning. (SEF - Educational Leadership, High expectations culture)

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. (SEF - Curriculum, Differentiation)

Initiatives

social-emotional and physical domains of potential.

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in whole school performance measues, reading and HPGE?

Data:

The school will collect and analyse the following data sources each term to track the effectiveness of these initiatives and upload evidence into SPaRO:

- NAPLAN data
- Check In Assessment data
- Scout value added data
- Literacy and Numeracy PLAN 2 data
- School based data for data meetings
- Classroom observations
- Teaching programs

Analysis:

Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved. Analysis will be embedded within the initiatives through progress and implementation monitoring

Implications:

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

Strategic Direction 2: Feedback, data and collaborative practice

Purpose

The school situational analysis identified the need for improved use of effective feedback, data and evidence to drive teaching and learning, and a focus on collaborative teaching practice to develop consistent pedagogy.

Improvement measures

Target year: 2024

- All teachers will be tracking student achievement on PLAN2 in the area of Understanding Texts and will embed practices of daily feedback

Target year: 2024

- All teachers are involved in using the Learning Sprints approach in collaborative learning communities for monitoring student learning in literacy and numeracy

Initiatives

Effective feedback

Embed a school learning culture that enables students to create, receive feedback and achieve their learning goals. This will be achieved through:

- high impact professional learning on the use of literacy and numeracy progressions and the High Potential and Gifted Education Policy to personalise learning and understanding

- expertly using student assessment data to reflect on teaching effectiveness and provide individualised, explicit, differentiated and responsive learning opportunities

- embedding and using high impact professional learning structures to build teacher capabilities and collective pedagogical practice

- teachers providing students with detailed and specific feedback about what they need to do to achieve growth as a learner

Data use and collaborative practice

Ensure effective strategies and collaborative processes for data analysis and reflection are used for responsive curriculum delivery. This will be achieved through:

- high impact professional learning in data literacy, data analysis and data use in teaching for all staff focused on the learning progressions (Understanding Texts) and linked to gap analysis for COVID Intensive Learning Support Program.

Success criteria for this strategic direction

Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated. (SEF - Effective Classroom Practice, Feedback)

Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers. (SEF - Assessment, Formative assessment)

School staff collaborate with the school community to use 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. (SEF - Data Skills and Use, Data use in planning)

All teachers have a sound understanding of student assessment and data concepts (e.g.causality, bias). They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice. (SEF - Data Skills and Use , Data literacy)

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. (SEF - Data Skills and Use , Data analysis)

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. (SEF - Data Skills and Use , Data use in teaching)

Strategic Direction 2: Feedback, data and collaborative practice

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement in the use of effective feedback, data to inform practice and collaborative teaching practice?

Data:

The school will collect and analyse the following data sources each term to track the effectiveness of these initiatives and upload evidence into SPaRO:

- NAPLAN data
- Tell Them From Me data
- PLAN 2 data
- School based data and data meetings
- Learning walks
- Student conversations

Analysis:

Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved. Analysis will be embedded within the initiatives through progress and implementation monitoring

Implications:

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

Strategic Direction 3: Wellbeing, engagement and connectedness

Purpose

The school situational analysis identified the need to improve the learning culture by implementing effective whole school student wellbeing programs, increasing student engagement with a focus on future focused pedagogy and effective use of technology, and establishing new connections and building upon existing partnerships with all stakeholder groups.

Improvement measures

Target year: 2022

Attendance

- Increase the percentage of students attending >90% of the time to be above the lower bound system negotiated target of **85.9%**

Target year: 2022

Wellbeing

- TTFM Wellbeing data (advocacy, belonging, expectations) increases to be at or above the lower bound system-negotiated target of **89.2%**

Target year: 2024

All teachers embed future focused pedagogy that incorporate the effective use of technology to engage student learning

Initiatives

Wellbeing

Enhance whole school wellbeing processes that improve the learning culture and support the wellbeing of all students so they can connect, succeed and thrive. This will be achieved through:

- reviewing current wellbeing processes and their levels of alignment with the data from the Wellbeing Framework Self-Assessment findings to establish future areas around whole-school wellbeing reform.

- embedding the Wellbeing Framework into school culture through ongoing staff professional learning in effective wellbeing strategies

Engagement and connectedness

Develop a school culture where all students are highly engaged and there is a collective responsibility with all community stakeholders for student learning and success. This will be achieved through:

- developing future focused pedagogy that embeds the effective use of technology to engage student learning

- cultivating new partnerships/ learning alliances with external organisations to build staff capacity

- building on existing partnerships with parents and caregivers to improve their understanding of student learning and strengthen student outcomes. Reporting to parents will be improved in response to feedback received.

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. (SEF - Learning Culture, Attendance)

The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. (SEF - Wellbeing, A planned approach to wellbeing)

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve. (SEF - Learning Culture, High expectations)

Technology that supports learning is available and expertly integrated into lessons by teachers. Administrative staff are expert users of available technology and systems. (SEF - School Resources, Technology)

Student reports are personalised and comprehensive, providing detailed, clear and specific information about student learning, growth, next steps and improvement measures, as well as relevant contextual and/or comparative data. (SEF - Reporting, Student reports)

Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. Reporting to parents has been enhanced in response to feedback received. (SEF - Reporting, Parent engagement)

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of student

Evaluation plan for this strategic direction

wellbeing, connectedness and engagement?

Data:

The school will collect and analyse the following data sources each term to track the effectiveness of these initiatives and upload evidence into SPaRO:

- Tell them from me data
- Wellbeing for School Excellence Evaluation Support Tool
- Internal survey data (Students, parent and teachers)
- Class programs
- Sentral data

Analysis:

Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved. Analysis will be embedded within the initiatives through progress and implementation monitoring

Implications:

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