

# Strategic Improvement Plan 2021-2025

## Dawson Public School 4446



# School vision and context

## School vision statement

Dawson Public School community believes in creating a positive, student centred, inclusive and engaging learning environment where all students are challenged to learn and continually improve in a safe, respectful, collaborative and high expectations environment. Our vision is to create authentic partnerships in learning with the community and collaboratively inspire all students to become self-motivated, resilient and confident, assessment capable learners. Dawson Public School strives to ensure a continuous cycle of improvement to maximise student learning outcomes.

## School context

Dawson Public School is located in Western Sydney and has an enrolment of 348 students. This includes 267 K-6 students, 12 support unit students and 69 preschool students. Our school community is culturally diverse with 47% of students having non-English speaking background, 33% require some level of EAL/D (English as an additional language or dialect) support and 21% of students identify as having an Aboriginal background.

The school culture is one of challenge, support and continuous learning for all students, staff, parents and the wider community.

The school community, including students, staff, parents, and the local Aboriginal Education Consultative Group (AECG), was consulted in a thorough situational analysis followed by the development of the Strategic Improvement Plan.

Through our analysis, we have identified the need to embed evidenced based research to underpin and strengthen collaborative practice to enhance data literacy skills, curriculum knowledge and differentiated pedagogical practices to cater for the diverse needs of all students. Targeted professional learning in reading and numeracy and active engagement in professional learning communities will be the key to improving student outcomes and creating a continuous learning culture.

Continued work will take place on embedding wellbeing practices that promote student leadership and voice to positively influence the culture of the school.

# Strategic Direction 1: Student growth and attainment

## Purpose

In order to maximise student learning outcomes in reading and numeracy, we will further develop effective classroom practice by strengthening data driven practices, refining teacher knowledge of differentiation and feedback to ensure all students are challenged and all adjustments lead to improved learning.

## Improvement measures

### Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2024

There is an increase in the mean scaled score for Reading check in assessment for Year 5, 2024, compared to Year 5, 2023.

### Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2024

There is an increase in the mean scaled score for Numeracy check in assessment for Year 5, 2023, compared to Year 5, 2024.

## Initiatives

### Systematic and explicit reading instruction

In reading, embed and sustain a culture of evidence and data informed practice, focused on building teacher knowledge of curriculum and pedagogy, to tailor and implement well resourced, highly responsive teaching and learning programs to create engaging learning environments that meet the needs of all students to improve student outcomes..

- *Professional learning in reading* to support teacher knowledge of syllabus documents, research based explicit teaching strategies, differentiation, effective feedback and data use and skills.
- Review and strengthen collaborative, whole school data informed practices (curriculum conferences and professional learning communities) to enable the consistent delivery of highly responsive and engaging teaching programs across the school, using reliable summative and formative assessment.

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## Success criteria for this strategic direction

All teachers understand and explicitly teach literacy/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  
**Teaching Domain - Professional Standards - Literacy Numeracy Focus: Excelling**

All lessons are systematically planned as part of a coherent program that has been collaboratively designed. Accommodations and adjustments are made to suit needs as they arise. Lesson planning references student information including progress and achievement data, curriculum requirements, and student feedback, and provides continuous improvement for all students, across the full range of abilities. **Teaching Domain - Lesson Planning - Effective Classroom Practice: Excelling**

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. **Teaching Domain - Data Skills and Use - Data Literacy: Excelling**

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. **Learning Domain - Curriculum - Differentiation: Excelling**

## Evaluation plan for this strategic direction

### Evaluation

The strategic Direction Growth and Attainment Initiative and improvement measures will be evaluated by gathering of the following:

### Data

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction:

NAPLAN, SCOUT, Essential online, Best Start, Literacy and Numeracy PLAN 2, Check-In assessment, Phonics screener, Lesson observations, teaching and learning programs, walk throughs, staff, students and parent surveys, School Excellence Framework Self-assessment, Committee milestones, planning and evaluations

### Analysis and Implications

Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data sources will be used to determine impact, validate conclusions and updated into SPaRO. This will guide future school planning to ensure ongoing improvement to maximise student learning outcomes.

## Strategic Direction 2: Learning, Development and Leadership

### Purpose

In order to maximise student learning outcomes, we will further develop and refine professional learning communities that will strengthen collaborative practice, effective feedback and support to improve teaching practice.

### Improvement measures

#### Educational Leadership School Excellence Framework

Achieve by year: 2025

#### Coaching and Mentoring (School Excellence Framework)

A range of evidence supports the school's assessment/validation in the element of **Learning and Development** theme *coaching and mentoring* at **Sustaining and Growing** with growing evidence of moving towards Excelling

#### Learning and Development School Excellence Framework

Achieve by year: 2025

#### Learning and Development (School Excellence Framework)

A range of evidence supports the school's assessment/validation in the element of **Learning and Development** theme *collaborative practice and feedback* of **Sustaining and Growing** with growing evidence of moving towards Excelling

### Initiatives

#### Collaborative Practice and Feedback

Strengthen and sustain a Professional Learning Community, focused on reflective and collaborative practices that facilitate on-going improvement through supportive, responsive systems with the outcomes of building teacher capacity and improving student results.

- Whole school *High Impact Professional Learning* and inquiry on highly effective Professional Learning Communities, collaborative practice, feedback and coaching and mentoring *What Works Best*
- Develop school wide innovative systems and tools that enable and promote peer and self-reflection, collaboration and feedback to support a continuous learning culture.
- Embed whole school professional learning processes through Coaching and Mentoring, Colleagues Sharing Practice and *Quality Teaching Rounds*.

#### Strengthening Distributive Leadership

Create a strategic and data driven culture of action where all staff positively contribute to embedding a shared vision with collective accountability and ownership, leading to a strategic improvement plan that successfully delivers ongoing, measured improvement in student progress and achievement.

- develop school wide, self-evaluative systems to achieve and monitor the achievement of school improvement measures that promotes all staff actively participating in teams that pose questions, collect and analyse data, implement practices and evaluate (*School Excellence Cycle*).
- Strengthen a culture of collegial support and learning at all levels of teaching experience (Leadership Development Programs, Mount Druitt Beginning Teacher Network, Assistant Principal Network, Visible Learning and Student Wellbeing teams) to promote a school focused on continuous development and efficacy.

### 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, school-wide improvement in teaching practice and student results. **Teaching Domain - Learning and Development - Collaborative Practice and Feedback: Excelling**

The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning. **Leading Domain - Educational Leadership - High Expectations Culture: Excelling**

Teaching staff demonstrate and share their expertise within their school and with other schools. All teachers have expert contemporary content knowledge and deploy effective teaching strategies. The school trials innovative practices and has processes in place to evaluate, refine and scale success. **Teaching Domain - Learning and Development - Expertise in Innovation: Excelling**

The school uses research, evidence based strategies and innovative thinking in designing and implementing a school plan that successfully delivers ongoing, measured improvement in student progress and achievement. **Leading Domain - School Planning and Implementation and Reporting - School Plan: Excelling.**

The leadership team deploys teaching and non-teaching staff to make best use of available expertise to meet the needs of students. The leadership team uses data to evaluate the effectiveness of management processes, and creates a culture of shared accountability to achieve organisational best practice. **Leading Domain - School Resources - Staff Deployment: Excelling**

### Evaluation plan for this strategic direction

#### Evaluation

The strategic direction *Learning, Development and*

# Strategic Direction 2: Learning, Development and Leadership

## Initiatives

## Evaluation plan for this strategic direction

*Leadership* Initiative and improvement measures will be evaluated by gathering of the following:

### Data

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction:

Tell Them From Me staff, student and parent surveys; People Matters survey; termly milestone monitoring and collection of evidence and impact; Performance and Development Plans; Coaching and Mentoring observations and feedback; Colleagues Sharing Practice videos and planning; professional learning check in and exit slips; School Excellence Framework Self-assessment

### Analysis and Implications

Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data sources will be used to determine impact, validate conclusions and updated into SPaRO. This will guide future school planning to ensure ongoing improvement to maximise student learning outcomes.



# Strategic Direction 3: Wellbeing and Engagement

## Purpose

In order to maximise student outcomes, attendance and improved opportunities for student voice and leadership are essential. We will strengthen positive partnerships with our diverse community, creating an authentic, collaborative, aspirational community.

## Improvement measures

### Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

Achieve an increase of 1.1% in the attendance rate, from 87.19% in 2027

## Initiatives

### Engaged, Resilient Learners

Strengthen and sustain a student centred learning culture where all students are engaged and inspired to positively contribute to their learning, and the learning of others, with a focus on developing flexible, resilient and assessment capable learners.

- Expertly use a range of student wellbeing data to identify student needs and source professional learning opportunities for all staff to enable the successful implementation of classroom management strategies and targeted interventions (*Wellbeing for School Excellence*)
- Research, survey, develop and implement a range of student led initiatives, embedding student voice and leadership to inspire all students to positively contribute to their school
- Visible learning team continue to research *assessment capable learners* and provide ongoing professional learning to all staff on learning intentions, differentiated success criteria, learner dispositions and effective feedback linked to the achievement of student goals

### Community Engagement

Connect and celebrate our diverse community by forming positive partnerships in learning, and providing opportunities for active engagement in the life of the school, embedding a culture of inclusiveness, support and high expectations.

- Professional learning opportunities for all staff that focus on deepening and embedding Aboriginal perspectives and cultural understanding, forming positive partnerships with the AECG and local Aboriginal elders and community, to improve student outcomes (*Aboriginal Education and Training Policy - Turning Policy into Action*)
- Utilise data sources to identify and respond to the needs of our diverse community by providing authentic opportunities for all families to connect and

## Success criteria for this strategic direction

The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school. **Leading Domain - Educational Leadership - Community Engagement: Excelling**

The leadership team measures school community (parent and student) satisfaction and shares its analysis and actions in response to the findings with its community. **Leading Domain - Management practices and Processes - Community Satisfaction: Excelling**

The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. **Learning Domain - Wellbeing - A Planned Approach to Wellbeing: Excelling**

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes. **Learning Domain - Learning Culture - Attendance: Excelling**

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school. **Learning Domain - Wellbeing - Behaviour: Excelling**

## Evaluation plan for this strategic direction

### Evaluation

The strategic direction *Wellbeing and Engagement* Initiatives and improvement measures will be evaluated by gathering of the following:

### Data

SCOUT attendance data, Positive Behaviour for Learning data, suspension data, Tell Them From Me student,

## Strategic Direction 3: Wellbeing and Engagement

### Initiatives

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- celebrate their culture, understand their child's learning and engage with their school
  - Staff, parents and the community work in partnership to support consistent and systematic processes enabling improvement in learning outcomes
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### Evaluation plan for this strategic direction

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parent and teacher surveys, School Excellence Framework Self-assessment, professional learning reflections, teaching and learning programs, visible learning articulation videos, classroom walk throughs, Personalised Learning Pathways, NAPLAN Aboriginal students top 3 bands

### Analysis and Implications

Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data sources will be used to determine impact, validate conclusions and updated into SPaRO. This will guide future school planning to ensure ongoing improvement to maximise student learning outcomes.