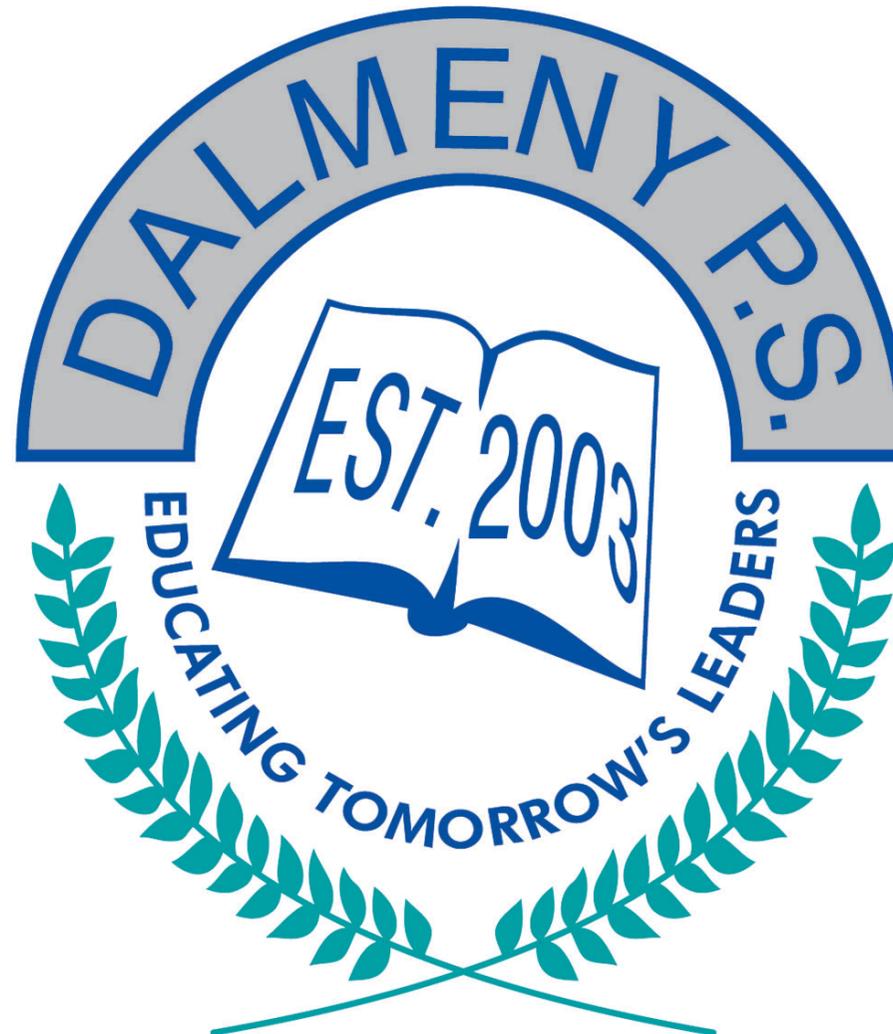


Strategic Improvement Plan 2021-2024

Dalmeny Public School 4634



School vision and context

School vision statement

High expectations inspire and empower all students to be creative and critical thinkers who achieve their personal best in an inclusive setting that builds emotional, social, physical and spiritual wellbeing.

School context

Dalmeny Public School is located in South Western Sydney and has an enrolment of 931 students from Early Stage 1 to Stage 3. The school culture is that of inclusion and connectedness where staff, students, and the community work together to promote high-quality teaching and learning experiences in a safe, respectful and supportive framework.

Our school is supported by a diverse and vibrant multicultural community from 81 different countries with 61 different language backgrounds. 73% of students have a language background other than English and receive additional language learning opportunities through the English as an Additional or Dialect language support program. 3% of students identify as Aboriginal and are provided with learning and enrichment activities through whole school initiatives such as NAIDOC and the school's Koori Club. Our students come from a wide range of socio-economic backgrounds.

Extracurricular opportunities in Student Leadership, Sport, Technology, Multicultural Public Speaking, Ambassador Programs, Debating and Creative and Performing Arts enrich and enable students to excel and realise giftedness.

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan; *Student Growth and Attainment, Wellbeing and School Planning*.

1. Student growth and attainment

2019 Year 3 results for Numeracy, Reading and Grammar and Punctuation are slightly above state average. Results for Spelling and Writing are above state and SSG average. Year 3 has had an upward trajectory of achievement since 2015 in Numeracy, Reading, however, saw a decline in results from 2015 to 2017. This trend has been arrested and Reading is now on an upward trajectory with reading slightly above the state average in 2019.

2019 saw a decline in expected growth for the state and SSSG in NAPLAN. This was reflected in Dalmeny's results where we saw a decline in growth for all domains. Growth ranged from 35% to 48.9% for DPS, 53.5% to 56.8% for SSSG and 53.1% to 58.6% for state.

The NAPLAN gap analysis indicated the areas of focus include: Reading - viewing and comprehension strategies, and Numeracy - Number and Algebra, and Measurement and Geometry with explicit targeted, tailored interventions from Kindergarten to Year 6. Improvement in literacy and numeracy results, student growth, data-informed explicit evidence-based teaching practices and student wellbeing will be our focus for the next 4 years. To support school improvement and drive educational change, we will draw from reliable and relevant research as we work towards implementing whole school systematic change. This will be underpinned by the work of CESE, What works best (2020), Sharratt & Fullan (2009, 2012), John Hattie (2015), John Hollingsworth & Silvia Ybarra (2017), The Quality Teaching Rounds, Berry Street, and the support of School Services. School leaders and external providers will work collaboratively with teaching staff to build teacher capacity

School vision statement

School context

and confidence, directly resulting in improved learning and wellbeing outcomes.

2. Wellbeing

Wellbeing and learning are inextricably linked and research shows that effective, evidence-based wellbeing initiatives and strategies enhance student learning (NSW DET).

External Validation and our Situational Analysis identified the need for an explicit focus on whole-school practices for student wellbeing. Currently, the school embraces the themes of Connect, Succeed and Thrive (NSW DoE), the Wellbeing Framework for Schools, Wellbeing for School Excellence - Evaluation Support Tool (2020) and Tell Them From Me. Wellbeing 2021 to 2024 will provide students with a voice in school processes and practices and be broadened to better meet students' spiritual, emotional and social needs through the work of Berry Street, Smiling Minds, Dr John Irvine and The Worry Woos, Friendly Schools, Rock and Water Programs (Gadaku Institute), Peaceful Schools (Mission Australia)

3. School Planning - Effective Teaching and Powerful Learning

Participation in effective professional learning, reflective practices and collaborative planning will support continued teacher development and directly lead to improved learning outcomes for all students. To support excellence in practice, teachers will work closely with school leaders to develop a shared understanding of what effective, evidence-based teaching and learning looks like in the classroom (Hattie, 2015 & CECE, 2020, Sharratt & Fullan (2009, 2012)). Effective classroom practice will be strengthened through a collaborative whole-school approach where data analysis will inform quality teaching and learning programs and future school directions. (Quality Teaching Rounds, Student Services).

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success through whole school data-driven evidence-based practices that are responsive to the learning needs of all students.

Improvement measures

Target year: 2022

Achievement of 2022 system negotiated targets

Reading

- Top 2 bands NAPLAN reading increase of 8.6%.
- Increase of 8.1% of students achieving expected growth in reading.

Target year: 2022

Achievement of 2022 system negotiated targets:

Numeracy

- Top 2 bands NAPLAN numeracy increase of 7.4%
- Increase of 5.3% of students achieving expected growth in numeracy.

Target year: 2023

Achievement of 2023 system negotiated targets:

Reading

- Top 2 bands NAPLAN reading increase of 5%.
- Increase of 5% of students achieving expected growth in reading

Target year: 2023

Achievement of 2023 system negotiated targets:

Initiatives

Reading

In Reading Dalmeny Public School will develop sustainable whole-school processes to collect, analyse, track and monitor data. The evaluation of the data will be used to inform:

- programming at stage, class, and across stage levels throughout the school (NESA compliant)
- the selection of evidence-based explicit teaching and learning strategies (CESE - What works best)
- the impact of teaching strategies on student learning (evaluative practice)
- teacher professional learning (Quality Teaching Rounds, CESE resources)
- school resourcing
- learning and support teaching (LaST)
- English as an Additional Language /Dialect teaching support (EAL/D)
- School Learning Support Officer allocations (SLSO)
- Aboriginal Education Support Programs
- reporting to parents and carers
- future directions in teaching and learning school-wide

Numeracy

In Numeracy Dalmeny Public School will develop sustainable whole-school processes to collect, analyse, track and monitor data. The evaluation of the data will be used to inform:

- programming at stage, class, and across stage levels throughout the school with a focus on Measurement and Geometry, and Number and Algebra (NESA compliant)
- the selection of evidence-based teaching and learning strategies (CESE - What works best)
- the impact of teaching strategies on student learning (evaluative practice)

Success criteria for this strategic direction

The development and implementation of whole-school practices in the collection, analyses, tracking and monitoring of data that is identified as promoting excellence and responsiveness in meeting the learning needs of all students through the School Excellence Framework (SEF) in Learning - Learning Culture - Assessment - Whole school monitoring of student learning.

Teaching and learning programs are dynamic, show evidence of the use of evidence-based practices, revisions based on feedback, consistent and reliable assessment data and tracking of student achievement and progress. (SEF - Learning - Curriculum - Teaching and learning programs).

A whole-school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled. Student learning improvement is monitored, demonstrating growth. (SEF - Effective Classroom Practice - Explicit teaching).

Teachers clearly develop and apply a full range of assessment strategies - assessment for learning, assessment as learning and assessment of learning to determine teaching directions, reflecting on teaching effectiveness, continuous improvement and school strategic directions. (SEF - Teaching - Data Skills and Use - Data use in teaching and planning).

Professional development is differentiated and impact on quality teaching and student learning outcomes are evaluated. School-wide improvements in teaching practice and student outcomes are underpinned by explicit systems embedded into school practices that facilitate professional readings, dialogue, collaboration teaching observations. Staff demonstrate and share expertise within our school and with other schools through the Leaderslink affiliation. (SEF - Teaching - Learning and Development - Collaborative practice and feedback, Expertise and innovation).

The leadership team provides for distributed instructional

Strategic Direction 1: Student growth and attainment

Improvement measures

Numeracy

- Top 2 bands NAPLAN numeracy increase of 5%.
- Increase of 5% of students achieving expected growth in numeracy.

Target year: 2022

Improvement as measured through the School Excellence Framework:

Learning

- Curriculum - Assessment - Whole school monitoring of student learning. Improvement: Sustaining and Growing to Excelling.
- Curriculum - Teaching and learning programs Improvement: Sustaining and Growing to Excelling

Teaching

- Data Skills and Use - Data use in teaching and planning Improvement: Working towards Delivering to Delivering
- Effective Classroom Practice - Explicit teaching. Improvement: Working towards Delivering to Delivering
- Learning and Development - Collaborative practice and feedback Improvement: Sustaining and Growing to Excelling
- Learning and Development - Expertise and innovation.

Improvement: Sustaining and Growing to Excelling

Leading

- Educational Leadership - Instructional leadership

Improvement: Sustaining and Growing to Excelling.

Initiatives

- teacher professional learning (Relational Mathematics, CESE resources, school services)
- school resourcing
- learning and support teaching (LaST)
- English as an Additional Language /Dialect teaching support (EAL/D)
- School Learning Support Officer allocations (SLSO)
- Aboriginal Education Support Programs
- reporting to parents and carers
- future directions in teaching and learning school-wide

Success criteria for this strategic direction

leadership to develop and sustain a culture of high expectations, effective evidence-based teaching, and ongoing improvement in order for every student to achieve measurable improvements in learning. (SEF - Leading - Educational Leadership - Instructional leadership).

The school's value-added trend is positive and working towards above the value-added of the average school. (SEF - Learning- Student performance measures - Value-add)

The school has identified the growth expected for each student. Students are working towards higher than expected growth. (SEF - Learning- Student performance measures - Student growth)

Evaluation plan for this strategic direction

To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in Literacy and Numeracy?

Data:

- NAPLAN data
- Year 1 Phonics Data
- Scout - Value-added data
- PAT Reading - Comprehension
- PAT Maths
- QTR data analysis
- Student work samples
- Summative and formative literacy and numeracy assessment data
- PLAN 2 data
- Best start
- Student PLPs
- Student focus groups

Strategic Direction 1: Student growth and attainment

Improvement measures

Target year: 2023

Improvement as measured through the School Excellence Framework:

Learning

- Student Performance Measures - Value-add

Improvement: Delivering to Sustaining and Growing

- Student Performance Measures - Student growth

Improvement: Delivering to Sustaining and Growing

Teaching

- Data use in teaching and planning
Improvement: Delivering to Sustaining and Growing
- Effective Classroom Practice - Explicit teaching.
Improvement: Delivering to Sustaining and Growing

Target year: 2024

Improvement as measured through the School Excellence Framework:

Learning

- Student Performance Measures - Value-add
Improvement: Sustaining and Growing to Excelling
- Student Performance Measures - Student growth
Improvement: Sustaining and Growing to Excelling

Teaching

- Data use in teaching and planning
Improvement: Sustaining and Growing to Excelling
- Effective Classroom Practice - Explicit teaching.
Improvement: Sustaining and Growing to Excelling

Evaluation plan for this strategic direction

Analysis:

- Regular review of data is embedded into progress monitoring and will inform future directions and reporting on school progress.
- Regular professional discussion around the School Excellence Framework elements and themes.
- Executive team and whole staff reflection sessions.
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

Implications:

The findings of the analysis will inform future directions and annual school progress reports.

Strategic Direction 2: Student Wellbeing

Purpose

To improve student wellbeing, positive behaviour, attendance and engaged learning through the implementation of whole-school practices, collective responsibility, and positive and respectful relationships.

Improvement measures

Target year: 2022

Attendance

Increase >90% of students attending from:

- 75.2% to 81.10% by 2021
- 81.10% to 86.10% by 2022

Decrease proportion of students attending:

- <80% by 2022

School self-assessment (SEF)

Learning Domain - *Learning Culture*

Evidence indicates improvement from Sustaining and Growing to Excelling by 2024 for the themes of:

- Attendance

Target year: 2022

Wellbeing

Increase proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School:

- 88% to 91.6% by 2021
- 91.6% to 96.6% by 2022

School self-assessment (SEF)

Learning Domain - *Wellbeing*

Evidence indicates improvement from Sustaining and

Initiatives

Planned approach to wellbeing

Policy and strategies for implementation

The school develops school-wide processes to collect, analyse and use data including reliable and valid student, parent /carer and staff feedback to plan for a whole-school approach to wellbeing, improved behaviour and learning.

- Policy to be updated through consultation with staff, students, parents and carers.
- Strategies for policy implementation to be updated in consultation with the school community; staff, students, parents and carers.
- Whole school scope and sequence to be developed for *Friendly Schools* - anti bullying
- Whole school scope and sequence to be developed for *Smiling Minds* - emotional self-regulation.
- Scope and sequence K - 2 to be developed for implementation of the *Worry Woos* - developing emotional intelligence.
- Development of a timeline for whole school Berry Street training.

Ready to Learn

A range of wellbeing practices is implemented to improve student wellbeing and enable all students to access learning successfully.

Attendance

Staff, parents/carers and the community work together to support consistent and systematic processes to ensure student absences do not impact on student learning outcomes.

- Staff identify and implement support strategies for students 'at risk' of falling below 90% attendance.
- Senior executive to implement intervention strategies for students at 85% attendance.

Success criteria for this strategic direction

The school introduced evidence-based change to whole-school practices resulting in current policy, wellbeing and teaching and learning strategies that lead to measurable improvements in wellbeing, behaviour, attendance and engagement in learning. (SEF - Wellbeing - A planned approach to wellbeing)

Evidence-based teaching programs are implemented to address social and emotional wellbeing - Friendly Schools (Anti Bullying), Worry Woos (dealing with emotional stresses) Smiling Minds, Rock and Water (Self-regulation), Berry Street (Behaviour management strategies). (SEF - Wellbeing - A planned approach to wellbeing)

Processes for behaviour plans, risk assessments, interventions and referrals are embedded into whole school practice. (SEF - Wellbeing - A planned approach to wellbeing)

Each student can identify a staff member they can meet with for advice and support. (SEF - Learning - Wellbeing - Caring for students)

There is school-wide collective responsibility for student learning and wellbeing, which is shared with parents/carers and students. Planning for learning is informed by sound holistic information about each child's wellbeing and learning needs in consultation with parents and or carers. (SEF - Wellbeing - Individual learning needs).

External support services are accessed to provide for student safety and wellbeing e.g. Police liaison officer - cyber safety, vaping in schools, safety to and from school., Occupational Therapists, Speech Pathologists, Mission Australia, etc.

Accommodations, adjustments and differentiated programs are implemented. School counselor interventions and involvement in teacher professional development is evident across the school. (SEF - Wellbeing - Individual learning needs).

Positive, respectful relationships are evident amongst

Strategic Direction 2: Student Wellbeing

Improvement measures

Growing to Excelling by 2024 for the themes of:

- Caring for students
- A planned approach to wellbeing
- Individual learning needs
- Behaviour (Improvement measure to make an upward shift from Delivering to Excelling)

Target year: 2024

School self-assessment (SEF)

Teaching Domain - Learning and Development

Evidence indicates improvement from Delivering to Excelling by 2024 for the theme of professional learning.

Initiatives

- Staff enables success by personalising student learning and support students' achievement.
- Collaborative partnerships are built with students, staff, families, communities and other agencies.

Every Student is Known, Valued and Cared For

- Staff nurture professional relationships with students which are safe, respectful and supportive, and help students to reach their full potential.
- The school is focused on building individual and collective wellbeing through a climate of care and positivity.
- Staff enable success by personalising student learning and supporting students to achieve.
- Collaborative partnerships are built with students, staff, families, communities and other organisations to support and develop students and school communities.
- Professional practice is valued and there is a commitment to ongoing improvement and student wellbeing.
- Resources are used to best meet individual and collective student need.
- Counselling and wellbeing services provide essential expertise to schools and communities to guide student growth and development.

Teacher professional development is targeted to:

- build teacher knowledge and understanding of trauma and its impact on learning.
- support the learning of students of trauma, disability, EAL/D.
- know, identify and access evidence-based teaching and learning strategies for wellbeing
- recognise, unpack and manage student behaviour positively, respectfully and thoughtfully.
- acknowledge and celebrate the strengths of all students.
- provide teachers with strategies to engage with

Success criteria for this strategic direction

students and staff. Student wellbeing is promoted across the school in order to ensure optimal conditions for student learning. (SEF - Wellbeing - Behaviour).

Teachers, parents/carers 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)

Staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning. Teachers collaborate with staff in other schools to share and embed good practice. (SEF - Learning and development - Professional learning)

Evaluation plan for this strategic direction

To what extent can we determine that the systems and processes for enhancing student wellbeing and increasing student attendance have been successful?

Data:

- Pre and post surveys for parents/carers, students and staff.
- TTFM student data.
- Survey data for K-3. ACER: Wellbeing survey / Six Star survey.
- Attendance Data.
- Sentral data - track changes to negative incidents recorded.

Analysis

Analysis is embedded within the initiatives through progress and monitoring implementation.

- Regular review of data sources to provide clarity as to whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School

Strategic Direction 2: Student Wellbeing

Initiatives

students with complex learning needs and to successfully improve all students' self-regulation, relationships, wellbeing, growth and academic achievement through trauma-informed teaching, positive education and wellbeing practices.

Evaluation plan for this strategic direction

Excellence Framework elements and themes.

- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.
- Have whole and or part day attendance patterns changed? Unpack student and family related causative factors for resulting data.

Implications:

The findings of the analysis will inform:

- the focus areas to be prioritised
- the elements of practice to be continued or modified.
- future directions.
- annual reporting on school progress measures.

Strategic Direction 3: School Planning

Purpose

To successfully deliver ongoing measured improvement in student progress and achievement through the collaborative design and implementation of a school plan that illustrates the use of research, evidence-based strategies, and innovation to strengthen instruction.

Improvement measures

Target year: 2024

School self-assessment (SEF)

Learning Domain - *Data Skills and Use*

Evidence indicates improvement from Sustaining and Growing to Excelling by 2024 for the theme of data literacy

Evidence indicates improvement from Delivering to Excelling by 2024 for the themes of:

- data analysis
- data use in planning

Evidence indicates improvement from Working towards Delivering to Excelling by 2024 for the theme of data use in teaching.

Target year: 2024

School self-assessment (SEF)

Teaching Domain - *Effective Classroom Practice*

Professional Standards

Evidence indicates improvement from Working towards Delivering to Excelling by 2024 for the theme of explicit teaching.

Evidence indicates improvement from Delivering to Excelling by 2024 for the themes of:

- feedback

Initiatives

Data driven practices

Ensure effective models, strategies and processes for data analysis and reflection are used for responsive curriculum delivery.

- School staff to collect, track, monitor and analyse data in an identified area of need resulting in improved teacher capacity in data skills and use, and improved student learning outcomes.
- School services and assistant principals to work with teachers in literacy and numeracy using data to monitor and assess student progress and design future learning on a stage, class, small group and individual level.
- Implement 5 week data draws.
- Implement 5 week lesson planning for teaching based on 5 week data analysis.
- Develop and implement an online whole school data tracking sheet for literacy, numeracy and wellbeing.
- Review and adapt practice to ensure reliable formative and summative assessment tasks are used to analyse student progress.
- Review the whole school scope and sequence for assessment and reporting.
- Evaluate growth over time.
- Work with SENTRAL advisors to streamline online recording of assessment data and reporting to parents.

Strengthening instruction

Teachers employ research-based effective teaching strategies across all Key Learning Areas (KLAs). Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating expected growth.

- Professional development is targeted to build staff capacity to deliver explicit and systematic learning experiences using research-based methods and

Success criteria for this strategic direction

Strategies implemented reflect research on best practice and include ongoing monitoring of success. (SEF - Teaching - Data Skills and Use - Data use in planning)

The learning goals of students are informed by the analysis of internal and external progress and achievement data. Progress towards goals is monitored through the collections 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)

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

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 - Teaching - Effective Classroom Practice - Explicit Teaching).

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement. (SEF - Learning - Curriculum - Teaching and learning programs)

All lessons are systematically planned as part of a coherent program collaboratively designed. Student information including progress and achievement data, curriculum requirements and student feedback is included in documentation. (SEF - Teaching effective classroom practice - Lesson planning)

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

Strategic Direction 3: School Planning

Improvement measures

- improving practice
- lesson planning

Learning Domain - *Curriculum*

Evidence indicates improvement from Sustaining and Growing to Excelling by 2024 for the themes of:

- teaching and learning programs.
- differentiation

Target year: 2024

School self-assessment (SEF)

Leading Domain - *Curriculum*

Evidence indicates improvement from Sustaining and Growing to Excelling by 2024 for the themes of:

- instructional leadership
- high expectations culture

Initiatives

reflective practices.

- Team teaching, collaborative programming and data analysis are implemented to ensure that all teaching and learning programs reflect student-centered, explicit and targeted learning experiences that are designed to improve student learning outcomes.
- Professional development is focused on the implementation of efficient and effective assessment practices that link to a school-wide assessment schedule.
- ICT systems use technology purposefully, enhancing task quality and increase student learning outcomes.

Collaborative Learning Community

Create a positive school culture of challenge, high expectations and collegial support that values effective teaching ensuring vast, rigorous and authentic learning experiences. These experiences will maximise impact on student learning outcomes and increase student engagement.

- Whole-school professional development to focus on high quality teaching and learning tasks, that are differentiated and engaging, across all KLAs.
- Development of school-wide scope and sequence documents for all KLAs, with reflective practices embedded in school systems ensuring all programs reflect current best practice and meet the needs of today's learners.
- Development of committees (focus groups) within the school committed to the development of teaching and learning programs that are rigorous and authentic, whilst ensuring school-based programming documentation meets all NSW Education Standards Authority (NESA) requirements.
- Strong connections with external agencies, other schools (Leaderslink, Ambassador Program), and universities to ensure that students are given the opportunity to participate in collaborative projects that will challenge and develop their innovative, creative and critical thinking skills. In turn, build the

Success criteria for this strategic direction

involve students and parents in planning to support learning, and share expected outcomes. (SEF - Learning - Curriculum - Differentiation)

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).

The school has a high performing teaching staff as measured against the Australian Professional Standards, whose capacities are continually built to ensure every student experiences high quality teaching. The leadership team has participated in capacity-building programs and implements principles of evaluative thinking, continually monitors the impact of programs and approaches used by all teachers, and improves practice as required. (SEF - Teaching - Professional Standards - Improvement of practice)

The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease (Educational Leadership - Instructional Leadership).

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

Evaluation plan for this strategic direction

To what extent has the quality of teaching practice improved as a result of teachers having engaged in targeted professional development linked to school-wide priorities?

Strategic Direction 3: School Planning

Initiatives

capacity of staff to develop and deliver these opportunities within Dalmeny PS and our broader learning community.

Evaluation plan for this strategic direction

What impact has targeted professional development, collaborative practices and a culture of high expectations had on improving student learning outcomes across the school?

To what extent has the collaborative culture improved within the school?

To what extent is research-based best practice embedded in school systems, ensuring fidelity and longevity of program delivery?

Data:

The following data sources will be used to regularly analyse the effectiveness of the initiatives within this strategic direction, ensuring a dedicated focus on building teacher capacity resulting in improved student learning outcomes across all KLAS:

- NAPLAN data
- Scout - Value-added data
- Student work samples
- Literacy and numeracy summative and formative data
- PLAN2 - focus areas
- Teacher PDPs
- Teaching and Learning Programs
- CESE Teacher survey
- Check-in data (SCOUT)
- Quality Teaching Rounds

Analysis:

- Regular review of data sources to ensure the activities within the initiative are effective.
- Regular review of the School Excellence Framework to ensure we are on track to 'Excellence' in our focus elements.
- Regular reflection and evaluation of practice by the executive team and all staff to ensure we are

Evaluation plan for this strategic direction

building a culture of high expectation, increasing teacher capacity and improving student learning outcomes

- 5 weekly evaluations by all AP's to ensure the most up-to-date evidence-based best practice is shared with staff and implemented school-wide.

Implications:

The findings of the analysis will inform:

- the focus areas to be prioritised
- the elements of practice to be continued or modified.
- future directions.
- annual reporting on school progress measures.