

Strategic Improvement Plan 2021-2024

Dorrigo Public School 7316



School vision and context

School vision statement

At Dorrigo Public School every child is known, valued and cared for. We want the best for our students. Our teachers are committed to nurturing, guiding, inspiring and challenging students through the provision of high quality, relevant educational opportunities. Every student and every teacher will improve every year. As students progress, they are well supported to become confident and creative individuals, equipped with the personal attributes for future success and wellbeing.

School context

Dorrigo Public School, with a current enrolment of 95 students, is situated in the heart of the beautiful Dorrigo Plateau on the Mid-North Coast of New South Wales. Our Aboriginal student population is 10% of the total school enrolment and we embrace the Gumbaynggirr culture in our school through a dedicated Aboriginal language program. The school currently operates five small classes led by a teaching principal.

The school is well resourced and has a family occupation index of 120, which indicates that our school community is slightly disadvantaged compared to others in the state.

Our school fosters a culture of high expectations and our learning programs are personalised, supporting a diverse range of learners. We value our links and partnerships with the local community and pride ourselves on the array of opportunities we provide to our students including, sporting, cultural and academic pursuits.

In order to maximise student learning outcomes and to build strong foundations for academic success, we are committed to refining teaching in line with current evidence based practice. All staff focus on a consistent whole school approach to the collection of data to inform teaching practice and are responsive to the learning needs of all students. A strong focus on positive wellbeing and attendance is evident as we support all students to become respectful, responsible learners who strive for excellence.

Strategic Direction 1: Student growth and attainment

Purpose

At Dorrigo Public School there is an integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the needs of all students in reading and numeracy.

Improvement measures

Target year: 2022

System Negotiated Top Two Bands Target

The number of students achieving in the top 2 bands in Year 3 and 5 NAPLAN Reading will increase from the baseline by 5%. This equates to at least 10 students.

The number of students achieving in the top 2 bands in Year 3 and 5 NAPLAN Numeracy will increase from the baseline by 7%. This equates to at least 6 students.

Target year: 2023

System Negotiated Growth Target

The number of students achieving expected growth from Year 3 to 5 NAPLAN Reading will increase from the baseline by 4%. This equates to at least 10 students.

The number of students achieving expected growth from Year 3 to 5 NAPLAN Numeracy will increase from the baseline by 6%. This equates to at least 9 students.

Target year: 2024

SEF Elements

In the element of Curriculum in the Learning Domain we move from delivering to excelling in the themes of *Differentiation* and *Teaching and Learning Programs*.

In the element of Effective Classroom Practice in the Teaching Domain we move from sustaining and growing to excelling in the themes of *Explicit Teaching* and *Classroom Management*.

Initiatives

Personalised learning

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring all students are challenged and all adjustments lead to improved learning.

- Professional learning on differentiation and explicit teaching strategies linked to data.
- review and refine teaching and learning programs to include consistent K-6 differentiation and formative assessment.
- Review, refine and design of a whole school, consistent assessment schedule and tracking monitoring system.
- Collaborative planning and programming time (time tabled meetings, professional learning scheduled).
- Observation, QTR and learning walks aligned to ongoing differentiation and professional learning focus.

Effective classroom practice

A whole school approach ensures the most effective evidence based teaching methods optimise learning progress for all students, across a full range of abilities. Teachers employ effective evidence based teaching strategies to ensure student learning and improvement is monitored, demonstrating growth.

- Professional learning and engaging with research on the most effective evidence based teaching strategies in reading and numeracy.
- Develop a policy to ensure consistency of agreed practices in the delivery of evidenced informed practice.
- Staff regularly meet to evaluate professional learning, classroom strategy development or focus and student improvement data.

Success criteria for this strategic direction

Effective evidence based teaching strategies are observable in all classrooms.

Assessment data is collected in reading and numeracy on a regular basis and used responsively to guide classroom practice.

All teacher Performance and Development Plans explicitly demonstrate a focus on genuine improvement in teacher practice and data literacy skills.

Teaching programs and classroom practices across K-6 demonstrate evidence of the whole school focus on improving student literacy and numeracy outcomes.

All staff work with colleagues to use data from internal and external student assessments for evaluating learning and teaching, identifying interventions and modifying teaching practice (APST 5.4.3).

Develop and apply a comprehensive range of assessment strategies to diagnose learning needs, comply with curriculum requirements and support colleagues to evaluate the effectiveness of their approaches to assessment (APST 5.1.3).

Evaluation plan for this strategic direction

Questions:

How and in what ways can we demonstrate that improved assessment practices, personalised learning and a whole school focus on consistency in explicit classroom practice has positively effected student growth and attainment?

Data:

Data sources will include

- NAPLAN Data
- Check In Assessment Data
- PLAN 2- Learning Progressions

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- Essential Assessment and school based assessments
- Student PLP's
- Scout Value Add Data
- Student work samples
- Observations
- Focus groups
- Surveys
- Teacher Professional Development Plans
- Teaching and learning programs

Analysis

Ongoing analysis will measure the success of initiatives and identify areas for improvement and/or modification.

Implications

The findings of the analysis will inform:

- Future directions
- Budget allocations

Ongoing adjustments will be made during the implementation and monitoring phase.

Strategic Direction 2: Collaboration and data informed practice

Purpose

At Dorrigo Public School there are explicit systems for collaboration and feedback to sustain quality teaching practice. Student assessment data is regularly used school-wide to identify achievements and progress, in order to reflect on effectiveness and inform future school directions.

Improvement measures

Target year: 2024

All teachers are active participants in purposeful collaboration within and between schools including quality teaching rounds.

All teachers demonstrate improved expertise in the teaching of literacy and numeracy for all students. This will be evidenced by growth in learning outcomes for all students.

Target year: 2023

System Negotiated Growth Target

The number of students achieving expected growth from Year 3 to 5 NAPLAN Reading will increase from the baseline by 4%. This equates to at least 10 students.

The number of students achieving expected growth from Year 3 to 5 NAPLAN Numeracy will increase from the baseline by 6%. This equates to at least 9 students.

Target year: 2024

SEF Elements

In the element of Learning and Development in the Teaching Domain we move from sustaining and growing to excelling in the themes of *Collaborative Practice* and *Feedback, Professional Learning and Expertise and Innovation*.

In the element of Data Skills and Use in the Teaching Domain we move from sustaining and growing to

Initiatives

Collaborative practice

Implement a structured approach to in-school professional development around collaboration that has demonstrated positive effects on student outcomes and been proven highly effective in lifting the quality of teaching.

- Participation in Quality Teaching Rounds digital project
- Develop and sustain a professional learning community across schools to foster collaborative practice and consistent teacher judgement.
- Share expertise in explicit teaching of literacy and numeracy.
- Track student progress using PLAN 2 in the elements of Phonics Knowledge and Word Recognition, Understanding Texts, Phonological Awareness, Fluency, Qualifying Number and Additive Strategies.

Data informed practice

Build teacher capacity to ensure data collection is used to differentiate curriculum, inform teaching and provide feedback to students so that learning is maximised for all.

- All teachers are familiar with and use the school assessment schedule
- Use of a variety of internal and external assessment measures to triangulate data eg, Essential Assessment, Check In Assessments, school based assessments and NAPLAN.
- Regular collaborative analysis of student data to guide learning plans and differentiation.
- Partnerships between school, students and parents in the development of student learning plans.

Success criteria for this strategic direction

Teaching staff demonstrate and share their expertise within their school and with other schools. Teachers initiate and engage in professional discussions with colleagues, in a range of forums to evaluate practice directed at improving professional knowledge and practice, and the educational outcomes of students (APST 6.3.3)

Formal processes are in place to assist systematic and explicit school wide data collection and analysis.

Student assessment data is regularly used school wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.

The leadership team is focused 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.

Evaluation plan for this strategic direction

Questions:

To what extent have we achieved our purpose and can we demonstrate impact and improvement of collaborative practice and data informed practice?

Are teachers demonstrating and sharing excellent teaching practice across the school and PLC?

Do teaching programs demonstrate revision and adjustments according to student results/data?

What processes are in place for school wide data collection and analysis?

Data:

Data sources will include

- Internal assessment data- PLAN 2, Essential

Strategic Direction 2: Collaboration and data informed practice

Improvement measures

excelling in the theme of *Data Literacy, Data Analysis and Data use in Teaching*.

In the element of Educational Leadership in the Leading Domain we move from sustaining and growing to excelling in the theme of *Instructional Leadership*.

Evaluation plan for this strategic direction

Assessment and school based assessments.

- Teacher assessment records
- Teacher programs show evidence of data informed classroom practice and adjustments.
- Student Personalised Learning Plans- regularly updated student learning goals
- Quality Teaching Rounds pre and post assessments
- Student work samples- LISC
- Whole school assessment tracking sheets
- External assessment data- NAPLAN
- Observations
- Focus groups
- Surveys

Analysis

Ongoing analysis will measure the success of initiatives and identify areas for improvement and/or modification.

Implications

The findings of the analysis will inform:

- Future directions
- Budget allocations

Ongoing adjustments will be made during the implementation and monitoring phase.

Strategic Direction 3: Wellbeing and engagement

Purpose

Dorrigo Public School supports all students to become respectful, responsible learners who strive for excellence. There is a strategic and planned approach to develop and monitor whole school wellbeing processes that effectively support the wellbeing of all students so they can connect, succeed, thrive and learn.

Improvement measures

Target year: 2022

Attendance Target

Increase percentage of students attending school 90% of the time by 10% from the baseline (2019).

Target year: 2022

Wellbeing Target

Increase student wellbeing by 6% from the baseline (Tell Them From Me 2019).

Target year: 2024

SEF Elements

In the element of Wellbeing in the Learning Domain we maintain Excelling in the themes of *A Planned Approach to Wellbeing and Behaviour*.

In the element of Learning Culture in the Learning Domain we maintain Excelling in the theme of *Attendance*.

Initiatives

Positive Behaviour for Learning

Positive Behaviour for Learning will provide the scaffold for explicit learning that will improve student engagement.

- Embed explicit systems for a school-wide approach to a social learning continuum through the full implementation of Positive Behaviour for Learning.
- Engage teachers in learning that develops a deep understanding of the preventative and responsive practices and systems that underpin the implementation of PBL.

Improving attendance

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

- Review school attendance procedures including roles and responsibilities of staff and parents.
- Implementation of Network Attendance Action Plan

Success criteria for this strategic direction

A strategic and planned approach to positive, respectful relationships is evident and widespread among students and staff and promotes student wellbeing to ensure optimum conditions for student learning across the school.

Teachers manage challenging behaviour by establishing and negotiating clear expectations with students and address discipline issues promptly, fairly and respectfully (APST 4.3.2).

The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can we demonstrate impact and improvement on the implementation of a school-wide approach to Positive Behaviour for Learning?

What processes are in place to support positive, respectful relationships among staff and students.

How is the school promoting school attendance?

How are effective home/school partnerships being fostered?

Does school data indicate an improvement in student wellbeing and attendance? Any measurable improvements?

What processes are in place for students with tier 2 and 3 needs?

Data:

Data sources will include

Evaluation plan for this strategic direction

- PBL Tiered Fidelity Inventory- An assessment tool to identify and guide implementation including the walkthrough tool
- School behaviour monitoring sheets and central data
- Award records
- Tell Them From Me survey data
Student/Teacher/Parent
- Attendance records
- Partial day/late attendance records
- Observations
- Focus groups
- Surveys

Analysis

Ongoing analysis will measure the success of initiatives and identify areas for improvement and/or modification.

Implications

The findings of the analysis will inform:

- Future directions
- Budget allocations

Ongoing adjustments will be made during the implementation and monitoring phase.