

# Strategic Improvement Plan 2021-2025

## Daceyville Public School 7413



# School vision and context

## School vision statement

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At Daceyville Public School, the whole school community is committed to achieving excellence for all learners in a respectful, inclusive and engaging environment. Every student and teacher is inspired to learn and improve every year through rich learning experiences and opportunities.

Our commitment to future-focused, lifelong learning ensures that all students engage in innovative, evidence-based programs that build strong foundations for learning and their responsibilities as active global citizens.

## School context

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Daceyville Public School is located in the inner eastern suburbs of Sydney and has a long history of providing outstanding public education. The school culture is welcoming and inclusive, with staff, families and the wider community working together to provide rich learning experiences and opportunities for students.

The school has an enrolment of 260 students with a consistent number of enrolments each year. 64% of students at Daceyville are from culturally and linguistically diverse backgrounds with 45 different languages being spoken by our students. 9% of students are from Aboriginal and Torres Strait Islander backgrounds. Our diverse community provides rich cultural knowledge and helps to inform school practices and programs. Extra-curricular opportunities in Band, Dance, Sport and Leadership enable our students to experience and excel in areas of interest and talent.

A range of consultation strategies were used in the development of the situational analysis and the Strategic Improvement Plan. These included: engaging students in evaluation methods, including surveys, photo voice and analysis of existing programs; using data analysis, surveys and evaluative discussions with staff; and conversations with the community through P&C meetings and Aboriginal and Torres Strait Islander community meetings. This has enabled the development of a rigorous plan built on data and incorporating the aspirations of the whole school community.

Through this process we have identified a need to embed high impact assessment and data analysis practices across the school and engaged teachers in rigorous ongoing professional learning to maximise use of this data in teaching and learning programs.

A whole school wellbeing program will be developed and implemented to build on the Positive Behaviour for Learning framework already well established and enhance students' social and emotional learning and regulation strategies. This will draw on collaboration with external partners to provide more intensive support to families in accessing services for their child and family. Ongoing data collection will be used to measure the impact of these interventions and identify connections with student learning outcomes.

High expectations in all aspects of school life will be a foundation of our activities over the next four years. This will include teacher professional learning, engaging actively with families and developing an 'ethic of excellence'. Data capture and analysis will enable us to respond to emerging trends and patterns to adjust our practices accordingly across the four years of the plan.

# Strategic Direction 1: Student growth and attainment

## Purpose

In order to maximise learning outcomes for all students in reading and numeracy, we will further refine and develop assessment and data driven practices that inform teaching to meet the learning needs of all our students.

## Improvement measures

### 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

An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2024 compared with Year 3 and 5 in 2023.

### 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

An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2024 compared with Year 3 and 5 in 2023.

## Initiatives

### Data driven teaching practices

Embed a culture of data driven teaching practices that target individual student needs:

- Expertly use student assessment data to reflect on teaching effectiveness and provide responsive and differentiated learning opportunities.
- High quality and targeted professional learning for all staff each year in data literacy, analysis and use and assessment practices.
- Review and adapt practice to embed reliable formative and summative assessment tasks in teaching and learning programs to analyse student progress, evaluate growth over time and report student achievement.
- Effectively utilise LaST & EAL/D teachers to work with teachers using data to monitor and assess student progress to design and implement effective whole class, group and individual targeted programs.

### Personalised learning

Refine and sustain a consistent and whole school approach to personalising learning:

- Embed and implement evidence-based teaching programs in response to data analysis to provide individualised and differentiated learning opportunities.
- Review and adapt assessment and teaching practices to ensure the achievement and progress outcomes of particular equity groups are at or above expected level.
- High impact professional learning to build teacher capacity and collective pedagogical practice.

## Success criteria for this strategic direction

- Valid and reliable assessment data is regularly collected, monitored and analysed in reading and numeracy.
- Teachers expertly use a range of formative and summative assessment strategies to inform teaching and learning that leads to measurable improvement.
- All teachers have a sound understanding of student assessment and data concepts and use this to inform planning, identify interventions and modify teaching practice.
- High quality assessment tasks are implemented across the school and common themes or patterns of student performance are identified and used to inform teaching and learning programs and improve student achievement.
- EAL/D and LaST teachers work collaboratively with teachers and support teacher professional learning in order to implement and enhance whole school approaches to literacy and numeracy programs.
- Teaching and learning programs and annotations show impact of professional learning and use of data to inform practice.

## 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 reading and numeracy?

### Data:

The school will use internal and external data to regularly analyse the effectiveness of initiatives to achieve the purpose and improvement measures of the strategic direction.

- NAPLAN data
- Scout data
- Student work samples

## Evaluation plan for this strategic direction

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- Internal reading and writing data based on the Learning Progressions
- Internal numeracy data based on the Learning Progressions
- Literacy and Numeracy Check-In assessments and Yr 1 phonics screener
- SEF SaS

### **Analysis:**

Data analysis will be embedded in the initiatives through regular school routines and cycles of assessment to enable the comparison of internal and external data in order to check and validate different data sources. The school will review progress towards improvement measures annually.

### **Implications:**

Rigorous analysis of the data will inform:

- Future actions - through professional discussions using the School Excellence Framework, Executive and whole staff reflective sessions.
- Annual reporting on school progress measures

# Strategic Direction 2: Belonging and Connectedness

## Purpose

To ensure that all students are able to connect, succeed, thrive and learn, there will be a planned approach to developing whole school practices that support high levels of wellbeing and engagement.

## 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 1.10% in the attendance rate, from 91.34% in 2023 to 92.44% in 2027.

## Initiatives

### Whole school wellbeing

Implement a whole school wellbeing program that enables students to use practices, language and tools that increase learning engagement and success.

- High quality professional learning and collaborative practices are established to plan, implement, monitor and evaluate the whole school wellbeing program.
- Review and refine PB4L practices and processes through professional learning to embed school values in teaching and learning programs.
- Expertly use a range of data sources to measure the effectiveness of practices and processes in improving students' ability to reflect on and improve behaviour.
- Embed processes to partner with the community to increase students' use of wellbeing practices, language and tools in their life beyond school.
- Establish, evaluate and refine systems and practices that enhance student/student and student/teacher relationships to increase students' sense of belonging.

### Promoting positive attendance

Ensure that families are supported so that all students attend school every day and arrive on time.

- Embed attendance tracking systems and establish early intervention programs for students with low attendance and punctuality issues.
- Strengthen support for families by establishing collaborative relationships with external agencies so that factors influencing attendance and punctuality can be addressed.

### Relationships with Aboriginal and Torres Strait Islander families

Strengthen relationships with Aboriginal families to

## Success criteria for this strategic direction

- Consistent practices are embedded across the whole school, resulting in measurable improvements in wellbeing and learning engagement to support learning outcomes.
- Students, teachers and parents and carers have a deep understanding of the core elements of the whole school wellbeing program.
- Respectful and positive relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.
- Valid qualitative and quantitative data about student wellbeing and social and emotional learning is regularly collected, monitored and analysed.
- Strategies for responding to and using student ideas and feedback are evident in whole school processes.
- All students can identify positive relationships that increase their sense of belonging in their school community.
- Aboriginal families regularly share cultural knowledge with the community.
- Aboriginal students meet with each other regularly for a range of purposes.
- Aboriginal students fulfill school leadership roles.
- Attendance data is monitored regularly and used to implement Personal Attendance Plans as required.

## Evaluation plan for this strategic direction

### Question:

How effectively have school practices and processes for enhancing student wellbeing and engagement increased students' sense of belonging and connectedness?

### Data:

The school will use a range of data sources to measure the impact of school initiatives.

# Strategic Direction 2: Belonging and Connectedness

## Initiatives

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develop initiatives that set high expectations for Aboriginal students so that they connect, succeed and thrive.

- Update PLP processes to ensure that students' and families' voices are the focal point in setting students' academic and cultural and social/emotional learning goals.
  - Establish and embed a range of practices and processes that build and promote students' cultural identity.
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## Evaluation plan for this strategic direction

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- Support Room and Buddy Class data
- Student work samples
- Student photo voice
- Parent feedback
- Tell Them From Me
- Whole school wellbeing program pre and post assessments
- Teaching and learning program annotations
- Attendance records at community events
- PBL products that become embedded systems and practices

### Analysis

Data analysis will be embedded in the initiatives through regular school planning cycles and annual data collection events. Community members will be involved through consultation opportunities, such as informal surveys during events and focus groups. Students, staff and community members will be involved in analysing data to explore further opportunities for activities.

### Implications

Information gained through the regular analysis and comparison of data will feed into real-time learning loops in the annual activities and will inform:

- Ongoing actions within each annual cycle of the Strategic Improvement Plan;
- School self-assessment using the School Excellence Framework annually;
- Annual reporting on school progress measures.

# Strategic Direction 3: Excellence and Opportunity

## Purpose

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Teachers, students and families will work together to embed a culture of high expectations where students strive for excellence by producing high quality work and engaging in enrichment opportunities. Through effective partnerships in learning with parents, students will be effectively supported and motivated to achieve their best and continually improve.

## Initiatives

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### High Expectations

Develop and embed a culture of high expectations:

- High impact professional learning on linking assessment and programming to build teacher understanding, capabilities and pedagogical practices.
- Review, develop and embed assessment and feedback practices involving teachers, students and parents/carers to effect and monitor student progress.
- Obtain and use assessment criteria and data to monitor and improve student progress.

### Enrichment

Provide varied and meaningful opportunities for student enrichment across a range of curriculum areas.

- Develop processes and practices for establishing, delivering and monitoring enrichment programs, in consultation with teachers, parents/carers and students.
- Rigorous professional learning on the use of the High Potential and Gifted Education policy in order to establish and embed enrichment programs.

### Support systems

Develop and maintain school support systems and collaborative relationships with services and organisations to enable appropriate referrals for support for children and families.

- Develop and embed systems for engaging actively with services through school programs and staffing systems.
- Evaluate and refine school processes for students requiring support in order to identify, track and monitor student progress over time.
- Relevant and ongoing professional learning on available support services and the referral processes

## Success criteria for this strategic direction

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- High quality teaching programs have clear differentiation ((A-E) based on assessment data), feedback processes involving parents/carer and regular and frequent assessment opportunities.
- Teachers have systems for marking and assessment that allow for demonstration of the depth and breadth of student knowledge and understanding.
- Teachers have a sound understanding of the A-E scale in order to model high expectations and transfer this to appropriate differentiation.
- Parents/carers, students and teachers have a deeper understanding of the report levels.
- Opportunities are provided for student enrichment both within and outside the classroom.
- Clear processes are established for the identification and referral of students accessing enrichment programs.
- Community members understand the purpose and criteria for enrichment programs.
- Appropriate referrals to services are provided to families and accessed so that students receive timely support in order to address areas of educational vulnerability.
- Local services and organisations are supporting children and families on the school grounds through quality programs in classrooms and parent/carer support groups/services.
- Teachers have increased understanding of available services and are referring families appropriately.

## Evaluation plan for this strategic direction

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### Question:

To what extent have we achieved our purpose and can demonstrate a school-wide culture of high expectations and appropriate support with purposeful feedback and reflection, resulting in an improvement in student work quality and outcomes.

# Strategic Direction 3: Excellence and Opportunity

## Initiatives

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to embed referral practices in order to ensure students and families are appropriately supported over time.

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## Evaluation plan for this strategic direction

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### Data:

The school will use internal and external data to regularly analyse the effectiveness of initiatives to achieve the purpose and improvement measures of the strategic direction.

- Student work samples and whole school assessment tracking data
- NAPLAN data
- Scout data
- Surveys
- Teacher programs
- Referral data
- LST data
- TTFM data

### Analysis:

Data analysis will be embedded in the initiatives through regular school planning cycles and annual data collection events. Community members will be involved through consultation opportunities, such as P&C meetings and focus groups. Multiple data sources will be utilised and compared within a time period and against other time periods to validate data and identify progress towards improvement measures.

### Implications

Information gained through the regular analysis and comparison of data will feed into real-time learning loops in the annual activities and will inform:

- Ongoing actions within each annual cycle of the Strategic Improvement Plan;
- School self-assessment using the School Excellence Framework annually;
- Annual reporting on school progress measures.