

# Strategic Improvement Plan 2022-2026

## Dareton Public School 1732



# School vision and context

## School vision statement

Our motto "On Task for Excellence" reflects our values of being "Smart, Safe, Strong and Proud" in our learning. With high expectations and through evidenced based strategies, we engage students in a respectful, inclusive, culturally sensitive and safe learning environment. We are committed to working together with our community to ensure our students achieve their personal best.

## School context

Dareton Public School is part of the Connected Communities Strategy. The school is located in the Sunraysia region of the Far West network. Built on the tribal lands of the Barkandji people, on the banks of the mighty Murray River, 96% of our 59 students identify as Aboriginal. We are all Smart, Safe, Strong and Proud learners.

Our FOEI (Family Occupation & Education Index) is 229, which is the 3rd highest in the State; and our ICSEA (Index of Community Socio-Educational Advantage) is 631. 60% of our students reside in the Namatjira Aboriginal Settlement located on the outskirts of our town. These figures portray the true struggles many of our families face in their daily life, whilst dealing with abject poverty and generational trauma associated with the ongoing effects of colonisation.

We are on a journey of renewal at Dareton Public School, where our significant Aboriginal enrolment is celebrated and Barkandji culture and language is embedded into daily school life. Through a rapidly developing sense of belonging for our students and community, we are starting to see improved outcomes for our students in attendance, wellbeing and academic engagement and success.

We are focused on building teacher capabilities through professional development, coaching and collaborative practice. The explicit teaching of evidence based practices in all areas of literacy and numeracy is at the centre of this work.

We utilise our equity funding to provide one above establishment class and additional in-class SLSO support, to target specific student complexities as well as meeting the varied educational and wellbeing needs of students.

This four year plan will strengthen the significant school improvement successes of the past 3 years, and embed evidence based research into the daily teaching of Literacy and Numeracy. This action, sits alongside a strengthened community connection, where education and its role in breaking the ongoing historical disadvantage of our community, is valued and respected, and leads to purposeful change through improving the learning outcomes of our students.

# Strategic Direction 1: Student growth and attainment

## Purpose

To maximise student learning outcomes in English and Mathematics, by providing targeted coaching and mentoring to support all staff to provide differentiated explicit teaching to enable all students to achieve their personal best.

## Improvement measures

### Reading growth

Achieve by year: 2023

K-2 students will show improvement in all Closing The Gap reading assessments > than 25% from Term 1 to Term 4.

### Reading growth

Achieve by year: 2023

90% of students Yr 3-6 will have mastered the simple phonic code by T4 2023

### Reading growth

Achieve by year: 2023

Yr 1 -6 students will show > 25% growth in Fluency data from T1 -T4

### Numeracy growth

Achieve by year: 2023

Improved student Mathematical understanding as evidenced by growth in student data > 25% in Maths Plus Term Assessments T1 to T4

## Initiatives

### Explicit Literacy & Numeracy Instruction

Ongoing and targeted researched informed professional learning will build staff capacity to plan, design and implement effective evidence-based Literacy & Numeracy programs across the school.

Explicit teaching strategies are prioritised within teaching and learning programs, so that all students develop key reading and numeracy skills needed to support their future learning.

As a member of the Closing the Gap program, Classroom Teachers in K-2 will embed Initial Lit into daily literacy lessons. MultiLit will be used in small group instruction for targeted students in 3-6.

### Coaching for success

Explicit structures will be developed and embedded to support a coaching, mentoring and supervision framework across the school, focused on providing differentiated support to teachers to use a range of evidence based practices in their daily teaching to allow them to cater for the individual learning needs of all students.

## 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 data.
- Assessment is used flexibly and responsively as an integral part of daily classroom instruction.
- 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.
- Coaching & Mentoring is prioritised and focussed on improvement of teacher practice through a cycle of codesigned lesson demonstration, team teaching, observation and feedback.
- All school responsibilities as outlined in the Closing the Gap Agreement are met
- Professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated.
- There are explicit systems for collaboration and feedback to sustain quality teaching practice

## Evaluation plan for this strategic direction

Dareton Public 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.

- Participation, reflection and evaluation of professional learning.
- Notes from Coaching & Mentoring sessions
- Progressions - growth gains Literacy & Numeracy
- SCOUT Reports - NAPLAN, Check In & Best Start
- PDPs & Teaching Program reviews
- PLP's for students - students meeting goals
- Improvement in Phonological Awareness, Phonics

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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and Fluency data % as evidenced by improvements on the data walls.

- Closing the Gap Data - MiltiLit
- SENTRAL behaviour data
- SENTRAL attendance data

**The evaluation plan will involve:** Regular review of these data sources every 5 weeks through coaching and data walks. This will provide clarity around whether we are on track towards achieving the intended improvement measures. Regular professional discussion around the School Excellence Framework elements and themes.

## Strategic Direction 2: Connect, succeed and thrive

### Purpose

To develop and nurture a community wide culture that embraces and values education and the opportunities it provides for students, parents, carers and our wider community to be connected, to succeed and to thrive.

### Improvement measures

#### Attendance (>90%)

Achieve by year: 2023

Increase the percentage of students attending >90% of the time by 12.6% from the system negotiated baseline.

#### Wellbeing

Achieve by year: 2026

SEF assessment indicates improvement in SEF theme Behaviour (Learning, Wellbeing) from sustaining and growing to the achievement of some aspects of excelling.

### Initiatives

#### Student Wellbeing

Implement and embed targeted, evidence based wellbeing practices to support student wellbeing, attendance and transition to allow every student to connect, succeed and thrive.

#### A Connected Community

The strengthening of key partnerships with the school, local community and external agencies to support students in their **learning** so they can connect, succeed and thrive.

### 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.
- The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points, including highly mobile students and students with atypical enrolment
- 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
- 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.
- There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.

### Evaluation plan for this strategic direction

Dareton Public 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.

- TTFM surveys - students and parents
- Sentral Data - Behaviour
- SCOUT Attendance Reports
- Suspension Data & Incident Hotline Data
- Parent attendance rate at school events.
- Community engagement - social media

## Strategic Direction 2: Connect, succeed and thrive

### Evaluation plan for this strategic direction

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- AECG meetings, members, attendance data, meeting minutes.
- LST meeting minutes
- Reference Group Minutes
- % of students with active PLP that have been coconstructed with parents/carers
- SEF assessment theme Behaviour (Learning, Wellbeing)

**The evaluation plan will involve:** Regular review of these data sources will provide clarity around whether we are on track towards achieving the intended improvement measures. Regular professional discussion around the School Excellence Framework elements and themes.