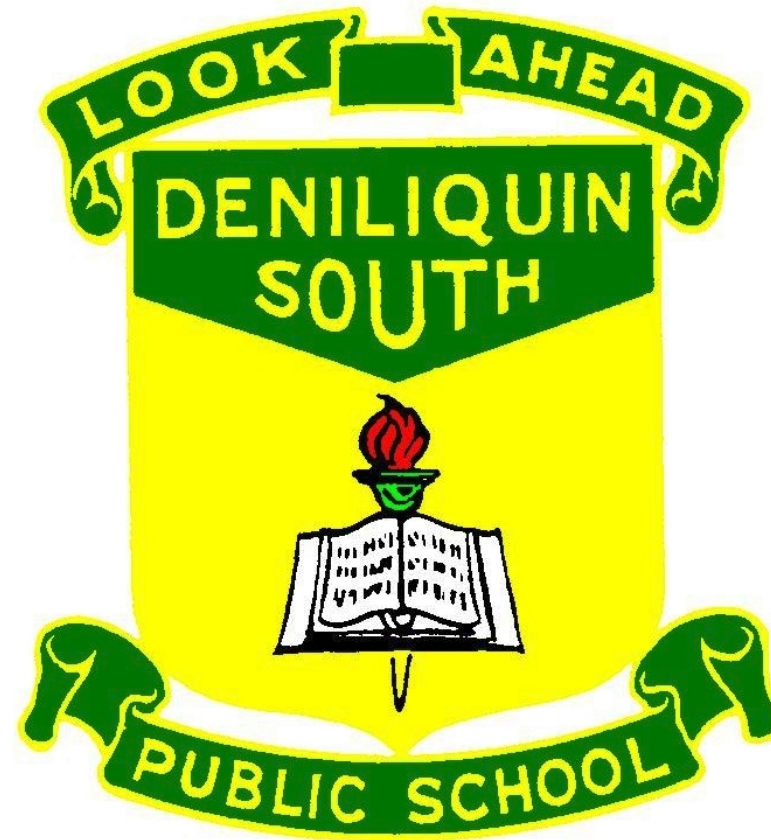


Strategic Improvement Plan 2022-2026

Deniliquin South Public School 4112



School vision and context

School vision statement

Deniliquin South Public School is committed to the pursuit of excellence and the provision of high quality educational opportunities for all students. Every student is supported to achieve their personal best, by passionate staff, to find joy in learning, make sense of their world and to continue to build their skills and understanding. There is a school-wide, collective responsibility that every child is known, valued and cared for.

School context

Deniliquin South Public School was established in 1956 and is one of three public primary schools located in the rural town of Deniliquin, which has an approximate population of 8000.

In recent years, the demographic of student enrolment has changed, with 13% of student the population identifying as Aboriginal or Torres Strait Islander. The school has been responsive to these changes, revising the schools PDP process (Personal Learning Plans) and establishing strong links with the AECG and local community.

We have a vibrant parent and community body who provide valuable contributions, to the school's programs and welfare of our students.

A comprehensive situational analysis has been conducted which led to development of the 2022-2025 Strategic Improvement Plan. This involved genuine consultation with students, staff, parents and the local AECG. The school will be looking to build on its strong literacy and numeracy programs by focusing on writing, spelling and working mathematically.

The school is committed to continually improving effective classroom practices with staff professional learning being key. This learning will ensure that both literacy and numeracy levels can be enhanced through improved data analysis which will be used to support individualised and differentiated learning. The staff have embraced current research around evidence-based teaching and learning, which identified the importance of making the teaching and learning visible and explicit for all students. Feedback provided focuses on the student's performance on specific tasks, clearly identifying where and why mistakes have been made and emphasising opportunities to learn and improve.

Whilst over the past few years the school's main focus has been to improve the literacy and numeracy standards of students, programs are now also in place to develop the whole child. Continual monitoring of student performance data will determine areas of need and success, at a class and school level, with the whole school community being an essential component for success.

The school focuses on a culture of high expectations, that lends itself to positive behaviour, improved motivation, enhanced self-esteem and higher levels of attendance.

Increased focus on the arts, environment, technology, healthy lifestyles and a knowledge and appreciation of students with disabilities, has been an integral part of our school plan. Our work with individual students will be responsive and closely monitored. Individual and targeted support will be provided where growth is not evident, with students being referred to the Learning and Support Teacher/Team for intensive intervention, where necessary.

The school is currently on a journey to develop its ability to reflect upon and refine our school planning. Effective collaboration connects teachers to both their students and wider community, fostering quality relationships. The school leadership team will enlist and guide the talents and energies of our teaching team, students and parents toward achieving common educational aims.

School vision and context

School vision statement

School context

Further information regarding our school can be accessed via the school website:
www.deniliqsth-p.schools.nsw.edu.au

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading, writing and numeracy and to build strong foundations for success, we will further develop and refine data driven practices that are responsive to the learning needs of individual students.

Improvement measures

Reading growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

Numeracy growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

Initiatives

Assessment

Build whole school systems and structures across the school in evidence based assessment practices to inform teaching and learning. Teachers will undertake high impact professional learning in formative assessment to enable them to provide responsive to the individual learning needs of student in the classroom.

Data Skills and Use

Build the capacity of teachers to collect, interpret and analyse data through evidence based professional learning focused on the development of data literacy and data use in teaching. These skills will be used to inform planning, identify interventions and to modify teaching practice, so that all teachers are providing learning targeted at point of need.

Success criteria for this strategic direction

Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment data is practiced expertly by teachers.

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. The school has processes in place to support teachers' consistent, evidence based judgement

All teachers have a sound understanding of student assessments and data concepts. They analyse, interpret and extrapolate data and they collaboratively use to inform planning, identify interventions and modify teaching practice.

The learning goals for students are informed by an analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis.

Evaluation plan for this strategic direction

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.

This analysis will guide the school's future directions:

- Learning Progressions Data
- NAPLAN Data
- Scout Data
- Check in Assessment data for non-NAPLAN grades
- Student reading levels and movement over time (inc. focus groups)
- Summative Reading Assessments
- NSW Common Core Numeracy Assessments (Essential Assessment)

Evaluation plan for this strategic direction

- SEF SaS

The evaluation plan will involve:

- Regular reviewing and monitoring of data sources to ensure students are continuously improving
- Regular professional discussion around the SEF elements and themes
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external to corroborate conclusions.

Strategic Direction 2: Highly Effective Teaching Practices

Purpose

In order for students to develop strong skills in literacy and numeracy ensuring growth, teaching needs to be explicit, consistent and responsive to individual student needs.

Improvement measures

Literacy Progression- Creating Texts

Achieve by year: 2026

An increased proportion of students are able to demonstrate growth and achievement in creating texts over the year, using the learning progressions.

Literacy Progressions - Number Sense and Place Value

Achieve by year: 2026

An increased proportion of students are able to demonstrate growth and attainment in Number and Place Value, using the learning progressions

Initiatives

Effective Classroom Practice

Build teacher capacity in a range of evidence based practices to support explicit teaching in the classroom. Teachers will collaboratively undertake professional learning focused on implementing the most effective teaching practices to meet the learning needs of their students.

Literacy and Numeracy

Develop all teachers understanding of quality literacy and numeracy instruction through targeted high impact professional learning. Professional learning will be focused on embedding evidence based practices, that supports differentiated instruction at all levels of achievement.

Success criteria for this strategic direction

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 improvements for all students, across the full range of abilities.

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 modeled, and students learning improvement is monitored.

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 and achievement in data.

Evaluation plan for this strategic direction

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.

This analysis will guide the school's future directions:

- Learning Progressions Data
- NAPLAN Data
- Check in Assessment data for non-NAPLAN grades
- Student reading levels and movement over time
- Summative Reading Assessments
- NSW Common Core Numeracy Assessments (Essential Assessment)
- SEF SaS

The evaluation plan will involve:

Strategic Direction 2: Highly Effective Teaching Practices

Evaluation plan for this strategic direction

- Regular reviewing and monitoring of teaching and learning programs to ensure students are continuously improving.
- Stage meetings will allow for collegial sharing opportunities; promoting consistent teacher judgement.
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external to corroborate conclusions.

Strategic Direction 3: Connect, Succeed, Thrive and Learn

Purpose

In order for students to connect, succeed and thrive in their learning, they need to be supported by strong positive relationships across the school and their community.

Improvement measures

Wellbeing

Achieve by year: 2023

Improve the wellbeing data from the Tell Them From Me (Expectations of Success, Advocacy and Belonging) by 4%.

Attendance (>90%)

Achieve by year: 2023

Increase in the percentage of students attending school 90% of the time by at least 3%.

Initiatives

Connect, Succeed, Thrive and Learn

Develop and build meaningful partnerships across the school community to support student engagement and wellbeing, with a focus on creating positive learning environments. Evidence based practices will be implemented across the school to ensure that all students feel safe and supported to learn.

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.

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

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.

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.

Evaluation plan for this strategic direction

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.

This analysis will guide the school's future directions:

- Sentral data
- TTFM Surveys
- Observational data
- Behaviour data
- Student focus groups
- SEF SaS

The evaluation plan will involve:

- Regular reviewing and monitoring of data sources to ensure students are continuously improving
- The leadership team will engage in regular professional discussion around the School

Evaluation plan for this strategic direction

Excellence Framework elements and themes.

- Collaboration with school community will take the form of P&C meetings, Annual Report, Newsletter Items, Parent/ Teacher conferences and our School Website/Facebook page.