

Strategic Improvement Plan 2022-2026

Denham Court Public School 4672



School vision and context

School vision statement

Empowering our diverse school community with the knowledge, values, and skills to succeed through choice, collaboration and innovation in an ever changing world.

[This vision has been developed by the staff in consultation with the Parents & Citizens Association and the Student Leadership team of Denham Court Public School.]

School context

Denham Court Public School is a newly opened school in the Glenfield Network. The community is expected to experience rapid growth in the first five years of development and celebrates a wide variety of cultural backgrounds with upwards of 75% NESB.

Opening in Term 4 2021 with 378 students, the school has the capacity for 878 students, catering for students from Kindergarten to Year 6. The school includes four support classes for students with a disability, established in 2022.

Denham Court Public School incorporates an innovative and future focused educational model, including open teaching and learning areas alongside modern specialist teaching spaces. Each learning hub has capacity for four class groups utilising a co-teaching model.

Extensive collaboration with the Aboriginal Educational Consultative Group (AECG) informed the development of the school.

Strategic Direction 1: Student growth and attainment

Purpose

Building staff capacity in a range of evidence-based assessment practices to enable quality processes in data skills and use that inform cycles of quality teaching.

Improvement measures

Reading

Achieve by year: 2026

An increase in Check-in Assessment mean scaled score for reading/numeracy in Year 3 and 5 for 2026 compared with Year 3 and 5 in 2025.

Achieve by year: 2026

An increase in Check-in Assessment mean scaled score for reading/numeracy in Year 3 and 5 for 2026 compared with Year 3 and 5 in 2025.

SEF Target

Achieve by year: 2026

Assessment and Data use and Skills validated at Excelling.

Initiatives

Professional Practice

Develop teacher capacity to ensure effective practices for data analysis and reflection are used for responsive curriculum delivery through:

- Professional learning to build capacity in teachers expertly applying a range of assessment strategies
- Increasing staff capacity to interpret and analyse a range of data sources to inform teaching and to measure student growth
- Embedding professional learning into practice through quality collaborative strategies

Whole School Practices and Processes

Build whole school systems and procedures to guide assessment practices and use of data to inform teaching and learning including:

- Establishing a whole school system for monitoring student learning
- Creating consistent processes, documentation to implement assessment and whole school data analysis

Organisation, timetabling and scheduling to support high quality collaboration

Success criteria for this strategic direction

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 and moderation of assessments.

Assessment - Whole School Monitoring of Student Learning- Excelling

The school analyses student progress and achievement data and a range of other contextual information monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis.

Assessment - Summative Assessment- Excelling

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

Assessment - Formative Assessment- Excelling

All teachers have a sound understanding of student assessment and data concepts (e.g. causality, bias). They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.

Data Skills and Use- Data Literacy- Excelling

Teachers respond to trends in student achievement, at individual, group and whole school levels.

Assessment - Summative Assessment- Excelling

The learning goals for students are informed by analysis of internal and external student progress and achievement data. ***Data Skills and Use- Data Analysis - Excelling***

Evaluation plan for this strategic direction

Strategic Direction 1: Student growth and attainment

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:

NAPLAN data

Scout data

Hero data

Student work samples Literacy and numeracy

PLAN2 data

Student PLPs

Student focus groups.

SEF S-aS

The evaluation plan will involve:

Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures. Regular professional discussion around the School Excellence Framework elements and themes. Executive team and whole staff reflective sessions.

Strategic Direction 2: WELLBEING: CONNECTED SCHOOL – RELATIONAL PEDAGOGY

Purpose

Creating a strategic and planned approach to whole school wellbeing processes that supports the wellbeing of the whole school community.

Improvement measures

SEF Target

Achieve by year: 2026

Wellbeing will be validated at Excelling.

Achieve by year: 2026

Effective Classroom Practice (Classroom Management) will be validated at Excelling.

Initiatives

Whole School Wellbeing Processes

Build whole school systems and procedures to guide whole school wellbeing procedures that support a quality learning environment including:

- Establishing a whole school planned approach to wellbeing that is clearly documented and communicated
- Review and refine attendance procedures
- Creating resources to support explicit teaching of expectations and systems to support whole school learning and behaviour needs

Wellbeing Practices

Develop teacher capacity to build and sustain positive, respectful relationships through:

- Professional learning focus
- Whole school consistent classroom management strategy
- Embedding wellbeing focus into curriculum
- Whole school explicit teaching for wellbeing

Success criteria for this strategic direction

The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. ***Wellbeing - A planned approach to Wellbeing- Excelling***

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

Learning Culture - Attendance- Excelling

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. ***Wellbeing - Behaviour- Excelling***

Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers. ***Wellbeing - Individual Learning Needs- Excelling***

All classrooms and other learning environments are well managed within a consistent, school-wide approach. Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption. Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning. ***Effective Classroom Practice - Classroom Management- Excelling***

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:

Tell Them From Me

Strategic Direction 2: WELLBEING: CONNECTED SCHOOL – RELATIONAL PEDAGOGY

Evaluation plan for this strategic direction

Attendance Data

Sentral Behaviour data

SEF

SaS

The evaluation plan will involve:

Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures. Regular professional discussion around the School Excellence Framework elements and themes. Executive team and whole staff reflective sessions.

Strategic Direction 3: Whole School Leadership

Purpose

The School leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement.

Improvement measures

Achieve by year: 2026

Educational Leadership validated at Excelling

Achieve by year: 2026

Management Practices and Processes - Service delivery - validated at Excelling

Initiatives

Educational Leadership

Build whole school systems and expectations to guide whole school educational leadership that ensures quality teaching and learning including:

- Effective timetabling to prioritise collaborative conversations and professional learning and planning
- A whole school inquiry model to support planned pedagogical focus including reflective practices, consistent processes for coaching and mentoring that create consistent professional growth of all staff.
- Systems and partnerships are in place to support leadership development
- Clearly defined role statements
- A Performance and Development Framework aligned to Choice Theory

Student and Community Leadership

Creating the conditions and environment that empower community and student agency in all aspects of school life including:

- Community engagement opportunities for parent / community
- A consultative approach that includes all stake holders in school planning process
- A reciprocal process of feedback between students and teachers.
- Student self-efficacy through applying learning dispositions.

Success criteria for this strategic direction

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- Excelling**

The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning. **Educational Leadership - High Expectations Culture- Excelling**

The school demonstrates a high performance culture, with a clear focus on student progress and achievement and high quality service delivery. All students are taught by high performing teachers, and the leadership team supports the recognition of this through the teacher accreditation process.

Educational Leadership - Performance management and development- Excelling

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. **Educational Leadership - Community Engagement- Excelling**

Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve. **Learning Culture - High expectation - Excelling**

Management practices and processes are responsive to school community feedback. There is a whole school approach to improving service delivery and customer (parent and/or student) experience. **Management Practices and Processes - Service Delivery - Excelling**

Evaluation plan for this strategic direction

The school will use the following data sources to regularly

Evaluation plan for this strategic direction

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:

Survey data on teacher confidence / response to PL

Scout data

Tell Them From Me (staff & community response)

Parent Focus Group responses

People Matter Employee Survey

Pivot Survey responses

Hero data

Student focus groups.

SEF

SaS

The evaluation plan will involve:

Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures. Regular professional discussion around the School Excellence Framework elements and themes. Executive team and whole staff reflective sessions.