

Strategic Improvement Plan 2024-2027

Darlington Point Public School 1736



School vision and context

School vision statement

At Darlington Point Public School we strive to educate each of our students to achieve their true potential and become *Respectful, Responsible* and *Cooperative* individuals who are prepared to embrace opportunities and challenges they will encounter in the future.

Evidence-based effective teaching practices and differentiated learning ensure the needs of the individual are being met and enhanced. Our students are our core business.

School context

Darlington Point Public School in the Murrumbidgee Shire provides a dynamic and caring educational environment in which all its students access quality educational programs within a varied and balanced curriculum.

Situated on Wiradjuri land, 36km South of Griffith, the school enjoys a positive relationship with the community, where parents and caregivers are strongly involved in numerous school activities throughout the year. The school is comprised of 77 student with 31 identifying as Aboriginal.

The school has a staffing entitlement of six teachers, including a teaching Principal who continually enhance students' educational opportunities through the incorporation of initiatives in the areas of literacy, numeracy, student well-being, technology, sport and the performing arts. This has brought about widespread recognition of excellence within the school and its wider community.

The school has identified the need to prioritise staff professional learning to enhance their capacity to deliver explicit evidence-based teaching strategies that response to the individual learning needs of students. This together with a focus on enhancing the partnerships with parents and community will be central to delivering improvement for all students. Ongoing analysis will occur regularly to monitor our progress and will be reported annually to the school community.

Strategic Direction 1: Student growth and attainment

Purpose

An evidence-informed approach to quality teaching, curriculum planning, implementation and assessment ensures learning growth of all students.

Improvement measures

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.

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.

Initiatives

Explicit Teaching

There is a school-wide approach ensuring teachers understand and explicitly teach literacy and numeracy through the curriculum. There are embedded evaluative processes for utilising student progress and achievement data to measure impact.

Whole school monitoring of student learning

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement.

Success criteria for this strategic direction

- The teaching and learning cycle clearly underpins all teaching and learning programs.
- Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge.
- There is a school-wide explicit teaching approach which incorporates modelled, guided and independent practice.
- Teachers provide explicit, specific and timely formative feedback related to defined success criteria supporting the improvement of student learning.
- Formative and summative assessments provide students with opportunities to receive, reflect on and offer feedback about their learning, fostering their sense of agency.
- There are embedded evaluative processes for utilising student progress and achievement data to measure impact and inform student learning goals.

Evaluation plan for this strategic direction

Success in ensuring that all students are achieving learning outcomes in reading and numeracy will be determined by considering:

Does teaching and learning show evidence of explicit teaching?

Are student's needs being explicitly addressed? How do we know?

Are our assessment practices consistent and reliable?

Is assessment being used to inform teaching?

The school will use external and internal data to regularly analyse the effectiveness of the initiatives in place to satisfy this strategic direction. This data will include system generated data, teaching and learning programs,

Evaluation plan for this strategic direction

classroom observations, evidence of students learning and assessment, data collection analysis, teacher surveys.

Regular analysis and review of these data sources and teacher practices will be evident to provide clarity around whether we are on track for achieving the intended improvement measures. Term by term review of data sources including quantitative and qualitative, internal and external data to draw conclusions.

After analysing the data a determination will be made as to the future direction, in collaboration with school staff, students and community.

Strategic Direction 2: High Expectations Culture

Purpose

The leadership team demonstrates educational expertise to lead teaching and learning and support a collaborative culture of high expectations, inclusion, and wellbeing, resulting in sustained and measurable whole school improvement.

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 0.8% in the attendance rate, from 89.9% in 2023 to 90.7% in 2027.

Initiatives

High impact professional learning

There are explicit systems for collaboration and feedback to sustain quality teaching practice and identify, understand and implement evidence-informed inclusive teaching strategies.

Wellbeing

The school culture is strongly focused on learning and wellbeing, fostering educational aspirations through a strategic and planned approach to enhance whole school processes.

Success criteria for this strategic direction

- The school fosters a strong collaborative culture, embedded in evaluative practices. These systems facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback among teachers within the school.
- School-wide and/or inter-school relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers.
- Teachers think critically and exercise their professional judgement in adjusting teaching and learning programs to address individual student needs and learning goals.
- Teachers consider students' cognitive load and employ explicit teaching strategies to optimise learning progress of students across the full range of abilities.
- The whole school community demonstrates aspirational expectations of learning progress and achievement for all students.
- There is a high expectation culture of high attendance rates for all students.
- Staff are equipped and supported with the knowledge and skills to understand the diverse wellbeing needs of students.
- A school-wide, collective responsibility for student learning and success is shared among students, parents/carers, and staff.
- Planning for learning is informed by robust and holistic information about students' wellbeing and learning needs, developed in consultation with parents/carers where appropriate.

Evaluation plan for this strategic direction

Success in ensuring that all staff and community work in partnership to support student learning will be determined by considering:

Strategic Direction 2: High Expectations Culture

Evaluation plan for this strategic direction

Is there evidence that the professional learning structures are improving teacher practice?

Are teachers differentiating instructions and providing individualised feedback?

Are there explicit systems in place for collaboration and feedback?

How effective are the wellbeing programs to support a culture of high expectations?

The school will use external and internal data to regularly analyse the effectiveness of the initiatives in place to satisfy this strategic direction. This data will include work samples, internal & external assessment data, teaching and learning programs, attendance data, classroom observations, teacher, student, parent survey, Performance and Development Plan's, peer observation and feedback.

Regular analysis and review of these data sources and teacher practices will be evident to provide clarity around whether we are on track for achieving the intended improvement measures. Term by term review of data sources including quantitative and qualitative, internal and external data to draw conclusions.

After analysing the data a determination will be made as to the future direction, in collaboration with school staff, students and community.

Strategic Direction 3:

Purpose

Initiatives

Success criteria for this strategic direction

Evaluation plan for this strategic direction
