

Strategic Improvement Plan 2024-2027

Denman Public School 1749



School vision and context

School vision statement

Denman Public School students are informed, creative, independent and skilled learners who persevere and collaborate in meaningful and engaged learning. Teachers, parents and students work in partnership to maintain high expectations and a positive environment where every student is known, valued and cared for. The school values personalised learning and provides a flexible curriculum delivery to meet the needs of all students. Broader connections developing educational links K - 12 and the opportunity for collegial connections are fostered within and across educational settings through the Muswellbrook Learning Community and the Upper Hunter Network of schools.

School context

Denman Public school is a dynamic and inclusive primary school located in the Hunter Valley. The school has a proud history of educating generations of children from the community of Denman and is an active member of the Muswellbrook Schools Learning Community. Denman Public School has 20 staff, a student enrolment of 150 and is supported by strong relationships across the school and broader community. Denman Public School has a proud sporting history, provides opportunities in the performing arts and promotes student responsibility, perseverance, respect, lifelong learning and a desire for students to strive for their best.

The completion of the situation analysis and consultation with community identified a need to use data driven practices that ensure all students have access to stage appropriate learning. A focus within the new School Improvement Plan will support teachers to successfully plan for and deliver quality differentiated instruction to students with additional needs including those identified as high potential and gifted.

Through the NAPLAN gap analysis, the school has identified improvement areas in Reading and Numeracy. Work will take place on developing quality summative and formative assessment tasks and data collection practices whilst developing greater consistency of judgement within and across schools.

Explicit teaching with individual students will be responsive and closely monitored. Individual and targeted support will be provided where growth is not evident. Pre and post assessments will be carried out to assess the impact of this support. Structures will be put in place to identify students who need intervention and students not demonstrating growth will be referred to the Learning and Support Team for intensive intervention.

The wellbeing and engagement of our students remains a priority. The Tell Them From Me (TTFM) surveys will provide an ongoing data set pertaining to student voice and community perceptions and expectations around wellbeing and engagement. Engagement with the Wellbeing Framework Self-assessment Tool will provide clarity around where our school needs to focus in developing whole-school processes to support every student being known, valued and cared for.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes across the curriculum to build strong foundations for academic success, using evidence based teaching practices that are responsive to the individual learning needs 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 Instruction

Establish and embed a culture of agreed practices in the delivery of quality teaching focused on the improvement of all students' reading & numeracy skills.

Implement practices that support explicit high quality teaching and consistent K-6 assessment practices.

Develop a comprehensive evidence based professional learning program to continually build teacher capacity to use data to inform teaching practice and improve student achievement in reading and numeracy

Embed a whole school reading/numeracy focus to regularly assess, collate and analyse student achievement data to inform future teaching and learning.

Success criteria for this strategic direction

All students articulate, understand and achieve their reading and numeracy learning goals.

Teachers expertly apply a range of informative and summative assessment strategies to inform teaching and learning that lead to measurable improvements.

Expected growth for each student is identified by the school. Students are achieving higher than expected growth on internal school progress and achievement data.

School data demonstrates that student progress and achievement is greater than students at statistically similar schools on external measures. This is consistent with strong student progress and achievement on internal measures.

Evaluation plan for this strategic direction

Question:

What has been the impact of using consistent explicit teaching protocols on student performance?

Do teachers collaborate to evaluate, reflect on and adapt practice?

Are students able to articulate what they are learning and why?

How will they know if they are successful?

Are all teaching staff proficient in analysing data to inform teaching and learning?

Data:

External data sources - Best Start Kindergarten, Yr 1 Phonics Screening Check, NAPLAN, Check in Assessment, Short Assessments

Internal data sources - formative/summative assessment, literacy and numeracy progression tracking, teaching

Evaluation plan for this strategic direction

programs, classroom observations, student work samples

Analysis:

Ongoing analysis will measure the success of initiatives and identify areas for improvement or modification.

Implications:

Findings of the analysis will inform

- Future directions
- Annual reporting on school progress measures

Strategic Direction 2: High expectations, sustainable systems and practices

Purpose

Build a culture of high expectations and aspirations to achieve sustained and measurable whole school improvements which challenges staff and students to reach their highest potential.

Improvement measures

Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Additional days of student learning in Semester 1 2027-73.01.

Additional days of student learning across 2027 146.02.

Achieve by year: 2027

- Achieve an increase of 0.5% in the attendance rate, from 80.8% in 2023 to 81.3% in 2027

Initiatives

Engagement

The school implements evidence based change to whole school practices, resulting in measurable improvements in attendance and engagement to support learning.

There is school-wide, collective responsibility for student learning and success, which is shared by parents and students.

Evidence based practice is used to underpin and embed a culture of high expectations, and effectively cater for the a broad range of equity issues.

Members of the leadership team participate in ongoing capacity development programs and implement principals of evaluative thinking to monitor the impact of programs and approaches used by all teachers resulting in improved practice.

School staff collaborate with the school community to use student progress and achievement data, including attendance data to identify strategic priorities and develop and implement continuous improvement plans.

Success criteria for this strategic direction

Teachers demonstrate increased expertise in supporting students with complex behaviour.

Respectful and positive relationships are evident across the school through explicit teaching of school values and expectations.

Regular and ongoing planning, monitoring and evaluation of the whole school approach to student attendance, wellbeing and engagement is undertaken by all members of staff.

Purposeful learning opportunities are evident for all students and staff through positive community partnerships and engagement.

Feedback on school performance from students, staff, parents and the broader school community reflects a culture of high expectations and community engagement.

Evaluation plan for this strategic direction

Question:

What has been the impact of having attendance procedure consistent across the school?

How can the school determine the systems and processes for enhancing student wellbeing and engagement have been successful?

Do teachers collaborate to evaluate, reflect on and adapt practice?

Data:

Wellbeing Framework Self-assessment pre and post data

Attendance data including unexplained absences, day of week and patterns of absences.

Incident reports, Suspension data, Internal School Data

Evaluation plan for this strategic direction

TTFM - Student wellbeing, family satisfaction

Analysis:

Analyse the data to determine the extent to which the purpose has been achieved.

Implication:

Findings of the analysis will inform

- Future directions
- Annual reporting on school progress measures