

Strategic Improvement Plan 2021-2024

Dobroyd Point Public School 3873



School vision and context

School vision statement

Dobroyd Point Public School community believes that every student should be provided with challenging opportunities to develop independent, future-ready, local and global citizens. We aim to educate the whole child through all learning domains by developing responsible, resilient and kind learners who strive to achieve their personal best. Our vision is to create a learning environment supported by high expectations for academic success in an inclusive environment that supports the wellbeing of all students. Our school prides itself on positive partnerships with parents and carers, as well as the broader community, through our ongoing commitment to community engagement.

School context

Dobroyd Point Public School is situated in the federation suburb of Haberfield. The school has an enrolment of 187 students with 8 classes from Kindergarten to Year 6. In 2021, 16 teachers and 6 non-teaching staff work at the school.

The school enjoys a friendly nurturing culture where every student is valued and their learning is supported by strategic teaching and learning programs. The community has a strong sense of involvement, strongly supported by an active P&C who raise substantial funds to support programs and purchase resources for school initiatives.

Our school is supported by a strong and vibrant multi-cultural community, and our Italian Community Language Program supports students in maintaining and developing further communicative competence in their community language. 30% of our students have a language background other than English, 1.60% of students identify as Aboriginal.

The school and its community have high expectations for our students and value the provision of a variety of learning opportunities. The school offers a broad curriculum with specialist areas including Italian, music, learning support, digital technology and high potential and gifted education programs.

The whole school community, involving students, staff and parents, were consulted to create a detailed situational analysis which informed the development of our strategic improvement plan. Through our situational analysis, we identified the need to communicate teaching and learning plans, along with support and extension strategies used in classrooms, to parents in a clearer format. We also identified the need to create more opportunities to engage parents and members of the wider community in school based initiatives and practices.

We identified the need to refine our use of data driven practices to ensure all students have access to stage appropriate learning. Further work will occur around how teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs, including those identified as high potential and gifted. Following NAPLAN analysis, the school has identified target areas in reading and numeracy.

Strategic Direction 1: Student growth and attainment

Purpose

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

Improvement measures

Target year: 2022

Increased (uplift) percentage of Year 3 and 5 students achieving in the top two bands in NAPLAN reading by 6.7% to reach the lower bound system negotiated target.

Target year: 2022

Increased (uplift) percentage of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy by 8% to reach the lower bound system negotiated target.

Target year: 2023

Expected growth - % of students achieving expected growth in NAPLAN reading from Year 3 - Year 5 will increase (uplift) by 4% to reach the lower bound system negotiated target.

Target year: 2023

Expected growth - % of students achieving expected growth in NAPLAN numeracy from Year 3 - Year 5 will increase (uplift) by 3% to reach the lower bound system negotiated target.

Initiatives

Tailored Learning

Establish a learning culture where students set learning goals and receive detailed and specific feedback to ensure they succeed.

- High impact professional learning on the use of literacy and numeracy progressions and the High Potential and Gifted Education policy to personalise learning and understanding.
- Teachers and school leaders identify and implement best-practice models that centre on students' needs and improving learning outcomes.
- Develop a culture of high expectations for all students for achievement and learning, as well as behaviour, motivation and self-esteem.

Effective use of data

Ensure effective strategies and processes for data analysis are used to inform curriculum planning and delivery.

- High impact professional learning in data literacy, data analysis and data use in teaching for all staff.
- Continue the use of Instructional Leaders to work with teachers using data to monitor and assess student progress and design future learning on a whole class, group and individual level.
- Review and adapt practice to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time, report student achievement and inform future planning and teaching.
- Embed data informed formative assessment practices as a part of daily instruction in every classroom

Success criteria for this strategic direction

- Teaching and learning programs across the school show evidence that they are adjusted to address individual student's needs, ensuring all students are challenged and all adjustments lead to improved learning.
- The school's curriculum provision supports high expectations for student learning.
- All students articulate, understand and achieve their reading and numeracy goals.
- Learning and support teachers collaborate to build the capabilities of all teachers and are an integral component of whole school approaches to reading and numeracy programs.
- All teachers understand and explicitly teach reading and numeracy to students at all levels of achievement, that can be measured by improved student progress and achievement data.
- All staff participate in evidenced-based professional learning to understand and implement the most effective strategies to improve teaching and learning.

Evaluation plan for this strategic direction

Questions:

To what extent have we achieved our purpose and can demonstrate an improvement in student growth and attainment?

What has been the impact on student achievement?

Data:

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.

- NAPLAN data
- Scout data

Evaluation plan for this strategic direction

- Student work samples
- Literacy and numeracy PLAN2 data
- Student PLPs Student focus groups.
- PAT Test results
- SEF SaS
- Teaching programs
- PDP (Performance and Development Plans)
- Professional Learning schedule

Analysis:

Analysis will be embedded within the project through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.
- Executive team and whole staff reflective sessions.
- Regular professional discussion around the School Excellence Framework elements and themes.

Implications:

The findings of the analysis will inform future actions

Strategic Direction 2: Wellbeing

Purpose

To create a learning community where students develop respect, responsibility and resilience and demonstrate care, compassion and empathy for others by developing skills and understanding about emotional intelligence and empathy for others through social emotional learning programs.

Improvement measures

Target year: 2024

The proportion of Year 5 students reporting positive outcomes for advocacy at school will increase (uplift) by 5% to exceed the lower bound system- negotiated target.

Target year: 2024

The proportion of Year 5 students reporting positive outcomes for feelings of belonging at school will increase (uplift) by 5 % to exceed the lower bound system- negotiated target.

Initiatives

Positive Behaviour for Learning (PBL)

Create a positive learning environment where students demonstrate kindness, responsibility and resilience.

- Explicit teaching of the PBL expectations across the school to create positive learning behaviour and social interactions.
- A consistent and empathic approach to behaviour management is embedded across the school.
- Expertly use student behaviour and ESR PBL reporting data to reflect on effectiveness of program and provide individualised programs to support identified students.
- Review and revise annual action plan to maintain the integrity of the program
- Continue to implement effective professional learning for staff to ensure consistency across the school.

Mindfulness

Ensure effective students are provided with effective strategies to develop self-awareness, impulse control, focus and empathy.

- Explicit lessons to increase self-discipline, self-regulation and self-responsibility to improve confidence, resilience and respectful behaviour techniques.
- Ensure students receive opportunities to improve interpersonal communication skills and knowledge and understanding of emotional responses to physical change and peers.
- Provide opportunities for students to understand interconnectedness of physical health , mental health and wellbeing.
- Opportunities for positive participation in teams to develop negotiation skills and an understanding of team roles and responsibilities.
- Proactive strategies and programs are in place to

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.
- Positive, respectful relationships are evident amongst students and staff.
- Optimum conditions for student learning are created across the school.
- Expectations for behaviour are explicitly, consistently and supportively applied across the school.

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate an improvement in students' sense of advocacy and wellbeing at school?

Data:

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.

- Tell Them From Me Scout data
- Student work samples
- Student PLPs Student focus groups.
- SEF SaS
- PBL data
- Behaviour incident data / reward data

Analysis:

Analysis will be embedded within the project through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

Strategic Direction 2: Wellbeing

Initiatives

prioritise students and staff wellbeing.

Peer Support

Placing students at the centre of learning to empower them with practical skills and strategies to successfully participate in positive relationships, develop empathy and a sense of responsibility.

- Provide genuine opportunities for students to lead or participate in peer learning situations.
 - Provide students with a network of supportive peers.
 - Enhance and develop student voice and leadership opportunities in order to increase student engagement and action.
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Evaluation plan for this strategic direction

- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.
- Executive team and whole staff reflective sessions.
- Regular professional discussion around the School Excellence Framework elements and themes.

Implications

- The findings of the analysis will inform future actions

Strategic Direction 3: Parents and Carers: Partners in Learning

Purpose

To further develop partnerships and relationships with members of our school community to enhance cultural understanding and learning opportunities for every student.

Improvement measures

Target year: 2024

At least 90% of families in the school will subscribe to electronic communication from school (school newsletter and Enews notifications)

Target year: 2024

Engagement with parent/teacher interviews and information evenings will increase to >85% for each class.

Target year: 2024

Parent and caregiver participation in feedback surveys will increase to > 50% of families in the school.

Initiatives

Parent Information Sessions

Engage in strong collaboration with parents, carers and external providers to inform and support continuity of learning.

- Expert use of online platforms to increase parent and carer engagement with the school and curriculum.
- Informative parent information sessions at the beginning of each school year, accompanied by detailed information about school practices and procedures.
- Increased opportunities and events to engage community in teaching and learning activities.
- Amplify the opportunities for parents and carers to be involved with their child's learning through information workshops
- Strengthen partnerships with local pre-schools, infants schools and high schools to enhance student transitions.

Showcasing Students' Work

A planned approach to showcasing students' work through improved communication and sharing of student work samples.

- Enhanced use of technology to regularly share students' work with parents and carers.
- Scheduled performance opportunities to showcase students learning.

Developing Partnership with Local AECG

Engage in strong collaboration with local AECG and Reconciliation NSW to increase interaction and improve authentic learning opportunities for students and families.

- Acknowledging and accepting our true shared histories and valuing and celebrating Aboriginal and Torres Strait Islander culture as a proud part of a shared national identity.

Success criteria for this strategic direction

- The school is recognised for its impact on student learning outcomes by the wider school community
- The school caters for a range of equity issues in the school.
- The leadership team measures school community (parent and student) satisfaction and shares it's analysis and actions in response to the findings with the community
- Awareness and respect for Aboriginal and Torres Strait Islander peoples and cultures is developed and embraced.

Evaluation plan for this strategic direction

Question

To what extent have we achieved our purpose and can demonstrate a positive, school culture that focuses on learning, engagement and builds community partnerships?

Data

We will use a combination of data sources, such as:

- * Scout
- * Tell Them From Me
- * focus groups
- * surveys of staff, students and parents
- * resource allocation analysis

Analysis

Analysis will be embedded within the project through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

Strategic Direction 3: Parents and Carers: Partners in Learning

Initiatives

- Building relationships of trust and respect for Aboriginal and Torres Strait Islander peoples and cultures.
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Evaluation plan for this strategic direction

Implications

- * The findings of the analysis will inform future actions.