



Strategic Improvement Plan 2024-2027

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 learners who can take responsibility for their own learning and decision making. We aim to create a learning environment supported by high expectations that encourages responsible, resilient and kind learners who strive to achieve their personal best.

School context

Dobroyd Point Public School is situated in the federation suburb of Haberfield. In 2024 the school has an enrolment of 133 students with 7 classes from Kindergarten to Year 6. In 2024, 14 teachers and 4 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 school community enjoys an active P&C who raise substantial funds to support teaching and learning programs and purchase resources for school initiatives. The P&C also have a proactive plan to enhance the school's physical environment through garden landscaping programs and the construction of outdoor learning spaces.

Our school is supported by a strong Italian Community Language Program, supporting students to maintain and develop further communicative competence in their community language. 30% of our students have a language background other than English, 0.8% 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.

Through our situational analysis, 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 data analysis, the school has identified target areas in reading and numeracy.

Strategic Direction 1: Student growth and attainment

Purpose

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 2022.

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 2022.

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 2022.

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 2022.

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.

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
- 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 and compassion for others by developing skills and understanding about emotional intelligence and empathy for others through social emotional learning programs.

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

The attendance rate for the school is increased from 93.12% in 2023 to 94.22% by 2027.

Initiatives

Positive Behaviour for Learning (PBL)

The Resilience Project

Peer Support

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.

- 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
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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.

Initiatives

Parent Information Sessions

Showcasing Students' Work

Developing Partnerships

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.
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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.

Implications

- The findings of the analysis will inform future actions.
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