

# Strategic Improvement Plan 2021-2024

## Dalgety Public School 1722



# School vision and context

## School vision statement

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Dalgety Public School aims, through high expectations and quality teaching, to empower every student to achieve their personal best through engagement, opportunities, active learning and a differentiated and inclusive curriculum. Our highly skilled staff are committed to pursuing best practice to ensure excellence in learning, teaching and leading. We strive to ensure that every student, every teacher, every leader and our school improves every year. By delivering high quality teaching and learning practices, and by working in partnership with our families we enable our students to become successful, active and informed global citizens.

## School context

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Dalgety Public School is a small rural school situated in the Snowy Monaro Shire on the banks of the Snowy River and at the foothills of the Snowy Mountains. This unique small school, made up of a one multi-age class with a student enrolment of eight, has a strong focus on developing foundational Literacy and Numeracy skills across all year groups.

Dalgety Public School prides itself on a dynamic K-6 curriculum which is responsive and flexible where students, teachers, and parents work collaboratively to maximise student achievement. The teaching staff are committed to continuous improvement in their capacity to deliver a broad and high quality curriculum to students within a supportive and stimulating learning environment.

We provide an integrated approach in all Key Learning Areas, with a wide range of specialised cultural and extra-curricular experiences to help create an ongoing culture of creativity, enquiry, and engagement.

The whole school community, involving students, staff, and parents, provided feedback that informed the situational analysis followed by the development of our Strategic Improvement Plan.

Based on the outcomes of our Situational Analysis and building upon the work undertaken in the previous school planning cycle around quality teaching and personalised learning, we have determined a need to continue to develop and embed comprehensive, quality systems and processes with further work to occur around how teachers can successfully plan for and deliver quality differentiated instruction to support personalised learning. Through the NAPLAN analysis, the school has identified system-negotiated target areas in Reading and Numeracy and will utilise Departmental support staff as part of our strategy to build understanding on how to do this successfully.

Other strategies will include developing and maintaining quality teaching and learning programs, an evidence-based assessment and reporting schedule, which will include quality summative and formative assessment tasks and data collection practices in literacy and numeracy which will help inform personalised learning plans for each student and improve whole-school approaches to support overall student learning outcomes.

When conducting the analysis of the school wellbeing data, it was evident that student sense of belonging is an area of ongoing focus. Dalgety Public School is dedicated to the continued enhancement of wellbeing and engagement and will therefore develop a whole school focus on activities that have been proven to work in other settings and are likely to work in ours. These activities will promote social and emotional learning, strengthen transitions and create a whole-school collaborative focus.

# Strategic Direction 1: Student growth and attainment

## Purpose

To improve student learning outcomes in reading and numeracy through the development of sustainable programs and processes that embed evidence-based strategies, collaborative professional learning and planning, explicit teaching, assessment and evaluative practices.

## Improvement measures

### Target year: 2022

#### NAPLAN - Top Two Bands Reading

- Increase in the percentage of students achieving in the top 2 bands in reading with a minimum uplift to the upper bound system-negotiated targets being achieved.

### Target year: 2022

#### NAPLAN - Top Two Bands Numeracy

- Increase in the percentage of students achieving in the top 2 bands in numeracy with a minimum uplift to the upper bound system-negotiated targets being achieved.

### Target year: 2023

#### NAPLAN - Expected Growth Reading

- Improvement in the percentage of students achieving expected growth in reading to be at or above the school's lower bound system-negotiated target.

### Target year: 2023

#### NAPLAN - Expected Growth Numeracy

- Improvement in the percentage of students achieving expected growth in numeracy to be at or above the school's lower bound system-negotiated target.

### Target year: 2024

## Initiatives

### Effective Classroom Practice

Identifying, understanding and implementing high impact teaching strategies that are evidence based to maximise student success.

- Research, develop and deliver high impact, evidence informed teaching and learning programs targeting literacy and numeracy that are systematic and sequential to support guided practice.
- Research and implement high impact, evidence based teaching strategies to support explicit teaching, high expectations and effective feedback to inform teaching and learning.
- All staff are supported to develop teacher capabilities through sustained professional learning to adopt high impact teaching strategies as identified in 'What Works Best' to maximise student learning and school improvement in literacy and numeracy.

### Personalised Learning

Consistent school-wide practices for assessment are used to monitor, plan and report on individualised student learning across the curriculum.

- Develop and implement whole school assessment and reporting processes and procedures where data is collected, analysed, monitored and used to inform teaching and learning practices and track student progress and achievement leading to measurable improvement.
- Build teacher capacity to implement formative and summative assessment practices that support analysis of student progress, evaluation of student growth, reporting of student progress and reflection on teacher effectiveness.
- Student assessment data is used to differentiate, inform planning, identify interventions and reflect on teaching practice to meet individual student need. Strategies implemented reflect research on best practice and include ongoing monitoring to inform

## Success criteria for this strategic direction

- Teachers in all classrooms demonstrate high quality skills in explicit teaching and differentiation to highly engage students. The regular use of assessment data and feedback identifies student progress achievement that informs future directions and reflects on teaching effectiveness.
- Teaching and Learning programs meet NESA requirements. It is evident that all lesson planning and learning sequences are informed by achievement data and teachers employ evidence-based effective explicit teaching strategies. This will result in internal and external literacy and numeracy data displaying growth and academic development.
- Teachers work collaboratively to ensure all teaching and learning programs are responsive to the needs of all learners, showing evidence of effective teaching practices and the continuous tracking of student progress and achievement.
- It is evident that evidence based, high impact teaching strategies are an embedded practice in all learning spaces within the school, so that all students can engage in productive learning that demonstrates growth.
- All students have a rigorous well-developed and evidence-based individual education plan that is regularly monitored and reviewed. Families are actively engaged in their child's learning, working in close partnership with the school to support individualised student learning goals.
- All students can articulate, understand and achieve their literacy and numeracy learning goals. Their learning is challenged and an ongoing feedback supports each student to demonstrate improvement and progress their knowledge and skills to the next level of achievement.
- It is evident in all classrooms that all teachers use formative assessment data to accurately track and monitor student achievement to inform their teaching and adapt their practice and meet the learning needs of students.

# Strategic Direction 1: Student growth and attainment

## Improvement measures

### NAPLAN - Value Added

- Value added is trending towards excelling for K-3 and 3-5, and is maintained at Sustaining and Growing for 5-7

### Target year: 2024

In the element of *Effective Classroom Practice*, School Excellence Framework Self Assessment and External Validation show to *the school to be Excelling*.

## Initiatives

next steps in teaching and learning for each student.

## Evaluation plan for this strategic direction

### Question:

- To what extent have we achieved our purpose of improving student learning outcomes in literacy and numeracy through the application of effective classroom practice strategies, sustained professional learning for staff and the adoption of personalised approaches to learning for each student?

### Data:

- We will use a combination of data sources. These will include:
- Internal assessment tracked by PLAN 2
- External assessment, eg. NAPLAN and Check-in
- Survey
- Observation
- Student voice
- Interviews
- Document analysis

### Analysis:

- Analysis will be embedded within the project through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.. The staff will meet at least twice a term to analyse data, review progress and implement adjusted interventions and activities.

### Implications:

- The findings of the analysis will inform:
- Future actions
- Annual reporting on school progress measures (published in the Annual Report each year and on the school Website).

# Strategic Direction 2: Quality Systems and Processes to Ensure Students Connect, Succeed, Thrive and Learn

## Purpose

Our purpose is to develop quality whole-school systems and processes that support every student to succeed by maximising their learning, wellbeing and engagement and attendance.

## Improvement measures

### Target year: 2022

- Increase in the percentage of students attending school 90% of the time or more with an uplift to the school's lower bound system-negotiated target being achieved.

### Target year: 2022

- Students demonstrate an increase in wellbeing relating to student's sense of belonging, expectations for success and advocacy at school when compared to 2021 baseline data established through internal wellbeing data captures.

### Target year: 2024

In the element of Wellbeing, School Excellence Framework Self Assessment and External Validation show to *the school to be Excelling* in the themes:

- Caring for students
- A planned approach to wellbeing
- Behaviour
- Individual learning needs

## Initiatives

### Explicit systems supporting collaboration for student success.

The school and community effectively collaborate to develop explicit systems and processes that provide students with maximum opportunities for engagement and success which results in sustained and measurable whole school improvement.

- The school is responsive and regularly collaborates with parents and community members on school-related activities as it uses best practice to embed a culture of high-expectations. Regular effective communication between home and school supports a shared responsibility with the aim of raising engagement levels and attendance data to maximise student academic success.
- Develop and implement effective processes and use of data to improve school performance where culture of review, responsibility and shared accountability aims to achieve high standards for all. Innovative processes are used to gather regular feedback from families and the local community that is systematically used to review school practices and inform decision-making.
- The school develops and delivers structured curriculum programs and extra curricula opportunities that are considered best practice, have effective timeframes, and promote student engagement and success in all aspects of school life.

## Wellbeing

To develop and implement whole-school planned processes and procedures for student wellbeing and engagement where students will connect, succeed, thrive and learn.

- Research and develop a whole-school structure for wellbeing and engagement which is aligned to the principles of the Wellbeing Framework and embeds evidence-based processes and strategies resulting

## Success criteria for this strategic direction

- The school's curriculum provision supports high expectations and displays best practice strategies to ensure maximum learning outcomes for students.
- The school demonstrates a focus on high-quality service delivery to ensure that the most effective strategies are embedded and implemented to support student learning, wellbeing and engagement.
- Individual and whole-school attendance data is regularly analysed and supported by consistent systematic processes that ensure student absences do not impact on learning outcomes.
- Formalised communication and wellbeing systems and processes are in place to drive ongoing school-wide improvement and teaching practice. The school uses embedded and explicit systems that facilitate professional dialogue and collaboration.
- Positive relationships exist between students, staff parents and community members and contribute positively to the school and wider community. The school community is committed to the school's strategic directions and practices to achieve educational priorities.
- Planning and provision for learning is informed by holistic information about each student's wellbeing and learning needs in consultation with families.
- The school collaborates between parents, students and the community to inform and support continuity of learning for all students at transition points.
- Student wellbeing is supported by the consistent implementation of evidence based school wide practices.

## Evaluation plan for this strategic direction

Question:

- How will it be determined if whole-school quality systems and processes support students in their wellbeing, engagement and attendance?

## Initiatives

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in measurable improvements in wellbeing and attendance.

- Build staff capacity and collective responsibility to lead the implementation of wellbeing programs, processes and supports through the application of sustained collaborative professional development in evidence based wellbeing programs that support a tiered approach to proactive and responsive wellbeing interventions to meet student needs.
  - Implement systematic processes, procedures and programs that support the effective tracking of student wellbeing and attendance and allow for adjustment of practice and targeted intervention to optimise student wellbeing, engagement and learning conditions.
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## Evaluation plan for this strategic direction

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Data:

A combination of data sources will be used. These will include:

- Internal monitoring
- Wellbeing Framework Self-Assessment per and post data.
- EBS4 Behaviour tracking data input
- Attendance data
- Survey
- Observation
- Student voice
- Interviews
- Document analysis

Analysis:

- Analysis will be embedded within the project through progress and implementation monitoring. Annually the principal and staff as well as the P&C will review progress towards the improvement measures. The staff will meet at least twice a term to analyse data, review progress and implement adjusted interventions and activities.

Implication:

- The findings of the analysis will inform future planning. The School Plan will be adapted to suit changes needed at point in time if circumstances change. Annual and periodic reporting on School Progress Measures will happen within agreed timelines.
- Regular review of research and data sources during staff and community consultation to provide clarity and guidance around effectiveness.