

# Strategic Improvement Plan 2021-2024

## Denistone East Public School 3862



# School vision and context

## School vision statement

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Denistone East Public School community supports a learning environment that develops confident, curious and resilient life long learners. The school embraces an expectation that every student and every teacher will be challenged to continue to learn and improve every year. A climate of collaboration and high expectations will maximise learning outcomes for all.

## School context

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Denistone East Public School is located in Eastwood a suburb of Northern Sydney, with an enrolment of 770 students. The school is supported by an engaged school community that values high expectations and student achievement. The student community is 83% Language Background other than English (LBOTE); with strong cultural representation from the Chinese and Korean communities. All students participate in one of two community language programs offered (Korean and Mandarin) providing authentic cultural connection.

The school community has engaged in a rigorous review of the previous school plan and used data informed practice to evaluate and inform the needs of the school in the next planning cycle. The situational analysis, school improvement framework and system priorities have provided the three strategic directions to drive school improvement.

Student Growth and Attainment will focus on improvement in student learning outcomes across key learning areas. Guided by the development of clear formative and summative assessment strategies to track and inform explicit and differentiated learning to ensure student growth targets are met..

Enhanced and Collaborative Teacher Practice recognises the need for consistency in assessment, feedback and sound understanding of data collection, analysis and use.

Culture of Engagement and Wellbeing will focus on the development of a school-wide, collective responsibility for school learning and success that is shared by parents/carers, staff and students. The school will implement evidence-based change to whole school practices to achieve measurable improvements in student wellbeing and engagement to support learning.

# Strategic Direction 1: Student growth and attainment

## Purpose

The purpose is to maximise all student learning outcomes in reading and numeracy to enable solid foundations and transference of knowledge and skills to all key learning areas. Data driven practices and differentiation that's responsive to the learning needs of all students will continue to be refined to ensure continued student growth through improved teacher practice.

## Improvement measures

### Target year: 2022

Students in year 3 and 5 achieving in the top two bands of numeracy in NAPLAN to increase by a minimum of 5.3% to achieve the lower bound system negotiated target.

### Target year: 2022

Students in year 3 and 5 achieving in the top two bands of reading in NAPLAN to increase by a minimum of 6.6% to achieve the lower bound system negotiated target.

### Target year: 2023

The proportion of Year 5 students achieving expected growth in NAPLAN numeracy increases by 2.5% to be above the lower bound system negotiated target.

### Target year: 2023

The proportion of Year 5 students achieving expected growth in NAPLAN reading increases by 4.00% to be above the lower bound system negotiated target.

### Target year: 2024

Increasing the percentage of students achieving higher than expected growth on internal school data using the K-6 assessment continuum.

## Initiatives

### Explicit Teaching

Teachers deliver collaborative programs that include a range of evidence based teaching strategies to maximise student growth using the K-6 assessment continuum informs teaching and learning.

- Learning intentions and success criteria are embedded into classroom practice and are evident in student work.
- Students are given opportunities and time to check their understanding, ask questions and receive clear, effective feedback about aspects of performance.

### Differentiation

Embed a learning culture that enables students to create, receive feedback and achieve their learning goals.

- High impact professional learning on the use of KLA clusters and the High Potential and Gifted Education policy to personalise learning and understanding.
- Expertly use student assessment data to reflect on teaching effectiveness and provide individualised, explicit, differentiated and responsive learning opportunities.
- Embed and use high impact professional learning structures to build teacher capabilities and collective pedagogical practice.

### Data Driven Practices

Ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery.

- High impact professional learning in data literacy, data analysis and data use in teaching for all staff. This is linked to gap analysis data.
- Use AP release initiative for instructional leadership and capacity building to work with teachers using data to monitor and assess student progress and design future learning on a whole class, group and

## Success criteria for this strategic direction

- Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.
- Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning
- Valid and reliable assessment data is regularly collected, monitored and deeply analysed in reading and numeracy.
- Data and feedback inform teaching practice and direct learners and learning.
- All students articulate, understand and achieve their literacy and numeracy learning goals.
- EAL/D and LST teams are collaborative, build the capabilities of all teachers and are an integral component of whole school approaches to language, literacy and numeracy programs.

## Evaluation plan for this strategic direction

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. This analysis will guide the school's future directions:

- NAPLAN data
- Scout data
- Student work samples annotated against identified markers on K-6 assessment continuum
- Student PLPs
- Student focus groups
- SEF SaS

# Strategic Direction 1: Student growth and attainment

## Initiatives

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- individual level.
- Review and adapt practice to ensure reliable formative and summative assessment tasks are aligned to the school K-6 assessment continuum and are used to analyse student progress, evaluate growth over time and report student achievement
- Embed data informed formative assessment practices as an integral part of daily instruction in every classroom.

## Evaluation plan for this strategic direction

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- Teaching and learning programs with a focus on student data

### The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes.
- Executive team and whole staff reflective sessions.
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

Deep analysis of the data will guide future school planning to provide ongoing improvement to maximise student learning outcomes.

# Strategic Direction 2: Enhanced and Collaborative Teacher Practice

## Purpose

The school's Situational Analysis indicated an ongoing need to focus on assessment processes, collaborative teacher practice and the provision of effective feedback to students and teachers. Embedding a culture of collaboration and consistency in practice in all classrooms and all programs, will maximise improvement in student potential and achievement.

## Improvement measures

### Target year: 2024

Increase the percentage of teachers who can contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice as measured by the annual What Works Best Reflection Framework.

### Target year: 2024

Increase the percentage of teachers who can articulate the school wide evidence-based assessment practices as measured by the annual administration of the What Works Best Reflection Framework.

## Initiatives

### Effective Feedback

Develop effective student feedback processes including the use of learning intentions and success criteria to ensure best practice is modelled, shared and consistently applied across all classes and stages.

- High impact professional learning will support the use of learning intentions and success criteria to ensure they are used consistently with the K-6 feedback guidelines as markers to identify key points for detailed written feedback including two stars and a wish.
- Regular and timetabled collaborative discussion of student work samples and teacher feedback to develop consistency in practice.

### Student Assessment and Data Collection

Develop effective assessment processes including a K-6 assessment continuum and formalise data collection processes to ensure best practice is modelled, shared and consistently applied across all classes and stages.

- High impact professional learning
- Form a data team to develop K-6 assessment continuum and scope and sequence
- Classroom observations
- Purposeful stage and executive meetings
- Data informed collaborative planning
- Networking for best practice

### Developing Collaborative Practice and Distributive Leadership

Develop an instructional leadership model that identifies talent and expertise to build capacity in the school leadership to maximise learning outcomes for students.

## Success criteria for this strategic direction

- The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school-wide improvement in teaching practice and student results.
- All teachers have a sound understanding of student assessment and data concepts (causality, bias). They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.
- The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement
- All teachers have a sound understanding of student assessment and data concepts and use this to inform planning, identify interventions and modify teaching practice.
- Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching.
- The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress

## Evaluation plan for this strategic direction

Teachers 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 will be triangulated with formal and informal school assessment data.

- NAPLAN data
- Scout data

## Strategic Direction 2: Enhanced and Collaborative Teacher Practice

### Initiatives

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- Staff expertise identification
  - Networking for best practice
  - PDP process
  - High impact differentiated professional learning
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### Evaluation plan for this strategic direction

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- Student work samples annotated against identified markers on K-6 assessment continuum
- Student PLPs
- Student focus groups
- SEF SaS
- What Works Best Reflection Framework

#### The evaluation plan will involve:

- Regular observation of teacher practice in classrooms
- Feedback elicited from stage meetings
- Observable changes in professional dialogue
- Consistency across all stages in shared programming and teachers individual programs.
- Evidence of effective written feedback being provided in students work (book collection)
- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Ongoing professional discussion around the School Excellence Framework and the school improvement plan.
- Executive team and whole staff reflective sessions.
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.
  
- Tracking of internally delivered PL and mentoring.
- Monitoring of network participation leading to enhance expertise.

Deep analysis of the data will guide future school planning to provide ongoing improvement to maximise student learning outcomes.

# Strategic Direction 3: Culture of engagement and wellbeing

## Purpose

The school's Situational Analysis indicated an ongoing need to link student wellbeing with student success. An enhancement of existing programs to develop resilience and engagement in the student body, along with initiatives to develop parent understanding of the importance of wellbeing in supporting student achievement..

## Improvement measures

### Target year: 2022

TTFM Wellbeing data (advocacy, belonging, expectations) improves to be at or above the lower bound system-negotiated target (90.3%)

### Target year: 2022

Increased percentage of students attending school more than 90% of the time to a minimum of the system-negotiated lower bound target (92.9%)

### Target year: 2024

Increase the percentage of parents who can identify links between student wellbeing and student achievement using an internally designed parent tool administered annually.

Increase the percentage of students who can identify their personal strengths and who can articulate the strategies they use to regulate their emotions and maintain their wellbeing using a school designed wellbeing tool administered annually.

## Initiatives

### Parent education to inform the link between wellbeing and student achievement

Embed a learning culture that proactively provides parents with explicit information, strategies and skills to promote an understanding of a holistic approach to learning.

- High impact learning opportunities for parents that promote the link between student success and wellbeing.
- School wide communication processes promote collective wellbeing practice.

### Student wellbeing program

Develop a positive and accurate self-concept that is strengths based.

Develop skills to self-monitor their own wellbeing.

Develop knowledge of self-care strategies to maintain wellbeing over time and during times of change and challenge.

Develop skills to regulate their emotions and achieve resilience.

## Success criteria for this strategic direction

The school has implemented evidence-based change to whole school practices, resulting in measurable improvement in wellbeing and engagement to support learning.

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

Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.

## Evaluation plan for this strategic direction

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. This analysis will guide the school's future direction

- CENTRAL data
- Tell Them from Me Data
- Growing Strong Minds Data
- School based Culture of Engagement and Wellbeing student and parent survey data
- School Based Wellbeing data
- Student, parent focus group feedback
- Student Personalised Learning Plans, Behaviour and Risk Management Plans
- SEF SaS
- What Works Best Reflection Framework

This evaluation will involve:

- Regular review of these data sources to provide clarity for achieving the intended wellbeing improvement measures and for informing future

## Evaluation plan for this strategic direction

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directions

- Regular professional discussion around the School Excellence Framework and school improvement plan
- Executive team and whole school reflective sessions

Deep analysis of the data will guide future school planning to provide ongoing improvement to maximise student learning outcomes.