

Strategic Improvement Plan 2021-2024

Dulwich Hill Public School 4496



School vision and context

School vision statement

Together we inspire

Dulwich Hill Public School is committed to providing explicit and differentiated learning for all students and high quality professional learning for teachers. Within a responsive and nurturing environment, individual learning needs are identified and addressed. School programs challenge confident, creative and innovative individuals to become engaged learners, critical thinkers and problem solvers who value the cultures of a diverse community.

The school finds strength and purpose in the fundamental right of all children, regardless of language, ethnicity, gender, ability, beliefs, to equality of educational opportunity and the achievement of individual learning goals.

Staff work together to maximise educational outcomes for all students, in all school settings. Parents and carers are encouraged to work alongside staff, in positive and purposeful partnerships which facilitate the realisation of individual student social, emotional, physical and academic potential.

School context

Dulwich Hill Public School has an enrolment of 450 students and serves a culturally and socio-economically diverse community in the inner west of Sydney. The inclusive school community values and respects the languages and cultures of Australia's First Nations families; the first Australians, upon whose land the school thrives. The school's community respects and values the ethnicity, ability, gender identification, language and beliefs of all students and their families. On this foundation is built the expectation that every student has the right to equitably access educational opportunity.

Greek and Vietnamese language teachers provide weekly programs for students of those language backgrounds. First Nations staff and families provide a weekly program of culturally specific activities for First Nations students.

Using the release from face-to-face (RFF) allocation, supplemented with school funds, a music program for every class K-6, is delivered weekly by a specialist music teacher. Students can participate in ukulele, recorder and string groups as well as choirs. These groups perform at school events and also at both the Town Hall and the Sydney Opera House as part of various NSW Department of Education, Arts Unit events. The school has a training band leading to a Concert Band both under Martin Taylor, Bandmaster. Rehearsals after school each week lead to performance opportunities at school events, the Dulwich Hill Street Fair, the Fairfield Concert Band Festival. and The Schools Spectacular.

Using Sporting School grants, school operational funds and a contribution from parents, specialist teachers deliver programs in curriculum areas including robotics, gymnastics and other specialist sport programs

Extra-curricula programs in debating and public speaking are provided by class teachers. Students compete in the annual Multicultural Public Speaking competition, grade and stage-based competitions and inter school debating competitions amongst others.

Dulwich Hill Public School is a Positive Behaviour for Learning (PBL) school and holds respectful, responsible and safe behaviours key to productive and positive learning in all settings. Honesty, integrity and respect are highly valued in all interactions. Strengths and areas for improvement identified at the school, result in regularly reviewed teaching and learning programs which ensure high quality classroom delivery and appropriate differentiation for all students. Dedicated staff ensures that every student is known, valued and cared for and that strong positive relationships exist between teachers, students and parents. Staff, students and families are surveyed regularly to ensure that opportunities to celebrate, reflect, review and reset school initiatives are taken throughout each year.

All staff and students have engaged regularly with aspects of history, geography, culture, dance, art, music and language that comprise First Nations histories to increase the knowledge and understanding of all members of the school's community. Indigenous studies across all syllabus areas is an increasingly important focus. Teachers and students learn ever more about the deep knowledge and wide range of skills of First Nations custodians of the continent for over 65,000 years. One example is the school's Indigenous gardens and the edible, Gadigal "supermarket" of Indigenous foods garden, an important

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School context

part of the K-6 sustainable gardening programs each year. These are a highly valued, ongoing part of the Dulwich Hill Public School outdoor learning experiences.

The grounds committee has been for many years, a vibrant and highly valued parent/carer/teacher initiative that has managed the oversight of garden planning and care, designing and delivering, with student involvement, planned changes to the school's extensive garden spaces including swales, digging spaces, student, parent and teacher constructed mud oven, quiet play spaces and parent, teacher and student constructed wicking beds.

These and other programs continue to expand the understandings of all members of the school community and support the school's quest for sustainable practices in all that is undertaken. The strong support of an active P&C Association and its P&C Executive teams have ensured the utilisation of parent/carer knowledge and skills to embed sustainability as a key focus right across the school. The P&C operated school canteen is already plastic free and will compost, reuse and recycle, becoming a waste-free canteen by the end of 2021. P&C volunteers operated a thriving uniform shop. All lighting in the school is LED, made possible by a P&C led Department of Education and P&C partnership. A similar series of P&C driven partnerships has seen water tanks attached to roof run-off, air conditioning installed in almost all learning spaces and plans being prepared currently for increased solar panel installation to reduce power usage and further increase sustainability within the school.

The school has involved parents, teachers and students in the collection of data appropriate to the creation of this school improvement plan. Surveys to staff and parents and focus groups of students informed the situational analysis. Surveys and focus groups assisted to determine focus areas from What Works Best, within strategic directions two and three.

A dedicated, caring and professional staff, an enthusiastic, knowledgeable and skilled parent/carer body and every highly valued, diverse and curious student ensure that Dulwich Hill Public School is a welcoming and vibrant place of learning.

Strategic Direction 1: Student growth and attainment

Purpose

To improve student learning outcomes in numeracy and reading, through explicit teaching practices; consistent and scheduled stage-based assessment and feedback. This includes regular and collaborative evaluation of student work by teachers and the effective use of student achievement data to differentiate classroom programs in line with Department of Education (DoE) High Potential and Gifted Learners (HPGL) Policy being introduced in Term 2, 2021.

Improvement measures

Target year: 2022

A minimum of 55.3% of Year 3 and Year 5 students achieve in the top two bands of NAPLAN numeracy.

Target year: 2022

A minimum of 68.6% of Year 3 and Year 5 students achieving in the top two bands of NAPLAN reading

Target year: 2023

More than 51% of students achieving expected growth in NAPLAN Numeracy.

Target year: 2023

Increase the proportion of students attending more than 90% of the time to 94%.

Target year: 2024

A minimum of 70% of Year 3 and Year 5 students achieving in the top two bands of NAPLAN Numeracy.

Target year: 2024

A minimum of 75% of Year 3 and Year 5 students achieving in the top two bands of NAPLAN Reading.

Initiatives

Numeracy

In Numeracy we will:

1. Embed explicit scope and sequence and explicit data collection schedule;
2. Embed consistent practices of assessment and of collection, analysis and use of data to inform practice.
3. Embed regular review of the effectiveness of teaching and learning programs.
4. Embed effective use of appropriate aspects of Numeracy Progressions

Reading

In Reading we will:

1. Embed explicit scope and sequence and explicit data collection schedule;
2. Embed consistent practices of assessment and of collection, analysis and use of data to inform practice.
3. Embed regular review of the effectiveness of teaching and learning programs.
4. Embed effective use of appropriate aspects of Literacy Progressions.

Success criteria for this strategic direction

1. School has scheduled, regular (at least twice each term) and planned assessment and data collection in reading and numeracy K-6. (SEF - Data Skills and Use - Assessment instruments are used regularly to help monitor student learning progress and to identify skill gaps for improvement).
2. The school leadership team has scheduled, regular surveys and information session opportunities for the school community in reflect and feedback on student performance data. (SEF - Data Skills and Use)
3. Teachers regularly use student performance data and other student feedback to refine their teaching practices in order to cater for the learning needs of all students (SEF - Effective Classroom Practice)
4. Teachers provide and receive planned, constructive feedback from peers, school leaders and students to improve teaching practice. (SEF - Collaborative Practice)

Evaluation plan for this strategic direction

Question:

1. What evidence will be collected that demonstrates Explicit scope and sequences and related data collection schedules are embedded for numeracy and reading K-6?
2. How will the impact of explicit teaching of the scope and sequences be demonstrated on improved student outcomes in reading and numeracy?
3. What procedures are being consistently implemented which assist teachers to use the Progressions and as a result, assist all students to develop self regulation in learning?
4. What procedures will be embedded which demonstrate consistent assessment practices being used across all grades/stages classrooms?

Data - a combination of sources including:

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

Internal assessment including PAT, stage/ grade

External assessment including Check-in assessments, NAPLAN

Observation

Focus groups, interviews, surveys

Student voice

Documents including student work, program adjustments and annotations

Progress towards the improvement measures:

Regular check ins, progress and implementation monitoring.

Analysis: Regular review of data to track progress on targets.

Implications: Where to next?

Strategic Direction 2: Consistent Teacher Practice

Purpose

To maximise equality of educational opportunity for all students, teachers collaboratively develop high-quality, digital programs in all key learning areas. All students receive timely and explicit feedback in all key learning areas which informs individual student progress. Teachers use collegial observations to provide valuable feedback which enhances explicit and consistent teaching and learning practices in all classrooms.

Improvement measures

Target year: 2022

- At or above 80% of teachers are engaged in collegial observations (English and maths)
- Staff surveys report that at or above 80% of respondents feel classroom observations have a positive impact on their teaching. (English and maths)
- WWB Survey reports an average score in the range of 2.5 - 3.5 for 'Regularly observe lessons' (Collaboration).
- Work sample reviews indicate that at or above 90% of teachers are completing all lessons as programmed.

Target year: 2023

- 100% of teachers are engaged in collegial observations (English and maths).
- Staff Surveys Results report at or above 90% of respondents feel classroom observations have a positive impact on their teaching. (English and maths).
- WWB Survey reports an average score above 3.5 for 'Regularly observe lessons' (Collaboration).
- Programs and work samples demonstrate differentiation based on stage-based data sets in Reading and Numeracy.
- Work sample reviews indicate that 100% of teachers are completing all lessons as programmed

Initiatives

Collaborative Programming

To embed effective, collaborative programming we:

Investigate, identify and explicitly implement best practices to deliver reading and numeracy outcomes K-6. SEF - Professional Standards - Teachers demonstrate currency of content knowledge and teaching practice in all their teaching areas.

Focus on improved teaching methods in reading and numeracy, with professional learning activities building teachers' understandings of effective teaching strategies in these areas. SEF - Learning and Development.

1. Resource regular stage, collaborative programming, data and reflection days each term.
2. Implement agreed, best practice and explicit strategies in reading and numeracy.
3. Conduct regular work sample reviews across grades and stages checking for equitable access of all students to curriculum.
4. Embed regular evaluation and review of these explicit teaching, learning and assessment programs.
5. Embed use of effective feedback, consistent across the stage and relating to the Progressions which assists students to make progress through self regulated learning decisions.

Collegial Observations

To embed collegial observations we:

1. Engage with professional learning and practise classroom observation and feedback strategies to ensure positive outcomes for teachers and students.
2. Resource regular and planned opportunities for teachers to observe and discuss the impact of effective strategies observed, in the teaching practices of self and others.

Success criteria for this strategic direction

1. All teachers K-6 implementing evidence based, explicit reading programs which meet individual learning needs, make appropriate accommodations for identified learning differences and which are regularly evaluated and reviewed against student progress measures.
2. The explicitly taught classroom programs are collaboratively developed, target reading and numeracy scope and sequences and provide work samples which are regularly moderated for enhancement of consistent teacher judgement.
3. Teachers provide explicit, specific and timely formative feedback to students on how to improve. (SEF - Effective Classroom Practice)
4. Teachers provide and receive planned, constructive feedback from classroom/stage based evidence, peers, students and school leaders to improve teaching practice. (SEF - Collaborative Practice).
5. All teachers work with clear guidelines so that the use of Literacy and Numeracy Progressions provide all students with much greater self regulation over their individual reading and numeracy learning and progress.

Evaluation plan for this strategic direction

Question:

1. What evidence have we collected that demonstrates all teachers are providing effective feedback to students?
2. What evidence do we have that regular work sample reviews are occurring, improving teacher judgement consistency and enhancing the consistency and effectiveness of practice across classrooms?
3. What evidence do we have that all teachers are demonstrating changed classroom practices and engaging purposefully with classroom observations?
4. What evidence do we have that colleagues observing each other's classroom practice, has a

Strategic Direction 2: Consistent Teacher Practice

Improvement measures

- Work samples demonstrate evidence of timely and effective feedback for students...

Target year: 2024

- Staff Surveys Results report 100% of all teachers feel classroom observations have a positive impact on their teaching. (English, maths and other KLAs).
- WWB Survey reports an average score above 3.5 for 'Regularly observe lessons' (Collaboration).
- Programs and work samples demonstrate differentiation based on stage-based data sets in Reading and Numeracy.
- Work sample reviews indicate that 100% of teachers are completing all lessons as programmed.
- Work samples demonstrate evidence of timely and effective feedback for students.

Target year: 2024

- 100% of teachers clearly understand, develop and apply a full range of assessment strategies in determining teaching directions, monitoring and assessing student progress and achievement and reflecting on teaching effectiveness.
- 100% of teachers engage positively in professional and collegial classroom observations.
- 100% of teachers regularly discuss lesson effectiveness with colleagues in reflective and purposeful conversations during Stage meetings

Initiatives

3. Embed equitable and timely access of all students to collaboratively programmed lessons, with focused and individual student feedback.
4. Embed regular opportunities for moderation of student work samples which assist development and enhancement of consistent teacher judgement.
5. Embed reflection and review opportunities which foster professional conversations to continually improve explicit teaching and student learning outcomes.

Evaluation plan for this strategic direction

positive impact on student improvement?

Data - including:

Classroom teaching, learning and assessment programs

Observations of classroom practice

Samples of where to next goals from teacher observations and discussions

Document reflection and analysis of classroom programs

Assessment data classes over time and stage over time

Student work samples

Samples of teacher and student feedback

Analysis: Executive team and whole staff conduct evaluative sessions twice each term to review and triangulate data.

Impact: Decision as to where the data is directing action required.

Strategic Direction 3: Connect, succeed and thrive

Purpose

To embed an evidence-based, whole-school framework which supports every student to connect, succeed and thrive. The school supports the whole child through measurable improvements including social, institutional and intellectual engagement to improve both individual and collective wellbeing across all school settings.

Improvement measures

Target year: 2022

Tell Them From Me survey indicates at or above 72% of students have a positive sense of belonging.

Target year: 2022

Tell Them From Me survey indicates at or above 62% of students are interested and motivated.

Target year: 2023

Tell Them From Me survey indicates at or above 76% of students have a positive sense of belonging.

Target year: 2023

Tell Them From Me survey indicates at or above 70% of students are interested and motivated.

Target year: 2024

Tell Them From Me survey indicates at or above 81% of students have a positive sense of belonging (in line with NSW Govt norm in 2020).

Target year: 2024

Tell Them From Me survey indicates at or above 78% of students are interested and motivated (in line with NSW Govt norm in 2020).

Initiatives

Wellbeing and Positive Behaviour for Learning

To achieve measurable improvements in wellbeing for every student, the school:

1. Supports a K-6 Wellbeing Team, including a teacher representative from each stage, to lead the development, implementation and communication of Anti Bullying Procedures (including PL plan) with an *Be an Upstander*, anti bullying focus in line with the new DoE Anti Bullying Policy and Support documents;
2. Supports the Wellbeing Team to lead consultation to develop guidelines which identify signs of student disengagement that may be reflective of underlying wellbeing issues (WWB Wellbeing p 30.);
3. Supports regular collection and analysis of behaviour data by the PBL Team, across all school settings and the provision of appropriate support and resources both within the school and externally provided;
4. Supports the PBL Team to lead the school through appropriate aspects of the DoE, Behaviour Strategy 2020. Evidence based, available and accessible resources are provided to teachers and SASS to meet identified individual needs as well as identified needs class, stage and whole school; and
5. supports the LaST to implement and refine a regularly reviewed process that tracks additional support assisting identified, vulnerable students in all school settings, to feel safe and supported at school. (WWB Wellbeing).

Learning and Support Team

To achieve measurable outcomes in intellectual engagement of all students, the school:

1. Supports strong Learning and Support Team (LaST) structures of referral, review, resourcing, reporting and evaluation, involving teachers, students, parents/carers/ outside agencies and providers;

Success criteria for this strategic direction

1. The PBL Team regularly reviews and monitors whole school application of flowchart procedures to support Tier one and two behaviours. Flowchart processes are known, understood and consistently applied by all staff, students and families.

2. The Wellbeing Team consults on the effective development and implementation of the Anti Bullying procedures and strategies to enhance student wellbeing and engagement within the school.

3. The school regularly collects, analyses and uses data, including Tell Them From me (TTFM) and other student, parent and staff surveys/feedback, to monitor, review and refine PBL and wellbeing initiatives.

4. The Learning Support Team (LST) continues to reflect, review, refine and respond to ensure that planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with students, parents/carers., system and external providers and with appropriate resources.. (SEF Wellbeing)

5. All teachers explicitly implement agreed strategies, using agreed resources; to meet identified and specific needs of individual students and classes.

All teachers know and consistently use explicit teaching and re-teaching of PBL lessons, provide feedback to PBL team and provide required data in a timely fashion.

All teachers have deep knowledge of bullying behaviours and how they can be recognised, know and consistently use explicit teaching of agreed anti bullying lessons and follow flowcharts and data collection as agrees.

6. There is K-6 evidence of school-wide, collective responsibility for student learning and success, which is shared by parents and students.

7. All teachers are demonstrating explicit teaching that is differentiated as appropriate and which enables students greater self regulation in their learning.

Initiatives

2. Supports the LaST to have regular and timely access to student assessment data from each stage, supporting reliable, current and flexible response to developing and changing student needs K-6;
 3. Supports the LaST to work closely with teachers, students and families to develop explicit, meaningful, measurable and regularly evaluated Individual Learning Plans for identified students and Personal Development Pathways for First Nations students.
 4. Supports the LaST to provide resources, including professional learning, for individual or small groups of teachers, Stage teams, School Learning Support Officers (SLSOs) using school based knowledge and expertise, departmental experts, DoE online PL suites, to ensure effective interventions for all identified students.
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Success criteria for this strategic direction

8. Quality teaching and professional practice are evident in every learning environment, providing students with opportunities to connect, succeed and thrive that are relevant to their stages of development. (SEF Wellbeing)

Evaluation plan for this strategic direction

Questions:

1. How is the regular collection of student behaviour data collection been embedded K-6?
2. What are the key features of the data and how is the analysis being used to impact changes to class, stage and school practices?
3. How is the school demonstrating an increase in purpose filled opportunities for student voice?
4. What is the data showing about the incidence of bullying in the school?
5. How is PBL impacting the school positively? How do we know?
6. What evidence is there that the LST referral procedures are clear? How can these be further improved?
7. What other data is being collected to inform positive changes to LST procedure and therefor to outcomes for students and families?
8. What evidence is there that all teachers are effectively using the Learning Progressions to assist students self regulate their learning and achieve individual growth in achievement?
9. What evidence is there to drive further professional learning and assist teachers develop greater knowledge, understanding and skills in any of the ongoing wellbeing related strategies?

Data: Staff, student, parent and carer surveys/ interviews/ action research/SRC focus groups/ TTFM

Analysis: Ongoing case management meetings and

Evaluation plan for this strategic direction

stage based analysis of student performance data.

Implications: Following analysis , where to next?