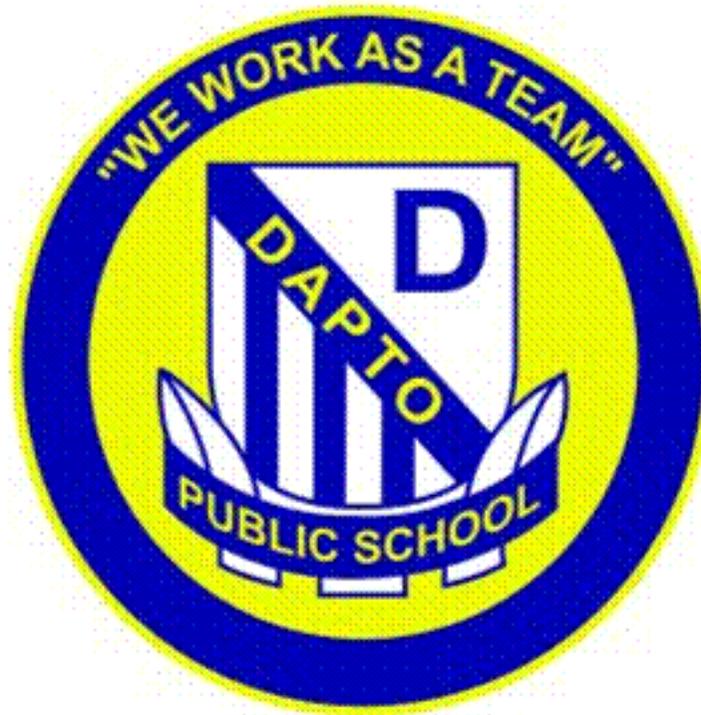


Strategic Improvement Plan 2021-2024

Dapto Public School 1727



School vision and context

School vision statement

At Dapto Public School we are committed to providing high quality educational opportunities for each and every child. We are focused on ensuring that students develop foundation skills in literacy and numeracy and then set high expectations for all students to achieve their best. At Dapto Public School we work together as a team to provide a holistic approach to prepare students to become life-long learners. We have a culture of continuous improvement where students, teachers and parents are learning partners and take a shared responsibility for students' growth and attainment. Positive relationships are evident across the school to ensure all students feel known, valued and cared for to optimise learning.

School context

Dapto Public School is a K-6 primary school located in the new growth corridor of Wollongong (West Dapto). The school was relocated in 2004 to the current site at Horsley and is one of 20 Public Private Partnership schools across NSW. The school has an enrolment of 774 and there has been steady growth in recent years. The majority of the local community send their children to their local school and very few non-local students are within the enrolments as the school has had a policy of not accepting non-local enrolments for many years. The majority of children who commence at the school continue until the end of Year 6 (75% +) which is largely due to strong community support. A significant majority of the students who move away from the school do so for reasons related to families relocating to different areas for work.

There are 34 classes K-6. There are 29 mainstream classes and the year groupings are around the 100 students per grade. The school also houses a support unit of 5 classes, supporting up to 38 students. Support classes are broken into 1 x IO/IS and 4 x Autism.

The school has a growing Aboriginal population and the current enrolment is 66 students which represents 8.6% of the school's population. This percentage has risen from 5.2% five years ago. The school has students who come from a variety of family backgrounds, including 28 cultural backgrounds from all over the world. The current EAL/D enrolment is 106, which is 13.7% of the school's population. The overall number of EAL/D students has risen with the school's growth in numbers, however the percentage has remained relatively constant throughout the last 5 years.

The school's FOEI is currently 103 and this has remained relatively constant during the last 5 years. The ICSEA has fallen from 994 in 2014 to 986 in 2019. In recent years there has been a growing percentage of the population who rent instead of home ownership. The educational background of our school community shows that most parents have not completed year 12 and there is a large trade work component within the local population. The school has experienced strong uplift in raw NAPLAN scores (8%) 2015-18 with a slight dip in scores in 2019 however growth has remain high throughout the last 7 years.

We enjoy a strong commitment from our community and the majority of students, once they commence at the school, complete Year 6. Destination high school sees the vast majority of students attend Dapto High School, however, there are a number of other destinations which include selective high schools and private schools.

There is a major infra-structure upgrade that commenced in term 4 2020 which will run for a 12 month construction period. This will add 20 permanent classrooms to the school, creating a core 38 school. The current 16 demountable classrooms will be removed. The enrolment ceiling will increase to 870 students. It is predicted that the school will continue to grow over coming years. This building program will create difficulties with reduced playground space and the noise of construction.

After analysing our recent school-wide situational analysis, and consulting with students, parents/carers, local AECG and staff, the following areas were identified as a focus in our strategic planning;

School vision and context

School vision statement

School context

* Numeracy growth will be the main focus for professional development, with strong systems put in place to continue to build on established whole school practices in literacy.

* Student engagement

* Feedback to review learning and teaching

* Develop the knowledge and understanding of Aboriginal culture and histories.

Strategic Direction 1: Student growth and attainment

Purpose

This strategic direction's purpose is that all students make expected growth in literacy and numeracy. This will be achieved through whole school approaches to explicit teaching in all classrooms that is informed by analysis of student data. The school will build on existing strong foundations in literacy and use this to further develop teaching practices in numeracy that are responsive to the needs of individual students.

Improvement measures

Target year: 2022

Naplan top two bands - Reading

- Increase the proportion of students achieving in the top 2 NAPLAN bands in reading by 5.8%

Target year: 2022

Naplan top two bands - Numeracy

- Increase the proportion of students achieving in the top 2 NAPLAN numeracy bands by 6.1%

Target year: 2023

Naplan Expected growth

- Increase the % of students achieving expected growth in NAPLAN numeracy by 3.2% from system-negotiated baseline.

Target year: 2023

Naplan Expected growth

- * increase the % of students achieving expected growth in NAPLAN reading by 3.5% from system-negotiated baseline.

Target year: 2024

All teaching and learning programs across the school show evidence that they are adjusted to address

Initiatives

High Expectations

All staff will embed a learning culture within their classroom that enables students to develop their full potential through engaging and challenging them. Teachers will adapt the curriculum to meet the specific learning needs of all students. The learning goals for students are informed by analysis of internal and external student progress and achievement data. Students and teachers will engage in regular feedback on their progress towards achieving these goals, as research shows that when students are told what they will be learning at the beginning of lessons and when class lessons are well planned, students generally have higher average NAPLAN numeracy scores.

Curriculum

Professional learning will focus on teachers understanding the sequential development of knowledge, understanding and skills in the English and Mathematics curricula. Teaching and learning programs K-6 reflect whole school practices ensuring all students are challenged and that adjustments lead to improved learning. High impact professional learning will be used to support the introduction of new curriculum and introduce staff to examples of best practice programming and assessment.

Success criteria for this strategic direction

Initiative 1 - * Explicit processes are in place for all teachers to enter Plan data and that weekly numeracy and literacy programs reference PLAN 2 data. Adjustments to programs show accommodations and adjustments made to suit the needs of the class.

* Professional learning activities are focused on student growth and attainment.

* All learning and support programs are evidenced by data and identify impact on student growth in key focus areas.

Initiative 2 - Student growth and achievement data in reading and numeracy is systematically monitored and analysed by all staff.

Evaluation plan for this strategic direction

Question: How do we know we have developed a culture of high expectations? How, and to what extent, are teachers using evidence to evaluate and adjust their teaching practice?

Data: Teachers will engage in rigorous analysis of data harvested from Scout, NAPLAN, PLAN 2 data, PAT assessments, reading levels, PROBE reading, school assessment data and PLPs and ILPs at planned times throughout the year, based on the whole school assessment schedule.

Staff will engage in regularly planned professional activities, including data conversations and collaborative planning sessions, to provide clarity around whether we are on track for achieving the intended improvement measures.

Teaching programs will be routinely monitored to ensure that data analysis is reflected in the differentiation that is evident in the planning and that adjustments have been made to cater for individual needs.

The teaching standards will be used as a reference for

Strategic Direction 1: Student growth and attainment

Improvement measures

individual student needs. Teaching and learning programs show evidence of revisions based on student feedback.

Evaluation plan for this strategic direction

lesson observations and program feedback to ensure that teaching and learning programs reflect whole school expectations.

Staff surveys will be used to evaluate professional learning relating to literacy and numeracy development.

Analysis - Analysis of school data will show to what extent the purpose has been achieved.

Implications - What are the implications for our work?

What are our future directions and next steps?

Strategic Direction 2: Positive Relationships

Purpose

To develop positive and respectful relationships across the whole school, creating an environment where there is a shared responsibility between all learning partners to ensure optimum conditions for student learning.

Improvement measures

Target year: 2022

Increase by 3.7% the proportion of students attending school more than 90% of the time (calculated as a summation of attendance and explained, justified absences) to be at or above the system-negotiated lower bound target.

Target year: 2024

Increased % of students identified as having met school expectations, as evidenced by a reduction in reported behaviour referrals.

Target year: 2024

To be assessed as Excelling in the School Excellence Framework in reference to A Planned Approach to Wellbeing.

Initiatives

Attendance - engagement in learning

A review of the current attendance policy and procedures will be undertaken, ensuring that the school practices reflects the latest Departmental guidelines and has systematic processes in place to support students and families. The executive will work closely with staff, students and families to develop practices that are supportive and proactive, ensuring student absences do not impact on learning.

Whole school approach to promote student wellbeing.

Student wellbeing is enhanced when students connect with the community that supports them. The learning partners of our school will have a school-wide, collective responsibility for student learning and success. Positive and respectful relationships will be evident and widespread among students and staff and promote student wellbeing. Staff will embed the wellbeing framework into school culture through ongoing professional learning in effective wellbeing strategies.

Review current wellbeing processes in line with current research and departmental policy.

Establish processes within the school that track student wellbeing effectively and respond to the needs of individuals and groups of students through evidence-based programs.

Success criteria for this strategic direction

The school has consistent, systematic processes around attendance, that are shared by all learning partners, that ensures student learning is not impacted by unjustified absences.

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

Evaluation plan for this strategic direction

Question: How has the implementation of school-wide practices resulted in measurable improvements in wellbeing?

Data - attendance data, planning room referrals, suspension data, LST Referrals - which is reflected in implemented evidence-based change.

Evidence of review of programs, systems and practices in the school.

Development of systems, policies and programs that are evidence-based and support student wellbeing across the whole school.

Staff, parent and student surveys focusing on changes to policies and resulting impact.

Analysis: Analysis of school data will show to what extent the purpose has been achieved.

Implications: What are the implications for our work?

What are our future directions and next steps?

Strategic Direction 3: Learning Culture

Purpose

A culture of high performance is created through teachers continually building their capacity to deliver high quality evidenced based teaching and learning.

Improvement measures

Target year: 2023

All staff complete registered hours for accreditation by 2023.

Target year: 2024

All staff identify as having increased knowledge and skill in how to develop students' understanding of and respect for Aboriginal and Torres Strait Islander histories, culture and languages.

Target year: 2024

Programs are delivered that support ongoing participation of Aboriginal and Torres Strait Islander students, by engaging in collaborative relationships with significant members of their community.

Target year: 2024

Annual Dapto Public School internal staff reviews show steady improvement in teacher satisfaction in reference to professional learning opportunities.

Initiatives

Professional Learning

The leadership team will establish a professional learning community that is focused on continuous improvement of teaching and learning informed by the High impact Professional Learning Model.

Staff will be supported in the Performance and Development Process to identify professional learning that is evidence-based and enhances their teaching practice to benefit the education of students.

Systematic processes will be developed to ensure the rigorous implementation of new syllabus documents K-6.

Aboriginal Education

Our school will develop a culture that ensures that the identity, culture and heritage of Aboriginal and Torres Strait Islander students is respected. Professional learning for staff will focus on Aboriginal Education and the partnership agreement with the AECG, "Walking together, Working together", to develop understanding of and appreciation of the richness and diversity of Aboriginal and Torres Strait Islander cultures and histories. We will establish programs for Aboriginal students to enhance their connection to Country.

Success criteria for this strategic direction

All staff achieve accreditation by completing high quality, evidence-based professional development.

The leadership team promotes and supports the attainment of higher levels of accreditation.

The leadership team has developed processes to ensure a culture of continued improvement of practice for all staff.

Staff identify, through internal measures, that their level of skill and knowledge in developing students' respect and understanding for Aboriginal and Torres Strait Islander histories, cultures and languages has increased.

As a result of participating in targeted programs, Aboriginal and Torres Strait Islander students will be able to identify their connection to Country.

Evaluation plan for this strategic direction

Question: Have all staff completed their accreditation responsibilities according to NESA requirements? Have teachers identified greater satisfaction with the professional development process?

Data: Evidenced through staff evaluation of school-based professional development, evaluation of the successful attainment of goals on staff PDPs, annual staff wellbeing survey, review of staff hours in line with NESA.

Question: How has professional learning impacted teacher knowledge around Aboriginal education?

Data: Student and staff survey pre and post, relating to increased knowledge and understanding of Aboriginal histories and culture. Number of students regularly involved in targeted programs for ATSI students.

Analysis: Analysis of school data will show to what extent the purpose has been achieved.

Implications: What are the implications for our work?

Evaluation plan for this strategic direction

What are our future directions and next steps?