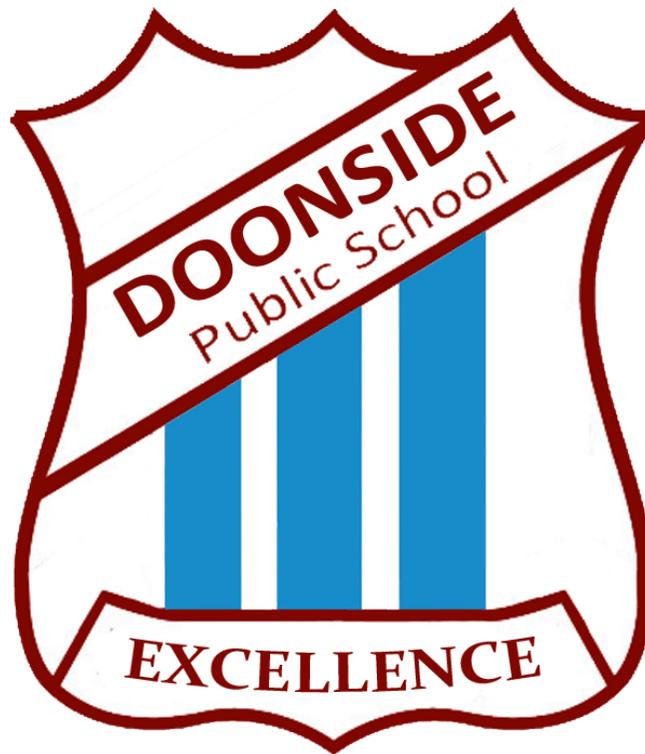


School plan 2015-2017

Doonside Public School 1760



School background 2015–2017

School vision statement

Doonside Public School aims to provide a caring, happy environment in which each child will be equipped with knowledge, skills and the acceptance necessary to be an achieving member of our changing society.

Our school provides children with:

A warm, caring educational environment where staff, children, parents and the community work together to attain the best possible educational outcomes.

The opportunity and encouragement to develop to their full potential –academically, emotionally, culturally, socially and physically.

A model for acceptable social behaviour and responsibility within the school and the community.

We are committed to:

–Excellence and equity in teaching and learning; Excellence and equity in leadership;

–Excellence and equity in engagement;

–Empowering students to become responsible and independent decisionmakers; *(WBF)*

–Promoting the concept of 'lifelong learning'; *(WBF)*

–Ensuring quality teaching and learning programs for all students;

–Promoting the welfare and development of students and staff; *(WBF)*

–Encouraging collegiality, team spirit and collaborative action;

–Enhancing the partnership between the school and its community; and

–Fostering an environment that utilises its resources

School context

Doonside Public School is located beside Doonside Railway Station in the Western Sydney Region of NSW. The school's history dates back to the late 1930's when local farms were subdivided and allotments were provided for the settlement of returned soldiers.

Our school population of 227 students (P–6), includes children with 23 languages and cultural backgrounds. The school has a significant Aboriginal and Torres Strait Islander population (29.7%) and 48% of students from non-English speaking backgrounds. We have a staff at a variety of experience levels, ranging from Early Career Teachers to more experienced teaching staff. Our local community is supported by a number of government and non-government agencies. The Preschool caters for Aboriginal students as a Regional resource. Doonside Public is supported by the DoE through various funding programs.

School planning process

1. Interviews/surveys were conducted with members of the school community which included the following:
 1. Members of staff non-teaching and teaching
 2. Students
 3. Parents and wider community
 4. Focus group through Pre-School
1. Community forums
2. P&C meetings
3. Chill and Chat
4. Preschool meetings
5. Analysis of the following:
 1. Policies
 2. Programs
 3. Plans
 4. Budgets
 5. Meeting minutes
 6. Assessment information
 7. Other information as seen by the school as informing the review.
 1. Classroom observations
 2. Detailed Analysis of NAPLAN Literacy and Numeracy
 3. Other sources of information including community partnership feedback

**The School Excellence Framework is reflected through the content of the plan without specific identification code.*

***Identification of the relevant aspects of the Wellbeing*

School background 2015–2017

School vision statement

efficiently to promote maximum benefit for all students.

School context

School planning process

Framework are identified throughout the plan through the use of the code WBF.

**** Unexpended funds 2016 are committed to supporting the strategic directions through human resourcing 2017. Nil funding uncommitted.*

School strategic directions 2015–2017



**STRATEGIC
DIRECTION 1**
Teaching and Learning

Purpose:

To initiate an integrated and systematic approach to support all students to become competent, creative and collaborative learners with a relentless focus on lifelong learning attitudes, values and practices.



**STRATEGIC
DIRECTION 2**
Leadership

Purpose:

To build strong relationships and maximise capacity as an educational community, by leading, inspiring and supporting students, staff and parents to challenge themselves as members of the wider school community.



**STRATEGIC
DIRECTION 3**
Engagement

Purpose:

To initiate, facilitate, inspire and support the connection between the learner and their learning.

Strategic Direction 1: Teaching and Learning

Purpose

To initiate an integrated and systematic approach to support all students to become competent, creative and collaborative learners with a relentless focus on lifelong learning attitudes, values and practices.

Improvement Measures

75% or more of all to meet Premier's Targets for Literacy and Numeracy.

50% of students K–2 meeting the Premier's Targets in Numeracy (EAfS) .

Reduce the difference in Student trend data in English and Mathematics between state and school by 50%.

People

Students

Actively participate in learning opportunities aligned with relevant expected outcomes and seek alternative learning tools or environments to assist them in engaging with learning activities.

Explicitly aware of stage expectations of learning against continuum documents.

Students engage goal setting in self–evaluation and reflection processes and respond actively and appropriately to feedback. *(WBF)*

Staff

Provide alternative learning tools and/or environments that facilitate students to actively engage in their learning.

Establish meaningful and challenging expectations for students that meet school standards, while making explicitly aware of stage expectations of learning against continuum documents.

Implement quality teaching and learning programs that meet National Teaching Standards and reflect QT practices.

Actively gather and analyse data to inform teaching and learning programs and practices through use of identified assessments.

Provide timely and relevant feedback to students and all other interested parties.

Initiating dialogue with parents/carers regarding student progress and achievement.

Processes

Leaders

Monitor, evaluate and provide feedback to staff on teaching and learning programs

Provide Models of support to staff on teaching programming.

Leaders

Initiate and develop professional development opportunities that enable staff to meet requirements and personal and professional goals.

Students

Actively participate in learning opportunities aligned with relevant expected outcomes.

Students engage in self–evaluation and reflection processes.

Explicitly aware of stage expectations of learning against continuum documents

Staff

Provide timely and relevant feedback to students.

Initiating dialogue with parents/carers regarding student progress and achievement.

Celebrate achievement

Staff

Actively gather and analyse data to inform teaching and learning programs and practices through use of identified assessments.

Practices and Products

Practices

Teachers entering PLAN data periodically and regularly using this to inform teaching and learning.

Teachers using standardised testing to inform plotting of students against continuum.

Use of continuum as a measure of improvement in student outcomes in reading.

Continued use of the strategies of the Super 6 Comprehension program.

Engaging and supportive Learning environment for English / Mathematics and Literacy / Numeracy.

Implementation of NSW syllabus for Aust. curriculum for Geography.

Teaching and learning programs and pedagogy are measured against the Australian Standards for teachers with an increase in LaST FTE.

Products

Teaching programs and classroom environments will reflect 21st Century teaching and learning.

Design and use of quality teaching and learning programs that are differentiated and challenging to meet the needs of diverse learners.

Ongoing evidence of self–evaluation against set criteria or identified goals.

Whole school assessment tasks designed

Strategic Direction 1: Teaching and Learning

Improvement Measures

People

Celebrate achievement.

Parents/Carers

Support for parents as the first teachers through inclusion and invitation to participate actively in classroom and whole school activities.

Actively engage in school based development opportunities that are offered.

Initiate dialogue with appropriate school members.

Consultative process in the development of PLP's, IEP's and other relevant plans.

Community Partners

Student learning and engagement is supported through opportunities offered by external agencies e.g. Western Sydney University.

Leaders

Monitor, evaluate and provide feedback and models to staff on teaching and learning programs.

Initiate and develop professional development opportunities that enable staff to meet requirements and personal and professional goals.

Actively engage with students and their learning. *(WBF)*

Celebrate achievement on all levels. *(WBF)*

Processes

Provide alternative learning tools and or environments that facilitate students to actively engage in their learning.

Increased LaST FTE, implantation of L2 (EAfS)

Evaluation Plan

Deep analysis of Best start.

Deep Analysis of Plan data every five weeks plotted against the continuums.

Deep analysis of SENA data, reading data and spelling data.

Deep analysis of NAPLAN.

Quantitative surveys / discussions with staff and parents mid and end of term to determine milestone achievements and adjustments where applicable in teaching and learning.

Practices and Products

and implemented.

School wide assessment timeline developed to guide the development of teaching and learning programs.

Improved reading levels whole school K-6.

Teaching and learning programs that implement NSW syllabus for the Australian Curriculum for Science and History.

Strategic Direction 1: Teaching and Learning

Improvement Measures

People

Develop systems and practices that create framework for all of the above.

Processes

Practices and Products

Strategic Direction 2: Leadership

Purpose

To build strong relationships and maximise capacity as an educational community, by leading, inspiring and supporting students, staff and parents to challenge themselves as members of the wider school community.

Improvement Measures

Instructional Leader rigorous analysis of PLAN data, PD in the teaching of K-2 Literacy / Numeracy guiding contextually responsive tiered learning.

Increased percentage of staff and students implementing successful and meaningful leadership and management opportunities.

100% of teaching staff will have a working Professional Development Plan

People

Students

Participate in school extension and leadership programs / opportunities / events (*WBF*)

Demonstrate leadership that model the vision and values of the school

Staff

Instructional leader actively identifies PD needs and opportunities of staff. (EA4S)

Actively seek opportunities to attain qualification and accomplishment against National Teaching Standards.

Develop professional goals and set targets for personal development.

Articulate the school vision and promote our virtues and expectations.

Parents/Carers

Actively involved through P&C, surveys and forums. (informal / formal) (*WBF*)

Set an example by supporting our school vision and values as the students' first teacher.

Leaders

Support Professional accreditation strategies, the school induction process and timely and professional feedback.

Identify and support leadership and build capacity among students, staff and

Processes

Student

Selection process for student leadership positions. (self / nominated)

Participate in explicit leadership training activities.

Participate in the student executive council program.

Staff

Develop professional goals and set targets for individual professional growth and development inclusive of teaching standard 1.

Actively seek opportunities to attain qualification and accomplishment against National Teaching Standards

Leaders

Identify and support leadership and build capacity among students, staff and parents.

Leaders

Executive staff will be provided with coaching and mentoring strategies to build and support leadership capacity

Evaluation Plan

Survey staff on leadership – analysed data.

Analysis of staff participating in PD and staff delivering PD.

Staff consistently meeting with supervisor

Practices and Products

Practices

Students directing own learning.

Leadership mentoring program

Principal – DP

P/DP – AP

P/DP/AP – Staff

P/DP/AP/ Staff – Students

Development of individual staff goals.

Embracing community input/ engagement.

Empowering student leadership.

Second wave of support – SLSO; LaST; AP support /L2.

Products

Students taking responsibility for actions. (*WBF*)

Quality pedagogy delivered by staff that meet professional accomplishment and meet the needs of our school.

Happy and confident staff that are ready to try new projects and accept change in a positive professional manner demonstrating personal and professional resilience. (*WBF*)

Cohesive Executive Team that support and encourage colleagues and their team members to be the greatest educator of excellence that they can be.

Doonside PS Professional Development

Strategic Direction 2: Leadership

Improvement Measures

People

parents. *(WBF)*

Executive staff will be provided with coaching and mentoring strategies to build and support leadership capacity.

Counsellor / Instructional leader feedback to guide teaching / learning programs and student.

Strategic placement of resources as co-contribution to support the success and sustainability of EAFS.

Processes

to reflect upon and re-evaluate PDP's

Quantitative surveys / discussions with staff and parents annually to determine milestone achievements and adjustments where applicable.

Staff discussion and review of participation in explicit leadership training activities.

Staff, student and parent discussion / review on the participation of the student executive council program

Practices and Products

Plans implemented as per DoE guidelines (under Teacher improvement plan 2014). (extension to SASS team where applicable).

Parents actively involved in the school and putting forward positive / constructive voices. *(WBF)*

Updated school vision / virtue in place.

Students are actively involved as school leaders.

Strategic Direction 3: Engagement

Purpose

To initiate, facilitate, inspire and support the connection between the learner and their learning.

Improvement Measures

Increase student engagement with higher relevant learning experiences which impact on student whole day attendance, target set at 93%.

Maintain and strengthen parent / carer participation at the school to improve engagement and educational outcomes for all students through community consultation.

All staff participates in applicable Professional Development opportunities.

People

Students

Use of multimodal learning to engage students actively in classroom program to meet stage expectations of learning against continuum documents.

Take responsibility for attendance in regular and timely manner. *(WBF)*

Staff

Staff utilise the expertise of the instructional Leader (EA4S).

Facilitate engaging learning opportunities. *(WBF)*

Demonstrate skills, expertise and confidence to work collaboratively with students to develop and differentiate student learning P–6.

Modelling lifelong learning values and school

Parents/Carers

Model respect and value for learning as the students' first teachers. *(WBF)*

Nurture home/school partnerships.

Facilitate whole and Partial day attendance in a regular and timely manner.

Community Partners

Support for students and families through external agencies, specific to student welfare e.g. Community Reference Network, Red Cross etc.

Processes

Students

Students actively engage in classroom program, meeting stage expectations through differentiated and multimodal learning.

Student

Take responsibility for attendance in regular and timely manner.

Students engaged in classroom and school wide tasks.

Staff

Facilitate engaging learning opportunities, inclusive of differentiated and multimodal learning.

Maths Mob, Math Wiz, Literacy wiz implemented.

Demonstrate skills, expertise and confidence to work collaboratively with students to develop and differentiate student learning P–6.

Modelling lifelong learning values and school vision.

Leader

Model lifelong values and school vision.

Provide opportunities for engagement.

Establish and maintain channels of communication.

Implement and monitor school based and DoE policies.

Practices and Products

Practices

Consistent application of school wide PBL practices.

(WBF)

Consistent application of Welfare and Discipline Policy –inclusive of attendance. *(WBF)*

Learning tasks student directed and centred. *(WBF)*

Quality learning environment P–6.

ICT effectively utilised.

Preschool opened 5 days.

Evidence based teaching practices

Strategic Direction 3: Engagement

Improvement Measures

People

Leaders

Establish and maintain channels of communication.

Provide opportunities for engagement.

Implement and monitor school based and DoE policies.

Sustained Practice supported by Mathematics / Reading Eggs that provides student support.(EAfS)

Processes

Community (parent)

Facilitate the attendance of their child in a regular and timely manner.

Model, respect and value for learning as the students' first teachers.

Nurture home/school partnerships.

Community (interagency)

Support for students and families through external agencies, specific to student welfare e.g. CRN, Red Cross etc.

Nurture home/school partnerships.

Evaluation Plan

Analysis of NAPLAN and school based data to assess movement towards goals.

Analysis of PBL data sets.

Analysis of suspension, attendance and discipline data.

Survey of staff, parents, students on satisfaction of school practices – analysis of data.

Assessment of staff absenteeism, morale and concerns.

Assessment of parent/community involvement.

Practices and Products