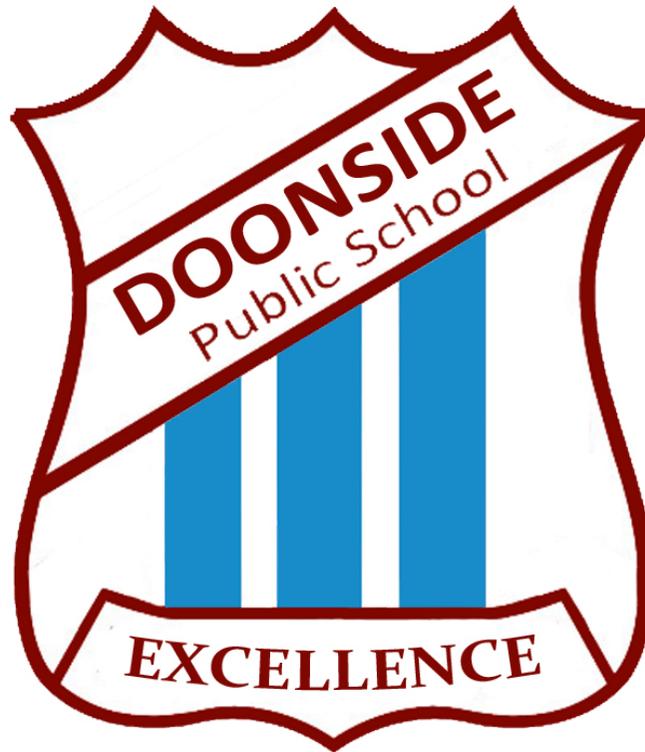


School plan 2018-2020

Doonside Public School 1760



School background 2018–2020

School vision statement

Doonside Public School is committed 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 community shares a commitment to provide students with:

A warm, caring educational environment where staff, children, parents and the community work together to attain personal excellence in 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.

Fostering an environment that utilises its resources efficiently to promote maximum benefit for all students.

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 305 students (P–6), includes children with 29 languages and 28 cultural backgrounds. The school has a significant Aboriginal and Torres Strait Islander population 21% and 48% of students from non-English speaking backgrounds. We have a staff at a variety of experiences 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. Our Preschool caters to our community and families, as well as local and non local Aboriginal students as a Regional resource. Doonside Public School is supported by the DoE through various funding programs.

School planning process

Interviews / Meetings / Discussions / Surveys were conducted with members of the school community which included the following:

- Members of staff, teaching and non-teaching
- Students
- Parents and wider community (P&C, Chill 'n' Chat)
- Interagency groups
- Focus groups through preschool
- Community Forums

Rigorous Analysis of the Following

- External Validation summary
- Internal School wide evaluation
- 2015–2017 school plan / milestone achievements and results.
- Other Information as seen by the school as informing the review: policies, programs, plans, budgets, meeting minutes, assessment information, classroom observations, detailed analysis of NAPLAN Literacy and Numeracy and community partnership feedback.

NB (1) Unexpended funds 2017 are committed to supporting the strategic directions through human resourcing 2018. Nil funding uncommitted.

School strategic directions 2018–2020



Purpose:

To empower a school wide approach to support all staff to make student learning the core focus using evidenced based research as best practice that continues to promote and embed learning, the building of educational aspiration and ongoing performance improvement throughout the school community. Our teachers demonstrate personal responsibility for improving their teaching practice in order to improve student learning.

Purpose:

To initiate, facilitate, inspire and support the connection between the learner and their learning. Our students will develop foundation skills in Literacy and Numeracy, strong content knowledge and the ability to learn, adapt and be responsible citizens.

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. Our school leaders enable a self-sustaining and self-improving community that will continue to support the highest levels of learning as a lasting legacy of their contributions.

Strategic Direction 1: Teaching and Engagement

Purpose

To empower a school wide approach to support all staff to make student learning the core focus using evidenced based research as best practice that continues to promote and embed learning, the building of educational aspiration and ongoing performance improvement throughout the school community. Our teachers demonstrate personal responsibility for improving their teaching practice in order to improve student learning.

Improvement Measures

100% of staff demonstrate expert knowledge and use of learning progressions in Literacy, Numeracy and the use of PLAN2.

100% of staff will analyse current data and embed research informed practices to differentiate Teaching and Learning programs.

(EAfS K–6)

People

Students

Students have an understanding of their accountability and demonstrate initiative and taking ownership of their learning.

Staff

Staff establish meaningful and challenging expectations for students that meets school standards, while making them explicitly aware of expectations of learning against progression and syllabus documents.

Parents/Carers

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

Leaders

Leaders establish and improve processes which build the capacity of the school community to use data and engage in evidence based conversation about school improvement particularly relating to teaching practices.

Leaders

Leaders strengthen the schools evaluative culture and practice and provide professional learning on the use of quality sources of data to inform future Teaching and Learning.

Processes

Draw on solid research to develop and implement high quality professional learning in Literacy and Numeracy teaching practices.

Develop and implement collaborative processes for using consistency in teacher judgement in Literacy and Numeracy progressions inclusive of internal assessments.

Evaluation Plan

Robust and collaborative data analysis including:

- Best Start
- PLAN 2 (every 5 weeks)
- SENA (3–6)
- NAPLAN data
- Reading and Spelling (K–3 every 5 weeks)
- Meeting minutes
- Teaching programs and reflections
- Class observations
- Feedback provided by all stakeholders will contribute to continuous school improvement.

Practices and Products

Practices

Continuous collaboration and teacher professional learning results in an explicit teaching approach to Literacy and Numeracy, which is research informed. (EAfS)

Coaching initiatives for staff and aspiring leaders demonstrate increasing confidence and evidence of improvement in professional practices through a collaborative and collegial approach.

Educators respond to student's ideas and play and extend student's learning through open ended questions, interactions and feedback.

Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

Strengthen a culture of collaborative practice through implementation of STEM network of schools project.

Products

Teaching program and classroom environment will reflect future focused learning.

Differentiated Teaching and Learning programs that are data and evidence informed.

PDP's effectively embedded.

Systems support teachers to make informed and CTJ about students learning based on a deep knowledge and understanding of Lit/Num progressions.

Strategic Direction 2: Learning and Engagement

Purpose

To initiate, facilitate, inspire and support the connection between the learner and their learning. Our students will develop foundation skills in Literacy and Numeracy, strong content knowledge and the ability to learn, adapt and be responsible citizens.

Improvement Measures

At least 80% of students P–6 meeting the Premier's targets and achieving their stage appropriate growth in Literacy and Numeracy (EAFS).

Reduce the difference in student trend data in Literacy and Numeracy between state and school by at least 50% (NAPLAN)

People

Students

Articulate how and why they learn and develop their individual thinking, problem solving, collaborative and communication skills to achieve their learning goals.

Staff

Differentiate their teaching to meet students' learning needs by providing targeted intervention in the areas of Literacy and Numeracy. Enable students to set and achieve their learning goals.

Curriculum planning, programming, assessing and reporting practices are responsive to student needs.

Collaboratively develop learning goals, plans and pathways with **student and parents** and support students in achieving these.

Parents/Carers

Collaboratively develop learning goals, plans, pathways with **student and teacher** and support students in achieving these.

Community Partners

Collaborate with school staff/inter-agencies to support student achievement in learning, engagement and wellbeing.

Leaders

Establish structures and processes to identify, address and monitor student learning needs.

Processes

High quality teacher professional learning and coaching practices will support teachers to employ exemplary pedagogy across all areas of the curriculum leading to ongoing student improved growth and performance.

Deliver quality student centred and self regulated learning experiences which enable students to understand how they learn and to set and achieve their learning goals.

Timely, targeted intervention and feedback to all students reflects best practice.

Tailored support, extension and enrichment maximise outcomes through an integrated approach to student wellbeing in which the holistic student can connect, succeed and thrive in each stage of their schooling.

Evaluation Plan

Robust and collaborative data analysis including:

- PLP's, IEP's, PDP's
- Learning pathways (student)
- Ongoing review of NAPLAN and PLAN 2
- Quantitative and qualitative surveys/discussions with staff, parents and students
- Internal student performance data
- Feedback provided by all stakeholders will contribute to continuous school improvement.

Practices and Products

Practices

Students and staff are involved in the continuous use of assessment data to monitor achievements and gaps in student learning to inform planning for quality and pertinent learning experiences.

Relationships between all stakeholders are both valued and nurtured to ensure continuity of quality student learning.

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes or wellbeing with improved attendance levels (at least 93% or equal to state average).

Educators respond to children's ideas and play and extend children's learning through open ended questions, interactions and feedback (P–6).

Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation. (P)

Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

School Planning incorporates strategies to enhance wellbeing, learning and engagement which enables students with special needs access to the curriculum through flexible and inclusive practices.

Promote future focussed learning implementation through network of schools STEM project.

Strategic Direction 2: Learning and Engagement

Practices and Products

Products

Student centred learning environment exists where all students are supported, challenged and are receiving timely and meaningful feedback on their learning to inform future learning pathways.

Positive and respectful relationships across the school community underpin a productive and aspirational learning environment.

Data collections demonstrate improved reading and spelling levels K–6.

Strategic Direction 3: Leading and Engagement

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. Our school leaders enable a self-sustaining and self-improving community that will continue to support the highest levels of learning as a lasting legacy of their contributions.

Improvement Measures

Improved student outcomes (at least 20% per year) and high quality service delivery are a result of strategic resourcing.

Sustain a 30% per year growth in engagement at all levels as a measure of capacity as an educational community.

People

Students

Students participate in school extension and leadership programs, opportunities and events. (WBF)

Students demonstrate leadership that model the vision and values of the school.

Staff

Engage all staff in professional development that is relevant, future focused and shaped by research, evidence and feedback, to build their capabilities as learners, teachers and leaders with a growth mindset.

Community Partners

Enable the school community to develop and engage in a shared vision to plan and build pride in DPS whilst creating a community of practice and networks that assure shared responsibility that values individuals and fosters a collaborative environment resulting in learning success.

Leaders

The leadership team maintain a focus on distributed instructional leadership to sustain a culture of effective, evidence based teaching and ongoing improvement so that every student makes measureable learning progress and gaps in student achievement decreases.

Processes

Local leadership capacity and teaching expertise are strengthened through high quality Instructional Leadership. (EAFS)

Deployment of teaching and non teaching staff entitlement to utilise the available expertise to meet the needs of students, staff and community through a school culture of coaching and shared accountability, that recognises and delivers systemic expectations for learning, teaching and leading. (NB1)

Evaluation Plan

Survey staff on leadership

Survey of parent, student and community satisfaction

Analysis of data collections (including SCOUT and PD)

Analysis of staff PDP effectiveness

Evaluation of effectiveness of our coaching strategy

Executive accountability

Analysis of staff engagement

Practices and Products

Practices

Staff and leaders collaborate to effectively deliver key reforms in partnership with communities in the context of local decision making.

P coach DP; P/DP coach AP; P/DP/AP coach staff; all staff coach students

A strong school culture of improvement is ground in research based practice.

Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.

The expertise, culture, values and beliefs of families are respected and families share in decision making about their child's learning and wellbeing. (P-6)

Effective leadership builds and promotes a positive organisational culture and professional learning community.

Utilisation of RAM allocation is in response to local identified priorities.

Products

A high functioning, strategic organisation that values individuals, ensures professional growth and fosters a collaborative environment, resulting in learning success.

A highly skilled responsive and diverse workforce where staff members understand and value themselves and each other and contribute to a culture of high expectations, achievement and accountability.

Strategic Direction 3: Leading and Engagement

Practices and Products

Sustained and measurable whole school improvement.

Effective, supportive, engaged and educationally focussed P&C committee.