

School plan 2018-2020

Denistone East Public School 3862



School background 2018–2020

School vision statement

To consistently promote a positive, respectful and safe environment, where resilient individuals achieve their full potential and are inspired to be lifelong learners.

School context

Denistone East Public School is located in the suburb of Eastwood and is part of the Northern Sydney educational area, with an enrolment of 760 students. The school has 78% of students who are from a Non English Speaking Background (NESB), with the two significant cultural groups being Chinese and Korean.

The whole school community is committed to providing a welcoming school environment where students are nurtured, guided, challenged and inspired to problem solve, collaborate, be resilient and think critically and creatively.

The school provides a diverse range of quality learning experiences across the curriculum to engage and motivate.

Extra-curricular activities such as SRC, debating, choir, dance, music, art and sport provide opportunities for students to develop a broad range of skills.

The school has a variety of quality practices and processes in place to ensure that all students' needs are identified and catered for. In addition to our English as an Additional Language/Dialect (EAL/D), we have a Learning and Support team of teachers (LaST) and Teacher Librarians. Korean (K–1) and Mandarin (2–6) community languages programs are offered to all students.

With students at the centre of all decision making, teachers collaboratively plan for their ongoing learning by creating quality learning opportunities that are engaging, differentiated and develop a deep knowledge and understanding of the curriculum. Students are encouraged and supported to realise their full potential as learners and global citizens. Teachers set high expectations whilst building the foundations to develop resilient, confident and creative individuals who are equipped for future success and wellbeing.

Parents are valued as active partners in their child's education and support school initiatives. Opportunities to foster authentic partnerships between home and school aid in maximising student learning outcomes.

We have formed a strong partnership with the Royal Surf

School planning process

This school plan is the result of rigorous evaluation processes undertaken in Semester 2 2017.

Authentic opportunities for collaboration were a high priority as we moved towards creating a shared vision and strategic directions for Denistone East Public School.

Students, staff and parents were consulted and input sought through focus groups, parent forums, professional learning sessions, student SRC meetings and surveys to inform decision making and refine existing and establish new practices and programs.

The draft school plan was discussed with the K–6 SRC Representatives who then took this information back to the student body to provide feedback and further information around the opportunities and practices that they would like to see explored further.

The staff engaged in a number of strategic professional learning sessions in Semester 2, with a focus on collaborative planning for the future. All staff had input into the evaluation of our school's performance against the School Excellence Framework. In addition, a NAPLAN committee was formed which utilised Helen Timperley's 'Spirals of Inquiry' to investigate trends in external student performance data. Further targeted professional learning sessions provided opportunities for staff to explore school-based performance data and make informed changes to the draft school plan.

Parent forums were held in the evening to provide explicit information around priority areas and to elicit feedback. In addition, a focus group model was utilised to consult with a small group of community representatives and obtain their input into our future school plan.

School background 2018–2020

School vision statement

School context

Lifesaving Society to refurbish and build a state of the art indoor swimming facility on our school site, with a focus on 'Learn to Swim' and safety programs. In addition, our new infrastructure will commence being built in 2018 which will include new open-plan classrooms and facilities that will enhance future focused teaching and learning.

School planning process

School strategic directions 2018–2020



STRATEGIC DIRECTION 1

Future Focused Learning

Purpose:

To provide a commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and future success.



STRATEGIC DIRECTION 2

Enhancing Teacher Practice

Purpose:

To strategically build teacher capacity to embed consistent whole-school quality teaching practices that maximise student learning outcomes across the curriculum.



STRATEGIC DIRECTION 3

Valuing wellbeing and building relationships in the school community

Purpose:

There is a school-wide, collective responsibility for valuing wellbeing and positive relationships with all stakeholders.

Strategic Direction 1: Future Focused Learning

Purpose

To provide a commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and future success.

Improvement Measures

- Improved value-added results in NAPLAN Literacy.
- Growth in the School Excellence Framework theme Improvement of Practice from *delivering* to *Sustaining & Growing*.
- Tell Them From Me survey indicates a % increase in student engagement.

People

Students

are at the centre of decision making and are engaged in the learning process. They are equipped with the necessary future focused skills to work within a culture of continuous improvement and change.

Staff

have knowledge of a variety of teaching practices to address students' individual learning needs.

Leaders

actively support change that leads to whole-school improvement. They support staff through a model of instructional leadership, building their own and their teams' capacity to embed evidence-based teaching practice across the school.

Parents/Carers

have an increased understanding of the importance of developing learners for the future.

Community Partners

are established to transform initiatives into authentic, purposeful and meaningful experiences, where learning is relevant and student engagement is maximised.

Processes

- A whole-school approach to embedding evidence-based teaching methods that optimise outcomes for all students.
- A student-centred approach to assessment that draws on research to develop and implement consistent, high quality assessment practices that inform future learning.
- A strategic approach to building student capacity as learners within a dynamic and innovative learning environment.

Evaluation Plan

Strategies to monitor and evaluate progress:

- Observation and review of class practices and programs that reflect student engagement, learning approaches, flexibility and innovation.
- Qualitative and quantitative data collection and analysis, including whole-school input into the annual evaluation of our performance against the School Excellence Framework.

Practices and Products

Practices

- Students are proactively engaged and challenged within a dynamic and flexible learning environment that promotes creative and critical thinking, collaboration and problem-solving.
- All students take ownership of their learning. They set personalised learning goals, can articulate their achievement and explain the next steps in their learning journey.
- Student learning is individualised and differentiated to cater for student needs and maximise opportunities for growth.

Strategic Direction 2: Enhancing Teacher Practice

Purpose

To strategically build teacher capacity to embed consistent whole-school quality teaching practices that maximise student learning outcomes across the curriculum.

Improvement Measures

- PDP processes have been developed to enhance professional practice informed by research.
- All classrooms show evidence of future focused learning practices e.g. differentiation, visible learning, creative and critical thinking, collaboration.
- Growth in the School Excellence Framework theme of Explicit Teaching from *Sustaining & Growing to Excelling*.
- All K–6 teachers plotting students against Literacy/ Numeracy progressions in ALAN.

People

Students

are supported to be engaged and active learners through the provision of quality teaching practices.

Staff

have a consistent understanding of evidence-based, quality teaching practices and embed these throughout the teaching and learning cycle to optimise student achievement.

Leaders

Build the capacity of stage leaders to lead the change in practice with their teams.

Parents/Carers

have an increased understanding of quality teaching practices to work in partnership with the school in maximising their child's achievement.

Processes

- Partnerships between the school community, academics and the learning alliance provide professional dialogue, mentoring and coaching to ensure ongoing learning of best practice and improved student learning outcomes.
- Leaders identify and utilise expertise within the staff and draw on this to strategically build capacity in teaching and leadership practice.
- The school has developed a differentiated professional learning model, with an emphasis on instructional leadership, to facilitate whole-school improvement for all staff at their individual levels of learning.

Evaluation Plan

Strategies to monitor and evaluate progress:

- Observation and review of class practices and programs, student activities and assessment samples.
- Classroom and lesson observations
- Student reports

Practices and Products

Practices

- Teachers regularly use qualitative and quantitative student data to inform future directions for teaching and learning.
- Quality teaching and assessment practices are embedded the teaching and learning cycle to meet the diverse needs of all students.
- Teachers know their students well and can articulate personalised and comprehensive information about student learning, growth, next steps and improvement measures.

Products

- Visible learning is evident in all classrooms providing a platform for ongoing feedback and reflection.

Strategic Direction 3: Valuing wellbeing and building relationships in the school community

Purpose

There is a school-wide, collective responsibility for valuing wellbeing and positive relationships with all stakeholders.

Improvement Measures

- Growth in the School Excellence Framework Domain Wellbeing from Sustaining & Growing to Excelling.
- Tell Them From Me Survey indicates an increase in student, staff and parent satisfaction with Wellbeing and Community Relationships.
- Students identified under the National Disability Data Collection having adjustments implemented.
- Learning and Support team data being used to track student needs and maximise student wellbeing.

People

Students

learn skills that promote social, emotional and physical wellbeing.

Staff

have the knowledge and skills to identify and meet students' individual needs within a supportive learning environment.

Leaders

develop school-wide, consistent wellbeing practices including: identification of staff learning needs and responsive processes that enhance community relationships.

Parents/Carers

understand the importance of developing the whole-child and value and support wellbeing programs.

Community Partners

Productive external partnerships support individual student needs and targeted programs.

Processes

A focus on building a whole-community wellbeing strategy enables shared values and understanding around the wellbeing of the whole-child.

A whole-school model promotes structures for ongoing monitoring and tracking of student wellbeing.

A student-centred approach enables positive relationships to develop with all stakeholders.

Evaluation Plan

- Analysis of Learning and Support team trend data
- Staff, student and community feedback, via focus groups, parent forums and surveys.
- Observation and review of class practices and programs, student activities and assessment samples.
- Classroom and lesson observations
- Student reports

Practices and Products

Practices

- Students are proactively engaged in learning and reflective practices that enhance their personal wellbeing.
- Every student is known and cared for with all staff being proactive in promoting wellbeing practices that recognise the individual and their needs.

The school community demonstrates an understanding of the skills required for the development of future global citizens.