

# School plan 2018-2020

Dulwich Hill Public School 4496



# School background 2018–2020

## School vision statement

Together we inspire, create and learn.

Dulwich Hill Public School is committed to providing inclusive education within a challenging and nurturing environment which values the cultures of a diverse community.

The school community comprises confident, creative and innovative individuals who are engaged learners, critical thinkers and problem solvers. Continuing to build resilience in all students, the school develops future leaders and responsible citizens.

## School context

Dulwich Hill Public School is a large primary school which serves a diverse socio-economic and multicultural community in Inner-Western Sydney. The school is a vibrant place of learning enriched by high quality teaching and learning programs. The inclusive nature of the school recognises, acknowledges and respects all students' background including those with Aboriginal and Torres Strait Island heritage and those of non-English speaking backgrounds.

Skilled and committed staff works to provide quality programs that cater to the individual needs of students and that build positive relationships with and between students. A strong, school spirit underpins diverse learning opportunities for students including debating, public speaking, gardening lessons and Indigenous Studies. A focus on STEAM – Science. Technology. Engineering. Arts. Mathematics is embedded into this three year plan. Specialist programs include music, dance and drama, community languages, information and technology and environmental education.

The school is committed to Positive Behaviour for Learning (PBL), a comprehensive program which fosters qualities such as perseverance, self-discipline and social responsibility. Additionally, the ability to communicate effectively, to work collaboratively with others and resolve conflict in positive ways are key aspects of whole school learning. The support and continuous contribution of a very committed and hard working Parents and Citizens Association and parent community are vital to enhanced learning for all students. Parents and Carers are invited to be involved in decision making in support of the whole school learning community.

## School planning process

This School Plan is the result of a rigorous process of communication and data collection. Comprehensive processes were undertaken, collecting the thoughts of parents, students and teachers about the school's directions, achievement and suggestions for improvement.

The evaluation process included surveys on behalf of P&C, students including Tell Them From Me, and staff.

Three key strategic directions have been identified for developments across the school community.

Evaluation of the plan with the school community through focus groups, surveys and forums will occur regularly across the life of the plan.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1

Respond to the learning needs of all students

### Purpose:

To implement evidence based teaching practices so that all students are more effectively engaged and successful in their own learning.

## STRATEGIC DIRECTION 2

Promote a culture of high expectations and continuous improvement

### Purpose:

To create a safe and responsive environment that encourages risk taking and collaboration for staff and students with a focus on continuous improvement of teaching and learning.

## STRATEGIC DIRECTION 3

Foster wellbeing within the learning community of the school

### Purpose:

To create a positive working environment that empowers students and staff to connect, learn, succeed and thrive.

# Strategic Direction 1: Respond to the learning needs of all students

## Purpose

To implement evidence based teaching practices so that all students are more effectively engaged and successful in their own learning.

## Improvement Measures

Increased proportion of students in the top two bands of NAPLAN, literacy and numeracy.

Internal and external data shows increasing growth/value added in literacy and numeracy for all students, including Indigenous students.

Personal Development Plans (PDP), observations and reflections show teacher expertise and confidence in the use of the learning progressions, literacy and numeracy.

## People

### Leaders

Leaders will model and share expert practice, reflect on and refine professional learning to achieve transformational change through the implementation of the Literacy and Numeracy Progressions.

### Staff

Staff will develop a deep understanding of the progressions to support growth in teaching practices.

### Students

Students will value and use knowledge of the Literacy and Numeracy Progressions and develop ownership for individual learning to plot ongoing improvement.

### Parents/Carers

Parents/Carers will be included in learning about the Literacy and Numeracy Progressions and PLAN 2 as well as understanding and supporting the use of explicit feedback for learning.

## Processes

### Implementation of Literacy Progressions

Use Visible Learning and formative assessment strategies informed by the literacy progressions to enhance teaching practices for continuous student improvement.

### Implementation of Numeracy Progression

Use Visible Learning and formative assessment strategies informed by the numeracy progressions to enhance teaching practices for continuous student improvement.

## Evaluation Plan

Scout, SMART, PLAN 2, formative assessment tasks, reading levels, writing rubrics, Individual Learning Plans (ILP) and Personal Learning Pathways (PLP)s, learning intentions, success criteria, effect size data, observations, reflections, Professional Development Plans (PDP)

## Practices and Products

### Practices

Teachers use formative assessment to provide explicit feedback at student point of need using the progressions to guide individual learning goals.

Teachers draw on expertise using the progressions and PLAN 2 data to differentiate learning in literacy and numeracy.

Students actively engage with progressions to identify where to next, striving for success as joint authors of their learning with their teachers and peers.

### Products

Teacher feedback, assessment data and work samples demonstrate student progress and continuous improvement.

Communication, meeting notes, three way conferences demonstrate that responsibility for learning is shared between teachers, students and engages parents/ carers.

A culture of high expectations exists for all members of the school community.

All students show growth/value added in a twelve month period.

Lesson observations, programs, implementation data and PDP reflections and feedback show evidence based teaching practices are embedded..

# Strategic Direction 2: Promote a culture of high expectations and continuous improvement

## Purpose

To create a safe and responsive environment that encourages risk taking and collaboration for staff and students with a focus on continuous improvement of teaching and learning.

## Improvement Measures

Learning intentions, success criteria, formative assessment and feedback are evident in teacher observations, programs, data collection and other aspects of visible learning.

Individual Learning Plans are developed and updated collaboratively with parents/carers and students.

The plans are implemented by teachers and students with the Learning Support Team to provide and prove that academic, emotional, social and behavioural support is being provided for identified students.

Surveys and focus groups show a safe, responsive and collaborative environment is evident for all students, staff and community members.

Personal Development Plans (PDPs) reflect staff understanding of Visible Learning strategies.

## People

### Leaders

Leaders will model their understandings of Visible Learning – explicit learning intentions, success criteria, formative assessment and explicit feedback– as well as new understandings of neuroplasticity and growth mindset.

### Staff

Staff will engage with explicit teaching and matching success criteria. Staff will provide effective differentiation and explicit feedback.

Staff will provide opportunities for parents/carers and community members to participate in active learning on a regular basis.

### Students

Students will co-develop learning goals, strive to meet success criteria and give as well as receive timely and explicit feedback to enhance their learning

### Parents/Carers

Parents/carers will take opportunities to understand the importance of explicit teaching and explicit feedback for learning.

Parents/ carers will understand and be supportive of the benefits of students being risk takers with their learning.

## Processes

### Visible Learning project

The implementation of Visible Learning Strategies will move the school community from surface to deep learning.

### Learning Support Team project

Learning and Support Team systems and procedures are developed and reviewed by staff and the wider school community.

Individualised Learning Plans (ILPs), Personal Learning Pathways (PLPs), differentiation and adjustments are monitored and adapted to support student learning needs in consultation with teachers, students and parents.

## Evaluation Plan

Tell Them From Me, Student Representative Council (SRC) focus groups, parent focus groups and surveys, P&C surveys provide whole school data.

Observations, programs, visible learning data, learning intentions, success criteria provide grade and stage data, ILP, PLP, differentiation and adjustment monitoring provide Learning Support Team data,

## Practices and Products

### Practices

Teachers use Visible Learning strategies: formative assessment, learning intentions, success criteria, short, sharp and explicit lessons as well as teaching and learning goals to provide differentiation and explicit feedback at student point of need.

The Learning Support Team makes changes to systems and procedures as needed, through consultation with teachers and parents.

Staff share a range of professional experiences which enhance classroom practice including observations of student learning behaviour, design of effective assessment and practice in providing effective feedback.

### Products

A safe, responsive, collaborative culture is evident across the school community. Staff demonstrate professional expertise and confidence.

Three way interviews show student voice and self assessment drives individual learning, demonstrating that responsibility for learning is shared and evident between teachers and students and engages parents and carers.

All teaching and learning programs are framed using success criteria and learning intentions as well as providing meaningful and timely feedback to drive learning.

# Strategic Direction 3: Foster wellbeing within the learning community of the school

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| <b>Purpose</b>  |
| To create a positive working environment that empowers students and staff to connect, learn, succeed and thrive.  |
| <b>Improvement Measures</b>   |
| Positive respectful relationships are evident and widespread among students and staff and promote student well-being to ensure optimum conditions for student learning across the whole school. |
| An increase in the proportion of students reporting a sense of belonging and identifying themselves as active learners at school.   |
| Surveys show that outdoor learning is part of teaching and learning to support staff and student well being.  |

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| <b>People</b>   |
| <b>Leaders</b>  |
| Leaders will share evidence based research that promotes collaboration and wellbeing.   |
| Leaders will manage change and complexity with consistency, supporting staff and striving to build leadership capacity.   |
| <b>Staff</b>  |
| Staff will develop and demonstrate a deep knowledge and understanding of Positive Behaviour for Learning.   |
| Staff will promote whole school wellbeing through collaboration using evidence based research, including outdoor learning, across key learning areas.                                 |
| <b>Students</b>   |
| Students will understand Positive Behaviour for Learning and practise strategies demonstrating acceptance of responsibility for behaviour choices, consequences and build resilience. |
| Students will develop trusting relationships with staff and peers.  |
| <b>Parents/Carers</b>   |
| Parents and carers will engage with staff to develop a sound understanding of Positive Behaviour for Learning.  |
| Parents and carers will understand and support evidence based outdoor teaching and learning across key learning areas.  |

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| <b>Processes</b>   |
| <b>PBL Project</b>   |
| Continual implementation, reflection, review and revision of Positive Behaviour for Learning strategies in the school.                                   |
| <b>Student and Staff Well Being Project</b>  |
| Promoting growth mindset and developing resilience within staff and students.  |
| <b>Outdoor Learning Area Projects</b>  |
| Outdoor learning across all key learning areas, project based learning, utilising STEAM and incorporating community partnerships.                        |
| <b>Evaluation Plan</b>   |
| Tell Them From Me, parent and carer surveys, P&C focus groups ; Student Representative Council focus group, photographic evidence, student work samples. |

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| <b>Practices and Products</b>  |
| <b>Practices</b>   |
| Staff explicitly teach resilience and growth mindset concepts and students use these to regulate learning and behaviour.                         |
| Every student identifies a staff member to whom they can confidently turn to for advice and assistance at school.                                |
| Staff collaborate, share and support each other building trusting professional relationships that foster improved well being.                    |
| Teachers use Positive Behaviour for Learning effectively to create a positive learning environment that encourages optimal student learning.     |
| <b>Products</b>  |
| Leadership opportunities are distributed across all staff.   |
| Responsibilities are distributed equitably amongst all staff.  |
| Staff demonstrates collaboration and support for each other's wellbeing.   |
| Every student is known, valued and cared for in our school.  |
| Student surveys and reflections show use of the language and actions of Positive Behavior for Learning language, resilience and growth mindsets. |
| Outdoor learning is evident within weekly timetables across key learning areas and using a range of sites within the school.                     |