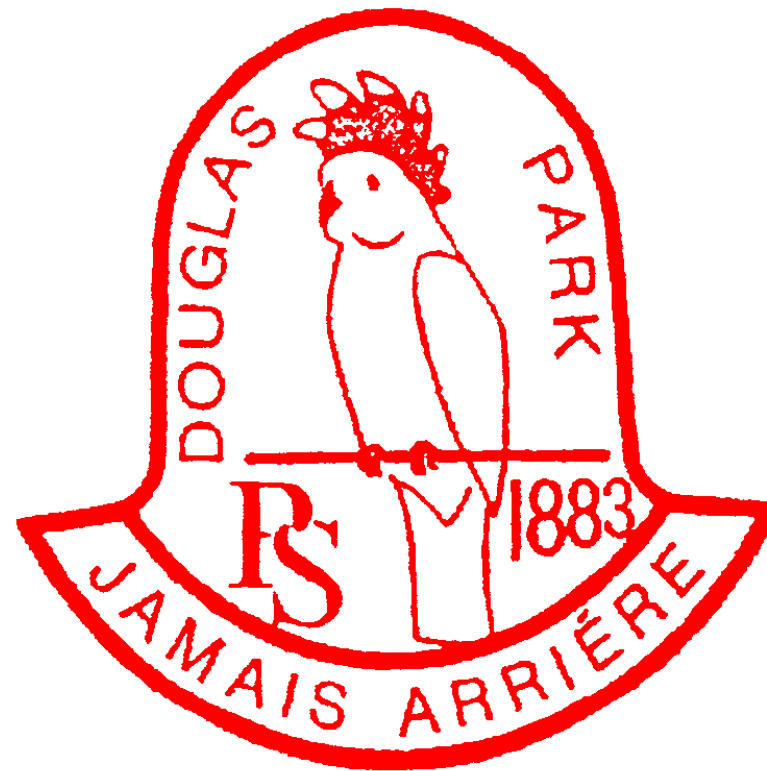


School plan 2015-2017

Douglas Park Public School 1770



School background 2015–2017

School vision statement

Our vision at Douglas Park Public School is to prepare and educate students for life. We are committed to providing a quality education for the whole child.

Our school is a vibrant and caring learning community with high expectations for all. We strive for the pursuit of excellence, each person being the best they can be, as an individual and as a member of a team. In this way, our students will grow into active, responsible citizens who contribute positively to the community.

Students will have access to experiences that develop 21st century learning skills. As a school community, we will implement a challenging, fulfilling curriculum and cater for the learning and social needs of each individual child.

In partnership, with parents and our wider school community, we will support each student to develop a strong sense of well being and positive interactions with others and the environment.

We are committed to equity for all where we show compassion, respect, understanding and inclusiveness regardless of background or ability. We will encourage our students to learn to solve problems, take responsibility for their actions, develop resilience and care for one another.

School context

Douglas Park Public School is a small school set in a lovely, rural environment at the foot of the Razorback Mountain range in NSW. Our school offers outstanding opportunities for student learning in a happy, caring and friendly atmosphere in which all students are able to achieve to the best of their individual abilities.

The school has dedicated, enthusiastic teachers. Our classroom programs have a strong academic focus and we also have an excellent tradition of success in sport and the creative arts.

Our school greatly values the role of parents and caregivers in the education of their children. We encourage all parents to become involved in the life of the school. Technology is regularly used as a learning tool to develop the skills needed across all learning areas.

The school maintains close links with Camden High School and our local Douglas Park pre-school. Our school benefits from working together as a strong collegial group with two other small schools at Cawdor Public School and Mount Hunter Public School.

The essence of our school is reflected by our school motto:

JAMAIS ARRIERE 'Look to the future'.

Our school community proudly exemplifies our school values of Be Safe, Be Kind, Be Cooperative and Show Respect.

School planning process

An extensive planning process has occurred to determine strategic directions and key improvements for our school for 2015–2017. The emphasis has been on ascertaining areas of current success, priorities for the next three years and dreams for the future of our school.

Both surveys and meetings were used as a means of gathering feedback and providing opportunities for consultation with all members of our school community.

Students

Each class discussed and presented their ideas for our school. From Years Two to Six, large charts were created as students brainstormed their thoughts and ideas in small groups or pairs. The Student Representative Council also provided input.

Staff

A staff survey was given to all permanent and temporary fulltime and part-time staff. Staff also participated in group discussions, creating and adding to large charts and contributing to a revised school vision statement at several staff meetings.

Parents and Community

Two planning meetings were held, including an evening P&C meeting and a survey was given to all families. Through analysis of all responses by school executive and staff, key threads were developed. Strong support was evident for high quality teaching, engaging, innovative learning for all students and developing student resilience and wellbeing.

School strategic directions 2015–2017

STRATEGIC DIRECTION 1

High quality teaching.

Purpose:

To develop professional learning which emphasises leadership, shared teaching expertise and a collaborative culture to continue to improve skills in excellent teaching practice, the effective implementation of curriculum and using assessment data to understand and cater for all students' learning needs within each classroom.

STRATEGIC DIRECTION 2

Student engagement and innovative learning practices.

Purpose:

To ensure personal learning excellence and success for each student and inspire curiosity and a love of learning through the provision of strong foundations in literacy and numeracy, the development of 21st century skills and a range of challenging, authentic learning experiences across the curriculum.

STRATEGIC DIRECTION 3

Student wellbeing and resilience.

Purpose:

To promote through excellence in leading, teaching and learning each student's personal strengths, confidence, self-belief and optimism leading to the development of positive relationships with others, responsibility for their own actions and the ability to cope in a range of social and learning situations.

Strategic Direction 1: High quality teaching.

Purpose	People	Processes	Practices and Products
<p>To develop professional learning which emphasises leadership, shared teaching expertise and a collaborative culture to continue to improve skills in excellent teaching practice, the effective implementation of curriculum and using assessment data to understand and cater for all students' learning needs within each classroom.</p>	<p>Students</p> <p>Ongoing assessment and differentiated teaching to improve learning outcomes for all students.</p> <p>Staff</p> <p>Quality teaching through professional learning and collaboration focussed on 21st century learning.</p> <p>Leaders</p> <p>Ensure the strategic directions are implemented and quality educational practices are maintained.</p> <p>Parents/Carers</p> <p>Developing a variety of educational programs together including community learning sessions.</p> <p>Community Partners</p> <p>To utilise and value the expertise of community partners to facilitate learning.</p>	<p>Professional Learning</p> <p>Staff sharing best practice across the schools of Douglas Park, Cawdor and Mount Hunter through shared planning and professional learning sessions.</p> <p>Syllabus implementation</p> <p>Implementation and consolidation of new syllabuses and scope and sequences. A revised reporting format to reflect new syllabuses. Workshops for parents in understanding new syllabuses and 21st century learning.</p> <p>Assessment</p> <p>Effective training in Planning Literacy and Numeracy (PLAN), Naplan data and other assessment strategies with an emphasis on formative assessment to inform teaching practice.</p> <p>Performance and Development Plans</p> <p>Implementation of the Performance and Development Framework in line with the Australian Professional Standards for Teachers.</p> <p>Evaluation Plan</p> <p>Regular review of quality teaching implementation by all teachers using the School Excellence Framework. Annual evaluation of collected data to review improved learning outcomes for all students.</p>	<p>Practices</p> <ul style="list-style-type: none"> Teachers regularly observe and give feedback to colleagues' lessons in a supportive climate. Teachers regularly observe and give feedback to colleagues' lessons in a supportive climate. Teachers confidently teach all syllabuses. Successful teaching and learning is celebrated. Care for staff wellbeing and teamwork is valued and evident. <p>Products</p> <ul style="list-style-type: none"> 90% or more of students progress two or more clusters (K–2) and one or more clusters (3–6). 90% or more of Year 5 attained or exceeded expected Naplan reading and numeracy growth targets. Positive trends in the number of students attaining proficiency levels in Year 3 and 5 Naplan data. 100% of teachers use the Professional Teaching Standards to guide and evaluate their practice.
Improvement Measures			
90% or more of students progress two or more clusters (K–2) and one or more clusters (3–6).			
90% or more of Year 5 attained or exceeded expected Naplan reading and numeracy growth targets.			
Positive trends in the number of students attaining proficiency levels in Year 3 and 5 Naplan data.			
100% of teachers use the Professional Teaching Standards to guide and evaluate their practice.			

Strategic Direction 2: Student engagement and innovative learning practices.

Purpose	People	Processes	Practices and Products
To ensure personal learning excellence and success for each student and inspire curiosity and a love of learning through the provision of strong foundations in literacy and numeracy, the development of 21st century skills and a range of challenging, authentic learning experiences across the curriculum.	Students Skills in deep thinking, creativity, problem solving and teamwork to promote engaging learning.	Differentiated programs in literacy and numeracy. 21st century learning strategies and development of technology skills. Parent and community understanding of 21st century learning and use of expertise to share innovative learning practices.	Practices <ul style="list-style-type: none"> • New technologies are used by all teachers. The general capabilities are developed in all classes. • Teachers lead other staff in innovative 21st century learning. • Leadership that supports innovation through budgeting, collaboration and shared expertise.
Improvement Measures		Evaluation Plan	Products
High levels of student engagement as measured by 'Tell them from me' surveys.	Staff Develop teacher and administration staff skills to provide innovative school programs.	Data including work samples and 'Tell Them From Me surveys' to evaluate student engagement. Review of learning practices by staff using the School Excellence Framework.	<ul style="list-style-type: none"> • High levels of student engagement as measured by 'Tell them from me' surveys. • 90% or more students will be at or above expected level compared to Stage work samples. • Adjustment or individual learning plans are created for all students with identified needs.
90% or more students will be at or above expected level compared to Stage work samples.	Leaders Effective learning through leadership of curriculum, initiatives and 21st century skills.		
Adjustment or individual learning plans are created for all students with identified needs.	Parents/Carers To partner with parents and carers to ensure t they have a clear grasp of their child's progress.		
	Community Partners To involve the community in the life of the school to provide a real life context for learning.		

Strategic Direction 3: Student wellbeing and resilience.

Purpose	People	Processes	Practices and Products
To promote through excellence in leading, teaching and learning each student's personal strengths, confidence, self-belief and optimism leading to the development of positive relationships with others, responsibility for their own actions and the ability to cope in a range of social and learning situations.	Students Students to be active, learners, show resilience and display an optimistic approach towards life.	Positive Behaviour Revision of student welfare and anti-bullying policies to ensure consistent expectations and practices. Emphasise play to reinforce positive interactions and resilience. Use of DEC online student wellbeing tools.	Practices <ul style="list-style-type: none"> • Staff regularly promote resilience and coping with disappointment in a positive manner. • Students' strengths are regularly promoted and celebrated. • Opportunities for student leadership, reflection and self-regulation occur frequently. A sense of belonging, friendliness and an appreciation of diversity is promoted across the school.
Improvement Measures	Staff Staff to gain skills to promote resilience and social skills to foster wellbeing for students.	Resilience Implementation of strategies to promote self-regulation, reflection, empathy, conflict resolution and optimism.	
Annual surveys indicate parent and student satisfaction with well being programs and school culture.	Leaders To ensure supportive programs are developed to increase student wellbeing and resilience.	Parent/Carers Communication Relevant workshops, resources and partnerships with parents/ caregivers. Access to programs for mental health awareness.	Products <ul style="list-style-type: none"> • Annual surveys indicate parent and student satisfaction with wellbeing programs and school culture. • Increased opportunities for students are evident with positive feedback from students and parents. • Successful implementation of well being strategies with observations of improved student resilience. • High attendance patterns and decreased behaviour referrals.
Increased opportunities for students are evident with positive feedback from students and parents.	Parents/Carers To support parents/carers to assist their child's social wellbeing and resilience.	Student Opportunities Community involvement, sport volunteering, leadership, extra curricular activities, environmental sustainability and global connections.	
Successful implementation of the Mind Up program with observations of improved student resilience.	People To utilise community expertise in sharing professional knowledge to support families as required.	Evaluation Plan Tell Them From Me' surveys of students, staff and parents. Monitoring of behaviour and learning support referrals by learning support team. Feedback from Student Representative Council, staff and P&C.	
High attendance patterns.			
Decreased behaviour referrals.			