

School plan 2018-2020

Drummond Memorial Public School 1058



School background 2018–2020

School vision statement

At Drummond Memorial Public School, we are an inclusive community that inspires and celebrates learning through a commitment to excellence. With a culture of high expectations, we foster confident, creative and innovative individuals who are collaborative, engaged and life-long learners. We value our relationship with our school community and have meaningful, enthusiastic and supportive partnerships.

As an Early Action for Success (EAFS), an Instructional Leader and additional resources were allocated in 2012 to focus on Literacy and Numeracy outcomes for all students Kindergarten to Year 2.

School context

Drummond Memorial Public School serves a diverse community in West Armidale. Our student enrolment of 146 includes approximately 34% of students who identify as Aboriginal and 16% of students present with English as a second language (ESL) and there are 11 different nationalities in the school.

The school has 18 teachers who work in the school each day. These are a mix of full-time, temporary or itinerant teachers. In addition to this we have a full-time Aboriginal Education Officer and an EAL/D teacher several days per week. There are 5 mainstream classes with four additional support classes: an Early Intervention class, a Multi-Categorical class, a Suspension centre and a Tutorial centre which makes DMPS a vibrant and diverse community.

Our school benefits from the additional position of an Instructional Leader under the Early Action for Success (EAFS) program and this has led to a significant improvement in student outcomes in recent years.

The school receives a significant amount of funding for: Low Socio-Economic Background, Aboriginal Background and English Language Proficiency which is used to provide EAL/D students with additional support.

The school enjoys strong partnerships with the local Parents and Citizens Association (P&C), Aboriginal Education Consultative Committee (AECG), local community and other inter-agencies. We currently run a breakfast program that is supported by community groups two days per week.

The school has a mix of low socio-economic and cultural backgrounds. Parents are supportive of the school and there is an operational Parents and Citizens Association.

School planning process

This school plan is the result of a rigorous process of whole school and community communication and collection of evidence.

Drummond Memorial Public School actively seeks ways to enhance student learning and wellbeing by partnering with parents and families, other education and training institutions, local businesses and community organisations. In 2017 a comprehensive consultation process was undertaken to review current practices and collect evidence, including student results, attendance, behaviour and participation.

Consultation with families, students, staff and community members was undertaken to gain an overview of programs and provide feedback on their value. This identified the preferred future direction, the programs and skills, values and attitudes we should offer students over the next three years to work towards fulfilling this preferred future.

All stakeholders were consulted through anonymous questionnaire surveys, one to one meetings, parent feedback at P & C meetings and informal breakfast meetings. Responses were collated, grouped into categories by similarity, summarised and written into a school vision statement.

This data was used in building a culture of self-evaluation and reflection across the school and the following strategic directions were formed.

At the end of the consultation period our three year plan was developed.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Confident, creative, tolerant and high performing students.

Purpose:

To develop our students as dynamic global citizens by equipping them with the skills, processes and resilience to be confident, critical and creative individuals.

To empower students to strive for academic excellence within a highly technological and differentiated learning space.

To continue to foster tolerance and empathy within our culturally diverse learning community.

STRATEGIC DIRECTION 2

Expert visionary leaders of learning.

Purpose:

To empower our teachers to achieve curriculum innovation, quality teaching and leadership capacity that inspires authentic learning.

To further develop our school-wide culture of high expectations, continual school improvement and a shared sense of responsibility for student engagement, learning, development and success within an open mindset.

To enable teachers to be active risk takers, collaborative facilitators and coaches in all learning.

STRATEGIC DIRECTION 3

Respect Everyone, Connect Everywhere, Succeed Every time

Purpose:

To empower our community to collaboratively engage with the school through positive and respectful communication that supports learning.

To ensure that our shared values of inclusivity, celebration of diversity and high expectations continue to expand through the delivery of effective student welfare and wellbeing programs.

To build capacity in educational practice by sharing knowledge, experience and skills with the school and wider educational communities across educational networks to enhance the development of a high quality public education system.

Strategic Direction 1: Confident, creative, tolerant and high performing students.

Purpose

To develop our students as dynamic global citizens by equipping them with the skills, processes and resilience to be confident, critical and creative individuals.

To empower students to strive for academic excellence within a highly technological and differentiated learning space.

To continue to foster tolerance and empathy within our culturally diverse learning community.

Improvement Measures

All students will use learning intentions, success criteria, feedback and learning processes to achieve syllabus outcomes and show improvement.

100% of students will engage with technology as a tool to achieve growth in syllabus outcomes.

All students will show independent growth in Literacy and Numeracy in years 3, 5 and & for NAPLAN.

People

Students

Students will develop the skills and capacity to evaluate, create and problem solve in order to become tolerant, dynamic global citizens.

Staff

Teachers and leaders will engage in Professional Learning around 21st century learning environments for students then demonstrate understanding through the provision of engaging teaching and learning programs that cater for individual learning needs.

Parents/Carers

Parents and Carers will contribute to the school community through the building of collaborative and inclusive partnerships.

Community Partners

Collaborative partnerships will be strengthened to develop increased knowledge of curriculum and pedagogy for shared experience and improvement through our Community of Schools networks.

Processes

Embed new curriculum within a highly technological and innovative learning environment to achieve enriched learning outcomes linking ACARA Digital Technologies Project

Refine and further develop identification, monitoring and support processes and programs to ensure the individual needs of all students are met through differentiated curriculum delivery , EAFS and Literacy and Numeracy strategy.

Teachers implement the 7 Principles of Learning framework that scaffolds how to learn and how to think for students. .

Evaluation Plan

Student pre and post data assessments will be recorded in PLAN 2 to show improvement in Writing, Comprehension, Spelling and Number Sense.

Student interviews and surveys to show improvement in engagement in ICT(TTFM).

Success Criteria data

Data on student attendance and behaviour will be analysed each year to track trends & improvements

Practices and Products

Practices

School based evidence will show that all student independently use processes for learning, learning intentions and success criteria together with effective feedback to achieve growth in syllabus outcomes.

School evidence will show that students are engaging with and understanding computational system technologies to investigate, create, communicate and collaborate.

School based evidence will show that teachers are using various processes to ensure individual learning needs are catered for.

Evidence will show students engaging in their learning with greater confidence and independence as well as being proactive in establishing positive school and community relationships.

Products

Students will become self-reflective through class engagement and they will participate in self assessment which is linked to learning intentions.

Students engage with technology as a tool to achieve growth in syllabus outcomes.

Every student shows growth and achievement of learning outcomes through a collaborative and differentiated learning environment.

Students will be safe, respectful learners who value their learning and the learning of

Strategic Direction 1: Confident, creative, tolerant and high performing students.

Practices and Products

others.

Strategic Direction 2: Expert visionary leaders of learning.

Purpose

To empower our teachers to achieve curriculum innovation, quality teaching and leadership capacity that inspires authentic learning.

To further develop our school-wide culture of high expectations, continual school improvement and a shared sense of responsibility for student engagement, learning, development and success within an open mindset.

To enable teachers to be active risk takers, collaborative facilitators and coaches in all learning.

Improvement Measures

Increase in staff knowledge and confidence in implementing curriculum and innovative/differentiated learning pedagogy (from baseline-Digital Tech. Visible Learning).

All staff will use learning intentions, success criteria, feedback and learning processes to achieve syllabus outcomes.

All staff accurately plotting all student achievements, (EaFS), identifying increased student growth in NAPLAN and Literacy and Numeracy progressions.

100% of teachers demonstrate that they meet the Australian Professional standards for Teachers and have two scheduled observations with written feedback.

People

Students

Students will develop effective skills to reflect on their learning, provide feedback and monitor their successes.

Staff

Teachers will build their capacity to deliver innovative, quality teaching and administrative practices through professional learning that explores their strengths and allows them to develop targeted areas using the Australian Teachers Performance and Development Framework.

Leaders

Leaders will guide teams to develop and share 21st Century teaching and learning skills, techniques, tools and pedagogy that allow students to challenge their own learning capabilities.

Use of the Performance Development Framework (PDF) to support ongoing improvement in student outcomes through continuous development of teachers.

Parents/Carers

Parents and Carers will develop increased knowledge of curriculum and pedagogy through workshops and parent meetings.

Processes

- Establish a professional learning culture and implement the Australian Teacher Performance and Development Framework and the Drummond Pedagogical guidelines.

- Implement explicit teaching strategies that reflect research of best practice to monitor ongoing success and 7 Principles of Learning Framework that has a focus on differentiation, mentoring, team teaching and collaborative planning..

Engage in research that develops deep knowledge and understanding of new curriculum, embeds a visible learning framework to achieve enriched learning outcomes across all Key Learning Areas (KLA's).

Evaluation Plan

- Staff surveys will be conducted each year to evaluate and gain feedback for further directions. regarding flexible learning.
- Tell Them From Me Staff Surveys
- Scheduled observations for all teachers with written and/or verbal feedback.
- PDP meetings with leaders

Practices and Products

Practices

All teachers will show evidence of differentiated, well-resourced and timely professional learning in a collaborative team environment to enhance teaching and develop deeper understanding of curriculum and effective pedagogy.

Evidence will show collaborative planning and professional learning opportunities, emphasising creative and productive technologies to investigate, create, communicate and collaborate.

All teachers will show implementation of high expectations, learning intentions and success criteria together with effective feedback achieving growth in syllabus outcomes.

Products

All teachers will collaboratively create, reflect, refine and review professional goals aligned to the Australian Teacher Performance and Development Framework

Evidence of innovative pedagogy in teaching and learning programs and classroom practice to achieve syllabus outcomes within flexible learning environment.

Every student shows growth and achievement of learning outcomes through a collaborative and differentiated learning environment.

Strategic Direction 3: Respect Everyone, Connect Everywhere, Succeed Every time

Purpose

To empower our community to collaboratively engage with the school through positive and respectful communication that supports learning.

To ensure that our shared values of inclusivity, celebration of diversity and high expectations continue to expand through the delivery of effective student welfare and wellbeing programs.

To build capacity in educational practice by sharing knowledge, experience and skills with the school and wider educational communities across educational networks to enhance the development of a high quality public education system.

Improvement Measures

100% of students display an increase in positive behaviours leading to a reduction in negative incidents.

All teachers participate in targeted professional learning within educational networks.

Parents surveys indicate an increase in understanding of new innovative pedagogy. and an increase school participation.

People

Students

Students become tolerant, respectful and responsible citizens.

Staff

Staff engage with networks to develop reflective practice and action research linked to Professional Learning Goals.

Parents/Carers

Parents/Carers will collaboratively engage in and contribute to learning around curriculum and innovative pedagogy.

Leaders

Leaders will model inclusive teaching practices and collaboration amongst local charitable, cultural and community organisations.

Community Partners

Community Partners work collaboratively with school to develop an increased knowledge of curriculum and pedagogy and share experience through our Community of Schools and professional networks.

Processes

Build parent and community awareness and understanding through meetings and workshops to develop understanding of the 7 Principles of learning framework.

Further develop our educational partnerships with our local high schools, primary schools and universities to support ICT curriculum implementation.

Expand our understanding of school wide Positive Behaviour for Learning (PBL) approach for Tier 1 as defined through the SET.

Develop awareness to further engage the school community in activities which celebrate the diverse cultures within the school to promote inclusivity.

Evaluation Plan

- Student, parent and staff surveyed on aspects of the 7 Principles of learning each year to evaluate and gain feedback for further directions .
- Tell Them From Me Parent Surveys
- School Excellence Framework 2 will be completed with appropriate evidence to demonstrate excellence against the elements.

Practices and Products

Practices

The whole school community will have a greater understanding of programs demonstrating innovative pedagogy through efficient communication and overall increased school participation.

School evidence will show greater staff engagement with educational networks to develop knowledge and skills based on professional learning goals.

Evidence will show students engaging in their learning with greater confidence and independence as well as being proactive in establishing positive school and community relationships.

A culture of inclusion and belonging for all families that reflects, celebrates and respects diversity within the school's community is built through inclusive school policies and programs.

Products

Parents will be more engaged in school events gaining deeper understanding and knowledge of curriculum programs and innovative pedagogy to actively support their child's learning at home.

Professional learning networks established to enhance teaching and learning and improve student achievement.

Students will be safe, respectful learners who value their learning and the learning of others.

The diverse multicultural composition of the school is celebrated, creating a positive school culture of tolerance and respect.