

# School plan 2018-2020

## Darlington Public School 1735



# School background 2018–2020

## School vision statement

At Darlington Public School we EDUCATE ON PURPOSE.

Our vision is that all students receive strong educational foundations on which independent, critical thinking, lifelong learners are developed.

Our goal is that all Darlington Public school students are able to use their educational opportunities to make a positive difference in their own lives and in the wider community.

## School context

Darlington is a small inner city school located on the fringe of the centre of Sydney. Our school community comprises a diverse range of cultures.

As well as a strong academic focus, our school offers a range of additional programs to enrich students' learning and develop social, cultural, sporting and personal development.

Our desire is to value and nurture each student as an individual and to develop the whole child in a supportive and challenging environment.

## School planning process

In Term 4 2017 the school leadership team worked with school staff and students to develop areas for improvement for Darlington PS. The leadership team attended a number of workshops with The Centre for Education Statistics and Evaluation. The results drove the development of a reviewed school purpose and vision statement, as well as the identification of key strategic areas and the articulation of the purpose and practice of these areas. Parental and community consultation occurred during this time.

# School strategic directions 2018–2020



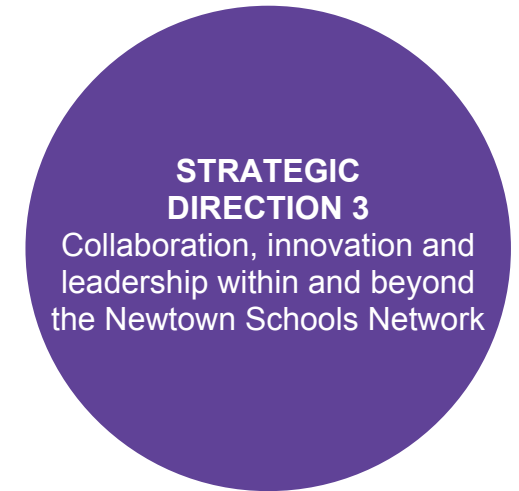
**Purpose:**

Positive and respectful relationships are evident across the school.



**Purpose:**

Targeted and purposeful teaching programming and practices which provide explicit and differentiated curriculum as the foundation for all student achievement.



**Purpose:**

To enrich student learning through authentic communication and collaboration between school and the wider community.

# Strategic Direction 1: Active, informed and connected citizens

## Purpose

Positive and respectful relationships are evident across the school.

## Improvement Measures

- Increase in the positive learning climate, evidenced in the TTFM data
- Increase the frequency of students able to self-regulate, evidenced by decrease in the number of students referred to the “reflection room”
- Increase the quality of engagement with community groups, parents and parent bodies.

## People

### Students

Students will build skills and value their ability to self-regulate and develop resilience strategies.

### Staff

Staff will utilise and value a consistent approach to student well-being

### Parents/Carers

Parents/carers will build skills and be supportive of student learning and well-being.

### Leaders

Leaders will empower staff to consistently support student learning and well-being

## Processes

### 1. Student Leadership

All students have the opportunity to develop and implement leadership skills and experiences.

### 2. Student Activism

All students are given the opportunity to engage in purposeful action for the benefit of others.

### 3. Building better relationships

Respectful relationships across the school are nurtured through patience, understanding, honesty and support.

## Evaluation Plan

- Students, staff and parents participate in “Tell Them From Me” survey, data analysed.
- 360 Reflection tool data analysed and strategies developed for improvement.
- Data from EBS4 analysed to monitor playground incidences
- Reflection Room referrals monitored and analysed.
- PLPs have increased parent participation..

## Practices and Products

### Practices

Student well-being and learning needs are informed by consultation with parents/carers and community organisations.

Consistent collection and use of behaviour data is used for proactive planning.

Connect succeed and thrive self-evaluation is used each year to monitor progress

Students are self-regulating and act engaged in their learning, they thrive through respectful relationships.

### Products

Increase in parent/carer engagement in student learning/well-being

3 way interviews occur in Term 3 each year..

Increase parent/carer involvement in developing PLPs for students to enhance relationships and lead to successful student outcomes.

Refined Learning and Support structures and processes to better cater for student need.

# Strategic Direction 2: Quality Teaching and Learning

## Purpose

Targeted and purposeful teaching programming and practices which provide explicit and differentiated curriculum as the foundation for all student achievement.

## Improvement Measures

- Increasingly consistent whole school approach to differentiated curriculum to meet the needs of our learners
- Increase the proportion of students demonstrating expected growth in literacy and numeracy using internal and external measures
- Formative assessment through rich assessment tasks is increasingly evident in all teaching and learning programs
- An increase in the proportion of students in the top two bands in literacy and numeracy in NAPLAN

## People

### Students

Students will understand and experience success in literacy and numeracy and be able to articulate “what next” with respect for their own learning.

### Staff

Staff will develop skills and understanding to differentiate curriculum and value formative assessment in teaching and learning programs.

### Parents/Carers

Parents/carers will develop an understanding of and be supportive of changes in student assessment and reporting.

### Leaders

Leaders will adopt a coordinated approach to supervision and support for teaching and non-teaching staff. They will engage in research and role-model quality practices within a coordinated approach.

## Processes

### 1. Literacy and Numeracy program

Whole school approach to evidence based improvements in literacy and numeracy growth and achievement for all students

### 2. Collaborative and Consistent Teaching and Learning

Improved consistent teacher judgement across the school, including the learning progressions.

### 3. Collaborative planning

Development of a culture of assessment and planning as a stage and as a school

## Evaluation Plan

- PLAN2 is updated once each term to monitor student progress
- All staff report on the impact of learning progressions on student growth and achievement during their Performance and Development Framework accountability process
- NAPLAN data analysis.
- Formative assessment tasks

## Practices and Products

### Practices

Assessment data to monitor achievements and gaps in student learning are used extensively to inform planning in particular student groups and individual students

Teachers regularly review learning with each student, ensuring all students have a clear understanding of how to improve their learning

Teachers collaborate within and across stages to ensure consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgement

Literacy and numeracy progressions are used as a tool for planning literacy and numeracy progress across the school.

### Products

Students' work samples and PLPs show explicit instruction is targeted at the point of need.

Enhanced leadership capacity reflected in greater collaboration, self-reflection, higher expectations and cohesive school teams.

Teachers reflecting and adjusting planning as a result of collaborative feedback

Evidence across teaching and learning programs of consistency of teacher judgement and learning progressions being used as a tool to plan for future learning.

# Strategic Direction 3: Collaboration, innovation and leadership within and beyond the Newtown Schools Network

## Purpose

To enrich student learning through authentic communication and collaboration between school and the wider community.

## Improvement Measures

Staff surveys and feedback show across school collaborations resulting in increased self-efficacy, knowledge development and sharing of expertise.

Student feedback shows increased opportunities for collaboration beyond the school with a focus on student leadership and authentic problem solving.

## People

### Students

Students will develop skills and understandings in how to be an effective leader and how to collaborate with a diverse range of students

### Staff

Staff will value collaboration as a mechanism to develop self and others in the pursuit of excellence.

### Leaders

School leaders will recognise the collective benefit of shared decision making and collaboration for sustainable growth across the network.

### Community Partners

Community of schools will collaborate to develop programs and plans that enhance staff and community shared opportunities.

## Processes

**Early Career Teachers Network** will meet regularly with school executive and aspiring school leaders to develop their capacity and effectiveness as beginning teachers.

**Student Leadership Project** will engage identified student leaders in each school to collaborate across schools to work on a real world authentic problem.

**Newtown Professional Learning Community** will participate in Hubs, school visits and joint staff development days

## Evaluation Plan

- Staff participate in teacher surveys
- Early Career Teacher surveys
- Student feedback
- Aggregated network data through TTFM and NAPLAN

## Practices and Products

### Practices

Through collaboration Early Career Teachers are receiving targeted support in areas of their own identified need.

Teachers are collaborating across the network, identifying, establishing and sharing best practice to improve student outcomes.

Students demonstrate leadership and recognise that they can make a difference in their own lives and in the lives of others in their community.

### Products

Innovative teacher programs and practices are identified and collated for sharing across the network.

Early Career Teacher feedback demonstrates positive connections with increased effectiveness and confidence as teachers.

Student feedback shows opportunities for collaboration beyond the school with a focus on student leadership and authentic problem solving.