

School plan 2018-2020

Darlington Point Public School 1736



School background 2018–2020

School vision statement

At Darlington Point Public School we want to educate each of our students to achieve their true potential and become *Respectful*, *Responsible* and *Cooperative* individuals who are prepared to embrace opportunities and challenges they will encounter in the future. We are a school that recognises that there are many different styles of learning. Teachers engage students in meaningful learning programs that are based on extensive planning and a 'whole of school approach'.

Effective teaching practices and differentiated learning ensures the needs of the individual are being met and enhanced. Our students are our core business

School context

Darlington Point Public School in the Murrumbidgee Shire provides a dynamic and caring educational environment in which all its students access quality educational programs within a varied and balanced curriculum.

Situated on Wiradjuri land, 36km South of Griffith, the school enjoys a positive relationship with the community, where parents and caregivers are strongly involved in numerous school activities throughout the year.

The schools multi-skilled teachers, including a non-teaching Principal, continually enhance students' educational opportunities through the incorporation of initiatives in the areas of literacy, numeracy, student well-being, technology, sport and the performing arts. This has brought about widespread recognition of excellence within the school and its wider community.

School planning process

In 2017, the school sought the opinions of parents, students and teachers about the school in terms of favourable practises and possible changes for future planning. This has ensured that all families have a voice in decisions that affect their children.

The evaluation process included a review of the strengths, opportunities and areas for development across the school. As a result, three key strategic directions were identified as a basis for a shared commitment to future developments across the school community.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Developing confident, creative and resilient high performing students

Purpose:

To actively support all students in achieving their potential and developing a love of learning.

Students will be supported in learning through responsive teaching and learning programs that are differentiated and driven by the effective analysis and use of data and formative assessment.

STRATEGIC DIRECTION 2

Developing high performing, collaborative and dynamic staff

Purpose:

To develop teacher capacity for systematic delivery of a contextually appropriate curriculum through quality leadership and quality teaching and learning. The staff has a commitment to ongoing professional development and use systematic data collection to monitor school-wide progress and target areas for improvement. Resources are applied in a targeted manner to meet student learning and well-being needs.

STRATEGIC DIRECTION 3

Wellbeing

Purpose:

To provide students, staff and parents with clear expectations of behaviour as part of an updated Wellbeing policy designed to help all students *Connect, Succeed and Thrive*.

Strategic Direction 1: Developing confident, creative and resilient high performing students

Purpose

To actively support all students in achieving their potential and developing a love of learning.

Students will be supported in learning through responsive teaching and learning programs that are differentiated and driven by the effective analysis and use of data and formative assessment.

Improvement Measures

Increase the proportion of students whose level achievement on Learning Progressions is consistent for both Reading and Writing.

At least 80% of students demonstrating expected growth every 5 weeks across Literacy and Numeracy Progressions relevant to Early Action for Success benchmarks and targets

30% increase of Indigenous students represented in proficiency bands in all NAPLAN assessments.

An increase of at least 8% of all students in the top two bands in all NAPLAN assessments.

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People

Students

Students develop their writing skills to close the gap between reading and writing progress.

Staff

Provide quality, differentiated professional learning to support all staff with their personalised professional learning goals

Leaders

Instructional Leader collaboratively develops teacher understanding of the Literacy and Numeracy Progressions.

Parents/Carers

Communicate the school Strategic Plan and provide forums for parental feedback in their child's learning and how the school can best meet students' needs.

Community Partners

Establish a collaborative learning community by providing opportunities for parents and teachers to work together to improve the intellectual quality of educational programs in the school.

Leaders

The school executive adopts a coordinated approach to literacy where the teaching of writing is valued and there is an expectation of improvement in literacy standards across the school.

Processes

Personalised Learning

Design and implement systems where by learning is data driven and based on quality assessment practices.

Engagement

Design and implement systems that support students to play an active role in their own learning through the use of a variety of strategies, in multiple contexts.

Evaluation Plan

Teachers document student placement and progression on the relevant Learning Progressions.

School Measurement, Assessment and Reporting Toolkit (SMART) data will be analysed each year to track improvement in English and Numeracy.

Practices and Products

Practices

Teachers uses data to inform and differentiate their teaching and learning by tracking student progress on the Learning Progressions.

Students actively respond to, and engage with, visible learning strategies to develop and enhance their literacy and numeracy skills.

Products

Structures and systems are in place to regularly assess using syllabus outcomes.

Teachers use Literacy and Numeracy Progressions to drive personalised learning for every student.

Strategic Direction 2: Developing high performing, collaborative and dynamic staff

Purpose

To develop teacher capacity for systematic delivery of a contextually appropriate curriculum through quality leadership and quality teaching and learning. The staff has a commitment to ongoing professional development and use systematic data collection to monitor school-wide progress and target areas for improvement. Resources are applied in a targeted manner to meet student learning and well-being needs.

Improvement Measures

Increased use of evidence-informed pedagogy by all teachers.

All teachers are working towards personalised performance and development goals, reflective of the teaching standards at the appropriate level and priorities as identified in the school plan.

All teachers build their leadership capacity through mentoring and coaching by assuming leadership roles within the school.

All teachers will show an understanding of the learning progression.

People

Staff

Build a positive school culture through inspiring and motivating staff to focus on students' learning and participate in ongoing professional learning.

Parents/Carers

Support a culture of change and positive partnerships with parents for the benefit of the students.

Leaders

Executive will be given opportunities to share best practice through innovative and dynamic teaching and pedagogical practice.

Processes

Collaborative Practice

Develop a collaborative professional learning program based on a model of mentoring, modelling and observation in order to build the capacity of teachers to implement best practice.

Improving Practice

Teachers engage in high quality, targeted professional learning to drive ongoing, school-wide improvement in teaching practice and student results.

Evaluation Plan

All data will be analysed collaboratively:

- Performance and Development Plans
- Tell Them From Me Surveys
- Lesson Observations
- Meeting Minutes
- Lesson Plans/Teaching Programs
- Learning Progressions.

Practices and Products

Practices

Data, including Learning Progressions is updated and analysed every 5 weeks to inform teaching and learning plans.

Staff meetings will focus on Professional Learning needs in order to further develop professional capacity and meet professional learning goals.

Continuous collaboration and learning results in an explicit teaching approach to literacy and numeracy, which is research informed.

Staff are actively engaged and committed to developing their own capacities and capabilities as facilitator of learning.

Products

Australian Professional Standards for Teachers, with evidence of proficiency and a plan to highly accomplished and lead, are evident in teaching and learning programs.

Teacher and leader quality is enhanced through engagement in high calibre, relevant and evidence based professional learning experiences.

Strategic Direction 3: Wellbeing

Purpose

To provide students, staff and parents with clear expectations of behaviour as part of an updated Wellbeing policy designed to help all students *Connect, Succeed and Thrive*.

Improvement Measures

A reduction in unproductive and challenging behaviour as recorded in Sentral.

An increase in the number of students achieving a Bidgee Level 15 or above.

All student referrals meet school policy deadlines.

People

Students

Can articulate clear expectations of behaviour in all school settings.

Staff

Collaboratively develop and implement new school wellbeing policy incorporating Positive Behaviour for Learning (PBL)

Parents/Carers

Contribute to the development of the school wellbeing policy.

Leaders

- Plan for the strategic use of resources to support new wellbeing policy.
- Communicate updated wellbeing policy to the school community.

Processes

Positive Behaviour for Learning

Introduce Positive Behaviour for Learning (PBL) strategies with a whole school focus on developing staff knowledge, understandings and skills in aspects of PBL, incorporating models of specific behaviour support and Restorative Justice practices.

Individual Learning Needs

The Learning and Support Team will strengthen and adapt practices that will support students' wellbeing to allow them to engage in learning successfully.

Evaluation Plan

All data will be analysed collaboratively:

- Sentral Wellbeing
- Parent Survey
- Student Survey
- PBL Self-Assessment Survey (SAS)
- PBL School-wide Evaluation Tool (SET)
- PBL Team Implementation Checklist (TIC)
- PBL Benchmarks of Quality (BoQ)

Practices and Products

Practices

A common language for behaviour expectations is used by students, staff and parents.

The Learning Support Team actively identifies student wellbeing needs through regular data analysis and meetings.

Products

Students have access to a range of facilities/services that support their personal wellbeing

Students, staff and parents will promote the school's values and will have a clear understanding of PBL processes to ensure optimum conditions for student learning across the whole school.