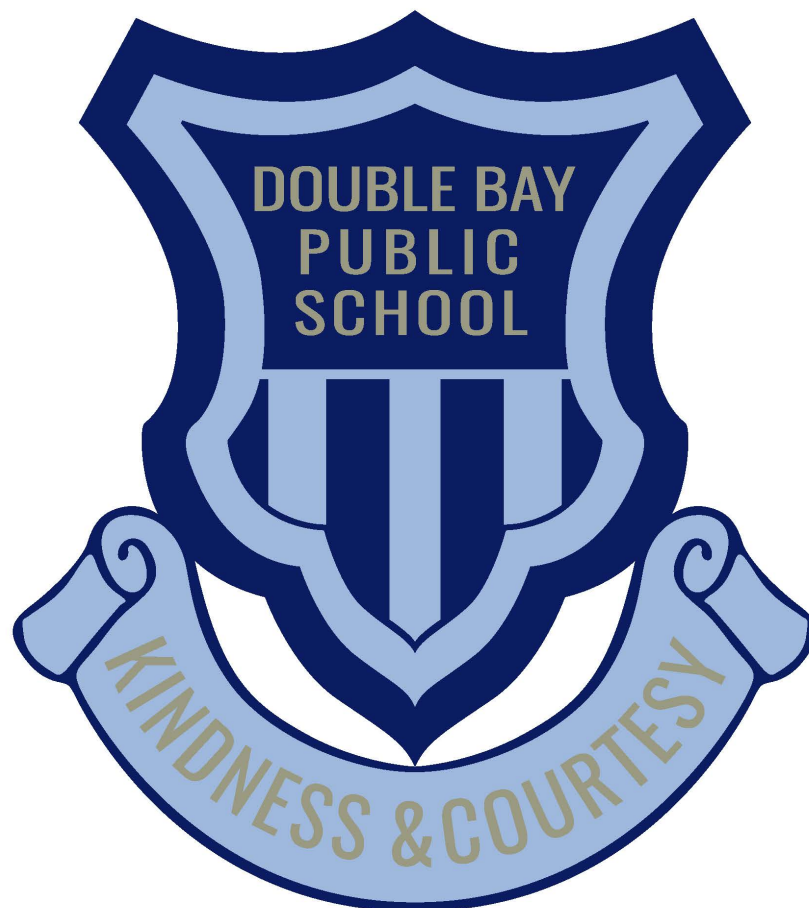


School plan 2018-2020

Double Bay Public School 1768



School background 2018–2020

School vision statement

Double Bay Public School is a place of learning that values and develops the unique talents and academic potential of each child. Our aim is to produce confident, resilient, respectful, engaged students who are equipped with the essential skills for future focused learning: creativity; determination; problem-solving; collaboration and technology. At Double Bay Public School individuality is valued, excellence is celebrated and relationships are built on kindness, courtesy and mutual respect.

School context

Double Bay Public School, situated in a beautiful harbour-side location, offers a full and varied curriculum, provides a stimulating and supportive learning environment and engenders a caring family atmosphere. Extra-curricular programs include Chess, Choir, Band, Gateways, Debating, Public Speaking, MaGneT, Battle of the Minds and a wide range of 'After School Activities' organised through our P&C Association. Our school community draws from a wide range of socio-economic and cultural backgrounds, with 35% of our students coming from language backgrounds other than English. Parent involvement in all aspects of school life is valued and encouraged. Our extremely capable, dedicated staff caters effectively for a wide range of student ability levels and needs. Our students are motivated learners who thrive in a well-resourced school, where our highly supportive school community assists us in providing the range of resources necessary for each child to achieve their potential. Focus areas include literacy, numeracy, STEM and enhanced leadership skills, resilience and well-being for all students and staff.

School planning process

At Double Bay Public School (DBPS) all stakeholders were involved in the consultation process to develop the school's Vision, Strategic Directions and Improvement Measures.. At an open forum, parents, staff and students were asked to list the values and qualities that they believed contributed to and enhanced the teaching and learning programs delivered at Double Bay. In analysing the findings of the Forum, programs were considered, reviewed and modified.

The parents, students and staff completed TTFM Surveys. Parents were surveyed on Partners in Learning. Students completed the Students Outcomes and School Climate survey and staff completed the Focus on Learning survey. The surveys also asked two open-ended questions:

- Please tell us about 3 activities/programs offered at DBPS that are beneficial to your education.
- Please tell us anything you would like included in the school that would benefit the education of the children.

Data was gathered and the Current Strategic Directions for DBPS for 2018–2020 have been modified to reflect the current directions all stakeholders see for the future of DBPS.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Creative, Dynamic Teaching
and Learning

Purpose:

Purpose:

To ensure school-wide consistency of high quality teaching and learning practices.

To support and have high expectations that all students can achieve their academic potential through differentiated learning and formative assessment/ feedback.

To enable students to develop the skills necessary to become effective future focused learners and critical and creative thinkers.

STRATEGIC DIRECTION 2

Quality Community
Relationships

Purpose:

Purpose:

To promote a collaborative and connected school culture through the delivery of the Positive Behaviour for Learning (PBL) program, where the expectation is that all stakeholders work together to develop positive, quality relationships, strong trust and mutual respect.

To extend quality relationships where all members of the community feel they belong and their contributions are valued.

To implement 'feedback that feeds forward' using the success criteria and learning intentions model.

STRATEGIC DIRECTION 3

Clear and Effective Systems

Purpose:

Purpose:

To enhance all school organisational practices and systems to measurably improve students' learning outcomes.

To review school based guidelines and scope and continuums to align with Department of Education policies.

To continue to build the staff's capacity to provide an engaging curriculum embedded in the pedagogy of differentiated learning.

Strategic Direction 1: Creative, Dynamic Teaching and Learning

Purpose	People	Processes	Practices and Products
<p>Purpose:</p> <p>To ensure school-wide consistency of high quality teaching and learning practices.</p> <p>To support and have high expectations that all students can achieve their academic potential through differentiated learning and formative assessment/ feedback.</p> <p>To enable students to develop the skills necessary to become effective future focused learners and critical and creative thinkers.</p>	<p>Students</p> <p>Students are explicitly taught the skills to know and understand what they are learning and what they need to learn next.</p> <p>Students are explicitly taught the skills required for future learning.</p> <p>Staff</p> <p>Staff capacity is built around the principles and strategies of formative assessment/ feedback and future learning.</p> <p>Parents/Carers</p> <p>Develop an understanding of formative assessment/ feedback to enable them to support their child's learning as partners in learning.</p> <p>Develop an understanding of the skills students will need to be successful future learners.</p> <p>Leaders</p> <p>Ensure the successful implementation of professional learning and support for formative assessment and future focussed learning projects.</p>	<p>Future Focussed Learning:</p> <p>Build skills, knowledge and understanding of teaching practices around future learning including communication, collaboration, critical/ creative thinking and problem solving.</p> <p>(Makerspace, STEM/STEAM, scope and sequence/ continuum)</p> <p>Formative Assessment:</p> <p>Build teacher capacity in evidence-informed formative assessment practices which enables students to set and achieve their learning goals.</p> <p>(Formative assessment PL and action learning)</p> <p>Evaluation Plan</p> <p>General capabilities continuum data</p> <p>NAPLAN- growth</p> <p>SCOUT- value added</p> <p>TTFM student engagement data</p> <p>Student voice- Focus groups</p>	<p>Practices</p> <p>Teachers routinely use evidence of learning, including a range of formative assessments to inform their teaching.</p> <p>Teachers provide explicit, specific and timely formative feedback related to defined success criteria.</p> <p>Students further develop critical and creative thinking skills along with collaboration, communication and problem solving strategies.</p> <p>Products</p> <p>Students make progress at their expected level of learning.</p> <p>Teaching programs show evidence of revisions based on assessment/ feedback.</p> <p>Students apply future learning skills and strategies across KLAs.</p>
Improvement Measures			
<ul style="list-style-type: none"> Improved student growth data on external performance measures (NAPLAN). Improved student engagement data (TTFM, school based survey). Improved value-added data (SCOUT) 			

Strategic Direction 2: Quality Community Relationships

Purpose	People	Processes	Practices and Products
<p>Purpose:</p> <p>To promote a collaborative and connected school culture through the delivery of the Positive Behaviour for Learning (PBL) program, where the expectation is that all stakeholders work together to develop positive, quality relationships, strong trust and mutual respect.</p> <p>To extend quality relationships where all members of the community feel they belong and their contributions are valued.</p> <p>To implement 'feedback that feeds forward' using the success criteria and learning intentions model.</p>	<p>Students</p> <p>Engage students in explicit teaching opportunities to demonstrate expected behaviours.</p> <p>Student leadership team is involved in the PBL team to give the student perspective on the success of the program and to assist with its implementation.</p> <p>Staff</p> <p>The PBL Team meets regularly to ensure there is a consistent approach to the delivery of the PBL program.</p> <p>There is a permanent agenda item on every staff meeting to discuss PBL actions.</p> <p>Parents/Carers</p> <p>Parent representation ensures there is an understanding of the aims of the PBL program and enables a community voice within the program.</p> <p>Leaders</p> <p>Leaders support the implementation of the program.</p>	<p>CoSiES.</p> <p>Continue to utilise the strength of a combined community of schools to enhance Professional Learning, and engage in collaborative practices.</p> <p>PBL.</p> <p>Teachers are teaching explicit lessons to demonstrate appropriate behaviours in line with the matrix.</p> <p>Review of the current award system.</p> <p>All signage reflects the statement of purpose (Dynamic, Respectful, Learners) to demonstrate a common language and expected behaviours.</p> <p>Evaluation Plan</p> <p>Improved student behaviour with the number of reported incidents of unacceptable behaviour decreasing.</p>	<p>Practices</p> <p>The school community is committed to the school's strategic directions and practices to achieve educational priorities.</p> <p>Students build positive relationships and contribute to the school and the wider community.</p> <p>Products</p> <p>An increase of 5% in the TTFM survey, student reporting an improved level of engagement and challenging tasks.</p> <p>Improved interpersonal communication related to the students' learning goals</p>
Improvement Measures			
<p>An increase of 5% in the TTFM survey, student reporting an improved level of engagement and challenging tasks.</p> <p>Student understanding of the teachers role in providing individual feedback to feed forward.</p>			

Strategic Direction 3: Clear and Effective Systems

Purpose

Purpose:

To enhance all school organisational practices and systems to measurably improve students' learning outcomes.

To review school based guidelines and scope and continuums to align with Department of Education policies.

To continue to build the staff's capacity to provide an engaging curriculum embedded in the pedagogy of differentiated learning.

Improvement Measures

People

Students

Require access to technological devices both at school and at home.

Continue to need explicitly taught skills to proficiently use all devices to enable them to maintain current technological directions with an appropriate level of skills and understanding.

Staff

Maintain their skills with technological advancements to meet societal needs.

Continue to deliver lessons through PBL and distribute information via this common system, accessible to the school and wider community.

Introduction of EBS4 to stream line the roll marking and report writing as well as the collection of welfare data across the school (Synergy).

Parents/Carers

Support and provide opportunities for the students to continue to access current technological initiatives.

Regularly accesses Schoolzine to stay informed of the schools practices and procedures.

Leaders

Facilitating the use of devices to enhance learning and student outcomes and engagement.

Embedding a common practice for student

Processes

EBS4

Introducing and implementing the use of EBS4 to mark rolls, collate reports and collect student welfare data.

ICT for Students

Continued use of iPads, laptops, interactive white boards and desktop computers to enhance and further engage students and teachers in the teaching/learning process while making learning more relevant to each individual.

PBL

To establish a common language and understanding around expected behaviour for students and staff.

Evaluation Plan

Introduction of

Practices and Products

Strategic Direction 3: Clear and Effective Systems

People

welfare and the recording of this process using EBS4..