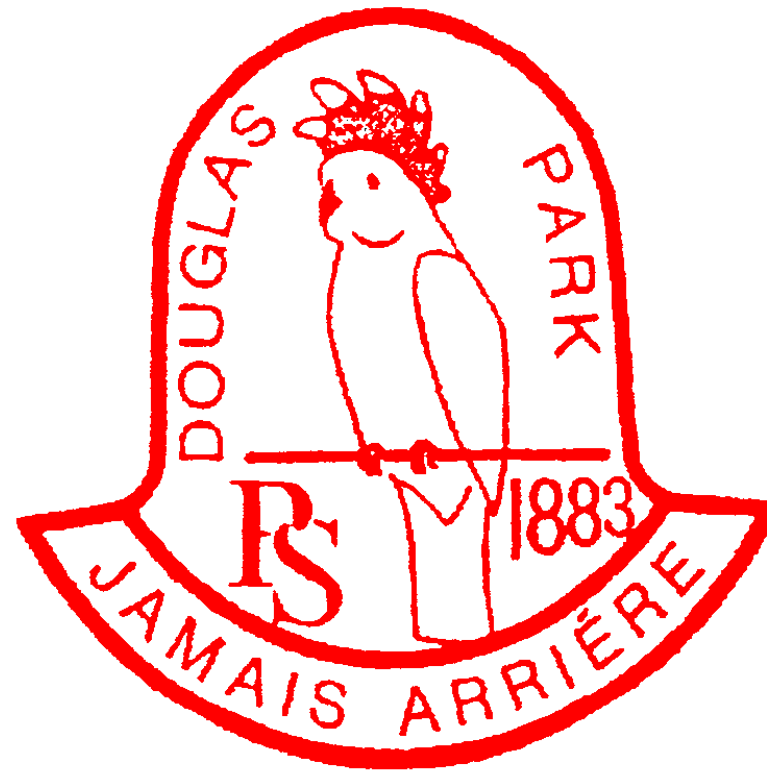


School plan 2018-2020

Douglas Park Public School 1770



School background 2018–2020

School vision statement

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

Our school is a vibrant and caring learning community, committed to equity, compassion, respect and understanding for all learners.

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

Students will have access to experiences that develop future focused learning skills. As an inclusive school community, we will implement a challenging, fulfilling curriculum and cater for the academic, emotional and social needs of each individual child.

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 2018–2020. 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

Tell Them from Me online surveys as well as paper surveys were utilised in Years Four to Six to ascertain student opinions about directions for our school. The Student Representative Council also provided input through discussion.

Staff

Teachers completed the Tell Them From Me surveys. 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

Discussions occurred at P&C meetings and a parent workshop. Paper surveys were given to all families with a high response. Parents were also invited to complete the Tell Them From Me Parent online survey. Through analysis of all responses by school executive and staff, key threads were developed.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

High quality teaching and
learning

Purpose:

Shared teaching expertise, feedback and a collaborative culture will drive ongoing improvement in teaching and learning and ensure strong fundamentals in literacy and numeracy for all students. Teaching practices will effectively use evidence based and data driven strategies. Teachers will be upskilled in future focused teaching practices to deliver a challenging, stimulating curriculum, fostering curiosity, creativity, collaboration and critical thinking.

STRATEGIC DIRECTION 2

Student Wellbeing

Purpose:

Through supportive school programs, we will nurture the whole child. Students will be safe, valued and cared for in their learning environment. They will develop as proactive learners who are resilient and able to accept responsibility for their own learning. They will develop a strong sense of belonging, warm relationships with others and self-confidence in themselves.

STRATEGIC DIRECTION 3

Community Connections

Purpose:

Student learning will be enhanced through further development of positive partnerships within the local and broader community. The building of strong relationships will increase opportunities for community participation, shared expertise and student engagement. It will provide students with educational experiences beyond the classroom which will involve learning from others, contributing to their community and encouraging global citizenship.

Strategic Direction 1: High quality teaching and learning

Purpose	People	Processes	Practices and Products
Shared teaching expertise, feedback and a collaborative culture will drive ongoing improvement in teaching and learning and ensure strong fundamentals in literacy and numeracy for all students. Teaching practices will effectively use evidence based and data driven strategies. Teachers will be upskilled in future focused teaching practices to deliver a challenging, stimulating curriculum, fostering curiosity, creativity, collaboration and critical thinking.	Students The development of a growth mindset towards learning and a growing ability to be reflective, active, confident learners who are able to set learning goals, with a focus on literacy and numeracy.	Quality teaching practice Develop and implement high quality professional learning based on the Professional Standards for teachers.	Practices Every teacher uses data to inform and differentiate their teaching and learning by tracking and analysing student progress in literacy and numeracy.
Improvement Measures Increased percentage of students demonstrating at or above expected growth in literacy as measured by internal and external assessments.	Staff Ongoing assessment and differentiated teaching to improve learning and to provide targeted intervention in the areas of literacy and numeracy. Collect data systematically to adjust teaching practice and to drive evidence based learning. Professional learning and collaboration in a small schools' network with Cawdor and Mount Hunter Public Schools to share expertise and to improve quality teaching.	Future focused teaching across the curriculum Develop and implement stimulating, challenging and enriching teaching and learning across the curriculum to promote critical thinking, curiosity, collaboration and creativity.	Stage and school teams collaboratively plan, program and assess regularly throughout the year to inform practice. Quality teaching practice is observed and shared through regular classroom observations and all teachers use the Professional Standards for teaching to align and evaluate teaching practice.
Increased percentage of students demonstrating at or above expected growth in numeracy as measured by internal and external assessments.	Leaders Build the capacity of staff through instructional leadership, maintain high expectations for learning and regularly monitor improvement in the key learning areas with a focus on literacy and numeracy.	Data based, differentiated teaching and assessment in literacy and numeracy. Implement consistent, sustainable data collection and analysis to improve teaching and learning.	Future focused teaching and learning strategies are utilised in all classrooms to emphasise collaboration, critical thinking, curiosity and creativity.
Increased trends of students achieving proficiency in Year Three and Year Five Naplan results in literacy and numeracy.	Parents/Carers Developing an understanding of their child's development in literacy and numeracy and support the school's educational programs across each stage of learning.	Evaluation Plan Regular review of quality teaching implementation by all teachers using the School Excellence framework.	Products 100% of teaching programs are data based, differentiated for individual student learning needs and demonstrate syllabus content measured by program review and student work samples.
Increased evidence of teachers aligning their teaching practice at or above the proficient level of the Professional Teaching Standards.	Community Partners To utilise and value the expertise of community partners to facilitate learning.	Collected and analysed evidence including: <ul style="list-style-type: none"> • Literacy and Numeracy data from internal and external measures. • Tell them from me online and paper surveys. • Formative and summative assessments across the curriculum. • Observations of classroom teaching practice and programming. 	Visible learning is evident in all classrooms through the provision of clear learning goals, success criteria and effective feedback.
Increased evidence of teachers using differentiated, future focused learning strategies to create stimulating, challenging learning environments.			Students receive explicit targeted learning at their point of need.

Strategic Direction 2: Student Wellbeing

Purpose

Through supportive school programs, we will nurture the whole child. Students will be safe, valued and cared for in their learning environment. They will develop as proactive learners who are resilient and able to accept responsibility for their own learning. They will develop a strong sense of belonging, warm relationships with others and self-confidence in themselves.

Improvement Measures

Annual surveys indicate parent and student satisfaction with well being programs and school culture.

Increased percentage of students who identify as being free from all forms of bullying in the Tell Them From Me surveys.

High patterns of attendance.

People

Students

Engage students in the development of capabilities to face challenges, try new experiences, get along with others, develop resilience and show empathy.

Staff

Staff involved in professional learning to develop strategies to increase student wellbeing such as mindfulness, social and emotional learning, anti-bullying and healthy lifestyles. Consistent promotion of school values across the school.

Parents/Carers

Provide training and information to increase parents' knowledge and understanding to reinforce positive student behaviours that enhance wellbeing.

Leaders

To ensure supportive, innovative programs are developed to increase student wellbeing, nurture a sense of belonging, value diversity, promote a positive culture for all and apply a consistent approach to student welfare processes.

Community Partners

To utilise community expertise in sharing professional knowledge to support families as required.

Processes

Social and emotional learning

Develop and implement programs based on self-regulation, interactions with others, anti-bullying, and mindfulness.

Student leadership and opportunity

Develop and implement programs to foster student involvement, engagement and confidence across the school.

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.
- Regular monitoring of attendance across the school.

Practices and Products

Practices

A sense of belonging, friendliness and an appreciation of diversity is promoted across the school.

Students' strengths are regularly promoted and celebrated.

Strategies to increase student wellbeing are actively taught in each classroom and at whole school gatherings.

Products

A proactive student representative council leads student identified initiatives in the school.

Regular collection, analysis and communication of school behaviour, attendance and Learning Support Team data.

Clear policies for student welfare, anti-bullying and student discipline support the wellbeing of students across the school.

Strategic Direction 3: Community Connections

Purpose

Student learning will be enhanced through further development of positive partnerships within the local and broader community. The building of strong relationships will increase opportunities for community participation, shared expertise and student engagement. It will provide students with educational experiences beyond the classroom which will involve learning from others, contributing to their community and encouraging global citizenship.

Improvement Measures

Increased number of parents and community members participating in a range of school programs and events.

Development of stronger business and community ties with the school.

Tell Them from Me and paper surveys indicate strong satisfaction with school and community engagement processes.

People

Students

To be active, caring citizens in their own community and to develop knowledge and understanding of wider issues through access to real contexts for learning.

Staff

To develop collegial partnerships beyond the school for professional learning and the provision of active learning opportunities for students.

Leaders

To collaborate with staff, parents, local and wider community representatives to design innovative learning programs and build strong connections and relationships.

Parents/Carers

To experience genuine connections and opportunities to be actively involved in the life of the school and feel valued as a genuine partner in their child's learning.

Community Partners

To provide expertise for involvement and collaboration in learning activities and to create opportunities for students to actively contribute to their community through real life contexts.

Processes

Community expertise and volunteering.

Create links for students to be involved in projects within their community and develop authentic learning experiences by involving community members in sharing their knowledge and skills.

Wider connections and links.

Foster partnerships and opportunities for students to develop understanding of wider community and global issues, including utilising technology for collaborative learning.

Evaluation Plan

- Feedback through surveys and workshops by parents and community members.
- Student engagement through Tell Them From Me online and paper surveys.
- Collection of data indicating participation and parent/ grandparent response at a variety of school events.
- Student work samples and teacher observations of strategies, teamwork, leadership and empathy.
- A data base to guide future school planning.

Practices and Products

Practices

Members of the school community are engaged through consultation and collaboration to work together to ensure a learning culture of purposeful community engagement.

School leaders and staff actively seek opportunities for partnership with wider educational facilities and businesses to promote genuine contexts for learning.

Parents and community members share their expertise to enhance student learning opportunities.

Products

Students have increased leadership, problem solving and teamwork skills through engagement in real life contexts.

Students actively contribute to the school and wider community.