

School plan 2018-2020

Dundas Public School 4029



School background 2018–2020

School vision statement

At Dundas Public School we provide a quality education that equips all students with the values of respect, responsibility and success to achieve and exceed their potential as learners and citizens.

School context

Dundas Public School is a dynamic K–6 school established in 1951 and is located within the Parramatta electorate. The school is set in a residential location and features include spacious, leafy surrounds.

Dundas Public School has 410 students enrolled including 68% from language backgrounds other than English. A wide variety of cultural groups are represented within the school community, primarily Korean, Chinese and Indian.

The school is dedicated to maximising student learning outcomes through quality, explicit instruction across all Key Learning Areas. School priorities include literacy, numeracy, assessment and student wellbeing. The school enjoys a cohesive mix of experienced and early career teachers who have high expectations of their students.

The school provides a range of extracurricular programs including choir, band, debating, dance and sport. Students are encouraged to develop their leadership skills through participation in the Student Representative Council, Peer Mediation, PALS and House Captain roles.

Our core values of respect, responsibility and success are central to school programs. Our parents are valued partners and are actively involved in the life of the school with high expectations of teaching and learning and high aspirations for their children.

School planning process

The Dundas Public School planning process has been authentic, collaborative and consultative throughout Term 1 2018.

The school improvement team, comprised of school and parent representatives, worked collaboratively to establish the strategic directions and vision statement for the 2018–2020 School Plan. The team examined student achievement data, demographic changes and targets for Dundas Public School. This information was used to summarise the beliefs and vision statements. These statements and information were presented to stakeholders at various meetings to obtain suggestions and feedback. The suggestions and feedback given were used to develop the plans and vision statement. The team utilised:

- analysis of student and school outcomes against performance measures and targets
- assessment of the achievements of the previous School Plan

The team re-examined the school context, curriculum, pedagogy, student diversity and resource management. Further, the team considered all resources within the context of school planning.

The school held a series of evidence-based training sessions exploring baseline data from Best Start, PLAN and NAPLAN over a three year period. School executive staff and teachers were upskilled on strategic thinking and planning.

The school's Student Representative Council were actively involved in the decision making process through consultation and focus group workshops.

Parents were regularly provided with updated information through school surveys, P&C meetings and the school newsletter.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 Excellence in Learning

Purpose:

Students engage in explicit, systematic learning experiences where learning is made visible and feedback drives assessment and instruction in Literacy and Numeracy. Students at Dundas Public School will be self-regulated, future focused learners.

STRATEGIC DIRECTION 2 Excellence in Teaching

Purpose:

Staff engage in focused professional learning and development to ensure ongoing, relevant and evidence-based teaching practice and high quality learning experiences take place for all students in every classroom.

STRATEGIC DIRECTION 3 Excellence in Engagement and Connectedness

Purpose:

All stakeholders are enabled to engage in collaborative decision making that promotes innovation, is accountable and transparent, and reflects the needs of Dundas Public School.

Strategic Direction 1: Excellence in Learning

Purpose

Students engage in explicit, systematic learning experiences where learning is made visible and feedback drives assessment and instruction in Literacy and Numeracy. Students at Dundas Public School will be self-regulated, future focused learners.

Improvement Measures

All teaching programs and classroom environments demonstrate Visible Learning strategies.

8% increase of students in the top two bands of NAPLAN for Reading and Writing.

Students will achieve their year appropriate expected growth in Literacy and Numeracy.

People

Students

Students will engage in self-reflection and will have a clear understanding of learning intentions and success criteria.

Students are utilising technology within the appropriate framework.

Students actively engage in peer and self-assessment by seeking and providing feedback.

Staff

Teachers implement future focused pedagogies.

Teachers embed learning intentions and communicate success criteria through explicit teaching and feedback.

Leaders

Leaders will provide professional learning to teachers through instructional leadership of Visible Learning strategies.

Parents/Carers

Parents and carers will work in partnership with the school and have a clear understanding of the school's direction in teaching and learning.

Processes

Teachers engage in professional learning around Visible Learning theory and explore strategies to implement learning intentions, success criteria and feedback.

Staff collect, analyse and evaluate student data and devise strategies to provide explicit formative assessments to students.

Students utilise the appropriate and effective use of technology in various learning situations.

Evaluation Plan

Analysis of student work samples and evidence of learning

Data to be utilised to evaluate this strategic direction will be sourced from:

Analysis of NAPLAN, PLAN2

Analysis of internal summative and formative assessments

Review of teaching and learning programs

Analysis of feedback: student to teacher, teacher to student and student to student

Practices and Products

Practices

Demonstrate knowledge and skills using specific and timely feedback from teachers and peers.

Foster high quality learning, experiences where assessment and feedback are embedded in teaching and learning experiences.

Use of appropriate technologies to engage students in transformational learning experiences.

Products

Learning intentions and success criteria are displayed in classrooms for literacy and numeracy.

Rubrics are in place for assessments as a scaffolding support for students.

Future focused, flexible learning environments both indoors and outdoors.

Strategic Direction 2: Excellence in Teaching

Purpose

Staff engage in focused professional learning and development to ensure ongoing, relevant and evidence-based teaching practice and high quality learning experiences take place for all students in every classroom.

Improvement Measures

A clear, well sequenced whole school plan for curriculum delivery that incorporates the NESA syllabus documents.

All teachers use data obtained from a range of quality assessment tasks to drive effective teaching and learning programs.

Positive growth and increased achievement of equity and identified groups within the school is equivalent to the progress of all students and comparable to the state.

People

Students

Develop skills to engage in multi-disciplinary learning e.g. STEM

Engage in feedback and participate in the design of assessment processes and procedures.

Staff

Understanding of STEM and how it is delivered by best practice.

Understanding and knowledge of high quality assessment practices.

Knowledge and skills to deliver an integrated curriculum.

Knowledge of students and how they learn through the provision of differentiated teaching and learning.

Leaders

Provide opportunities for teachers to engage in professional learning about curriculum integration and instruction through collaborative and consultative practices.

Processes

Develop systems of consistent whole school assessment practices.

Establish STEM and integrated units of work across Key Learning Areas.

Develop understanding and strategies to support diverse learners (EAL, GAT, Aboriginal and Torres Strait Islander students and the middle cohort).

Evaluation Plan

Student work samples and evidence of learning

Analysis of teaching and learning programs

Evaluation of consistency in assessments processes and procedures

Analysis of student growth and performance data using internal and external data sources

Consistent Teacher Judgement and moderation of assessment data

Practices and Products

Practices

Consistent whole school assessment practices.

Application of internal and external assessment data to track student progress.

Differentiated teaching strategies in order to cater for EAL, GAT, Aboriginal and Torres Strait Islander students and the middle cohort.

Products

K-6 Scope and sequence across Key Learning Areas.

Programs reflecting scope and sequence within and across KLAs.

Systems of internal and external assessment.

STEM units of works.

Increased student engagement through STEM.

Strategic Direction 3: Excellence in Engagement and Connectedness

Purpose

All stakeholders are enabled to engage in collaborative decision making that promotes innovation, is accountable and transparent, and reflects the needs of Dundas Public School.

Improvement Measures

Increased positive student engagement and wellbeing in the classroom and playground settings.

Increased opportunities for the community to be included, informed and engaged.

Increased connections with wider community services and other educational settings.

People

Staff

Staff will understand what is expected in relation to student wellbeing and discipline.

Understanding what is relevant to parents and how to communicate it effectively.

Staff will understand how to engage in and contribute to the Cumberland Community Connection community of schools.

Staff will understand the importance of intercultural understanding through the City Country Alliance link.

Students

Students will value the reward system.

Students will understand what is expected in relation to student wellbeing and behaviour.

Students will understand the importance of intercultural understanding through the City Country Alliance link.

Parents/Carers

Parents will understand what is expected in relation to student wellbeing and behaviour.

Parents will have a clear understanding of and support the welfare and discipline systems and policies.

Processes

Establish a consistent reward system for being safe respectful learners.

Develop and communicate high expectations for positive behaviour system.

Develop connections and communicative links with the broader school community.

Evaluation Plan

TTFM Survey

Parent, Student and Staff Satisfaction Survey

Direct monitoring and analysis of tracking system for discipline and rewards

Engagement in distribution of school communication via school app

Practices and Products

Practices

Clear, consistent communication and management of expected positive behaviour and discipline standards.

Students display safe, respectful behaviour in all settings.

Consistency in the implementation of the discipline and student wellbeing system.

Communicating relevant information in an effective and timely manner to all stakeholders.

Actively engaging with community of schools meetings and professional learning opportunities.

Products

Central tracking and monitoring system to record positive behaviours and discipline.

Revised student welfare and discipline policy, written in collaboration with all stakeholders.

Updated systems and procedures to communicate and manage student wellbeing and discipline.

Communicating relevant information in an effective and timely manner using school app and online tools.

Partnership with a school in Far West NSW and/or Central NSW.

Engagement in and leadership of professional learning opportunities across and within schools in the community of schools network.