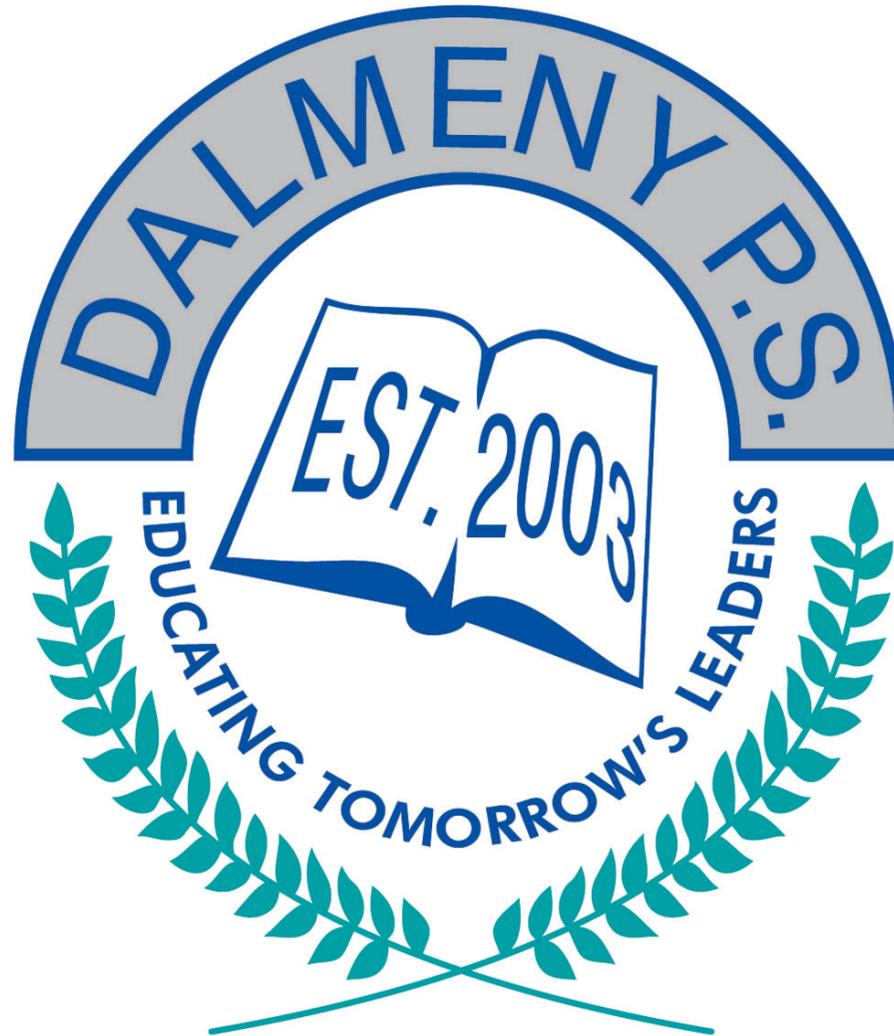


School plan 2018-2020

Dalmeny Public School 4634



School background 2018–2020

School vision statement

In partnership with our community we promote quality teaching and learning opportunities in a safe, respectful, supportive and inclusive environment.

At Dalmeny:

- Students are known, valued and cared for.
- We are committed to supporting each student to connect, succeed and thrive in academics, the arts, sport, wellbeing, citizenship and leadership.
- Students are supported by whole-school wellbeing practices which are equitable, explicitly taught and goal oriented.
- Learning environments are inspiring, inclusive, future-focussed, vibrant and differentiated to meet the needs of all students.
- Families are engaged in their children's learning.
- Professional relationships are inclusive, respectful, supportive and collaborative.
- We are committed to the principles outlined in the Australian Professional Standards For Teachers.

School context

Dalmeny Public School is a large P4 school in Prestons, South West Sydney. We are a member of the Glenfield network of schools in the Ultimo Group. Our enrolment for the 2018 – 2020 planning period will exceed 1,000 students.

The Dalmeny Public School Family Occupation and Education Index (FOEI) is 88. The higher the FOEI measurement, the higher the level of disadvantage, with figures ranging from 0–300. The FOEI is developed using information provided on student enrolment forms.

The socio-economic status of the school community is wide-ranging, with 65% of our families falling in the middle two FOEI socio-economic quartiles. Fifteen percent fall in the lowest and the remaining 20% are in the highest socio-economic quartile.

Our students are from a diverse range of cultural backgrounds. Our community has 81 different countries of birth registered, and 66 different language background groups recorded. The dominant languages being Hindi and Urdu, Arabic, Macedonian and Samoan.

Dalmeny Public School has 25 students of Aboriginal background, which represents 2.5% of enrolled students.

Our parents, students and staff embrace our Special Education Unit which consists of one IO class, two IO/Autism classes and an Autism class.

Our school is staffed by one Principal, two Deputy Principals, six Assistant Principals and 67 teachers who deliver programs to 43 classes in either a full-time or part-time capacity. Twenty-six of our teachers are currently employed in temporary engagement positions.

The non-teaching staff consists of our Business Manager, School Admin Manager, four Admin Officers, two General Assistants and eleven Student Learning Support Officers (SLSO).

School planning process

In Terms 3 and 4 of 2017, a comprehensive process was undertaken to establish goals for Dalmeny Public School across three strategic directions.

This involved:

- holding focussed discussions with the P&C;
- seeking feedback from staff targeting effective professional learning and associated strategies and beliefs;
- surveying students; and
- Assessing our progress against the School Excellence Framework.

All information was collated, with key, consistent themes emerging. *Logic models* were then constructed to reflect these themes and were fused together to create our draft strategic directions.

Staff feedback was again sought to finalise these strategic directions and to evaluate our vision statement to determine whether our beliefs and commitments contained therein still held true in terms of our current student and community focus.

Product sand practices were developed to form the outcomes of our plan, against which implementation strategies and milestones were developed. Each strategy is grounded in a solid evidence base underpinned by collaboration between teachers, students and families.

The Dalmeny 2018–2020 School Plan flows from the strategic directions and sets clear goals and targets for our work. It forms the basis for the school's improvement and development directions for the next three years in partnership with the parents and community.

Mr Clayton Reddie

Principal

School strategic directions 2018–2020



Purpose:

To ensure our teachers, families and other stakeholders collaborate to:

Meet the cognitive, emotional, social, physical and spiritual needs of all students; and

Develop independent, responsible citizens through the provision of high quality education and community partnerships.



Purpose:

To ensure high quality student learning is underpinned by:

A systematic approach to improve teaching practice through collegial support and feedback to maximise student outcomes; and

High levels of professionalism, collaboration and individual and collective efficacy.



Purpose:

To create excellent educational leaders who:

Take responsibility for their own learning and lead enriching learning opportunities for others; and

Work as positive role models to lead and manage school operation, resource allocation and accountability requirements.

Strategic Direction 1: Innovative Learning Culture.

Purpose

To ensure our teachers, families and other stakeholders collaborate to:

Meet the cognitive, emotional, social, physical and spiritual needs of all students; and

Develop independent, responsible citizens through the provision of high quality education and community partnerships.

Improvement Measures

Improved levels of parent, student and teacher satisfaction (TTFM survey data).

Sustained reductions in the number of suspensions, warning letters, planning room referrals and SENTRAL entries for misdemeanours.

People

Students

Provide students with the strategies to form positive relationships and respond positively to peers and teachers.

Foster mindfulness, a growth mindset and emotional intelligence in students.

Develop the skills and confidence in students to have a voice in (and a responsibility for) their learning through goal setting.

Staff

Build staff capacity to implement the **connect succeed thrive** model of wellbeing and develop knowledge of brain-based learning.

Develop ability in staff and support them to deeply engage families in their children's learning.

Parents/Carers

Empower parents to support the whole school approach to wellbeing.

Foster key partnerships and processes to engage parents in their children's learning as true partners in the education process.

Leaders

Develop the skills to lead the wellbeing program, Family Engagement, new curriculum and modes of instruction.

Processes

Implement a school wellbeing program and neuroscientific approach to planning and instruction.

Implement the Family Engagement program.

Evaluation Plan

TTFM survey data.

Parent and teacher surveys (Family Engagement).

Mid-year and annual SEF self-assessment.

Classroom observations.

Practices and Products

Practices

Teachers engage students through the school wellbeing and neuroscience programs.

Strong collaborative practices between families and staff which inform and support learning.

High expectations of student achievement are demonstrated by students, staff and families.

Products

Connect-Succeed-Thrive program, targeting the five domains of wellbeing.

A consistent, school-wide approach to brain-based learning.

Increased family involvement in student learning.

A shared learning language between the family, student and teacher.

Class programs reflect current syllabus documents and teaching methods.

Positive, respectful relationships among students, parents and staff.

Strategic Direction 2: Excellence In Teaching.

Purpose

To ensure high quality student learning is underpinned by:

A systematic approach to improve teaching practice through collegial support and feedback to maximise student outcomes; and

High levels of professionalism, collaboration and individual and collective efficacy.

Improvement Measures

Average effect size for Reading, Numeracy and Writing greater than 0.4.

Increase the number of students in the top two skills bands in NAPLAN Reading, Numeracy and Writing. *Current Reading percentages: Year 3: 35%, Year 5: 16%*

High achieving students (top 25%) display greater than or equal to expected NAPLAN growth.

People

Students

Empower students to build on feedback from teachers to improve their learning and self-monitor learning goals.

Staff

Build staff capacity to expertly analyse data and use evidence to plan effective lessons.

Parents/Carers

Foster high expectations and the language of learning in parents and families.

Leaders

Develop the ability of our Assistant Principals and Curriculum Leaders to engage with colleagues to enhance outcomes for students by evaluating practice and building teacher capacity.

Adopt a coordinated approach to providing teachers with sustained, differentiated professional learning.

Processes

Implement a whole school approach to instructional collaboration to develop skills in literacy.

Implement a whole school approach to instructional collaboration to develop skills in numeracy.

Evaluation Plan

Evaluations of PDP processes and goals.

Mid-year and annual SEF self-assessment.

Staff surveys.

Class case studies including student goal setting and goal achievement data.

TTFM surveys.

Dalmeny achievement data (NAPLAN, PLAN and A-E data).

Online PAT tests, BURT, running records and SPAT Test.

PECS data.

Practices and Products

Practices

Lesson planning driven by student progress, achievement data and curriculum requirements.

PDP processes which are negotiated, individualised and address the professional learning needs of all staff.

Teaching practice responsive to formative assessment.

Curriculum leaders regularly meet with teachers to analyse data, plan lessons and gauge impact.

Products

Valid assessment data.

Student goals developed from purposeful feedback.

A school-wide system of instructional leadership, coaching and mentoring.

A school-wide, consistent approach to effective evidence-based teaching.

High performing teachers and leaders as measured against the Australian Professional Standards.

Strategic Direction 3: Building Leadership Capacity.

Purpose

To create excellent educational leaders who:

Take responsibility for their own learning and lead enriching learning opportunities for others; and

Work as positive role models to lead and manage school operation, resource allocation and accountability requirements.

Improvement Measures

Increasing numbers of teachers taking on leadership roles.

Teachers successfully attaining higher levels of accreditation.

People

Staff

Develop in staff their ability undertake leadership and support their transition into these positions.

Foster in teachers the desire and confidence to undertake higher levels of accreditation and support them in this work.

Community Partners

Foster key partnerships to enhance the professional learning of staff.

Leaders

Build the capacity of Dalmeny leaders to mentor, guide and coach teachers to improve their impact on student learning.

Develop high levels of emotional intelligence in leaders to build strong relationships with students, staff and parents.

Processes

Implement inspiring, rewarding leadership pathways for staff.

Involvement the #LeadersLink program to develop leadership capacity in Executive staff.

Evaluation Plan

360 degree surveys for all leaders.

#LeadersLink survey.

Evaluations of PDP processes and goals.

Analysis of opportunities for leadership and staff involved.

Practices and Products

Practices

Processes for aspiring leaders to develop the skills, confidence, knowledge and experience to lead.

Supervision and support practices which build the capacity of Executive and aspiring leaders to lead, manage, coach and mentor.

Executive engaging in #LeadersLink to work collegially across schools to build leadership capacity in themselves and others.

Products

Leaders who are committed to improving self and others.

Highly Accomplished and Lead teachers.

Executive with the leadership skills to manage the curriculum, wellbeing and professional learning needs of their teams.

Teachers with the capacity and desire to undertake leadership positions in curriculum and management areas.