

School plan 2018-2020

Daceyville Public School 7413



School background 2018–2020

School vision statement

At Daceyville Public School we are committed to achieving excellence for all learners in partnership with our supportive community.

We deliver excellence for all learners within an inclusive, culturally rich and caring learning environment. We ensure every student achieves their personal best across all aspects of academic, social, emotional and creative learning. With a focus on building on students' strengths and by encouraging all learners to take risks, our students become creative and critical thinkers, self-directed learners and collaborators. Our students make choices that foster health and wellbeing and develop positive relationships.

Our students are taught by outstanding teachers with high expectations who model a commitment to lifelong learning. A culture of continuous improvement is fostered through quality collaboration and professional learning.

We build strong partnerships with our parents and community, working together to support students in maximising their potential and ensure best practice is at the core of all of our endeavours.

School context

Daceyville Public School is a metropolitan school situated in Sydney that has a long history of providing outstanding public education since 1914. The school has an enrolment of 290 students with a consistent increase in enrolments occurring in recent years due to improved community confidence and housing development in the area. 64% of students at Daceyville are from culturally and linguistically diverse backgrounds with 45 different languages being spoken by our students. 4% of students are from Aboriginal and Torres Strait Islander background.

All educational endeavours are informed by a clear vision focused on academic excellence, personalised learning and educating the whole child. The school operates within a positive behaviour for learning framework, fostering student wellbeing through explicit teaching of our core values – respect, safety and lifelong learning. We use current research to inform practice and foster a strengths-based culture. We have a strong commitment to improving teacher quality through targeted professional learning initiatives. Innovative programs include integrated approaches to learning that engage members of the wider community to inspire and work with our students.

Our staff is a mix of early career and experienced teachers enabling us to put strong mentoring strategies in place, building best practice in teaching. Daceyville is the base school for a team of itinerant teachers who support hearing impaired students across many schools.

School planning process

An extensive, innovative and rigorous consultation process was undertaken prior to developing this school plan. A number of community consultation strategies were used to gather feedback and identify priorities from the community. These included a 'World Café' event where community members explored ideas that mattered to them about their child's education and future. The school leadership team led four focus group sessions for more specific discussion around communication and community engagement, and 21st Century learning. In addition to these face-to-face sessions, school specific questions were added to the 'Tell Them From Me' survey to provide contextual information.

Strategies to gather feedback from students included: focus groups, surveys and the use of evaluation tools, such as 'Photo Voice'. This data was then compared to the information gathered from parents and common themes and ideas were identified.

Teachers engaged in a range of activities, such as analysing student achievement data from school-based and external sources, evaluating programming approaches and using the School Excellence Framework (V2) to identify current practices and goals for the future. Teachers were also asked specific questions in the 'Tell Them From Me' survey that related to the questions asked of students and community members in order to triangulate the data gathered and identify common themes.

Feedback was sought from staff and parents on the plan before its endorsement and publication.

School strategic directions 2018–2020



**STRATEGIC
DIRECTION 1**
Excellence in Teaching and
Learning

Purpose:

To use quality, evidence-based teaching practices so that all students at Daceyville achieve maximum learning growth, are self-directed, reflective learners and engaged creative and critical thinkers prepared for future learning and work.



**STRATEGIC
DIRECTION 2**
Partnerships in Learning

Purpose:

To partner with community members to develop reciprocal relationships that promote a shared purpose, responsibility and aspirations for learning and achievement.



**STRATEGIC
DIRECTION 3**
Positive school culture and
wellbeing

Purpose:

To embed consistent approaches to wellbeing and behaviour that strengthen a school culture characterised by a sense of belonging, caring for others, respect and responsibility and a commitment to a healthy lifestyle.

Strategic Direction 1: Excellence in Teaching and Learning

Purpose

To use quality, evidence-based teaching practices so that all students at Daceyville achieve maximum learning growth, are self-directed, reflective learners and engaged creative and critical thinkers prepared for future learning and work.

Improvement Measures

The number of students in the top 2 bands in NAPLAN Literacy and Numeracy is trending upwards over time.

The school's value added trend in Literacy and Numeracy improves over time.

Students are achieving at or above expected levels of progress and achievement in creative and critical thinking as measured using internal and external tools.

People

Staff

Improve skills in capturing data on student progress and how this is used to develop teaching and learning programs.

Develop understanding of a range of strategies to use for differentiating and extending teaching and learning programs.

Build skills in using technology within the curriculum and learning programs.

Develop understanding and skills in implementing future-focused, evidence-based practices.

Students

Build awareness and skills in using technology to solve problems and engage in learning across the curriculum.

Build skills to self-assess learning progress and set targets for improvement using success criteria and tools for measuring progress.

Build skills in collaboration and creative and critical thinking to engage actively and effectively in learning.

Leaders

Establish consistent processes and strategies to support collaborative programming across the school.

Embed professional learning approaches to support teachers in differentiating and assessing teaching and learning.

Value innovative practices and work

Processes

Learning Growth:

Implement rigorous, individualised programs of teacher professional learning to support all students in achieving maximum personal learning growth.

Embed consistent processes for tracking student progress through assessment moderation and work samples, and match these to interventions for support and extension.

Technology:

Implement high quality professional learning in technology teaching and learning practices.

Develop systems and resources to support the integration of technology into teaching and learning programs in authentic and meaningful ways.

Future-focused Learning:

Trial, evaluate, refine and spread future-focused, evidence-based approaches, such as Project-Based Learning, across the school to engage students as independent, motivated and curious learners.

Evaluation Plan

Progress towards improvement measures will be evaluated through: monitoring and evaluating programming documents for evidence of differentiation, collaboration and integration of technology; tracking student progress on internal and external tools; collecting and analysing assessment tasks for evidence of quality and

Practices and Products

Practices

Evidence-based teaching strategies for explicit teaching, differentiation and assessment are embedded across the whole school.

Students and teachers authentically collaborate, create and communicate using information and communication technologies as part of learning experiences.

Teachers utilise at least 3 levels of differentiation to support student growth and extension in English and mathematics.

Assessment moderation in English and mathematics across the school occurs at least once each term and students are mapped on internal and external tools.

Students are involved in curriculum design within the classroom and are engaged in a range of extra-curricular programs that extend or enrich learning.

All Stage teams collaboratively program using future-focused, evidence-based approaches that integrate curriculum content to engage students in developing deep conceptual understanding.

Products

Student work samples show students collaborating, creating and sharing learning using digital technologies.

A bank of resources and tasks is established and utilised across the school to enhance differentiated practices that support achievement and extension.

Strategic Direction 1: Excellence in Teaching and Learning

People
collaboratively as instructional leaders embedding explicit systems for collaboration, classroom observation, mentoring and coaching to drive ongoing school improvement.
Parents/Carers
Develop an understanding of future-focused approaches for learning implemented by the school. They support the school's position and actively engage in events and activities that embed these approaches into the school's culture.
Develop an awareness of processes teachers use to assess and monitor student learning progress and support student learning goals.

Processes
differentiation; evaluating student work samples for evidence of contemporary practices; teacher focus groups; student focus groups and surveys.

Practices and Products
Comprehensive assessment data is recorded and stored centrally to aid the development of teaching and learning programs.
Teaching and learning programs and work samples demonstrate that future-focused, evidence-based practices are embedded in all classrooms.
Programming documents evidence collaboration and ongoing feedback and evaluation in response to student learning.
Teaching and learning programs show evidence of at least three levels of differentiation in English and mathematics.

Strategic Direction 2: Partnerships in Learning

Purpose

To partner with community members to develop reciprocal relationships that promote a shared purpose, responsibility and aspirations for learning and achievement.

Improvement Measures

The attendance and punctuality rate improves over time.

Improved parent survey data in regards to the school's communication systems and strategies.

Increased number of parents are engaged in learning programs and activities to motivate students to deliver their best and continually improve.

People

Staff

Embed practices within the classroom to reinforce strategies for promoting attendance and punctuality.

Build skills in using online tools to communicate student learning to parents and carers.

Develop understanding of the school procedures, processes and tools for communication of events and information with parents and carers.

Seek opportunities to regularly involve parents and community members in teaching and learning programs.

Develop skills in using strategies and approaches that engage students in decision making and active involvement in the school community.

Students

Develop an understanding of the importance of attendance and punctuality and work with parents and carers to improve attendance and punctuality.

Develop skills and understanding of how to communicate their learning using online tools and how to select effective examples of learning to share.

Build skills and understanding of how to actively contribute to decision making about the school and their own learning.

Develop an awareness about how parents and community members can provide support and feedback for learning and seek

Processes

Attendance and punctuality:

Strengthen and promote systems for reinforcing positive attendance and punctuality patterns within the school community.

Online learning portfolios:

Implement a whole school approach to sharing student learning to enable students to share learning and receive feedback on their learning from other students, teachers and parents/carers.

Communication systems:

Strengthen systems for effective communication of classroom/whole school events and information to increase awareness and participation.

Community partnerships:

Implement effective processes for developing strong partnerships to increase parent involvement in a range of activities in the school.

Evaluation Plan

Progress towards improvement measures will be evaluated through: parent and community surveys; monitoring parent uptake of online communication and tools; monitoring teaching and learning programs for evidence of community involvement in learning; evaluation of community participation in school events data.

Practices and Products

Practices

Teachers and leaders regularly monitor attendance and support parents and carers in improving attendance patterns.

Teachers regularly use online tools to share student learning with parents regularly.

School adopts a consistent approach to communicate events and information and follow agreed procedures/protocols.

School increases the ways in which information is communicated to parents and carers to improve parent awareness and understanding.

Students, parents and teachers co-create learning goals and success criteria which are used to assess and evaluate learning and provide feedback in an ongoing and systematic way.

Systems are embedded for developing active partnerships with students and their families to promote parent and community involvement in learning programs.

Products

Comprehensive attendance procedures and resources are developed and published to promote positive assessment and punctuality.

Online tools provide a digital portfolio of learning for all students.

Communication strategy and protocols established and implemented by all staff.

Increased forms of access to

Strategic Direction 2: Partnerships in Learning

People
opportunities to access this support and feedback.
Leaders Establish and reinforce clear systems and strategies for promoting attendance and punctuality with the community. Adopt a coordinated and consistent approach to communication. Value and support positive and respectful relationships across the school community that ensure a productive learning environment. Model and support staff in developing strategies that promote student voice and decision making in learning and the wider community.
Parents/Carers Collaborate with the school to promote and support positive attendance and punctuality habits within the parent community. Develop an increased knowledge and awareness of and attendance at school events. Develop skills in using online tools to provide feedback to their child about learning. Develop awareness of how they can contribute to school learning programs in order to actively support teaching and learning programs.

Practices and Products
communication between the school and community.
Effective resources and systems are available to all staff and students to facilitate the involvement of community members in learning programs.
Programs and resources are available for community members to use outside of school hours to provide opportunities for the school and community to work together to build a strong supportive community and increase social capital for community members.
Community members are actively involved in school activities, including teaching and learning programs, consultation processes and providing feedback.

Strategic Direction 3: Positive school culture and wellbeing

Purpose

To embed consistent approaches to wellbeing and behaviour that strengthen a school culture characterised by a sense of belonging, caring for others, respect and responsibility and a commitment to a healthy lifestyle.

Improvement Measures

Survey data shows increased positive responses related to student wellbeing, engagement and belonging.

School based data and surveys shows increase in respectful behaviours and relationships across the school between students and students and teachers.

Survey and other data shows increased understanding of and commitment to healthy life choices, such as walking to school, healthy lunch boxes and extra-curricular exercise.

People

Staff

Develop understanding and awareness of ways to explicitly teach social and emotional wellbeing.

Develop skills and understanding of effective teaching strategies for developing and reinforcing consistent expectations and values.

Develop knowledge and skills to explicitly teach and integrate 'soft skills', such as collaboration, problem solving, critical thinking, into teaching and learning programs.

Develop awareness of the elements of healthy life choices and how to explicitly teach these elements.

Students

Develop awareness and understanding of skills and strategies they can use to support their social and emotional wellbeing.

Build skills in working collaboratively and taking risks with their learning.

Develop knowledge and understanding of the elements of a healthy lifestyle and show a commitment to making healthy life choices.

Leaders

Actively support and reinforce the whole school approach to positive behaviour through structured programs of coaching, mentoring and feedback.

Processes

Wellbeing:

Implement a whole school, integrated approach to health and wellbeing through which students, staff and community develop skills in order to succeed, thrive and connect within and outside of school.

Positive Behaviour for Learning:

Systems and protocols for explicitly teaching behaviour expectations and school values are strengthened and support student behaviour to embed a positive school climate and culture.

Skills for learning:

A whole school approach for actively promoting risk-taking, problem solving, collaboration and effort is established and consistently implemented across the school and these dispositions are embedded in teaching and learning programs.

Evaluation Plan

Progress towards improvement measures will be evaluated through: monitoring and evaluation of teaching and learning programs; student behaviour data analysis; student surveys and focus groups; community surveys; teacher interviews and focus groups; classroom observations and rounds.

Practices and Products

Practices

Every teacher explicitly teaches and reinforces the three core values: safe, respectful, lifelong learners.

100% of teachers incorporate the explicit teaching of social and emotional wellbeing and healthy life choices into classroom practices.

Student leaders actively contribute to programs that promote healthy life choices and social and emotional wellbeing.

Teaching of skills for learning, such as collaboration, resilience and self-regulation, is appropriately embedded in teaching and learning programs.

Consistent expectations for all aspects of the school and classroom are developed and reinforced throughout the school.

Students actively collaborate with peers, teachers and parents to develop, reinforce and promote expectations for behaviour across the school.

All classes using the vegetable garden in teaching and learning programs every term.

All classes using vegetable garden produce in cooking activities each semester.

Produce from the vegetable garden is incorporated into the school canteen menu items.

Products

Reduced incidents of negative behaviour is evident across the school.

Strategic Direction 3: Positive school culture and wellbeing

People

Adopt a consistent approach to social and emotional wellbeing that is embedded across the school.

Adopt a coordinated approach to healthy life choices where physical activity and healthy eating are actively promoted and there is an expectation of integration of these values into teaching and learning programs.

Parents/Carers

Develop an understanding of approaches the school is utilising to promote social and emotional wellbeing and reinforce these practices outside of school.

Develop an awareness of the school's expectations for positive and respectful relationships and support the school in embedding these values into the school's culture.

Develop knowledge and understanding of healthy life choices and are active partners in promoting these choices with their children.

Practices and Products

Student work shows evidence of effective collaboration, problem solving and other soft skills.

100% of teaching and learning programs show evidence of social/emotional learning and explicit teaching of healthy life choices.

Parents value and support the high expectations of the school.

Positive and respectful relationships between students, staff and parents are evident across the school.

Timetables show evidence of at least 150 minutes of physical activity.

School canteen menu is compliant with the Healthy School Canteen Strategy.