

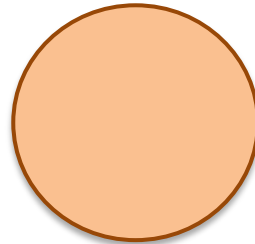
Drummoyne Public School

School plan 2015 – 2017



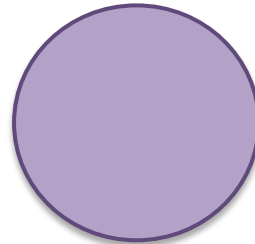
At Drummoyne Public School we are committed to providing quality teaching and learning for all students in a nurturing, inspiring and challenging environment.

We promote equity, respect and excellence through diverse opportunities which enable our students to be confident and creative individuals, successful learners, and active and informed citizens.



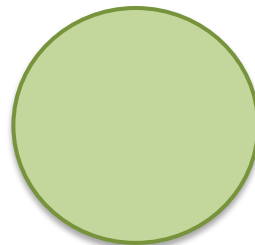
Strategic Direction 1

Promote learning success for all students.



Strategic Direction 2

Build a collaborative and dynamic professional learning community to sustain quality teaching.



Strategic Direction 3

Provide a wellbeing program that promotes a safe, respectful and empowering learning environment working in partnership with the community.





School vision statement

At Drummoyne Public School we are committed to providing quality teaching and learning for all students in a nurturing, inspiring and challenging environment.

We promote equity, respect and excellence through diverse opportunities which enable our students to be confident and creative individuals, successful learners, and active and informed citizens. (*The Melbourne Declaration on Education Goals for Young Australians*).

School context

Drummoyne Public School is a dynamic Kindergarten to Year Six inner west primary school which has been educating students for over 125 years. It has an enrolment of 704 students including 44.5% from a non-English speaking background, and is dedicated to maximising learning outcomes through quality teaching across all key learning areas. The community languages of Greek and Italian further enrich curriculum delivery. The school enjoys a cohesive mix of experienced and early career teachers who have high expectations of their students. Current priorities across the school include literacy, numeracy, curriculum differentiation and formative assessment with an emphasis on engaging students using future focussed learning methods and tools. The school provides a range of extracurricular programs including, choir, band, debating and sport. Our core values of *respect, responsibility, kindness, fairness and personal best* are embedded across the school. The parents are valued partners and are actively involved in the school with high expectations of teaching and learning. There is a strong ethos of inclusion, student wellbeing and teamwork.

School planning process

As a community we have cooperatively and collaboratively developed a strategic three year plan that guides improvement and promotes excellence.

Staff were initially engaged in the process where the themes of the *Melbourne Declaration of Education for Young Australians*, were discussed. The planning processes were clearly outlined to staff and the wider community. School Executive led staff in determining a school vision and three key strategic directions.

The opinions and thoughts of the parents were gathered through surveys (over 200 respondents) and a series of focus groups. The Student Representative Council and student discussion groups also provided valuable input. Years 4 to 6 were also invited to complete the "*Tell Them From Me*" survey.

Draft versions were presented to all staff, P&C focus groups and the Drummoyne Public School Council for review, feedback and modification.



STRATEGIC DIRECTION ONE

Promote learning success for all students.

STRATEGIC DIRECTION TWO

Build a collaborative and dynamic professional learning community.

STRATEGIC DIRECTION THREE

Provide a wellbeing program that promotes a safe, respectful and empowering learning.

Purpose:

To improve student engagement and achievement through quality teaching across the curriculum, ensuring learning is personalised and differentiated.

To motivate students to reach their fullest potential through creative and innovative teaching and with effective use of new technologies. Students will develop the capacity to learn through taking an active role in independent and collaborative learning contexts.

To engage the school community in learning processes and student achievement.

Purpose:

To inspire a collaborative and dynamic professional learning community that supports teachers in their delivery of quality learning experiences.

To develop each teacher's skills to promote and ensure high quality, effective teacher performance that improves student learning outcomes aligning with the National Teaching Standards.

Purpose:

To provide a wellbeing program that promotes a safe and inclusive learning environment.

To work in partnership with the community to give our students the knowledge, skills and experiences to become confident, creative, respectful and resilient citizens.

Strategic Direction 1: Promote learning success for all students.

Purpose

To improve student engagement and achievement through quality teaching across the curriculum, ensuring learning is personalised and differentiated.

To motivate students to reach their potential through creative and innovative teaching, with effective use of new technologies. Students will develop capacity to learn through taking an active role in independent and collaborative learning contexts.

To engage the school community in learning processes and student achievement.

Improvement Measures

- **80% of students achieve at or above expected achievement on the DEC Literacy and Numeracy Continuums.**
- **Increase the percentage of students achieving at or above expected growth from Year 3 to Year 5 in Literacy and Numeracy NAPLAN.**
- **Formative assessment strategies are embedded across the school and evident in every classroom. Students reflect on, and take responsibility for their learning, monitor progress and designing personal learning goals.**

People

How do we develop the capabilities of our people to bring about transformation?

Students: Engaged as quality learners through accessing a curriculum that is personalised and catered to individual learning needs.

Motivated to plan their own learning goals, monitor success, demonstrate their learning and develop skills to discuss their learning with their peers, teachers and parents.

Supported in becoming successful learners, creative individuals, critical thinkers and active citizens.

Staff: Develop understanding of and successful implementation of the NSW Syllabus for the Australian Curriculum.

Engage in structured critical reflection of their teaching practice to facilitate implementation of the Quality Teaching Framework.

Parents & Community Partners: Engage parents with quality teaching and Future Focussed Learning approaches in the NSW Syllabus for the Australian Curriculum.

Develop collaborative relationships between the school and community.

Leaders: Create a positive culture that supports the delivery of quality teaching and learning programs for students.

The school leadership team builds the capacity of staff in using data to drive the design and implementation of teaching and learning programs that cater for students' individual learning needs.

Processes

How do we do it and how will we know?

- Teachers differentiate curriculum delivery as evidenced by classroom observations, collaboratively designed teaching programs and revised scope and sequences eg history and geography.
- The analysis of school based and external data is used to inform teaching and learning programs and drive student improvement.
- Teaching and learning programs reflect evidenced based practice and the consistent tracking of student achievement on the Literacy and Numeracy Continuums.
- Negotiated learning goals are visible in classrooms and students can confidently articulate their areas of focus.
- Learning environments enable students to monitor and track their progress towards achieving learning outcomes eg "bump it up walls" or student friendly continuums
- Learning intentions and success criteria are clearly displayed and referenced in learning spaces as evidenced by observations and teaching programs.
- Students confidently use learning intentions and success criteria to analyse and evaluate their personal learning and develop a growth mindset. For example jointly constructed rubrics, WALT, WILF
- Classroom observations, work samples and reports all reflect a deep understanding of the role of feedback in moving learning forward.
- Intervention programs including EAL/D, Reading Recovery, G&T and LaST target students who require curriculum adjustments.
- Parents are communicated to regularly regarding teaching and learning initiatives, student achievement and whole school progress. Feedback through surveys and interviews reflects a knowledge, understanding and support of success criteria and goal setting.

Evaluation Plan

- The Learning Support Team including LaST and Reading Recovery teachers, EAL/D staff and executive, will monitor and review student performance and assist teachers with strategies, programming and resources.
- Walk throughs and teaching programs demonstrate the use of effective feedback strategies, learning intentions and success criteria.
- Executive staff will implement a cycle of observation, reflection, implementation and evaluation focussed on expanding the understanding of the National Teaching Standards.
- Survey data and forums reflect increased understanding of new curriculum, Formative Assessment, student achievement and satisfaction with reporting processes.

Products and Practices

What is achieved and how do we measure?

Product:

All student progress is tracked against the literacy and numeracy continuums with 80% of students achieving at or above expected achievement. Progress is analysed to determine future student learning needs.

Product:

85% of students achieving their negotiated learning goals, which are based on syllabus documents, the literacy and numeracy continuum and/or the general capabilities framework.

What are our newly embedded practices and how are they integrated and in sync with our purpose?

Practice:

Students reflect on, and take responsibility for their learning by developing, monitoring and articulating their progress towards personal learning goals.

Practice:

All students engage with the Literacy and Numeracy Continuums and are provided with effective feedback that moves learning forward.

Practice:

90% of teachers understand how to develop success criteria which match the task/activity being used to assess student achievement.

Practice:

90% of teachers empower students to self-assess in the light of the learning intention and success criteria.

Practice:

90% of teachers provide feedback based on the learning intention and success criteria.

Practice:

Through workshops, interviews and focus groups parents are informed of the school's priority of utilising Formative Assessment to drive learning. They have an understanding of the purpose of effective feedback and their child's learning goals.

Strategic Direction 2: Build a collaborative and dynamic professional learning community.

Purpose

To inspire a collaborative and dynamic professional learning community that supports teachers in their delivery of quality learning experiences.

To develop each teacher's skills to promote and ensure high quality, effective teacher performance that improves student learning outcomes aligning with the National Teaching Standards.

Improvement Measures

- All teachers annually focus on achieving 3-5 professional goals (SMART) that reflect DoE and school priorities, personal / career aspirations and accreditation requirements. Set goals are documented on Performance and Development Plans (PDPs) and progress annually reviewed.
- Curriculum programs demonstrate knowledge and understanding of Future Focussed learning principles and teaching practices are evidence based.

People

How do we develop the capabilities of our people to bring about transformation?

Students: Engage students through quality teaching and formative assessment strategies to create optimal learning conditions and foster continual improvement.

Staff: Create opportunities for professional learning and the development of leadership capacity. Personalised learning plans support school goals.

Work collaboratively to reflect, improve and establish strategies that achieve and maintain National Teaching Standards.

Parents & Community Partners: Teachers are recognised as professionals who take responsibility for their own learning.

New and existing partnerships with other schools and community groups are fostered to build capacity and collegial support across the local area.

Leaders: Develop and build capacity in supporting and fostering quality teaching through coaching and mentoring of teachers.

Develop capacity to provide meaningful feedback and guide reflective practises.

Processes

How do we do it and how will we know?

- The National Teaching Standards and the Performance Development Framework are used to constantly improve teacher quality and develop leadership capacity. Staff are supported as they progress to the next level of knowledge, practice and professional engagement.
- All teachers will have professional goals as part of their PDP's and will gather evidence throughout the year to demonstrate achievement.
- Teacher capacity will be strengthened through a whole school approach to classroom observations and collegial feedback (*Teaching In Partnership-TiP*) involving negotiated protocols, guidelines, program evaluations and feedback.
- Formative assessment principles will continue to drive teaching and learning, leading to improved student performance. A focus area for the TiP project will be on embedding Formative Assessment with teachers receiving documented feedback on its impact on curriculum differentiation and classroom practice.
- The GTIL funding is utilised to ensure beginning teachers have reduced teaching loads that supports skill development. New and Beginning teachers participate in an explicit and systematic induction policy and are provided with ongoing feedback and support through *TiP* and mentoring programs.
- The Canada Bays School Executive Teachers Learning Alliance will deepen relationships and provide ongoing expertise sharing, professional learning opportunities and action learning projects. For example The Maths Transition Project.

Evaluation Plan

- Staff work towards achieving their BOSTES accreditation and/or goals outlined in their PDP's
- Staff express satisfaction with the processes in place to support them with their professional development.
- Administrative staff express confidence in implementing and dealing with new school management systems.

Products and Practices

What is achieved and how do we measure?

Product:

A developed Teaching In Partnership (TiP) program builds teacher quality, supports school priorities and assists staff in achieving professional goals.

Product:

New and Beginning Teachers' Induction Programs are flexible and tailored to individual needs. Clear induction guidelines are developed in consultation with all stakeholders.

Product:

Curriculum programs and teaching practices effectively develop the knowledge understanding and skills of all students using innovative and evidence based teaching practices.

Product:

The learning alliance between Canada Bay Schools is strengthened with clear terms of reference established. The alliance provides a professional learning forum for senior staff which supports whole school planning and initiatives.

What are our newly embedded practices and how are they integrated and in sync with our purpose?

Practice:

Teachers receive quality supervision and feedback from team leaders that is documented. Strategies include: stage meetings, mentoring, collegial planning, classroom observations (TiP), critical reflection and program evaluations culminating in successful accreditation at all levels against the National Teaching Standards.

Practice:

Teaching and learning programs are developed cooperatively and reflective practice is documented for discussion with team leaders each semester.

Practice:

Proactive and professional learning teams across stages and curriculum areas are focussed on using evidence based practice and data analysis that results in consistent quality teaching and improved student outcomes.

Practice:

A culture of collaborative learning is fostered and developed across the school. Formative Assessment principles are embedded in the Teaching in Partnership (TiP) initiative.

Practice:

Provide support for administrative and support staff to access relevant professional development to assist with the implementation of LMBR and SAP finance.

Strategic Direction 3: Provide a wellbeing program that promotes a safe, respectful and empowering learning environment.

Purpose

To provide a wellbeing program that promotes a safe and inclusive learning environment.

To work in partnership with the community to give our students the knowledge, skills and experiences to become confident, creative, respectful and resilient citizens.

Improvement Measures

- Trend data reflects improved student and community engagement, wellbeing and effective teaching strategies.
- Consistent school wide practice acknowledges achievement and citizenship. This is reflected in a 5% growth in students receiving value badges.
- School systems including Synergy and ebs4 are utilised by all staff to record information and track student wellbeing.
- Improved student behaviour as measured by a 10% reduction in Time Out referrals to the executive team by 2017 end.

People

How do we develop the capabilities of our people to bring about transformation?

Students: Supportive systems in place that promote respect, cooperation and positive behaviours.

Staff: Continue to develop capabilities and understandings as to how to provide a nurturing environment for students as they learn and grow.

Parents & Community Partners: Work in partnership to support the wellbeing of students.

Utilise support and resources from professionals and local community groups.

Leaders: Facilitate programs and support all stakeholders to support wellbeing and promote school values.

Facilitate and connect with networks to build upon leadership skills within the school.

Processes

How do we do it and how will we know?

- Expectations of behaviour are explicitly taught to students through a whole-school approach to wellbeing (Positive Behaviours for Learning- PBL)
- Values are consistently communicated, understood and used by staff, students and parents to recognise and celebrate achievement and to strengthen respect and tolerance throughout the school.
- Student behavioural and welfare concerns are discussed, recorded and communicated to all stakeholders through LST and leadership meetings.
- Quality Teaching and Formative Assessment practices are evident in every learning environment, providing students with opportunities to connect, succeed and thrive. Students, teachers and parents understanding what is being taught, why it is being taught and how and when it will be assessed.
- Whole school tracking spreadsheet documents students with additional learning needs, providing LST with a clear overview of students on targeted learning programs.
- Standardised IEP/PLP and Learning Adjustments are negotiated with and endorsed by parents.
- Attendance rates are regularly monitored by LST and action is taken promptly to address issues with individual students (80% or below report).
- The student welfare policy will reflect the implementation of the PBL program.

Evaluation Plan

- The Learning Support Team monitor the implementation of IEP/PL's and learning adjustments.
- PBL implementation is regularly evaluated by the school team. Feedback is provided to the community.
- Survey the community to confirm that the school is regarded as an inclusive, tolerant and respectful place of learning.
- All school programs consistently demonstrate high expectations and an empowering learning environment. This is evidenced through survey data.

Products and Practices

What is achieved and how do we measure?

Product:

Data from the *Tell Them From Me* surveys reflect student and community engagement, wellbeing and effective teaching strategies.

Product:

Students are able to articulate school values and behavioural expectations as affirmed by our revised wellbeing policy and implementation of PBL.

Product:

PBL implemented K-6 enabling effective collection of data relating to student wellbeing and the development of a consistent, equitable framework to improve student welfare.

Product:

Learning Support Team to continue to monitor and review student progress using LMBR centralised recording system available to all staff.

What are our newly embedded practices and how are they integrated and in sync with our purpose?

Practice:

A positive teaching and learning environment is underpinned by explicitly taught and communicated school values, rules and expectations.

Practice:

Individual learning is supported by the effective use of school systems and strategic planning which includes the development of learning adjustments, Individual Education Plans and/or Personalised Learning Plans annually negotiated and endorsed by parents. There is a consistent, school wide approach to recording information that tracks student wellbeing.

Practice:

Ebs4 is audited weekly by LST for any unexplained or unusual attendance patterns with follow up plans determined.

Practice:

Students play an active role in leading groups and demonstrating leadership across the school.

Practice:

Inclusive, co-curricular opportunities are provided for students that, promote resilience, self-awareness and wellbeing.