

School plan 2015-2017

Darlington Point Public School 1736



School background 2015–2017

School vision statement

At Darlington Point Public School we want to educate each of our students to achieve their true potential and become confident, creative individuals who are prepared to embrace opportunities and challenges they will encounter in the future. We are a school that recognises that there are many different styles of learning. Teachers engage students in meaningful learning programs that are based on extensive planning and a 'whole of school approach'.

Effective teaching practices and differentiated learning ensures the needs of the individual are being met and enhanced. Our students are our core business.

School context

Darlington Point Public School in the Murrumbidgee Shire provides a dynamic and caring educational environment in which all its 100 students access quality educational programs within a varied and balanced curriculum.

Situated on Wiradjuri land, 36km South of Griffith, the school enjoys a positive relationship with the community, where parents and caregivers are strongly involved in numerous school activities throughout the year.

The schools 8 full-time multi-skilled teachers, including a non-teaching Principal, continually enhance students' educational opportunities through the incorporation of initiatives in the areas of literacy, numeracy, student well-being, technology, sport and the performing arts. This has brought about widespread recognition of excellence within the school and its wider community.

School planning process

In 2014/2015, the school sought the opinions of parents, students and teachers about the school in terms of favourable practises and possible changes for future planning. This has ensured that all families have a voice in decisions that affect their children.

The evaluation process included a review of the strengths, opportunities and areas for development across the school. As a result, three key strategic directions were identified as a basis for a shared commitment to future developments across the school community.

School strategic directions 2015–2017

STRATEGIC DIRECTION 1

Developing confident, creative and resilient high performing students

Purpose:

To actively support all students in achieving their personal excellence and developing a love of learning in a high expectations environment. Students engage as 21st Century Learners and enjoy a variety of learning experiences and contexts. Through the use and sharing of growth-focused data, students are engaged in their own learning journey.

STRATEGIC DIRECTION 2

Developing high performing, collaborative and dynamic staff

Purpose:

To develop teacher capacity for systematic delivery of a contextually appropriate curriculum through quality leadership and quality teaching and learning. The staff has a commitment to ongoing professional development and to use systematic data collection to monitor school-wide progress and target areas for improvement. Resources are applied in a targeted manner to meet student learning and well-being needs.

STRATEGIC DIRECTION 3

Communicating and Engaging across the school community

Purpose:

To foster quality, sustainable relationships across the school community to strengthen and maintain a positive and successful school culture. To inspire a culture of collaboration between key stakeholders to address identified student needs.

Strategic Direction 1: Developing confident, creative and resilient high performing students

Purpose

To actively support all students in achieving their personal excellence and developing a love of learning in a high expectations environment. Students engage as 21st Century Learners and enjoy a variety of learning experiences and contexts. Through the use and sharing of growth-focused data, students are engaged in their own learning journey.

Improvement Measures

Semester 2 school based data will have 90% of students K–6 achieving at or above expected end of year expectations as per Literacy continuum.

Semester 2 school based data will have 90% of students K–6 achieving at or above expected student development levels according to the Numeracy Continuum.

30% increase of Indigenous students represented in proficiency bands in all NAPLAN assessments.

an-increase of at least 8% of all students in the top two bands in all NAPLAN assessments.

People

Students

Engage students in being quality learners of literacy and numeracy in the class and home environment

Staff

Provide quality, differentiated professional learning to support all staff with their personalised professional goals.

Staff

Become increasingly confident in the use and application of the literacy and numeracy continua to increase student achievement.

Parents/Carers

Communicate the school Strategic Plan and provide forums for parental feedback in their child's learning and how the school can best meet students' needs.

Community Partners

Establish a collaborative learning community by providing opportunities for parents and teachers to work together to improve the intellectual quality of educational programs in the school.

Leaders

To support and monitor negotiated expectations of staff and students.

Processes

Teachers use ongoing formative and summative assessment to determine students position and progression on literacy and numeracy continuum

Learning and Support team will have rigorous identification and monitoring processes to ensure high levels of support for identified students, and develop individualised learning plans for students with high needs.

Aboriginal students will have an Personalised Learning Plan

Information Communication Technology (ICT) team ensures that ongoing upgrade of technological devices and infrastructure and explicit teaching of student ICT skills.

Evaluation Plan

Teachers document student placement and progression on the relevant continua.

School Measurement, Assessment and Reporting Toolkit (SMART) data will be analysed each year to track improvement in Literacy and Numeracy.

Practices and Products

Practices

Students have an understanding of how they learn, demonstrating independent selection and use of quality learning tools and attitudes towards learning.

Students demonstrating an active involvement in decision making with respect to aspect of their learning.

Students use technology collaboratively and creatively to enable high quality learning.

Products

Semester 2 school based data will have at least 90% of students K–6 achieving at or above expected end of stage expectations according to the Literacy continuum.

Semester 2 school based data will have 90% of students K–6 achieving at or above expected student development levels according to the Numeracy Continuum.

30% increase of Indigenous students represented in proficiency bands in all NAPLAN assessments.

an increase of at least 8% of all students in the top two bands in all NAPLAN assessments.

Strategic Direction 2: Developing high performing, collaborative and dynamic staff

Purpose

To develop teacher capacity for systematic delivery of a contextually appropriate curriculum through quality leadership and quality teaching and learning. The staff has a commitment to ongoing professional development and to use systematic data collection to monitor school-wide progress and target areas for improvement. Resources are applied in a targeted manner to meet student learning and well-being needs.

Improvement Measures

All beginning teachers will receive a high quality induction program to support their entry into the teaching profession.

All staff will actively involve themselves in the AITSL Self-Assessment Tool in order to establish a professional learning plan.

Australian Professional Standards for Teachers, with evidence of proficiency and a plan to highly accomplished and lead, are evident in teaching and learning programs.

All staff to take on leadership roles across the school community.

People

Staff

Build a positive school culture through inspiring and motivating staff to focus on students' learning and participate in ongoing professional learning.

Parents/Carers

Support a culture of change and positive partnerships with parents for the benefit of the students.

People

Executive will be given opportunities to share best practice through innovative and dynamic teaching and pedagogical practice.

Processes

Utilise the Early Action For Success (EAFS) Instructional Leader to develop a collaborative professional learning program based on a model of mentoring, modelling and observation in order to build the capacity of teachers to implement best practice.

Development of an effective school-based induction process.

Staff complete the Australian Institute for Teaching and School Leadership (AITSL) self-assessment tool and implement recommendation in their practice.

All staff to become accredited in line with Australian Professional Standards.

Utilise skills of all staff to lead professional learning.

Teachers up skilled in designing rich learning tasks that incorporate ICT and Web2 technologies.

Continued teacher professional learning on current school focused programs, such as Language Learning Literacy (L3), Targeting Early Numeracy (TEN), Taking Off With Numeracy (TOWN), Focus on Reading 3-6 (FoR3-6), Reading Recovery and Count Me In Too (CMIT).

All staff trained on PLAN in order to provide diagnostic student data, IEP's and quality parent feedback.

Evaluation Plan

Building teacher and leader capacity for innovation and best practice in teaching and learning will be paramount. Professional Learning goals and

Practices and Products

Practices

100% of teachers include (SMART) data and literacy and numeracy continuum data in their programs.

Staff meetings will focus on Professional Learning needs in order to further develop professional capacity and meet professional learning goals.

Staff work collaboratively across stages to ensure the delivery of the curriculum is consistent.

Products

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All staff to take on leadership roles across the school community.

Strategic Direction 2: Developing high performing, collaborative and dynamic staff

Improvement Measures

People

Processes

Practices and Products

Professional Learning Plans will assist teachers to gain the necessary skills and capabilities so that they can become dynamic facilitators of students learning.

Strategic Direction 3: Communicating and Engaging across the school community

Purpose

To foster quality, sustainable relationships across the school community to strengthen and maintain a positive and successful school culture. To inspire a culture of collaboration between key stakeholders to address identified student needs.

Improvement Measures

All communication focuses on learning and reflects achievements that are celebrated

E-communication kept updated

All school correspondence will reflect our school brand.

An increased number of parents attending P&C and community events / fundraisers.

Increase students' attendance with a focus on start and end of week absences.

School banners are made that reflect the school brand and strategic directions.

People

Students

Engage parents and community in their learning to achieve personal goals.

Staff

Develop staff capacity to build stronger community relations with parents and community from all cultural backgrounds. To improve positive modes of two-way communication.

Parents/Carers

Have a clear understanding of the school's strategic directions and priorities and have input into their ongoing evaluation. Support their children's education by further developing and valuing community links.

Community Partners

Establish learning alliances within and beyond Darlington Point Public School to support innovative communities of practice with other schools in the Griffith Community of Schools and feeder schools.

People

The school leadership team deliberately acts to develop valuable partnerships and promote our school within the community. They also take steps to ensure the wellbeing of all members of the school community.

Processes

Regular observation of community attendance at school assemblies.

Further involve the pre-school and younger children from the community in school-based activities such as National Aborigines and Islanders Day Observance Committee (NAIDOC) Day and School performances.

Workshops provided for community members on school planning, school decision making and curriculum.

Community members are actively involved in learning activities in the school, such as Interest electives and coaching.

Evaluation Plan

Analysis of results from surveys conducted six monthly of students, parents, staff and community members including community attendance statistics.

Practices and Products

Practices

A positive culture of learning across students, staff and parents

Staff, Students and Parents have a consistent understanding of the School Behaviour Management System.

A culture of welcome, inclusion and belonging for all families that reflects and respects diversity within the school's community is built through inclusive school policies and programs.

Products

All communication focuses on learning and reflects achievements that are celebrated

E-communication kept updated

School banners are made that reflect the school brand and strategic directions.

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