



School plan 2018-2020

Dobroyd Point Public School 3873



School background 2018–2020

School vision statement

The school and its community have high expectations of students and value the provision of a variety of learning opportunities, including the Italian language program, library program, music program and learning and support programs.

Our vision for the next three years is that Dobroyd Point Public School will provide rigorous teaching and learning opportunities that are future focused, challenging and incorporate authentic learning opportunities.

School context

Dobroyd Point Public School is situated in the federation suburb of Haberfield. The school has an enrolment of 243 students with 10 classes from Kindergarten to Year 6. Approximately 21 teachers (15 full-time equivalent positions) and 6 non-teaching staff work at the school .

Dobroyd Point Public School is part of an inclusive, warm and welcoming school community. The school enjoys a friendly nurturing culture where every student is valued and their learning is supported by strategic teaching and learning programs. The school empowers all students to embrace learning, achieve their personal best and develop academically, socially, emotionally, physically and creatively to their full potential.

The community has a strong sense of involvement, strongly supported by an active P&C who raise substantial funds to support programs and purchase resources for school initiatives.

The school and its community have high expectations of students and value the provision of a variety of learning opportunities. The school offers a broad curriculum with specialist areas including Italian, music, learning support, digital technology and sport.

School planning process

In 2017, a consultation process was undertaken across the whole school community to develop a new school vision to inform our 2018 – 2020 school plan. The process included a review of the strengths, opportunities and areas for development for the school. As a result, three key strategic directions: Innovation, Literacy and Numeracy and Wellbeing were identified as the foundations of our new school plan. Staff worked collaboratively to create our 2018–2020 school plan which reflects our vision statement and forms the basis for the school's planning and implementation over the next three years.

School strategic directions 2018–2020



**STRATEGIC
DIRECTION 1**
Innovation

Purpose:

To embed innovation in all teaching practices. To create dynamic and collaborative learning environments that develop student willingness towards critical and creative problem solving.



**STRATEGIC
DIRECTION 2**
Literacy and Numeracy

Purpose:

To implement a whole-school approach to engaging, high-quality teaching and learning opportunities in literacy and numeracy that maximises student outcomes.



**STRATEGIC
DIRECTION 3**
Wellbeing

Purpose:

To create a learning community where students develop respect, responsibility and resilience and demonstrate care, compassion and empathy for others.

Strategic Direction 1: Innovation

Purpose

To embed innovation in all teaching practices. To create dynamic and collaborative learning environments that develop student willingness towards critical and creative problem solving.

Improvement Measures

Teaching programs, observations and reflections increasingly show innovative practices, including tools for collaboration. Implementation of STEM and STEAM problem-based learning, including involvement in real-world competitions and activities.

Student work samples and discussions increasingly show the use of collaboration, problem-based learning and connections to real-world learning opportunities.

Surveys show increased opportunities for team-teaching, collaboration and shared expertise, building teacher capacity.

People

Students

Students will engage with technology and future focused learning opportunities. They will value different learning styles and learning spaces in a responsible way and approach open ended tasks with confidence.

Staff

Engage and value professional learning, work cooperatively to team teach, share expertise and be prepared to experiment with new ways of teaching.

Leaders

Value and lead the implementation of innovative teaching practices and work alongside teachers to model and implement new teaching strategies.

Parents/Carers

Proactively support students and teachers in the use and implementation of innovation across the school.

Processes

Enrichment Project

Identification of gifted and talented students and provision of differentiated programs across the school using a multiple-intelligence approach including technology, music and creative arts.

Future Focused Learning Project

Provision of quality pedagogy in future focused learning spaces.

Evaluation Plan

Teacher programs

Observations

PDP Reflections

Student work samples

Student voice (interviews)

Surveys

Practices and Products

Practices

Team-teaching and professional collaborations allow teaching staff to demonstrate and share their expertise within the school and other schools.

Technology that supports learning is available and expertly integrated into teaching programs. Future focused learning spaces are proficiently used by teachers through high-quality pedagogy.

Students are engaged with creative teaching practices that maximise learning in collaboration, creativity, critical thinking and communication.

Gifted and talented students are identified and appropriately extended using differentiated learning opportunities that encourage higher-order thinking.

Products

Collaboratively developed teaching programs that demonstrate shared teacher expertise.

Increased student engagement is demonstrated through increasingly rich student work samples that include digital technologies and demonstrate collaboration, creativity, critical thinking and communication.

Strategic Direction 2: Literacy and Numeracy

Purpose

To implement a whole-school approach to engaging, high-quality teaching and learning opportunities in literacy and numeracy that maximises student outcomes.

Improvement Measures

Increased proportion of students in the top two NAPLAN bands in literacy and numeracy.

Increased growth / value added internal and external measures in literacy and numeracy.

Increased teacher expertise in linking programs and assessments to maximise student outcomes.

People

Students

Students will engage in high quality literacy and numeracy activities delivered through differentiated teaching programs based on formative assessment, feedback, consistent and reliable student assessment and continuous tracking of student progress and achievement.

Staff

Teachers engage in evidence-based teaching practices in literacy and numeracy across all subject areas to optimise learning progress for all students across the full range of abilities.

Leaders

Provide instructional leadership with a clear focus on high expectations, collaboration and student achievement.

Parents/Carers

Regularly engage with teachers to understand assessment practices and the resulting information about student learning, growth and areas for further improvement.

Processes

Writing Project

Implementation of a strategically targeted writing program to specifically develop writing skills of all students.

Numeracy Project

Implementation of a strategically targeted numeracy program to develop numeracy skills of all students.

Evaluation Plan

NAPLAN Results

Internal Assessment Data (Standardised testing)

Student work samples

Observations

Student reflections / interviews

Practices and Products

Practices

Challenging and differentiated teaching and learning programs to meet individual student needs.

Best Start, PLAN data and the literacy and numeracy continuums / progressions are used regularly to identify student achievement and areas for further development.

Visual representations, such as data walls are used in classrooms so students engage in goal setting and reflective practices, including the use of 'I can' statements to identify areas of strength and areas of need in order to take responsibility for their own learning.

Collaborative planning is used across the school in literacy and numeracy to share expertise and ensure consistent practices in all classes.

Products

Collaboratively developed literacy and numeracy programs that demonstrate improved implementation of pedagogy.

Increased levels of student achievement in literacy and numeracy is demonstrated through development of goal setting and reflective practices including formative assessment.

Strategic Direction 3: Wellbeing

Purpose

To create a learning community where students develop respect, responsibility and resilience and demonstrate care, compassion and empathy for others.

Improvement Measures

Evidenced-based change to whole school practices has resulted in measurable improvements in wellbeing and engagement to support learning.

Surveys show a positive learning community where students develop respect, responsibility and resilience. Care, compassion and empathy towards others is evident amongst students and staff to support learning.

Planning for learning is increasingly informed by data about each student's wellbeing and learning needs in consultation with parents or carers.

People

Students

Through positive reinforcement students will develop a deeper understanding of school expectations. They will build knowledge and skills to manage emotional responses to a variety of situations in settings across the school.

Staff

Collaboratively develop shared expectations for student and staff behaviour and use effective classroom practice based on modelling, explicit teaching and the use of positive reinforcement and rewards so students feel safe and cared for at school to improve learning outcomes.

Leaders

Through collaboration with the PBL Team, school leaders will use evidenced-based methodology to facilitate and support wellbeing practices that benefit the whole school community.

Parents/Carers

The school community will be involved in the implementation of programs and given the opportunity to provide feedback through surveys about the impact of improvement measures. Parents and caregivers will develop a deeper understanding of school expectations and acquire tools to use positive behavioural expectations to develop consistency between school and home.

Processes

PBL Project

Implementation of Positive Behaviour for Learning (PBL) to provide a framework for the school and its community to collectively support the wellbeing of every student.

Wellbeing Project

Implementation of a whole school program to address the wellbeing of the school community and provide skills and strategies to develop resilience.

Evaluation Plan

Review of the school's behaviour and student welfare policy to support individual learning needs

TTFM Surveys

School welfare and discipline data

Observations

Practices and Products

Practices

Professional learning for all staff creates a shared vision to develop a consistent and sustainable approach to student wellbeing across the school, including a common language and a reliable system to collect wellbeing data.

Explicit lessons model expected behaviours in all areas of the school.

Students respond to modelling and apply skills to resolve problems and maintain respectful relationships with their peers.

Mindfulness programs are delivered across the school to improve student wellbeing, focus and achievement.

Products

A collaboratively developed new reward system to reinforce positive school behavioural and learning expectations.

Increased student engagement and achievement is demonstrated through improved relationships and attitude to learning.