2015 – 2017 School Plan

Daceyville Public School

Excellence in Learning

Quality Teaching and Leadership

Positive School Culture and Wellbeing
School Vision Statement
At Daceyville Public School we are committed to delivering 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 strengths-based development and by encouraging all learners to take risks, our students will become creative and critical thinkers, self-directed learners, collaborators and develop positive relationships and connections to others.

Our students are taught by outstanding teachers with high expectations who model a commitment to life-long learning. A culture of continuous improvement is fostered and all staff members engage and collaborate in quality professional learning.

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

School Context
Daceyville Public School is an inner city school situated in Sydney that has a long history of providing outstanding public education since 1914. The school has an enrolment of 260 students with a significant increase in enrolments occurring in recent years due to improved community confidence and housing development in the area. 71% of students at Daceyville are from culturally and linguistically diverse backgrounds with 37 different languages being spoken by our students. 6% 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 positive psychology 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 a cross-curricular creativity program that engages professionals from the wider community to work with our children.

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. The school is part of an established community of schools. We work in collaboration with three other schools on curriculum development, building leadership capacity and embedding the positive education approach.

School Planning Process
The development of this school plan was the result of consultation across all members of the school community. The process was informed by a range of information sources including student achievement data, information from school evaluations and feedback from parent, student and staff focus groups. In addition, the school leadership team worked to analyse and evaluate a range of programs and school structures. These included curriculum with a focus on English and Mathematics, technology, learning support, assessment and reporting, student wellbeing initiatives, Aboriginal education strategies, English as an Additional Language support, quality teaching practice, teaching professional learning, leadership development, communication strategies, the functioning of school teams and school systems.

The consultation was multifaceted. Futures-focused forums with staff, parents and students looked at the purpose and focus of the school plan, how the plan aligns with the Melbourne Declaration of Educational Goals for Young Australians, state and DEC planning and the long term goals for the children at Daceyville PS. The process of an Appreciative Inquiry guided the forums with all stakeholder groups. These forums facilitated discussion about the school’s strengths, captured community vision and hopes for our students’ futures, long term aspirations for the school and its programs and possible strategies to be implemented for improvement.

The staff worked with the DEC School Excellence Framework to assess the school’s strengths and areas for improvement across the domains of learning, teaching and leadership. Feedback was sought from staff and parents on the plan before its endorsement and publication.
The school’s strategic directions define the key improvements which will combine for the school to achieve excellence. They represent a high level and future focused educational priority which evidence based and data informed. The strategic directions were guided by the community consultation which took place to develop the plan and evaluation of school programs and systems. They drive the school’s educational, wellbeing and systems culture and are explicitly lined to the DEC School Excellence Framework.

**Purpose:**
To ensure all students at Daceyville achieve maximum personal learning growth, are self-directed and reflective learners and are highly engaged, creative, critical thinkers who are prepared for the challenges of future learning and work environments.

**STRATEGIC DIRECTION 1**
Excellence in Learning

**Purpose:**
To ensure all student learning is maximised by quality teaching and best practice pedagogies which are evidenced based and informed by current thinking and research. This will be fostered through a culture of continuous improvement, quality professional learning and outstanding educational leadership.

**STRATEGIC DIRECTION 2**
Quality Teaching and Leadership

**Purpose:**
To build upon a positive organisational school culture, underpinned by respectful relationships, strong community partnerships and characterised by high levels of student, staff and community wellbeing.

**STRATEGIC DIRECTION 3**
Positive School Culture and Wellbeing
## Strategic Direction 1: Excellence in Learning

### Purpose

**Why do we need this particular strategic direction and why is it important?**

To ensure all students at Daceyville achieve maximum personal learning growth, are self-directed and reflective learners and are highly engaged, creative, critical thinkers who are prepared for the challenges of future learning and work environments.

### Improvement Measures

- Students will demonstrate value-added growth as measured by school-based and external assessment.
- Students requiring English language proficiency and disability support and Aboriginal students will meet individual targets set in personalised learning plans.
- 100% students will have individual access to current technologies and learning programs will reflect increased use of technology to support learning.
- All teaching and learning programs incorporate explicit teaching of comprehension skills using a range of quality texts.
- Data from the *Tell Them from Me* survey will indicate improvement on the 4 key drivers of learning.
- Student work samples, surveys and focus groups indicate higher levels of engagement and creative & critical thinking skills.

### People

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

- **Students** will develop a comprehensive repertoire of skills, knowledge and capabilities in English and Mathematics. Their learning will reflect deep knowledge, creative and critical thinking and they will be self-directed learners who utilise feedback as a key strategy to maximise their learning.
- **Teachers** will develop a deep understanding of current pedagogies in English and Mathematics, use of explicit feedback to students, use of current technologies and strategies for embedding creative and critical thinking across the curriculum.
- **Parents** will develop an understanding and knowledge of current pedagogies in English and Mathematics, the importance of explicit feedback, the use of current technologies and the place of creative and critical thinking.
- **School leaders** will develop their understanding and skills in strategic planning for improvement in learning, whole school implementation of strategies, delivery of quality professional learning and authentic evaluation.

### Processes

**How do we do it and how will we know?**

- **Excellence in English and Mathematics**
  - **Implementation of a comprehensive strategy to improve learning in English.**
    - Learning, Language, Literacy training
    - Focus on Reading and ‘Daily 5’ training
    - Focus on Writing
    - Quality literature & multi-modal texts.
  - **Implementation of a comprehensive strategy to improve learning in Mathematics.**
    - Explicit teaching of concepts through rich tasks, differentiated learning
    - Enhanced problem solving
    - Targeted support and enrichment strategies.
  - **Using current technologies**
    - Development of a strategy to ensure access and use of current technologies to enhance learning and engagement for all students.

- **Fostering creative and critical thinking**
  - Conceptual Programming
  - Creative Life Festival
  - Creative and critical thinking focus and self-directed learning experiences.

### Products and Practices

**What is achieved and how do we measure?**

**Products**

- Students will demonstrate value-added growth as measured by school-based and external assessment:
  - 90% of students are achieving the expected progression in literacy and numeracy levels as measured on PLAN from a baseline of 70%.
  - Students achieving expected growth in literacy and numeracy will increase from 75% to 90%.
- 85% of students demonstrate growth in school based assessments in English and Mathematics from a baseline of 70%.
- Students requiring English language proficiency and disability support and Aboriginal students will meet individual targets set in personalised learning plans.
- All teaching programs incorporate explicit teaching of comprehension skills using a range of quality texts.
- Data from the *Tell Them from Me* survey will indicate improvement on the 4 key drivers of learning.
- 100% students will have individual access to current technologies and learning programs will reflect increased use of technology to support learning.
- Student work samples, surveys and focus groups indicate higher levels of engagement and creative & critical thinking skills.

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

**Practices**

- Curriculum programs and teaching practices effectively maximise the knowledge, understanding and skills of all students using current pedagogies.
- High levels of engagement are evident in all classrooms and students demonstrate enhanced creative and critical thinking skills.
## Strategic Direction 2: Quality Teaching and Leadership

### Purpose

**Why do we need this particular strategic direction and why is it important?**

To ensure all student learning is maximised by quality teaching and best practice pedagogies which are evidenced based and informed by current thinking and research. This will be fostered through a culture of continuous improvement, quality professional learning and outstanding educational leadership.

### Improvement Measures

- All staff indicate improved knowledge of the *Quality Teaching Framework* and how the framework can be used to improve teaching practice and learning outcomes.
- 100% of staff develop a rigorous *Performance and Development Plan* which is regularly reviewed to demonstrate improvement supported by evidence.
- All staff participate in regular observations of classroom practice and use this as a purposeful strategy for improving pedagogy. 75% of staff are trained in the use of Quality Teaching Rounds.
- Data gathered on the use of feedback (classroom observation, work samples, goal setting, use of rubrics and surveys) shows improved practice in all classes. Baseline to be established in 2015.
- Student assessment data is collected using a range of formative and summative strategies, regularly analysed to inform learning plans and shared with parents.

### People

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

- **Students** will develop an understanding that knowledge and skill development is achieved by working towards explicit goals. They will utilise feedback to formulate learning goals and work towards achieving them. Students will build an understanding of success criteria across all aspects of their learning so that they can self-assess and reflect on their learning as well as self-direct future learning.
- **Teachers** will develop deep knowledge of the *Quality Teaching Framework* and use it to facilitate improvement of their teaching practice and setting of their own professional learning goals. Staff will utilise rigorous practices in assessment for learning and of learning and communicate this explicitly with parents.
- **Parents** understand the importance of quality feedback, success criteria and goal setting in developing their child’s learning. They will actively participate in this process.
- **School leaders** will develop leadership skills which focus on a culture of coaching and facilitate high functioning teams.

### Processes

**How do we do it and how will we know?**

- **Quality Teaching Project**
  - Professional learning on the *Quality Teaching Framework* as a tool to guide critical reflection and improve teaching practice.
  - Training in and Implementation of *Quality Teaching Rounds* to improve classroom practice.
  - Use of the *Quality Teaching Framework* to inform rigorous and reflective goal setting as part of the DEC Performance and Development Framework for teachers.
  - Development of a professional learning strategy for early career teachers.

#### Assessment and Feedback to Improve Learning

- Professional learning and implementation of strategies to give students explicit feedback about their learning.
- Implementation of the *Embedding Formative Assessment* professional learning program.
- Development of a K-6 assessment plan, strategies for collection of assessment data and tracking of student progress.
- Review and strengthening of school reporting processes.

#### Developing Outstanding Leaders

- Development of strategies to improve the functioning of teams across the school.
- Professional learning and embedding of *Growth Coaching* practices in the leadership team.

### Products and Practices

**What is achieved and how do we measure?**

#### Products

- All staff indicate improved knowledge and understanding of the *Quality Teaching Framework* and how the framework can be used to improve teaching practice and learning outcomes.
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#### Practices

- All elements of the *Quality Teaching Framework* are used as key drivers for the improvement of teaching and learning.
- Students use reflection, success criteria and feedback to self-assess and self-direct learning goals with the explicit support of teachers and parents.
- Rigorous systems and processes for collecting, analysing, reporting and utilising student assessment data are in place.
### Strategic Direction 3: Positive School Culture and Wellbeing

#### Purpose
Why do we need this particular strategic direction and why is it important?

To build upon a positive organisational school culture, underpinned by respectful relationships, strong community partnerships and characterised by high levels of student, staff and community wellbeing.

#### Improvement Measures

- **Positive Behaviour for Learning** data reflects an increase in positive behaviours and a decrease in negative behaviours.
- 100% of students and staff report a clear understanding of school-wide behaviour expectations.
- All staff are teaching explicit behavioural lessons and Circle Solutions is used consistently in all classrooms.
- Student and staff reflective journals and focus groups reflect an understanding and application of individual strengths.
- Individual wellbeing and engagement is improved (baseline data to be established in 2015 through student and parent *Tell Them from Me* surveys).

#### People

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<thead>
<tr>
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<tbody>
<tr>
<td><strong>Students</strong> will develop a deep understanding of the school’s core values and expected behaviours. They will develop the capabilities to foster respectful, empathetic and inclusive relationships. Children will have an understanding of how to utilise their strengths and reflect on their own wellbeing in a proactive manner.</td>
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<td><strong>Teachers</strong> will develop their knowledge of the principles and application of Positive Behaviour for Learning, positive psychology interventions and programs such as Circle Solutions. They will be able to apply these frameworks and approaches to improving the wellbeing of all stakeholders in our school community in an authentic and sustainable manner.</td>
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<td><strong>Parents</strong> will develop an understanding of the principles of student wellbeing. They will become familiar with the educational approaches to fostering wellbeing and a positive school culture and become involved in these processes.</td>
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<td><strong>School leaders</strong> will develop a deep understanding of ways in which a whole school positive culture can be enhanced. They will develop their own leadership skills within a positive psychology and strengths-based framework.</td>
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#### Processes

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<td><strong>Positive Behaviour for Learning (PBL)</strong></td>
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<td>- Research and training in PBL</td>
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<tr>
<td>- Data gathering and analysis</td>
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<td>- Development and communication of school-wide expectations</td>
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<tr>
<td>- Development of explicit lessons and proactive wellbeing programs e.g. Circle Solutions, Bounce Back and Theragames</td>
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**Positive Education Project**

- Professional learning and research in positive psychology and the application of positive psychology interventions in schools.
- Development of a positive psychology framework and repertoire of interventions to be used across the school.
- Create a shared resource of positive psychology interventions for staff, students and the community.
- Establishment of a strengths-based wellbeing program incorporating school rituals, units of learning and whole school strategies.
- Professional learning in the Circle Solutions program, development of a whole school resource and implementation in all classrooms.

**Developing Community Partnerships**

- Development of a respectful relationships framework.
- Develop a comprehensive Aboriginal Education strategy.
- Fostering of opportunities for parent and community involvement in school activities and development.

**Evaluation Plan**

- Analysis of PBL data
- *Tell Them from Me* student and parent surveys
- Staff, student and parent focus groups

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

**Practices**

- There is consistent implementation of a whole-school approach to wellbeing that has defined behavioural expectations and creates a positive teaching and learning environment. The school values inform all wellbeing practices.
- All staff and students have an understanding of their strengths and consistently apply this knowledge and insight to their learning and development.
- Positive psychology underpins wellbeing programs and interactions amongst all members of the school community.
- Students, staff and community members are self-aware, build respectful, positive relationships, develop strong identities as successful learners and actively contribute to the school and community.
The final plan was prepared by:
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Serena Petriella, Belinda Head, Gemma O’Keeffe and Elizabeth Elfes - Assistant Principals

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