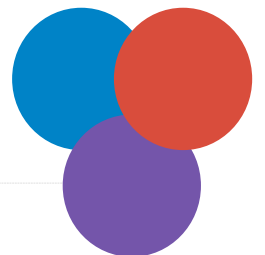


# School plan 2015 – 2017

## Denistone East Public School





## School vision statement

To consistently promote a positive, respectful and safe environment, where resilient individuals achieve their full potential and are inspired to be lifelong learners.

## School context

Denistone East Public School is located in the suburb of Eastwood and is part of the Northern Sydney educational area with an enrolment of 850 students. The school has 72% Non English Speaking Background, with the two significant cultural groups being Chinese and Korean.

The whole school community is committed to providing a welcoming school environment where students are nurtured, guided, challenged and inspired to learn and create. The school provides a diverse range of programs to support students, including enrichment opportunities in literacy and numeracy, as well as building their confidence and self-esteem through extra curricula programs such as debating, SRC, choir, dance, music, art and sport.

The school offers a variety of support programs. In addition to our English as a Additional Language/Dialect (EAL/D), we have a Learning and Support teacher (LaST) and Teacher Librarians. Korean and Chinese community languages programs are offered to all students.

The teachers at Denistone East Public School are committed to planning for the ongoing learning of students in their care by creating quality learning opportunities that are engaging, differentiated and develop a deep knowledge and understanding of the curriculum. Students are encouraged and supported to realise their full potential as learners and global citizens. Teachers set high expectations and build the foundations to develop resilient, confident and creative individuals and set students up for future success and wellbeing.

Parents value education and are very supportive of the school and its programs.

## School planning process

Denistone East Public School consulted with students, teachers and parents to explore and evaluate the effectiveness of programs, initiatives and opportunities offered to students. These stakeholders were invited to complete a survey and were offered an opportunity to articulate their ideas and opinions for future priorities at Denistone East Public School.

Teachers, parents and students completed surveys designed to triangulate meaningful data on student engagement, wellbeing and effective teaching strategies. In addition, the Deputy Principal worked with the Student Representative Council in a focus group model to discuss with students how they like to learn best at school, what helps to make learning meaningful, what their favourite activities at school are and what opportunities they would like to see the school explore further.

The Principal also spoke to parents in the playground in a more informal manner to canvas parent opinions and input. Additionally, the Principal worked with a focus group of parent representatives, including representatives from the P&C as well as the Chinese and Korean community.

As a result of this consultation three key strategic priority areas have been identified to build upon the existing strengths of Denistone East Public School.



## STRATEGIC DIRECTION 1

Collaborative  
Learning and  
Teaching

## STRATEGIC DIRECTION 2

Enhancing  
Relationships and  
Wellbeing

## STRATEGIC DIRECTION 3

Embedded Quality  
Systems

### Purpose:

To provide a commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success. Classroom environments and learning opportunities are engaging and teaching strategies are evidence-based. Individually and collaboratively, teachers evaluate the effectiveness of their teaching practices, including sophisticated analysis of student engagement, learning growth and outcomes, to plan for the ongoing learning of each student in their care. By sharing information about learning development, teachers engage parents as active participants in their children's education.

### Purpose:

To provide a commitment to nurture, guide, inspire and challenge students to enjoy learning to build their knowledge, skills and understanding, and to make sense of their world. Developing an environment where every child brings a different set of experiences, knowledge and skills to school with them, and understanding these are essential to planning their individual learning paths. Teachers and the school support students to make successful transitions, with the skills to make informed contributions as citizens and leaders.

### Purpose:

To create a school culture which enables a self-sustaining and self-improving community that will continue to support the highest levels of learning. Student learning will be fostered at Denistone East by high quality teaching and leadership. To ensure that operational issues, such as resource allocation and accountability requirements, serve the overarching strategic vision of the school community. Students will benefit from the school's planned and proactive ongoing communication and engagement with parents and the broader community.

# Strategic Direction 1: Collaborative Learning and Teaching

## Purpose

To provide a commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success. Classroom environments and learning opportunities are engaging and teaching strategies are evidence-based. Individually and collaboratively, teachers evaluate the effectiveness of their teaching practices, including sophisticated analysis of student engagement, learning growth and outcomes, to plan for the ongoing learning of each student in their care. By sharing information about learning development, teachers engage parents as active participants in their children's education.

## Improvement Measures

- ❖ Teaching and learning programs reflect differentiation for all students
- ❖ Structures in place for teamwork and collaboration
- ❖ Teacher surveys indicate professional learning has developed deep knowledge of:
  - student learning needs,
  - positive outcomes for collaboration, and
  - a deep understanding of BOSTES syllabus.
- ❖ Stage assessment tasks and student reports reflect a level of consistency
- ❖ All students identified with a disability are included in National Disability Data Collection processes
- ❖ Student language development levels are identified and assessed in line with national standards

## People

**Students:** Develop the capabilities to reflect on their learning, communicate, collaborate and be a critically aware learner by experiencing success through quality teaching and learning programs.

**Staff:** Through collaborative professional development staff develop as engaged learners, and be empowered by knowledge of best practice and curriculum content to explicitly engage and critically reflect upon teaching practice

**Parents/Carers:** Establish and maintain positive connections with our school in order to share in the learning of their child.

**Community Partners:** Are involved in initiatives to make learning relevant and connected.

**Leaders:** Develop skills to embrace purposeful opportunities for change and creatively, facilitate initiatives, fostering a culture of high expectations and excellence.

## Processes

- Professional learning for the school community is targeted to school priorities and professional needs and enhanced through targeted alliances with other schools, DEC and organisations.
- Collaborative processes are implemented to deliver BOSTES curriculum through evidence-based, innovative practices.
- Participation in the analysis of formative and summative assessment data through CTJ to monitor, track and report on student performance
- Partnerships between the school community, academics and the learning alliance provide professional dialogue, mentoring and coaching to ensure ongoing learning and improved outcomes for all stakeholders.

## Evaluation Plan

Strategies to monitor and evaluate progress:  
 Observation and review of class practices and programs, student activities and work samples  
 Qualitative and quantitative data collection and analysis  
 Staff, student and parent surveys

## Products and Practices

- ❖ Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence-based teaching practices and innovative teaching approaches where appropriate.
- ❖ Teachers collaborate within and across stages to ensure consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgement.
- The school has developed explicit processes to collect, analyse and report internal and external student and school performance data.
- There is a collective school-wide responsibility for student learning and success, with high levels of student and staff collaboration and communication .
- Teachers collaboratively plan and implement differentiated programs based on current curricula and researched pedagogical practice. Teachers and students critically reflect on their teaching and learning to drive and sustain school wide improvement in teaching practices and student outcomes.

## Strategic Direction 2: Relationships and Wellbeing

### Purpose

To provide a commitment to nurture, guide, inspire and challenge students to enjoy learning to build their knowledge, skills and understanding, and to make sense of their world. Developing an environment where every child brings a different set of experiences, knowledge and skills to school with them, and understanding these are essential to planning their individual learning paths. Teachers and the school support students to make successful transitions, with the skills to make informed contributions as citizens and leaders.

### Improvement Measures

- ❖ Whole school community surveys indicate a high level of satisfaction in relation to whole school approaches to wellbeing, clearly defined core value expectations and teaching and learning environments.
- ❖ Students identified as having a disability or additional learning needs under the National Disability Data Collection have learning adjustments implemented.
- ❖ PBEL SET Data indicates successful implementation of PBEL at whole school, class and individual levels.

### People

**Students:** Need to acquire the skills and qualities needed to participate in 21<sup>st</sup> Century life through the development of their emotional resilience, social intelligence and proactive leadership.

**Staff:** Develop the skills to effectively participate in support structures to enable the attainment of school directions, through embracing wellbeing programs and demonstrating the value of diversity. Enhancing staff understanding of the emotional and social needs of today's students.

**Parents/Carers:** Have knowledge and understanding of how to engage in establishing a collaborative learning community with students, other parents and teachers to support student wellbeing and leadership programs at the school.

**Community Partners:** Establish effective learning alliances between preschools, high schools and the school, where information and strategies are shared. Productive utilisation of the resources offered by external agencies to support individual students needs and targeted programs.

**Leaders:** Develop the skills to Initiate and lead wellbeing programs through modelling best practice and monitoring of program implementation. They will continue to foster respectful relationships with and between staff by providing guidance and encouragement in a positive environment.

### Processes

- Professional learning is targeted to school priorities and professional needs and enhanced through targeted alliances with other schools, DEC and organisations.
- The implementation of systems and process that enable effective student feedback, self-assessment and purpose of learning conversations embedded in explicit teaching and learning.
- Introduce research based wellbeing programs that develop positive relationships and builds resilience.
- The Learning Support Team utilises consistent collection of qualitative and quantitative student wellbeing data to ensure accurate identification procedures, targeted programs.
- Staff develop opportunities for students to participate in a wide range of whole school and class based leadership initiatives, further enhancing global citizenship concepts. They will engage in targeted and differentiated learning programs.

### Evaluation Plan

Strategies to monitor and evaluate progress:  
 Observation and review of class practices and programs and student activities  
 Analysis Qualitative and quantitative data  
 Staff, student and parent surveys  
 Policies, guidelines and procedures are regularly monitored in line with DEC Wellbeing Framework  
 Analysis the data at regular milestones to determine the effectiveness of wellbeing programs.

### Products and Practices

- ❖ The school consistently implements a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment.
- ❖ The teaching staff demonstrate and share expertise, have very high levels of contemporary content knowledge and teaching practices, and rely on evidence-based teaching strategies.
- Well-developed and current policies, programs and processes identify, address and monitor student learning needs.
- Resilient and confident students are active participants in society, they take responsibility for their own learning and embrace opportunities to extend themselves and contribute as global citizens and leaders. Students care for self, and contribute to the wellbeing of others and the wider community.
- Quality teaching and professional practice are evident in every learning environment, providing students with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development.
- Positive, respectful relationships are evident among students, staff and community, promoting student wellbeing and ensuring good conditions for learning.

# Strategic Direction 3: Embedded Quality Systems

## Purpose

To create a school culture which enables a self-sustaining and self-improving community that will continue to support the highest levels of learning. Student learning will be fostered at Denistone East by high quality teaching and leadership. To ensure that operational issues, such as resource allocation and accountability requirements, serve the overarching strategic vision of the school community. Students will benefit from the school's planned and proactive ongoing communication and engagement with parents and the broader community.

## Improvement Measures

- ❖ Whole school community surveys to provide feedback on school practices and procedures.
- ❖ Teacher surveys indicate resource distribution has significantly supported:
  - student learning; and,
  - is equitable.
- ❖ Tracking of milestone achievements against school plan
- ❖ Annual financial budgeting indicates efficient use of Resource Allocation Model

## People

**Students:** Develop skills to increase their responsibility to their environment and develop their ability to interact, collaborate and share in an increasingly digital world. Students are active participants, who are responsible for their own learning and behaviour and seek out opportunities for self-improvement.

**Staff:** Develop the required capabilities to implement and sustain quality school-wide systems and organisational structures to support the attainment of personal and collective efficacy, with a shared alignment to the school plan and vision.

**Parents/Carers:** Collaborate with the school community to support programs.

**Community Partners:** Establish proactive learning alliances with other schools and community members to introduce educational and organisation innovations that improve school wide systems and practices.

**Leaders:** Require a broad understanding of and support for school expectations and aspiration for improving student learning across the school community.

## Processes

- The Finance and Leadership team manages and maintains financial and physical resources and facilities within the constraints of the school budget, and provide a safe environment that supports learning.
- The school leadership team creates an organisational structure that enables management systems, structures and processes to work effectively and in line with legislative requirements and obligations.
- School guidelines are aligned with current DEC policies. Review processes are embedded and undertaken regularly. Further develop staff knowledge and understanding of DEC policies.

### Evaluation Plan

Strategies to monitor and evaluate progress:  
Collaborative evaluation and planning of teacher goals.  
Surveys and observations, based on teaching standards, are regularly undertaken.  
Monitor milestones and evaluate ongoing relevance to school priorities.  
Financial monitoring (SAP)

## Products and Practices

- ❖ Streamlined, flexible processes exist to deliver services and information and strengthen parental engagement.
- ❖ Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan.
- Succession planning, leadership development and workforce planning are designed to drive whole-school improvement.
- The school has embedded and explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes.
- A positive culture of 'community' promoting partnerships where the stakeholders work collaboratively achieving shared goals.
- Leadership teams develop and improve policies and guidelines complying with DEC expectation.