



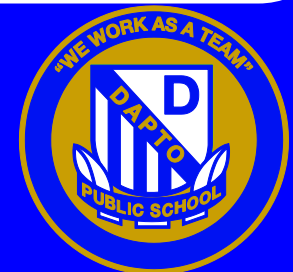
Education &
Communities

Public Schools NSW



DAPTO PUBLIC SCHOOL - 1727

School Plan 2015—2017





School vision statement

At Dapto Public School we care.

We endeavour to provide the best of education for all students in an environment which nurtures the individual. We support students to develop the skills of literacy and numeracy as well as providing a holistic approach to support students in becoming learners in the 21st century.

School context

Dapto Public School is located in the NSW's South Coast in the city of Wollongong. The school was relocated in 2004 and is no longer in Dapto but rather in the suburb of Horsley in the West Dapto growth corridor. The school has an enrolment of 650 students of which 4% Aboriginal and 15% are Non-English Speaking Background. The school also has two support classes (1 x MC and 1 x IO/IS class).

The school has a focus on developing the basics of literacy and numeracy in all students, as well as providing award winning programs in the Arts and significant programs in sporting areas. Our school has a strong focus on technology and in innovating for future learning.

In 2015 Dapto PS received \$259,319 in RAM funding. This funding will be expended on the wages of teachers & Student Learning Support Officers to support learning. In addition, specialist services will be engaged (the introduction of the Indonesian program for students in years 5 & 6, speech support for students of the highest needs in Kindergarten and the employment of additional time to support students with targeted support). In the 2015-17 triennium, Dapto PS has had a reduction of Learning Support of 0.3 (or 1.5 days per week). All expenditures and this school plan have been endorsed by the community through various community forums and meetings.

School planning process

The school enjoys strong community support with parents actively participating in this school plan development through parent meetings, committees, P&C and surveys.

At meetings, data was shared which included student achievement trends, wellbeing, attitudinal surveys and general comments which were sourced from students, parents and teachers. Much of the data is appended to this plan.



STRATEGIC DIRECTION 1

High Quality Student Learning

Purpose:

To grow learners socially, emotionally and academically through implementing learning programs which are innovative while maintaining a focus on the development of the fundamental skills of literacy and numeracy to prepare students for 21st century learning.

STRATEGIC DIRECTION 2

Quality Teachers and Leaders

Purpose:

To embed a culture of individual and collective efficacy where teachers are provided support and professional learning to maximise their effectiveness as educators and leaders.

STRATEGIC DIRECTION 3

Authentic Community Partnerships

Purpose:

To fully utilise the resources of the educational community to support the learning of our students. This will include working with;

- ~ Students
- ~ Parents
- ~ Dapto Learning Community
- ~ Outside experts
- ~ DEC Personnel

Strategic Direction 1: High Quality Teaching and Learning

Purpose

To grow learners socially, emotionally and academically through implementing learning which is innovative while maintaining a focus on the development of the fundamental skills of literacy and numeracy to prepare students for 21st century learning.

Improvement Measures

- ❖ Improvements in NAPLAN and internal measures for students performing at all levels. (80% achieving accepted benchmarks)
- ❖ Enhanced assessment practices to provide greater accuracy tracking student achievement and the improved use of data to guide future student learning.

Note: this links to the first bullet-points (❖) in the Products and Practices column]

People

Students: Engage learners to 'put learning first' and become more responsible for their own learning.

Staff: Develop a greater culture of **teacher feedback** to inform students of progress (Hatte).

Professionally develop teachers to better benchmark student achievement. Develop teacher knowledge of successful strategies to support learning, addressing differentiated needs, including the use of new technologies.

Parents: Engage parents as learning partners to educate how they can assist their child's learning.

Leaders: Professionally develop staff to better meet the needs of their students through improved understanding of the national curriculum, the NSW literacy and numeracy continuum and latest research of effective teaching strategies.

Processes

Continued delivery of L3 in Years K & 1. The training of new teachers and the OPL of staff already trained. Program extended to Year 2 in 2016.

Implementation of Focus on Reading. All staff trained. Delivery by trained facilitator on staff.

Initiation of Highly Accomplished Teacher (HAT) staff to work alongside teachers to implement FOR / L3, supporting class implementation.

Higher focus of literacy and numeracy development for K-2 years removing any distractions 9am – 1pm.

Review of assessment practices K-6 classes & support staff. Utilisation of NSW literacy and numeracy continuum. Better utilisation of PLAN. Better profiling of individual students. Use of formative assessment to better drive teaching direction.

Reorganisation of LST to better utilise time and skills to better support students. Incorporate to RFF timetable. Up skill LST to teach CAPA in afternoon sessions.

Improved use of technology to support learning (implement BYOD) including coding, app writing and robotics

Hiring of external experts to support specialised learning. (Aboriginal Language expert, Indonesian, Speech & LST staff to target literacy needs of Low SES students)

Digitalise library with students borrowing online and student K-2 accessing levelled books online.

Writing of Science/History/Geography thematic units to commence in stage groups
Initiate work with Mathematics/ Science syllabus.
~Professional development of staff utilising an external consultant. Focus on thematic strategies 2016.

Products and Practices

Products - Address the needs of the lowest performers to meet literacy and numeracy benchmark.

Products - Moving the middle performers upwards and engaging the highest performers to excel.

Practice - Improved teaching and learning practices employed by teachers in addressing student learning. Learning to be differentiated and inclusive of all KLAs

Practice - Improved benchmarking of students to drive practice. Improved use of PLAN.

Strategic Direction 2: Quality Teachers and Leaders

Purpose

To embed a culture of individual and collective efficacy where teachers are provided support and professional learning to maximise their effectiveness as educators and leaders.

Improvement Measures

- ❖ Established school process to cater for teacher accreditation with 100% of staff under PDF model
- ❖ Improvement of teaching pedagogy

*Note: this links to the first bullet-points (❖) in the **Products and Practices** column]*

People

Staff: undertake training to impact upon teacher effectiveness with students. Providing staff with the latest research, findings and understandings to hone practice to better educate students.

Enhance the sharing of practice between staff / teachers within the COS and other schools.

Prepare staff for the changing context of teacher accreditation and the various levels within that process.

Leaders – establishment of a Highly Accomplished Teacher group of staff to work their way through the HAT standards. Staff to undertake role will be informed of process and expectations.

Processes

Professional development in Focus on Reading and L3 in 2015 / Athematic strategies in 2016 / Science 2017.

Teachers to peer critique practice against teaching standards (element 2) Using video technology. HATs to deliver and assess practice

APs to critique Standards (element 1, 3, 4) through PDFs.

HAT to support LST in delivery of RFF program.

Dedicated time for all teachers to share practice around effective strategies in the delivery of successful Literacy and numeracy learning for students.

Formalisation of mentoring program for beginning teachers program

Creation and formalisation of Performance and Development Framework for teachers, executive and principal.

Products and Practices

Products - 100% of staff working under new Performance and Development Framework.

Products - All staff to undertake professional development. Whole school programs to better align high expectations.

Practices – Improved sharing and employment of successful teaching strategies.

Practices – Improved utilisation of data to inform and drive practice.

Strategic Direction 3: Authentic Community Partnerships

Purpose

To fully utilise the resources of the educational community to support the learning of our students. This will include working with;

- ~ Students
- ~ Parents
- ~ Teachers
- ~ Dapto Learning Community
- ~ Outside experts
- ~ DEC Personnel

Improvement Measures

- ❖ Improved NAPLAN results Year 7
- ❖ Enhanced and further opportunity for students using community resources.
- ❖ Greater participation and knowledge of schooling processes by parents within the school context.

*Note: this links to the first bullet-points (❖) in the **Products and Practices** column]*

People

Students – receive additional opportunities through community resources in a variety of areas.

Staff – Provide training from sources outside the school to further knowledge of Literacy and Numeracy practices that have great impact upon student learning.

Community – Develop positive attitudes towards the school and further participate in the educational / decision making processes of the school.

Community partners: Hire curriculum experts from outside the school setting to add to school learning programs and teacher professional learning.

Processes

Inform parents about school based programs and how to better support their own child's learning.

Creation of an Aboriginal parents committee in supporting decisions around Aboriginal funding for the school, decisions around programs and Aboriginal student achievement.

Engage the P&C to undertake community events and the students becoming more deeply involved in community events. (Community citizens)

Engage parents to participate in schooling life.

Further involve P&C in the decision making processes of the school.

Seek sources outside the school for supplementary funding to further opportunities for students.

Engage DEC and COS experts to support implementation of programs in Literacy and Numeracy.

Improve transition programs Year 6 – 7 to better impact upon results in NAPLAN.

Add to extra curricula opportunities utilising resources from the community. (Languages, sporting PSC, Premiers Reading Challenge, Debating, Public Speaking, Chess)

Products and Practices

Product - Improved NAPLAN results Year 7

Product - Greater numbers of parents involved in school life.

Practice - Parents who are better informed about their child(rens) educational needs through the open sharing of educational processes.