School plan 2015 – 2017

Dee Why Public School – 1744

[Diagram with overlapping circles in blue, red, and purple]
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<th>School background 2015 - 2017</th>
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**School vision statement**

Dee Why Public School is a vibrant and innovative learning community that is committed to delivering excellence within a rich and diverse learning environment. Every student has the opportunity to achieve their personal best through engaged, active learning in a harmonious, respectful and supportive school community.

**School context**

Dee Why Public School (enrolment 280, including 92% of students from a non-English speaking background) is a rich, culturally and socio-economically diverse school, with a strong focus on student welfare. The school is committed to high quality teaching and learning with an emphasis on literacy, numeracy and welfare based initiatives. The school also includes special needs units supporting children with mild disabilities.

**School planning process**

Dee Why Public School has undertaken an extensive school-wide consultation process to support the development of this school plan. This process included:

- Numerous staff meetings identifying areas of strength and areas for future development.
- School executive meetings to synthesise school data.
- In-class consultation with students through written tasks and teacher led discussions.
- Parent and community surveys were devised and left open for the entire term.
- Internal and external assessment data such as NAPLAN and PLAN data, and learning and support program statistics were used for understanding baseline school performance levels and developing a shared understanding of where we need to focus our future work in improving student learning.
- Principal School Leadership and Director Public Schools support and advice was sought and provided.

Collectively, this school community feedback, along with our data analysis has been used to develop and inform our school’s strategic directions and planning.
Dee Why Public School is a vibrant and innovative learning community that is committed to delivering excellence within a rich and diverse learning environment. Every student has the opportunity to achieve their personal best through engaged, active learning in a harmonious, respectful and supportive school community.

Purpose:
To enhance teaching and learning experiences that result in the development of students’ abilities to think critically, creatively and collaboratively. To develop students who are literate, numerate and socially, environmentally and culturally prepared for the future.

Purpose:
To provide students with innovative literacy and numeracy learning programs, and extensive extra-curricular opportunities, supported by an effective student welfare policy.

Purpose:
To build stronger partnerships as an educational community by leading and inspiring a culture of collaboration, engaged communication and effective organisational practices.
## Strategic Direction 1: Quality Teaching and Learning

### Purpose
To enhance teaching and learning experiences that result in the development of students’ abilities to think critically, creatively and collaboratively. To develop students who are literate, numerate and socially, environmentally and culturally prepared for the future.

### Improvement Measures

| Growth for students in all aspects of literacy and numeracy is in-line with DEC average in NAPLAN assessments. |
| The majority of students achieving cluster level benchmarks, in literacy and numeracy using PLAN. |

### People

| Students: | Develop their ability to reflect on their learning, working collaboratively to take steps towards addressing learning needs. |
| Staff: | Build an understanding of what is effective differentiation. |
| Build an understanding of how we use PLAN to plot student achievement in literacy and numeracy, utilising effective assessment and teaching strategies. |
| Clearly understand and use assessment for learning, as learning and of learning in determining teaching directions and levels of effectiveness. |
| Develop staff knowledge and understand of the Australian Teaching Standards to direct their reflective practice. |
| Parents/Carers: | Have an understanding of differentiated and collaborative teaching practices and how they can support their own child’s learning. |

### Processes

| Implement assessment and tracking strategies using PLAN data and common assessment tasks, to inform teaching and learning programs K-6. |
| Schedule regular professional learning sessions, support staff in the effective use of assessment data to support the learning needs of students. |
| Strengthen, through mentoring and professional learning, the implementation of differentiated programs to meet the needs of all students including learning and support and gifted and talented students. |
| Develop and implement, through mentoring and professional learning, the teaching practices to support successful collaborative learning. |

### Products

| Products | Growth for students in all aspects of literacy and numeracy is in-line with DEC average in NAPLAN assessments. |
| The majority of students achieving cluster level benchmarks in literacy and numeracy using PLAN. |
| Differentiated teaching/learning programs that meet the learning needs of all students (L&S, GATS). |

| Practices | Teachers understand and use student assessment data, including NAPLAN and PLAN, to differentiate teaching/learning programs to meet the learning needs of students. |
| Teachers collaboratively develop success criteria with students and provide descriptive feedback. |
| Students work collaboratively in assessing and reflecting on their achievements and making choices about their learning. |
| Teachers develop quality common assessment tasks and rubrics that enable students to demonstrate a range of abilities. |

### Evaluation Plan

- Review and analyse NAPLAN data.
- Regularly monitor students’ levels of achievement through PLAN data.
- Review and monitor teaching programs and practices, in-line with the Australian Teaching Standards, including evidence of effective differentiation and collaboration.
- Monitor and review the effectiveness of common assessment tasks.
## Strategic Direction 2: Innovation and Opportunity

**Purpose**

To provide students with innovative literacy and numeracy learning programs, and extensive extra-curricular opportunities, supported by an effective student welfare policy.

**People**

**Students:**
Develop abilities in inquiring, critical and creative thinking, problem solving and communicating.
Develop their skills in using ICT to enhance their engagement and challenge in learning.

**Staff:**
Ensure that every student is engaged, challenged and learning successfully.
Develop their skills in integrating ICT to support student engagement and challenge in learning.
Understand the syllabus requirements, conceptual programming and the skills needed to develop and implement units of work.
Develop staff knowledge and understanding of the Australian Teaching Standards to direct their reflective practice.

**Parents/Carers:**
Parents understand the principles of conceptual planning, the integration of ICT in class learning programs and how to support their child’s learning.
Parents understand the changing nature of the new curriculum.

**Processes**

Utilise mentoring and professional learning to support teachers in developing their skills in integrating ICT to support student engagement and challenge in learning.
Build self-reflective teaching practice through mentoring, that provides quality professional learning to all staff with a focus on developing student abilities in inquiring, critical and creative thinking, problem solving and communicating.
Create opportunities for teachers to work together and to learn from each other’s practices.
Provide mentors/coaches to develop teacher capacity to integrate ICT into teaching/learning programs.

**Evaluation Plan**

- Review performance and development plans.
- Create student engagement surveys.
- Monitor and review of teaching and learning programs and student work samples.
- Review qualitative feedback from staff on the effectiveness of the professional learning sessions.

**Products**

**Products**
A clear, well sequenced whole school plan for curriculum delivery that incorporates the BOSTES syllabus documents and principles of conceptual planning.
Performance and development plans for all staff demonstrating reflection on teaching practice, identification of learning goals and links to the Australian Teaching Standards.
Increased student engagement and challenge, as measured by student surveys.

**Practices**

All staff fully implement mandatory syllabus documents with conceptual programming and the skills needed to develop and implement units of work.
All staff are engaged in regular reflection using formal and informal feedback to develop deeper insights into student engagement and challenge.
Students demonstrate skills in 21st Century learning (critical and creative thinking, ethical understanding, information and communication technology capability, intercultural understanding, literacy and numeracy, and personal and social development).
## Strategic Direction 3: A Positive School Community

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| To build stronger partnerships as an educational community by leading and inspiring a culture of collaboration, engaged communication and effective organisational practices. | **Students:** Develop skills in using a variety of digital tools to enhance and support wider community connections.  
SRC & School Leaders develop skills in collaboration and engaged communication to enhance PBEL integration.  
**Staff:** Develop skills in using a variety of digital tools to enhance and support wider community connections.  
Develop skills in integration of PBEL in PDHPE teaching/learning units and social skills programs.  
**Parents/Carers:** Have knowledge and understanding of how positive partnerships contribute to their child’s learning.  
Parents are active partners in supporting the social and emotional wellbeing of students. | Revise and refine the Dee Why PS Positive Behaviour Engaging Learners (PBEL) program to enable the successful and authentic integration of student welfare into teaching/learning programs.  
Enhance opportunities for student and staff learning through local community connections (parents, NBLA and the local community).  
Provide professional learning on integration of PBEL in PDHPE teaching/learning units and social skills programs.  
Develop and implement local connections projects that connect students in an authentic way to wider communities and issues. Use of ICT to support connections (Video conferencing, Edmodo). | PDHPE teaching/learning units and social skills/student wellbeing programs embed PBEL expectations.  
Partnerships are established, using a variety of digital tools, at the local and wider community level that connect to student learning.  
% decrease in behaviour incidents and referrals.  
**Practices** Students demonstrate an increased understanding of the school’s PBEL expectations in all areas of their school life and can self-regulate their behaviour.  
Teachers integrate PBEL expectations into teaching and learning programs.  
Students have greater knowledge of using a variety of digital tools, and respect for others and active involvement in their local and wider community.  
Staff actively engage with the Northern Beaches Learning Alliance (NBLA) initiatives that support student, staff and community learning.  
Parents actively contribute to the development of positive partnerships. |

### Improvement Measures
- PDHPE teaching/learning units and social skills programs embed PBEL expectations.
- Partnerships are established, using a variety of digital tools, at the local and wider community level that connects to student learning.