



DARLINGTON PRIMARY
STRATEGIC PLAN
2016-2019

This Plan was developed in consultation with teaching and non-teaching staff. Our Plan outlines to all staff, parents and the community the strategic direction of our school and what we want to achieve over the next three years. Successful students are the centre of our strategic planning.

We believe that our children will be successful when the school and community work together to focus on the academic, physical, social and emotional development of our children. Everything we do is evaluated in relation to the impact on student learning and social and emotional wellbeing.

Our vision is “to provide a caring, holistic and challenging learning environment that nurtures and celebrates individual potential”.

We value our strong sense of community; the environment; being a welcoming & inclusive school; having high expectations and a healthy body & mind.

The school is invested in ongoing development for all staff and positive relationships with our school community. This strategic plan seeks to ensure that we support, develop and challenge our knowledge and skills about ongoing improvements in student learning and behaviour.

Through the development of this Plan, we have a shared commitment for the future direction of Darlington Primary. We want our staff and community to work collaboratively and continually reflect on the effectiveness of the opportunities they provide to deliver the best outcomes for our students.

Our strategic plan supports the four key priorities of the Strategic Plan for Public Schools 2016-2019

- **Success for all students**
- **High quality teaching**
- **Effective leadership**
- **Strong governance and support**

We will regularly report to Council our progress against the priorities/targets of the Plan, and our measures of performance. The Student Attendance, Achievement and Behaviour Improvement Targets will be reviewed annually.

PRIORITY 1 SUCCESS FOR ALL STUDENTS

We have high expectations of success for every student at Darlington Primary. This refers to our students reaching their potential holistically: academically and socially. We will establish clear expectations for our students and create conditions that enable them to perform at their best.

STRATEGIC DIRECTIONS	STRATEGIES	PERFORMANCE MEASURES
<p>Emphasise Explicit Teaching practices in:</p> <ul style="list-style-type: none"> - synthetic phonics in the early years. - numeracy - reading - writing - Improve NAPLAN data 	<p>Implementation of Letters and Sounds (K-3)</p> <p>Implement Sound Waves (Yr 4-6)</p> <p>P-6 Implementation of Envision Maths (P-6) \$1500 + \$9480 (P & C)</p> <p>Implementation of a school K – 3 Scope and Sequence in mathematics</p> <p>Implementation of Cars and Stars (1-6)</p> <p>Implement 7 Steps to Successful Writing P-6 using Talk for Writing strategies K-1</p> <p>Identify students at risk in Literacy and include in MiniLit or MaqLit Intervention Programs delivered to small groups by education assistants 1.4 FTE = \$67701</p> <p>Identify target groups of students and provide additional support teaching for regular extension lessons 0.6 FTE = \$66577</p> <p>Use On Entry results PP and selective testing in Yr 1 to track student progress in literacy and numeracy</p>	<p>At least 25% of students in Years 3 and 5, perform in the top 20% of the state in all NAPLAN areas</p> <p>At least 80% of students making expected progress in literacy and numeracy between Pre-primary and Year 2 based on On-entry assessment, and Year 3 and 5 NAPLAN.</p>

<p>- Explicit teaching of information technology across the curriculum.</p> <p>Establish strategies to assist with maintenance of minimum 90% attendance for all students.</p> <p>Focus on student wellbeing</p>	<p>Develop Scope and Sequence K-6 for Digital Technologies</p> <p>Adhere to agreed standards and expectations of behaviour and work presentation</p> <p>Review provision of ICT devices with particular reference to ECE and preparation for NAPLAN online in 2019 (ICT audit) ICT Budget \$25 000</p> <p>Actively enforce Attendance Policy.</p> <p>Rigorously monitor and follow up on students who regularly arrive late to school</p> <p>Communicate to parents the long-term impact of regular absences</p> <p>Uniform application of Student Positive Behaviour and Engagement Plan. Review bullying aspect of Student Positive Behaviour and Engagement Plan</p> <p>All SAER have a plan that meets their specific needs. 0.1 FTE Teacher = \$11096</p>	<p>94% of students achieve 90% or above attendance</p> <p>15% decrease in number of students arriving late for school</p> <p>Use ABE data to monitor whole-school plans for positive student behaviour.</p> <p>Satisfaction surveys of parents, students and staff re management of student behaviour.</p> <p>80% of students achieve the goals in their IEPs</p>
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PRIORITY 2: HIGH QUALITY TEACHING

Aside from the students' first and most important teacher (the parent), the teacher is the most significant influence on students success. Our teachers believe the use of evidence-led approaches to teaching practices will help to deliver high quality instruction. Research indicates that collaboration amongst teachers is one of the most powerful methods of improving teacher quality. Creating professional learning communities to drive professional growth will greatly assist our teachers. Our support staff will contribute in new and different ways to student learning and wellbeing, and continue to assist in Darlington Primary becoming a highly successful school.

STRATEGIC DIRECTIONS	STRATEGIES	PERFORMANCE MEASURE
Improve teaching practices/pedagogy	Analytical teaching practices/diagnosis of the impact of teaching, including observation and feedback from staff and feedback from students	Analysis of feedback from Parent, Staff and Student Surveys in Term 3 2018
Improve teaching practices that are consistent with National Quality Standards.	Collaborative times to allow staff to participate in targeted discussion of assessment, thorough analysis of data and planned learning activities. (eg DOTT and/or after hours)	NQS Audit
Develop consistent whole school approach to lesson planning.	Use of AITSL for self-reflection and goal setting for Performance Management	Achievements of goals set in Performance Development Plans. \$20000 PL Budget
Implement WA Curriculum as per SCSA requirements	Use of agreed and consistent strategies and lesson guidelines across the school. Develop WA Curriculum Implementation Plan and Reporting Plan. Use of Judging Standards: grade allocations	Extent to which consistent strategies and lesson guidelines are implemented across the school. Extent to which curriculum aligns with SCASA requirements
Continue to develop expertise in our education assistants to support student learning more directly.	Access to high quality relevant professional learning. \$20 000 Teacher PL and \$3000 support staff PL + \$20 000 in relief staff	Survey parents and teachers on effectiveness of school support services

PRIORITY 3: EFFECTIVE LEADERSHIP

Research indicates that school leaders are the second most important influence on student performance (after teachers). Like many countries, there has been increasing autonomy for Western Australian schools. School leadership can make a difference to student performance with increased local decision making with the right delegations and the right support strategies. The primary focus for effective leadership is providing vision and goals, facilitating the design of the teaching and learning program that is student centred, improving teacher quality, creating partnerships internally and externally, and nurturing collaboration of staff, whilst ensuring the school is inclusive.

STRATEGIC DIRECTIONS	STRATEGIES	PERFORMANCE MEASURES
<p>Strong and empowering leadership within the school</p> <p>AITSL Leadership Standards guide the practice of school leaders</p> <p>Facilitate development of a shared school vision that engages staff in analysis of data and teaching effectiveness through collaboration</p> <p>Aspiring leaders are identified and mentored</p>	<p>Principal to undertake self-reflection using the new Principals Performance Improvement Tool</p> <p>Model self-reflection of AITSL standards</p> <p>Create professional learning teams</p> <p>Staff to participate in targeted discussions of analysis of data and planned activities to address targeted improvements using Best Performance data and support \$4000</p> <p>Regularly engage staff in professional dialogue to build upon a culture of feedback and high performance</p> <p>Staff engage in distributed leadership opportunities</p> <p>Identification of staff interested and capable of taking on acting administration positions within the HEC</p>	<p>Feedback from Staff and Parent Surveys in Term 3</p> <p>Data analysis leads to achievement of targets contained in the School Plan</p> <p>Attainment of 1 x Level 3 teacher status</p>

<p>Support student and staff wellbeing and positive health.</p> <p>Build a collegiate culture within the school where staff work together and support each other to achieve common objectives</p> <p>Continue to conduct capability assessments to prepare for introduction of online student testing</p> <p>Aboriginal Cultural Standards Framework.</p>	<p>Develop a whole school positive health and well-being plan.</p> <p>Increase School chaplaincy time to 3 days per week \$21 012</p> <p>Team building activity for staff as a part of the School Development Days in Term 1 2018</p> <p>Investigate mechanisms for gauging the state of staff well-being eg survey</p> <p>Review ICT Plan Create readiness scope & sequence plan</p> <p>Participation in Platform training for NAPLAN online June 2018 Administer School readiness Test for NAPLAN online Aug/Sept 2019</p> <p>Begin whole-school self-reflection of ACSF</p> <p>Raise staff awareness of the ACSF</p>	<p>Feedback from Staff Survey Term 3 2018</p> <p>Well-being Survey?</p> <p>Staff and students are ready for online testing in 2019</p> <p>Aboriginal Cultural Standards Framework is reflected in school practices.</p>
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PRIORITY 4: STRONG GOVERNANCE & SUPPORT

Strong governance is critical to school effectiveness and ultimately student performance. Good governance ensures the school complies with its areas of accountability. Darlington Primary is fortunate to have an excellent School Council who will also be supported by the school to fulfil their key functions

STRATEGIC DIRECTIONS	STRATEGIES	PERFORMANCE MEASURES
<p>Compliance with the Funding Agreement for Schools.</p> <p>Implement sound student enrolment projection and census processes to inform planning and funding decisions.</p> <p>Teachers will be competent in implementing areas within their own accountability.</p> <p>Child Protection policy is implemented, including Protective Behaviours curriculum</p>	<p>Support Manager of Corporate Services to undertake the role effectively.</p> <p>Inform School Council and P & C members of their roles and outline expectations</p> <p>School Officer implements Enrolment Procedures as per policy requirements</p> <p>School Officers to participate in DOE training in Term 1. \$600 relief</p> <p>Strengthen accountability aspects of Performance Management to align with school priorities</p> <p>Administration staff will implement induction procedures for all new staff</p> <p>Staff complete online professional learning in protective behaviours, as required</p>	<p>Implementation of Government and Department legislative and policy requirements, including budget and workforce planning.</p> <p>Compliance with procedures as assessed in audit processes</p> <p>All graduates participate in Graduate Teacher PL \$6615 x 2 = \$13231</p> <p>All staff complete OPL Child Protection and Abuse Prevention Training Accountability for Protective Behaviours education is included in Performance Management</p>

Student Attendance, Achievement and Behaviour Improvement Targets 2019

Attendance:

- Maintain consistently high levels of student attendance.
- 94% of students maintain 90% attendance
- Reduce, by 15%, the number of students who arrive late to school compared to 2017 data

Achievement:

These school targets have been set using previous results. They reflect what we believe to be achievable.

- At least 25% of students in Years 3 and 5, achieve in the top 20% or above national standards in NAPLAN against “like schools”.
- At least 80% of students make expected progress in literacy and numeracy between Pre-primary and Year 2 based on On-entry assessment, and Year 3 and 5 NAPLAN.
- Selected and system level assessments across all year levels to demonstrate a positive trend.
- Improve levels of high achievement and progress with mean results to be equal to or exceed that of like schools.
- Individual students with limited progress will be case managed to achieve improved progress.
- PAT Data for Numeracy and Literacy will demonstrate improved trends

Behaviour

- ABE data will be maintained at current levels
- Individual Behaviour Management Plans will be developed for students requiring regular intervention or support

Working with our Families:

These targets will be promoted to our families so that they can support their children's continuous improvement.

We want our families to:

- support literacy and numeracy learning by reading stories, listening to news about the school day, asking questions about things that they see and do, and encouraging our students to be critical thinkers;
- endorse the technologies used in the school and support programs such as "Mathletics" etc by ensuring that they are regularly used by children;
- regularly seek advice from teachers about learning and behaviour and act on their recommendations, clarification and support, seeking further clarification and support, as required;
- inform the school of events that may impact on their child/ren's learning and behaviour, eg change in family circumstances; loss/grief;
- ensure their children come to school every day on time and prepared, unless they are unwell; and
- encourage children to communicate with their teachers to resolve social / learning problems as they arise.