

# STRATEGIC PLAN

2020-2023



DARLINGTON PRIMARY SCHOOL



# STRATEGIC DIRECTION FOR DARLINGTON PRIMARY SCHOOL

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This plan has been created considering the views of current parents of students at Darlington Primary School, the views of staff and the direction of the School Council.

This plan considers carefully the unique and rich context of the school, including its place in the community. It builds on to the good foundation created by all those who have shaped the school to be what it is today.

This plan recognises that our world is rapidly changing and education needs to reflect this.

The School will continue to provide a strong emphasis on developing the eight Learning Areas, with particular focus on Literacy and Numeracy. However, this plan now steers the school focus into the broader aspects of General Capability development with class pedagogy being developed around big picture thinking.

I commend the 2020 – 2023 Strategic Plan to you.

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Principal

**ANDREW NEWHOUSE**

# OUR VISION

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This Plan was developed in consultation with teaching, non-teaching staff, parents and the School Council. The Plan outlines to all staff, parents and the community the strategic direction of Darlington Primary School. The plan outlines what we want to achieve over the next three years, over and above the normal provision of the School.

Successful students are the centre of this plan. We believe that our students will continue to be successful as the school and community work together to focus on the academic, physical, social and emotional development of our students. Everything we do is evaluated in relation to the impact on student learning and mental and emotional well-being. Our vision continues “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 and inclusive school; having high expectations and a healthy body and mind. Through the development of this plan, we have a shared commitment for the future direction of Darlington Primary School. We want our staff and community to work collaboratively and continually reflect on the effectiveness of the opportunities we provide to deliver the best outcomes for our students.

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



# *Five key priorities*

INQUIRY BASED LEARNING - CRITICAL & CREATIVE THINKING -  
PASSION FOR LEARNING - PLAY-BASED LEARNING -  
SUSTAINABILITY

The strategic plan supports the five key priorities:

- Inquiry-based Learning
- Critical and Creative Thinking
- Passion for Learning
- Play-based Learning
- Sustainability

Two priority areas continuing from the previous Strategic Plan are:

1. Implement the Be You mental health program.
2. Improving outcomes in Writing.



# Outcome

Develop an integrated Inquiry-based approach to teaching and learning in Science, Geography, History, Technology and Health.



'Spontaneous inquiries prompted by unexpected moments or events'

# INQUIRY BASED LEARNING

## *Strategies*

- Provide Professional Learning and Support for staff on Inquiry-based learning.
- Plan the Big questions to drive inquiry.

## *Performance measures*

- All teachers will plan and implement a minimum of one unit of inquiry per term.

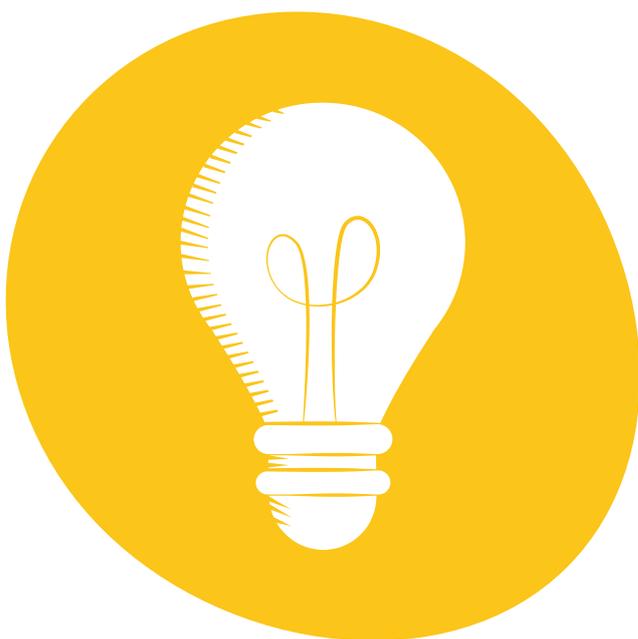
# CRITICAL & CREATIVE THINKING

## PRIORITY 2

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Critical and creative thinking involves students thinking broadly and deeply using skills, behaviours and dispositions such as reason, logic, resourcefulness, imagination and innovation in all learning areas at school and in their lives beyond school.

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# Outcome

Students will demonstrate critical and creative thinking across all domains (academic, social, emotional) by using relevant models of thinking.



'Critical and creative thinking involves students thinking broadly and deeply'

# CRITICAL & CREATIVE THINKING

## *Strategies*

- Consider a range of thinking models
- Select a specific model relevant to Phase of Development  
For example: Scamper, taxonomies, Philosophies for Children, DeBono, models of questions, inquiry models, play-based investigations, CUBES, problem-based learning, Singapore Bar models, investigations.
- Provide professional learning and support to staff.
- Create authentic environments to foster Critical and Creative thinking.

## *Performance measures*

- Models of thinking are embedded into classroom practice.
- Students are observed showing intellectual flexibility, inquisitiveness and persistence.

# PASSION FOR LEARNING

PRIORITY 3

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Finding out your own passions is one key for success. We all have our own areas of interest and strength. If we are open-minded and curious about the world, it is possible to be a life-long learner. You become passionate about learning when you make an emotional connection with the subject you're learning. Play-based learning is the precursor to Passion for Learning. A variety of skills need to be learned. This is a time to brood thinking.

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passion is

*contagious*

# Outcome

To provide opportunities and resources for all students to discover and investigate their passions and strengths relevant to the curriculum.



'What we learn with  
pleasure we never  
forget'

– Alfred Mercier –

# PASSION FOR LEARNING

## *Strategies*

- Map staff and community expertise.
- Create and offer high interest learning time to students.

## *Performance measures*

- Interest clubs run for all students.
- Students exhibit passion in high interest areas

# PLAY-BASED LEARNING

PRIORITY 4

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Academic and social development through play. Guided play approaches can be effective in delivering content and are more developmentally appropriate in their focus on child-centred exploration. Guided play lies midway between direct instruction and free play, presenting a learning goal, and scaffolding the environment while allowing children to maintain a large degree of control over their learning. The evidence suggests that such approaches often outperform direct-instruction approaches in encouraging a variety of positive academic outcomes. Guided play approaches are effective because they create learning situations that encourage children to become active and engaged partners in the learning process. Investigative play could be seen as the foundation for inquiry-based learning.

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play is our  
brain's favourite  
way of  
*learning*

-Diane Ackerman-

# Outcome

To develop a rich play-based learning environment with lots of interactive learning centres that foster respect for self and others through collaboration.



'Investigative play could be seen as the foundation for inquiry-based learning.'

# PLAY-BASED LEARNING

## *Strategies*

- Provide Professional Learning and support to staff.
- Collaborate with other teachers.
- Develop the social and interpersonal skills required (problem solving, resilience, confidence, independence, perseverance, cooperation and risk-taking)
- Provide a Play - based learning environment and opportunities to students.

## *Performance measures*

- Productive use of the environment.
- Rich learning environment with lots of interactive learning centres.

# SUSTAINABILITY

## PRIORITY 5

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Sustainability is the ability to exist constantly. In the 21st century, it refers generally to the capacity for the environment and humans to co-exist. This is often interpreted as Refuse, Reduce, Reuse, Recycle and Re-purpose.

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# Outcome

Using an integrated approach, the whole school will coordinate and facilitate sustainable thinking habits and processes to be an increasingly environmentally responsible school.



'The greatest threat to our planet is the belief that someone else will save it'

# SUSTAINABILITY

## *Strategies*

- Facilitate the Rx5 (Refuse, Reduce, Reuse, Recycle and Repurpose) in school processes.
- Curriculum implementation to develop sustainability cross-curriculum priority.
- Action based learning tasks for students.

## *Performance measures*

- Sustainable habits and practices will be evident at the school, with the 5R's used as the basis for decision making.

# CONTINUING FOCUS

## BE YOU

*Be You* is a single, integrated national initiative to promote mental health from the early years to 18 years. *Be You* is led by Beyond Blue in partnership with Early Childhood Australia and Headspace funded by the Australian Government. *Be You's* vision is that every learning community is positive, inclusive and resilient – a place where every child, young person, educator and family can achieve their best possible mental health through promotion prevention and early intervention.

## Outcome

- Darlington learning community is a positive, inclusive and resilient space where every child, young person, staff member, and family can achieve their best possible mental health.

## Strategies

- Implement *Be You* framework in school. Teaching staff complete *Be You* modules.
- Implement *You Can Do It* program. *You Can Do It* program is a Social and Emotional Learning program that teaches confidence, persistence, organisation, getting along and resilience.
- Teaching staff complete PL and use teaching resources as the basis of their Mental Health program.

## Performance measures

- Students demonstrate resiliency.
- All staff have completed *Be You* PL modules.
- All teachers are using *You Can Do It* resources.



# CONTINUING FOCUS

## WRITING

Darlington Primary School has focused on the development of student writing skills over a number of years. Data indicates that further focus is required. This plan provides scope for good practice which has commenced to be embedded across the whole school.

## *Outcomes*

- Refine Whole School approach to teaching writing
- Increase student capacity in Oral Language and Writing K-6
- Consolidate teaching of Reading

## *Strategies*

- *Talk for writing* Professional learning for Teachers
- Writing team to engage in data analysis of standardised testing – NAPLAN, PAT
- Refine Spelling Plan for Early Years
- Investigate Sounds Write Impact on Spelling
- Continue Sound Waves in Year 4-6
- All staff to Utilise Warm ups for teaching phonics and spelling rules
- Develop a consistent framework and scope and sequence for teaching spelling phonics and spelling rules across K-6
- Develop Scope and Sequence, Reading Spine and Model Texts for all Year Groups
- Progressive writing book to demonstrate progress for all students in writing – Cold and Hot tasks flagged. Short burst writing also within book.
- Upper, Middle and lower student handed in at end of each term and reviewed as part of Performance Management
- Consolidate the use of Seven Steps for Writing for Year 4-6; Narrative and Persuasive texts
- Continue to use On Entry, PAT data and Letters and sounds profiles to identify students at risk in literacy
- Regular meetings to ensure consistency and opportunities for professional dialogue around writing
- Continue MiniLit and Maqlit intervention strategies
- Provide students with explicit lessons on Grammar and Punctuation in context related to texts on scope and sequence
- Cold and Hot Tasks at least two per term,
- Grades to be submitted to deputy at completion of term (genres as per scope and sequence)
- Consolidate consistent approach to teaching Handwriting progression – Fine Motor, Handwriting, Cursive Writing, Typing

## *Performance measures*

- School data indicates an improvement in student writing.

*you can make*  
**ANYTHING**

by writing

C. S. LEWIS



*Initiative,  
Trust,  
Tolerance*

DARLINGTON PRIMARY SCHOOL

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