Drummond Memorial Public School

School plan 2015 – 2017
School background 2015 - 2017

SCHOOL VISION STATEMENT

At Drummond Memorial Public School we are an inclusive community that inspires and celebrates learning through a commitment to excellence. With a culture of high expectations we foster confident, creative and innovative individuals who are collaborative, engaged and life-long learners. We value our relationship with our school community and have meaningful, enthusiastic and supportive partnerships.

SCHOOL CONTEXT

Drummond Memorial Public School serves a diverse community in West Armidale. Our student enrolment of 150 includes approximately 48% of students who identify as Aboriginal and 22% of students present with English as a second language (ESL) and there are 12 different nationalities in the school.

The school has 15 teachers who work in the school each day. These are a mix of full-time, temporary or itinerant teachers. In addition to this we have a full-time Aboriginal Education Officer and Aboriginal Education resource teacher. There are 7 mainstream classes with 4 additional support classes: an Early Intervention class, a multi-categorical class, a suspension centre and a Tutorial class which makes DMPS a vibrant and diverse community.

Our school benefits from the additional position of an Instructional leader under the Early Action for Success program and this had led to a significant improvement in student outcomes in recent years.

The school receives a significant amount of funding for English language proficiency and socio-economic background which is used to provide ESL students with additional support as well as provide a range of additional programs including a fully funded transition program and ESL homework centre.

The school enjoys strong partnerships with the local Parents and Citizens Association, Aboriginal Education Consultative Committee (AECG), local community and other inter-agencies. We currently run a breakfast program that is supported by community groups four days per week.

The school has a mix of low socio-economic and cultural backgrounds. Parents are supportive of the school and there is an operational Parents and Citizens Association.

SCHOOL PLANNING PROCESS

Drummond Memorial Public School actively seeks ways to enhance student learning and wellbeing by partnering with parents and families, other education and training institutions, local businesses and community organisations. In 2014 a comprehensive consultation process was undertaken to review current practices and collect evidence, including student results, attendance, behaviour and participation.

Consultation with families, students, staff and community members was undertaken to gain an overview of what programs were believed to be valuable, what programs had passed their use by date, what programs we should offer but currently don’t and what skills, values and attitudes the whole school community believe are important for the children to learn in Primary school.

All stakeholders were consulted through anonymous questionnaire surveys, one to one meetings, parent feedback at P&C and informal breakfast meetings. Responses were collated, grouped into categories of similarity, summarised and written then into a school vision statement. This data was used in building a culture of self-evaluation and reflection across the school and the following strategic directions were formed:

1. Leading Edge Professional Practice
2. Confident, creative and innovative individuals who are collaborative, engaged and lifelong learners.
3. A high performing school with an inclusive community in a positive partnership.
School strategic directions 2015 - 2017

This page identifies the 3 strategic directions and the purpose of each one. Each strategic direction will:

- define the key improvements which combine for the school to achieve excellence
- represent a high level and future-focused educational priority which is evidence based and data informed
- be a succinct statement that drives the development of the school’s educational and organisational leadership culture
- make explicit links to the dimension of the school excellence framework.

STRATEGIC DIRECTION 1
Leading Edge Professional Practice

The development, implementation and sharing of innovative, expert teaching, learning and leadership practices to improve student outcomes

STRATEGIC DIRECTION 2
Confident, creative and innovative individuals who are collaborative, engaged and lifelong learners.

To support all students to become confident, creative and innovative lifelong learners. This will be achieved through the development of whole school programs, increasing teacher capacity and engaging students with meaningful learning opportunities

STRATEGIC DIRECTION 3
A high performing school with an inclusive community in a positive partnership

To build stronger relationships as an educational community by leading and inspiring a culture of collaboration, engaged communication, empowered leadership and organisational practice

To build a high performing school with an inclusive community that reflects the outstanding and excelling standards as articulated in the National School Improvement tool and the DEC School Excellence Framework
### Strategic direction 1: Leading Edge Professional Practice

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<td>The development and implementation and sharing of innovative expert teaching, learning and leadership practices to improve student outcomes</td>
<td>How do we develop capabilities of our people to bring about transformation?</td>
<td>How do we do it and how will we know?</td>
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<td>To develop a school culture in which teachers are committed to identifying, understanding and implementing the most effective teaching methods, with a high priority given to evidence based teaching strategies</td>
<td>Students:</td>
<td>Develop a whole school process that embeds collecting, analysing and reporting data on Individual students’ progress tracked and assessed on Literacy and Numeracy continuums and embedded in the teaching and learning and cycle using the 7 Learning Principles</td>
<td>Product</td>
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<td></td>
<td>To have a shared responsibility of building positive school culture through Assessment for Learning Principles</td>
<td>Plan and implement the NSW curriculum syllabus documents which ensure systematic and explicit teaching of objectives, cross curriculum priorities and general capabilities in all Key Learning Areas</td>
<td>The school leadership team builds the collective capacity of the staff to use data to inform professional strategic teaching and learning improvements with all students entered on the PLAN and Sentral to assist with informed decision making.</td>
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<td></td>
<td>Students will understand and be able to articulate their own learning goals and determine what effective learning is and how to achieve this in relation to their learning goals</td>
<td>School leaders will establish processes to build the capacity of the school community to use data and evidence for strategic school improvement through succession planning.</td>
<td>All teachers regularly engaged in structured professional dialogue led by the leadership team in order to accurately plot student progress on the continuums.</td>
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<td>Will build beliefs in their own capacities to learn successfully and their understanding of the relationship between effort, attitude and success.</td>
<td>Development and implementation of high quality learning and support programs which reflect the Education Standards Act and Disability Discrimination Act to facilitate differentiation that is individualised to improve student outcomes</td>
<td>There is a strong and optimistic commitment by all staff school improvement and a clear belief that further improvement is possible.</td>
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<td></td>
<td>Staff</td>
<td>Evaluation plan</td>
<td>Teachers take responsibility for changes in practice required to achieve school targets and are using data on a regular basis to monitor the effectiveness of their own efforts to meet those targets.</td>
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<td>Teachers are collaboratively planning, delivering and reviewing the effectiveness of leading edge professional practice to ensure the Australian Professional Standards are implemented to reflect practice of Highly Accomplished teachers.</td>
<td>Continuity and progression across all years of school through a whole school approach scope and sequences to all Key Learning Areas.</td>
<td>DMPS has an explicit, coherent sequenced plan for curriculum delivery and data collection which makes clear what (and when) teachers should teach and students should learn.</td>
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<td>Expect ambitious targets for improved classroom performance using Australian Professional Standards</td>
<td>All students tracked and data extracted through PLAN and Sentral including IEP’s, Welfare and Learning Support referrals and DEC reporting policy.</td>
<td>100% of teachers are using the Australian Professional standards for teachers to develop their own professional learning goals as evidenced in their personal performance development plan</td>
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<td>Teaching staff to be experts in the field they teach, having high levels of pedagogical knowledge and skill including expert knowledge of evidence based teaching strategies and differentiation</td>
<td>Teachers have an overt and shared commitment to the improvement of teaching and openness to critiques by colleagues. This is reflected in the fact that teachers regularly invite leaders and colleagues to visit their classrooms to observe their teaching.</td>
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<td>Parents /Community partners</td>
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<td>Through a range of parent engagement strategies parents will gain an understanding of assessment for learning</td>
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**IMPROVEMENT MEASURE/S**

100% of teachers are using the Australian Professional standards for teachers to develop their own professional learning goals as evidenced in their personal performance development plan

All teachers implementing EAS and Place Value strategies in the Mathematics timed block to improve, Whole number, Multiplication, Division, Fractions and Patterns and Algebra of all students in conjunction with the CALLM alliance.

All classroom teachers programs reflect the use of objectives, cross curriculum priorities and general capabilities outcomes and content of current syllabi and teachers are effectively reporting on these.

Increased number of teachers willing to participate in learning walks and the classroom observation strategy
All students meet or exceed expected levels of growth as demonstrated by growth in NAPLAN results from year 3 to year 5.

Every student shows progress along the literacy and numeracy continuum. Principles enabling them to assist and contribute to their child’s learning.

Leaders
Leaders have high levels of pedagogical knowledge and skill including expert knowledge of evidenced based teaching strategies, assessment for learning and the syllabi in order to lead this transformation across the school.

All teachers implementing Accelerated Literacy and L3 in K-2 to improve Literacy outcomes, particularly in writing, vocabulary and comprehension. To improve student outcomes of all students to reach state wide benchmarks.

All teachers implementing EAS and Place Value strategies in the Mathematics timed block to improve, Whole number, Multiplication, Division, Fractions and Patterns and Algebra of all students in conjunction with the CALLM alliance.

All classroom teachers programs reflect the use of objectives, cross curriculum priorities and general capabilities outcomes and content of current syllabi and teachers are effectively reporting on these.

Assessment for, as and of learning principles are embedded into teaching programs.

All teachers are committed to identifying, understanding and implementing highly effective pedagogical practices.
### Strategic direction 2: Confident, creative and innovative individuals who are collaborative, engaged and lifelong learners.

#### PURPOSE
To support all students to become confident, creative and innovative life-long learners. This will be achieved through the development of whole school programs, increasing teacher capacity and engaging students with meaningful learning opportunities.

#### IMPROVEMENT MEASURE/S
- **100% K-6 students achieving benchmarks in Mathematics and English with all students showing progress along the literacy and numeracy continuum**
- **80% of transition students enter kindergarten on a minimum level 1 on the literacy and numeracy best start continuum**
- **A 50% reduction in long suspensions during the school year**
- **There are an increased number of opportunities for students to participate in a wide range of extra-curricular opportunities**
- **All students meet or exceed expected levels of growth as demonstrated by growth in NAPLAN results from year 3 to**

#### PEOPLE
**How do we develop capabilities of our people to bring about transformation?**
- **Students:**
  - Through high quality teaching and learning all students will engage and actively participate in learning through a variety of curricular and extra-curricular programs
  - Have high expectations of themselves and be accountable for being active learners
- **Staff**
  - High expectations of students work and behaviour demonstrating a consistent approach and reinforcing values using YCDI
- **Parents / Community partners**
  - Through parent and carer and community engagement high expectations will be set for every student to progress and demonstrate growth by contributing to students education
  - Through a range of parent / community information sessions parents will gain a greater understanding of YCDI enabling them to support this at home
  - CALLM Alliance – Engage in disciplined collaborative learning with MGPS and SPS for Mathematics
- **Leaders**
  - The leadership team will continue to

#### PROCESSES
**How do we do it and how will we know?**
- **School leaders take personal and collective responsibility for improving student learning and wellbeing, working together and learning from each other’s practice.**
  - Planned implementation of NSW curriculum syllabus documents which ensure systematic and explicit teaching of objectives, cross curriculum priorities and general capabilities.
  - Development of a whole school approach which embeds Assessment Principles as essential classroom practice.
  - Development and implementation of high quality learning and support programs which reflect the Education Standards Act and Disability Discrimination Act to facilitate differentiation that is individualised to improve student outcomes
  - The school has in place a comprehensive and inclusive framework to support the cognitive, emotional, social, physical and spiritual well-being of students that individually and collectively improves wellbeing

**Evaluation plan**
- **Australian Professional Standards For Teachers** are used effectively to build the Performance and Development process in line with the Performance and Development framework.

#### PRODUCT AND PRACTICES
**What is achieved and how do we know?**
- **Product**
  - 100% K-6 students achieving benchmarks in Mathematics and English with all students showing progress along the literacy and numeracy continuum
  - Leadership capacity and teaching expertise is strengthened and measured against the Australian Professional Standards with all teachers working towards being Highly Accomplished.
  - 75% of incoming student enrolments in Kindergarten have completed the school’s transition program.
  - Individual learning is supported by the effective use of school, system and community expertise and resources through contextual decision making and planning
  - The school has embedded and explicit systems for improvement in school wide teaching practice and student outcomes
  - All parents develop their knowledge and understanding of YCDI and it is embedded as a language used at home through participating in parent workshops and information sessions.

- **All students and staff demonstrate YCDI values across the school and wider community demonstrated by a reduction in playground and classroom behaviour incidents.**
- **Attendance policy** in line with current DEC guidelines is implemented and absences are reduced
- **Classroom based professional learning is targeted and focused, engaging all students**
year 5.

90% of school staff and community members place the school at outstanding using the national school improvement tool on domains 3, 4, 6, 7 and 8

The school has a scope and sequence for each KLA that reflects the general capability requirements specific to each subject area.

Total numbers of school absences are reduced.

develop a deep understanding of relevant research and best practice to lead staff in implementing the changes necessary to achieve strategic transformation.

School leaders place a very high priority on the ongoing professional learning of all staff and on the development of a school wide, self-reflective culture focused on improving classroom teaching.

to improve student outcomes

The school has in place a comprehensive and inclusive framework to support the cognitive, emotional, social, physical and spiritual well-being of students that individually and collectively improves wellbeing.

Teachers regularly review learning with each student, ensuring all students have a clear understanding of how to improve their learning

General capabilities which encompass the knowledge, skills, attitudes and behaviours to assist students to live and work successfully in the 21st century are embedded and explicitly taught in all Key Learning Areas

Students are self-aware, build positive relationships and actively contribute to the school, the community and the society in which they live.

Extra-curricular opportunities are significant, support student development and are strongly aligned with the school’s vision, values and priorities and are responsive to school and community feedback as indicated on parent and community surveys about school practices.
# Strategic direction 3: A high performing school with an inclusive community in a positive partnership

## PURPOSE

Why do we need this particular strategic direction and why is it important?

To build stronger relationships as an educational community by leading and inspiring a culture of collaboration, engaged communication, empowered leadership and organisational practice.

To build a high performing school using the National School Improvement tool and the DEC School Excellence Framework.

## PEOPLE

How do we develop capabilities of our people to bring about transformation?

Students understand and can articulate clear learning goals and these are communicated to parents.

Through the development of supportive school policies and practices staff will be proactive in communicating with parents and carers on student achievement in relation to learning goals as well as demonstrating care and concern for student wellbeing.

Through the provision of collaborative and inclusive partnership opportunities parents will develop the confidence in and ability to contribute to the school community.

## PROCESSES

How do we do it and how will we know?

The school leadership team supports a culture of high expectations and community engagement resulting in sustained and measurable whole school improvement.

The school plan is at the core of continuous improvement efforts, with the school's vision and strategic directions as its main activity.

Strong home school partnerships to support engagement in learning and student wellbeing.

Investigation into the effectiveness of “schoolbag” App as a means of improving communication with parents.

Administrative practices provide explicit information about the school’s functioning to promote ongoing improvement.

## PRODUCT AND PRACTICES

What is achieved and how do we know?

### Product

There is a school wide, collective responsibility for student success, with high levels of student, staff and community engagement as evidenced by an increased number of parents attending school functions and increased teacher participation in P&C events.

The school is recognised as excellent and responsive to its community as a result of effective engagement with members of the community, including parents, families and local business and agencies.

Established processes build the capacity of the school community to use data and evidence for strategic school improvement.

The school has effective processes for the collection of feedback to promote and generate learning and innovation and the school’s practices and processes are reflective of this.

The school uses collaborative feedback and reflection to promote and generate learning innovation.

Administrative practices provide explicit information and improved communication to ensure practice and processes are responsive to the school community.

Practices are embedded for parents to be engaged and understand the learning progress of their children and how to effectively support them to learn.

## IMPROVEMENT MEASURE/S

40% increase in the number of notes returned to the school that require parent information.

Parent feedback surveys are distributed twice annually and this is analysed and used in school decision making.

An increased number of parents attending school functions and increased teacher participation in P&C events.

Increased opportunities for parents to participate in workshops, parent/teacher meetings and two way communication about the learning progress of their child and how best to support them.

90% of school staff and community members place the school at outstanding using the national school improvement tool on domains 1, 2 and 9.

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