**School background 2015 - 2017**

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<th>School vision statement</th>
<th>School context</th>
<th>School planning process</th>
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<td>At Dundas Public School we aim to provide an education that equips our students with the knowledge, understanding, skills and values to become successful lifelong learners.</td>
<td>The Dundas Public School motto, &quot;Our Best Always&quot;, underpins all activities at our school. Dundas Public School had a student population of 367 students during 2014. Our students come from a variety of cultural backgrounds, with approximately 65% coming from a language background other than English with the largest percentage of this student cohort from Chinese and Korean families. The importance of a safe and healthy lifestyle is emphasised at Dundas Public School and our school is renowned for its sporting programs and achievements. Our student welfare program nurtures the emotional growth of our students and promotes sensitivity to and tolerance for the attitudes and values of groups within society.</td>
<td>The Dundas Public School planning process has been authentic, collaborative and consultative. The staff has examined student achievement data, demographic changes, and targets for Dundas Public School. Staff, parents and students were surveyed about learning. These surveys were analysed and then considered in the development of plans. This information was used to summarise the beliefs and develop our vision statement for the school.</td>
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At Dundas Public School we aim to provide an education that equips our students with the knowledge, understanding, skills and values to become successful lifelong learners.

**Purpose:**
For all students to have a sense of self-worth, self-awareness and personal identity that enables them to manage their emotional, mental, spiritual and physical wellbeing.

**STRATEGIC DIRECTION 1**
To ensure student well-being is a priority for our student body

**Purpose:**
All students and staff to be actively engaged in meaningful, challenging and future-focused learning and teaching experiences to achieve and thrive as learners and leaders.

**STRATEGIC DIRECTION 2**
Raising expectations and enhancing the quality of teaching, learning and leadership

**Purpose:**
Create ‘communities of practice’ and networks that assume shared responsibility for promoting individual and collective practice for ongoing growth and development of the school and the system.

**STRATEGIC DIRECTION 3**
Create communities of practice and networks
### Strategic Direction 1: To ensure student well-being is a priority for our student body

#### Purpose

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

For all students to have a sense of self-worth, self-awareness and personal identity that enables them to manage their emotional, mental, spiritual and physical wellbeing.

#### People

**Students:** Students will have opportunities to develop skills in self-regulation in behaviour and well-being.

**Staff:** Provide professional learning and quality teaching through staff planning that supports and fosters individual well-being.

**Parents:** Provide parents with the skills and knowledge to promote and enhance the well-being of students by information sessions and strengthening communication.

**Leaders:** Provide opportunities for all students and staff to learn

#### Processes

- Differentiated learning for all
- Embed a strong positive well-being program across the school
- Ensure rich diverse curriculum opportunities to enhance a dynamic learning environment
- Creation of PLPs and IEPs for students
- Increase the number of students receiving silver, gold and wattle awards
- Reduction in the number of students receiving white slips

#### Products and Practices

**Products:**
- Development and implementation of an effective positive student well-being program with clear expectations

**Practice:**
- Fluid and flexible groupings
- Strong student voice
- Increase opportunities for student leadership
- Student committed and using the correct language for a positive learning environment
- Creating a uniform approach to student behaviour
- Decrease in negative behaviour
- Teacher professional learning

#### Improvement Measures

- Development and implementation of an effective positive student well-being program with clear expectations

#### Evaluation Plan

- Student referrals to the LST will be monitored and intervention program success reviewed
- Behaviour milestones will be monitored.
# Strategic Direction 2: Raising expectations and enhancing the quality of teaching, learning and leadership

## Purpose

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

All students and staff to be actively engaged in meaningful, challenging and future-focused learning and teaching experiences to achieve and thrive as learners and leaders.

## People

**Students:** Engage students in their own learning, ensuring a clear understanding of the expectations with authentic learning experiences.

**Staff:** Promote personalised learning that aims to fulfil the diverse capabilities of each student and provide all students with high quality educational experiences.

**Parents/Carers:** Support and consolidate parent partnerships to value educational excellence and bring mutual benefits to maximise student engagement and achievement.

**Community Partners:** Strengthen the home-school partnerships and build awareness of the school focus on of the curricular goals.

**Leaders:** Build deep understanding and best practice through professional development that is relevant and future focussed.

## Processes

- Effective differentiated learning strategies supported by LST, LaST and EAL/D.
- Embed a strong positive literacy and numeracy programs across the school.
- Ensure rich diverse curriculum opportunities to enhance a dynamic learning environment.
- Engage staff in professional learning with a focus on the new curriculum and stronger student engagement.
- Putting FACES on data – creating a physical data wall that teams will assess and create individual learning plans.

**Evaluation Plan**

- Regular reporting and feedback.
- Continual assessment of student progress in all areas and assessment of the best teaching practices implemented to achieve student progress.
- Use SMART, PLAN, BESTSTART, Reading Benchmarks and school based assessment to inform teaching.

## Products and Practices

**Product:**

- 100% of students from Year 3 and Year 5 exhibit positive growth in the value added component of NAPLAN.
- All staff to utilise PLAN data to map student learning against cluster markers in literacy and numeracy.
- Improve stage one and early stage one reading so that 95% of students achieve the reading benchmark for their age.

**Practice:**

- Implementation of NSW Australian Curriculum in line with Australian professional standards for teaching.
- Continual update of Faces on data and planning for achievement.
- Effective teaching and learning programs are in place targets areas of need.
- Whole school data will show improved learning outcomes for students.
- Teachers create professional learning teams that are purposeful, inclusive and optimise success for all.

## Improvement Measures

- 100% of students from Year 3 and Year 5 exhibit positive growth in the value added component of NAPLAN.
- All staff to utilise PLAN data to map student learning against cluster markers in literacy and numeracy.
- Improve stage one and early stage one reading so that 95% of students achieve the reading benchmark for their age.
Strategic Direction 3: Create communities of practice and networks

**Purpose**

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

Create ‘communities of practice’ and networks that assume shared responsibility for promoting individual and collective practice for ongoing growth and development of the school and the system.

**People**

- **Students:** At Dundas Public School we want our students to relate well to others and form and maintain healthy relationships. Students will be prepared for their potential life roles as family, community and workforce members.
- **Staff:** Clear, honest and comprehensive communication between staff and the community. Staff will engage the community in a range of ways such as parent information sessions.
- **Parents/Carers:** Parents and carers are key figures in the lives of our students. It is imperative that a positive and supportive attitude to all aspects of learning and education are made evident to our students so they will have the opportunity to value their educational experiences at school.
- **Community Partners:** Within the Cumberland Learning Community, inter-school relationships will provide mentoring and coaching support for our staff. Creating and strengthening relationships with local preschools and high schools. Seek corporate sponsorship with local businesses to improve student learning opportunities.
- **Leaders:** School leaders make deliberate and strategic use of its partnerships to access resources to improve learning outcomes which will enhance community networks.

**Processes**

- The school articulates a commitment to equity and high expectations for learning and is responsive to the needs of the community. Empowering students to be proud of their school.
- The school community is committed to the school’s strategic directions and practices to achieve educational outcomes.
- The school will identify key stakeholders and utilise their skills to develop the vision and strategic directions for future school plans.
- Selective high schools information session, EALD information sessions. Future information sessions based on the needs of the community.
- Use of web-based booking system for parent teacher interviews.

**Evaluation Plan**

- School leaders will survey the whole school community to address feedback on school performance.
- Acceptance and use of the Dundas PS Skoolbag app will be measured to determine degree of information flow to parents and carers.

**Products and Practices**

- What is achieved and how do we measure?
  - Parents and staff actively engaged in the learning of students at Dundas PS
  - Utilisation of improved and more efficient methods of communication (such as school app, electronic newsletter and website).

- **Product:**
  - Parent information sessions
  - Efficient methods of communication

- **Practice:**
  - Delivery of parent information sessions in areas that are prominent in their children’s learning.
  - Use of multi-media tools and applications to support meaningful communication within the school community.
  - Whole school community surveys and feedback used to direct future plans to meet these needs.