

Duffy Primary School Strategic Plan 2015-2020 (reformatted 2017) South Weston Network



Endorsement by School Principal

Name: Cindie Decker

Signed C Decker

Date: 21/3/17

Endorsement by School Board Chair

Name: Claire Pearce

Signed [Signature]

Date: 21/3/17

Endorsement by School Network Leader

Name: Wayne Prowse

Signed Wayne Prowse

Date: 21/3/17 Wayne Prowse

School Profile:

At Duffy Primary School we pride ourselves on providing the best possible education for all students. Our staff are dedicated to ensuring that whilst providing a quality learning program, there is a focus on the individual needs and strengths of all children.

Our commitment to providing quality programs ensures that we provide all children with the skills to become productive and valuable citizens of the future.

Our vision:

Our shared vision is to provide a secure and caring environment where children, teachers and parents can work harmoniously and productively as a team. Children are respected and their individuality encouraged and supported. Our vision is in alignment with the ACT Education Directorate's intent that:

- every child and young person will benefit from a high quality, accessible education system
- every student will learn, thrive and be equipped with the skills and attitudes to lead fulfilling, productive and responsible lives.

School values:

Respect:

Respect at Duffy Primary School means treating others with the sensitivity, courtesy and understanding we would wish for ourselves, and recognising that everyone has something to offer.

- We take pride in our work.
- We value and acknowledge the contribution of others.
- We value diversity.
- We relate to people in a fair, decent and caring manner.

Responsible:

Responsibility is taking ownership of our words, thoughts, actions and results. It means that if I say I will do something, then I will. If I think I should do something, then I will and if something goes wrong, I will work to fix it.

- We embrace challenges with agility and purpose.
- We take ownership of decisions and learn from experiences.
- We work together to resolve problems if they arise.

Inclusivity:

Inclusivity is ensuring all students, teachers and the community have a sense of belonging to Duffy Primary School. We know that individuals are strengthened by valuing those around us and that we learn from and with everyone.

- We inspire others to fulfil their potential.
- We act with empathy and value and promote equity.
- We build partnerships that create opportunities.

Our school values underpin our school philosophy of, in partnership we foster equity, excellence and esteem. Duffy Primary School is committed to:

- providing educational programs and facilities of the highest quality
- providing a contemporary curriculum based on the Australian Curriculum
- meeting the academic, social and emotional needs of students
- students developing self-discipline with an appreciation and understanding of the needs of others
- students developing an understanding of local and global issues
- embedding Information Communication Technologies (ICT) into teaching and learning
- working in partnership with parents in the development of a learning community.

Within our process of school improvement, staff reflected on progress using the National School Improvement Tool. Reflection was guided by evidence against the nine domains of:

- an explicit improvement agenda
- analysis and discussion of data
- a culture that promotes learning
- targeted use of school resources
- an expert teaching team
- systematic curriculum delivery
- differentiated teaching and learning
- effective pedagogical practices
- school-community partnerships.

In addition to this reflection, the school was assisted by an external review process in 2015. The key recommendations of this report were to:

- refine and strengthen the drive towards an explicit and detailed improvement agenda
- develop a strong culture of analysis, discussion and action on data
- create a coherent, sequenced curriculum plan
- systematically identify and address the learning needs of individual students
- strengthen the focus on culture that promotes learning.

Within the preschool setting the school was provided with recommendations from the National Quality Assessment and Rating process. The recommendations were that educators and coordinators are focused, active and reflective in designing and delivering the program for each child and that each child's health is promoted.

The school will continue to utilise regular strategic cycles to plan, implement, reflect and refine throughout the duration of this strategic plan. This includes Annual Operating Plans and School Board reporting.

Strategic Priority 1: Improve literacy and numeracy outcomes for all students

Outcomes to be achieved:

- Improve learning outcomes in reading and writing; growth from their relative start point in relation to PIPS and NAPLAN.
- Improve learning outcomes in mathematics and numeracy; growth from their relative start point in relation to PIPS and NAPLAN.

Targets

By the end of 2020 the school will achieve:

- 80 percent of students will achieve expected or better than expected growth in PIPS reading (up from 70 percent in 2015).
- 75 percent of students will achieve expected or better than expected growth in PIPS mathematics (up from 67.5 percent in 2015).
- NAPLAN school performance and growth targets will be met each year throughout the duration of the plan.
- NAPLAN growth in reading: 75 percent of students will achieve expected or above growth (up from 68.6 percent in 2015) and Duffy Primary School will remain better than the ACT average for growth (Duffy Primary School was 10.6 points better than the ACT average in 2015).
- NAPLAN growth in writing: 70 percent of students will achieve expected or above growth (up from 61.1 percent in 2015) and Duffy Primary School will remain better than the ACT average for growth (Duffy Primary School was 6.4 points better than the ACT average in 2015).
- NAPLAN growth in numeracy: 70 percent of students will achieve expected or above growth (up from 61.1 percent in 2015) and Duffy Primary School will remain better than the ACT average for growth (Duffy Primary School was 10.2 points better than the ACT average in 2015).

National Quality Standard Area covered by this priority

- Not applicable

Key Improvement Strategies	Key Performance Indicators
Implementation of whole school agreed practice for Mathematics/Numeracy.	<ul style="list-style-type: none"> • Evidence of all staff using agreed practice in Mathematics. • A consistent approach to curriculum is evident. • Growth in student performance in Mathematics/Numeracy (NAPLAN and PIPS).
Implementation of whole school agreed practice for English/literacy.	<ul style="list-style-type: none"> • Evidence of all staff using agreed practice in reader's workshop. • Evidence of all staff using agreed practice in writer's workshop. • Evidence of all staff using agreed practice in word study. • A consistent approach to curriculum is evident. • Growth in student performance in literacy (NAPLAN and PIPS).
Develop and implement a whole school assessment schedule.	<ul style="list-style-type: none"> • Data collection is aligned to whole school assessment schedule. • Analysis, discussion and action on data in professional learning teams. • Response to intervention and differentiation in the classroom.

Strategic Priority 2: Strengthen whole school student well-being program

Outcomes to be achieved:

- Create positive school climate – including student social identity.
- Increase student engagement and awareness of support within the school setting.

Targets

By the end of 2020 the school will achieve:

- The proportion of students responding adequate or excellent within measures of school climate (*shared values and approach; academic emphasis; staff and student relations; student relations; and school identification*) is better than the ACT average. In 2015, the outcomes were measured as, *shared values and approach*, Duffy PS 91.3 percent, ACT 97.8 percent; *academic emphasis*, Duffy PS 100 percent, ACT 99 percent; *staff and student relations*, Duffy PS 94.2 percent, ACT 97.3 percent; *student relations*, Duffy PS 86.9 percent, ACT 92.9 percent; and *school identification*, Duffy PS 98.6 percent, ACT 96.2 percent.

*Data source: Annual school satisfaction survey (year 5/6)
School based survey conducted yearly for students in K-4.*

National Quality Standard Area covered by this priority

Quality Area 6 - Collaborative partnerships with families and communities.

Key Improvement Strategies	Key Performance Indicators
Implementation of whole school agreed practice for social and emotional learning.	<ul style="list-style-type: none">• Analysis of effective teaching of the Friendly Schools Plus program.• Classroom and playground observations.• A consistent approach to curriculum is evident.
Tiered structure for improving school culture.	<ul style="list-style-type: none">• Implementation and documentation outlining strategies.• Staff identify shared values and approach as a strength.
Building teacher capacity to support, respond and build positive relationships.	<ul style="list-style-type: none">• Students identify that staff are responsive to their needs.• Students feel emotionally connected to others within our school community.

Strategic Priority 3: Embed learning technologies

Outcomes to be achieved:

- Increase student competencies in digital technologies.
- Increase student confidence in using digital technologies.

Targets

By the end of 2020 the school will achieve:

- 80 percent of students are competent on teacher observations aligned to the Australian Curriculum Information and Communication (ICT) general capability.

Data source: Year 2, 4 and 6 survey mapped to the Australian Curriculum learning continuum for ICT.

- 90 percent of students rate themselves as confident to use ICT.

Data source: Duffy Primary School confidence survey in Year 2, 4 and 6 (twice yearly).

National Quality Standard Area covered by this priority

Not applicable.

Key Improvement Strategies	Key Performance Indicators
Access for staff and students to utilise digital technologies for learning.	<ul style="list-style-type: none"> • 1:1 devices for years 3-6. • Preschool to year 2 have access to multiple platforms of technology, i.e. iPads and laptops.
Improved digital infrastructure.	<ul style="list-style-type: none"> • WiFi capacity to be one device per student connected simultaneously.
Building teacher capacity to embed ICT into teaching and learning programs.	<ul style="list-style-type: none"> • Analysis of competency surveys showing improvement in teacher capacity.
Incorporate ICT into teaching and learning programs.	<ul style="list-style-type: none"> • Planning documents show evidence of using ICT.

Strategic Priority 4: To provide preschool education that meets the National Quality Standard

Outcomes to be achieved:

- Improved educational programming and practice – each child's learning is assessed as part of an ongoing cycle.

Targets

By the end of 2020 the school will achieve:

- Our preschool program will be meeting or exceeding all seven quality areas of the National Quality Standard.

National Quality Standard Area covered by this priority

Quality Area 1 – Educational Program and Practice.

Key Improvement Strategies	Key Performance Indicators
Implementation of preschool agreed practice for planning and programming.	<ul style="list-style-type: none"> • All educators will be using the agreed planning, documenting and evaluating templates. • All educators critically reflect on each child's learning and development.

