## School vision statement

The DPS school vision statement reflects the compilation of the strategic directions.

- **Strategic Direction 1**
  Excellence in Learning:
  *High quality, differentiated instruction.*
  Students will be challenged to collaborate, exercise creativity and use higher order thinking …

- **Strategic Direction 2**
  Excellence in Teaching:
  *An expert teaching team.*
  …by innovative teachers who support them in consuming and producing content that connects them with their world in ways that are personally meaningful and relevant.

- **Strategic Direction 3**
  Excellence in Leadership:
  *A culture of connectedness.*
  A connected community is the hub driving this learning culture of excellence.

The Darlinghurst PS Vision Statement assembled:

Students will be challenged to collaborate, exercise creativity and use higher order thinking by innovative teachers who support them in consuming and producing content that connects them with their world in ways that are personally meaningful and relevant. A connected community is the hub driving this learning culture of excellence.

## School context

Darlinghurst Public School (DPS) is nestled near St. Vincent's Hospital in the inner-city. The school was established in 1883 and has heritage classified buildings. A large camphor laurel tree dominates the playground. Its foliage provides shade for at least half of the playground, which is appreciated in summer. The one hundred and thirty two year old building contains most of the classes, and like the tree, is a dominant feature of the school.

Darlinghurst Public School (enrolment 289) is a growing, diverse inner city school. The school motto is “strive to achieve” and there is an expectation that students achieve excellence through best practice in teaching. There is a commitment to quality teaching, new technology, sport and the creative arts. The school boasts an active and committed parent community and promotes excellence in teaching and learning, tolerance and inclusion. Dynamic and energetic staff share a commitment to collaborative planning and team work within the broader community. The school serves a diverse socio-economic community. DPS is a secure and safe environment for its students. The students show tolerance, understanding and respect for each other's rights and in so doing strive for self-improvement and development. Academic performance is highly valued and is supported by a strong visual and performing arts program.

## School planning process

The school has actively engaged the staff, students and parents in the formulation of this Strategic Plan. In 2014 staff, student and parent surveys were organised; the results of which are evidenced in the plan.

In addition several workshops were held for parents/carers to make direct contributions to the plan. School staff gave their input and insights through a series of professional learning sessions that focused on different aspects of the plan.

As sections of the plan were developed, the school community and staff were engaged in reviewing progress. The school executive team participated in two full days of targeted release for in-depth time to work on the development of the plan.
Purpose:
To create innovative and personalised learning opportunities in which all students are supported to take risks, create, collaborate, think critically and reflect on their learning.

To ensure that all students – including high-achieving students – are appropriately engaged, challenged and extended through effective and purposeful classroom and outdoor activities that meet students’ learning needs, levels of readiness, interests, aspirations and motivations.

Excellence in Learning:
High quality, differentiated instruction.

Purpose:
To develop collaborative, effective and efficient teams of highly skilled and motivated professionals, committed to identifying, understanding and implementing evidence-based teaching to maximise student learning success and well-being so that all students are achieving to their potential.

Excellence in Teaching:
An expert teaching team.

Purpose:
To create a school culture of educational excellence, high expectations and community engagement, resulting in sustained and measurable whole-school improvement driven by strong leadership from all levels (including those without formal leadership positions).

A clear focus is placed on improving teaching as a powerful means improving student outcomes and is characterised by a shared commitment to improvement and an acceptance that teachers have a powerful role to play in each other’s development, as well as their own.

Excellence in Leadership:
A culture of connectedness.
Strategic Direction 1: Excellence in Learning – *high quality, differentiated instruction.*

<table>
<thead>
<tr>
<th>Purpose</th>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Why do we need this particular strategic direction and why is it important?</strong></td>
<td><strong>How do we develop the capabilities of our people to bring about transformation?</strong></td>
<td><strong>How do we do it and how will we know?</strong></td>
<td><strong>What is achieved and how do we measure?</strong></td>
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<tr>
<td>To create innovative and personalised learning opportunities in which all students are supported to take risks, create, collaborate, think critically and reflect on their learning.</td>
<td><strong>Students</strong> Students are engaged as partners in challenging educational settings. This partnership incorporates consistent, explicit teaching of NSW syllabuses and is responsive to changing school and system priorities as well as trends within the broader community.</td>
<td><strong>Quality Teaching</strong> Embed the dimensions of the Quality Teaching Framework in professional learning activities, program planning and learning initiatives. There will be a particular focus on intellectual quality.</td>
<td><strong>To ensure each student achieves one year of growth for each academic year of learning.</strong></td>
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<td>To ensure that all students are appropriately engaged, challenged and extended through effective and purposeful classroom activities that meet students’ learning needs, levels of readiness, interests, aspirations and motivations.</td>
<td><strong>Staff</strong> Teachers are active and engaged partners in the design and implementation of professional learning programs, new initiatives and learning innovations that enhance student outcomes.</td>
<td><strong>Australian Curriculum</strong> Implementation of NSW BOSTES syllabus documents that implement the Australian Curriculum ensuring that content delivery, assessment and reporting are compliant with DEC and BOSTES guidelines.</td>
<td><strong>Growth for students in all aspects of literacy and numeracy is above DEC average in NAPLAN assessments.</strong></td>
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<td><strong>Improvement Measures</strong></td>
<td><strong>Parents/Careers</strong> Parents are involved in designing and implementing more effective communication strategies for our broader community, to build awareness and understanding of the programs and practices and how parents can engage with and support the program.</td>
<td><strong>Differentiated Learning</strong> Enhance teacher understandings of their students and how they learn so that all children effectively access the curriculum and are supported to achieve and/or exceed their expected growth measures.</td>
<td><strong>Sustain and extend the above average literacy and numeracy achievement experienced by K-3 students into 4-6.</strong></td>
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<td>- To ensure each student achieves one year of growth for each academic year of learning.</td>
<td><strong>Community Partners</strong> Community partnerships will provide opportunities for increased student engagement, and be actively involved to improve the learning outcomes and sets high expectations for learners.</td>
<td><strong>Professional partnerships</strong> Engage academic mentors to support staff in developing high quality differentiated learning programs.</td>
<td><strong>What are our newly embedded practices and how are they integrated and in sync with our purpose?</strong></td>
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<td>- Student growth measures are established throughout the stages of learning with clear evidence and data aligning curriculum delivery to student achievement.</td>
<td><strong>Leaders</strong> Leaders are continued to be developed to mentor and support staff in curriculum differentiation with a focus on supporting and extending students who are identified as being gifted and talented.</td>
<td><strong>Concept based programming</strong> Reframe the DPS curriculum scope of learning through implementing a conceptual framework approach to deliver the NSW syllabuses for the Australian Curriculum in an interconnected and differentiated way.</td>
<td><strong>Practices:</strong></td>
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<td>- Sustain and extend the above average literacy and numeracy achievement experienced by K-3 students into 4-6.</td>
<td><strong>Evaluation Plan</strong> Analysis of improvement measures will be an integral part of the evaluation.</td>
<td><strong>Development for students</strong> and curriculum teams through programs, assessment, and engagement.</td>
<td><strong>High quality teaching and learning practices demonstrated and supported across the stages and curriculum teams through programs, assessment, and engagement.</strong></td>
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<td>- Programs, student work samples and teacher observation with a focus on ensuring students are presented with challenging learning tasks at their level of learning to promote high engagement and academic standards.</td>
<td>Student survey data from annual school improvement processes.</td>
<td><strong>Exemplary classroom practice using data to move students to the next level of learning.</strong></td>
<td><strong>Whole-school systems, procedures and policies such as LST, EALD, and GAT that identify, track and support student learning and well-being.</strong></td>
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## Strategic Direction 2: Excellence in Teaching - an expert teaching team.

### Purpose

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

To develop collaborative, effective and efficient teams of highly skilled and motivated professionals, committed to identifying, understanding and implementing evidence-based teaching to maximise student learning success and well-being so that all students are achieving to their potential.

### People

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

**Students**

Students are actively engaged in conferences with teachers to share feedback about their learning, as well as setting personal goals that focus on how to improve or extend their own learning needs.

**Staff**

Staff continue to develop capabilities to design and implement rich learning programs and effective quality teaching practices that maximise learners' potential.

**Parents/Carers**

Parents and carers will continue to have opportunities for constructive feedback, and communication about progress, strategies and recommendations that can improve their child(ren)'s learning outcomes.

**Community Partners**

Community partners will form an alliance to assist in developing new initiatives and existing programs that support teaching excellence.

**Leaders**

Leaders will engage in school based and/or inter-school Community of Schools projects that provide opportunities for mentoring and coaching of staff as well as constructive feedback about teaching programs and practice.

### Processes

**How do we do it and how will we know?**

**Performance Development Framework**

Implement the PDF through fostering a culture of continual improvement as well as providing enhanced support for teachers wishing to further their skills and expertise.

**Quality Professional Learning**

Targeted and strategic professional learning that meets whole-school as well as individual professional learning needs to ensure quality teaching practice is embedded into all classroom programs.

**Development of Scope and Sequences**

Develop scope and sequences based on the syllabuses to enable students to effectively access relevant curriculum.

**Consistent teacher feedback**

Develop effective methods for providing feedback, specific criteria, descriptive feedback, questioning, self- and peer-assessment and students’ ownership to support successful learning.

**Academic mentors and Instructional leaders**

Through professional mentoring staff will be supported to strengthen differentiated teaching programs to meet the needs of all students and effectively use assessment data to support the needs of all students.

**Reflection on research and practice**

Continue to provide professional readings to teachers for presentation and discussion at weekly staff meetings developing a culture of continuous learning where research and reflection guides practice.

**Evaluation Plan**

Evaluation of the plan will come from an analysis of the improvement measures.

### Improvement Measures

- Performance Development Framework (PDF) is implemented and provides clear links to SD1, SD2 and SD3.
- Increased capability of all classroom teachers to differentiate curriculum and design conceptualised programs.
- Engagement in Quality Teacher Rounds to increase teacher’s critical evaluation about their own practice and that of others.
- Clear, consistent scope and sequences in place and reflected in teaching programs and student work samples.

### Products and Practices

**What is achieved and how do we measure?**

- PDF and the Performance Development Plan (PDP) is implemented and provides clear links to SD1, SD2 and SD3 with teacher negotiated goals as well as linking to Professional Leadership People and Process goals.
- Increased capability of all classroom teachers to differentiate curriculum and design conceptualised programs.
- Engagement in Quality Teacher Rounds to increase teacher’s critical evaluation about their own practice and that of others.
- Clear, consistent scope and sequences in place and reflected in teaching programs and student work samples.

**Products: (EVIDENCE)**

- 100% of teachers accredited at proficient by 2018 and 15% of teachers participating in accreditation at higher levels.
- PDP for all teachers demonstrate reflection on teaching practice, identification of learning goals and links to SD1, SD2 and SD3 as well as the Australian Professional Teaching Standards.
- Mini Certificate of Gifted Education principles and practices evident in programming, assessment and work samples.

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

**Practices:**

- Collaborative planning days are held on a termly basis in addition to weekly team meetings to share research, discuss and evaluate teaching practice. Teachers regularly discuss how research informs their practice.
- Each PDP clearly links to achieving school and personal priorities within SD1, SD2 & SD3 as well as being a driver underpinning teacher accreditation.
Strategic Direction 3: Excellence in Leadership - a culture of connectedness.

**Purpose**

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

To create a school culture of educational excellence, high expectations and community engagement, resulting in sustained and measurable whole-school improvement driven by strong leadership from all levels (including those without formal leadership positions).

A clear focus is placed on improving teaching as a powerful means improving student outcomes and is characterised by a shared commitment to improvement and an acceptance that teachers have a powerful role to play in each others' development, as well as their own.

**Improvement Measures**

- Increase teacher attainment of Proficient Teacher accreditation to 100% by 2018.
- Increased uptake of staff self-electing to become accredited at the higher levels – Highly Accomplished and Lead.
- Increased levels of teacher uptake and participation in leading school-based Professional Learning (PL) activities and action learning processes.
- Increased number of student-led initiatives/programs/fundraisers.

Each PDP clearly links to achieving school and personal priorities within SD.1, SD2 & SD.3 as well as being a driver underpinning teacher accreditation.

**People**

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

**Students**

Students are nurtured as leaders through high expectations, explicit teaching of the Values of Public Education and strong student involvement in a range of initiatives and programs including Student Representative Council and Green Team.

**Staff**

Staff develop its capacity to engage in self-evaluation of practice using the National Professional Standards for Teachers, mentoring, and feedback about programs and practice.

**Parents/Carers**

Parents and carers remain integral members of the school community and partners in student learning with clearly defined parameters for their involvement.

**Community Partners**

Community partners including university personnel and consultants will provide mentoring and current educational pedagogy. To challenge and continually evolve the learning culture at DPS, Leaders drive and model the expectation that every student will achieve optimal learning outcomes as well as develop and mentor future leaders within the school. Leaders develop best practice mentoring pathways for all staff, and access and distribute current research to staff in line with PDPs.

**Processes**

How do we do it and how will we know?

**Teacher Accreditation and Mentorship**

Utilising the Teacher Mentor program to support teachers seeking accreditation, maintenance of accreditation and accreditation at higher levels.

**Negotiated courses with Institute of Teachers recognition**

Develop relationships with professional learning providers to cooperatively develop courses that meet the needs of teachers and provide recognised BOSTES hours.

**Performance Development Framework**

Implement the PDF through fostering a culture of continual improvement as well as providing enhanced support for teachers wishing to further their professional qualifications.

**Reflection on research and practice**

Continue to provide professional readings to staff for presentation and discussion at weekly staff meetings developing a culture of continuous learning where research and reflection guides practice.

**Executive Development Program**

Develop talented teacher's capacities for leadership through identifying opportunities for executive shadowing, mentorship and leadership.

**Evaluation Plan**

Evaluation of the plan will come from an analysis of the improvement measures.

**Products and Practices**

What is achieved and how do we measure?

- Increase teacher attainment of Proficient Teacher accreditation to 100% by 2018.
- Increased uptake of staff self-electing to become accredited at the higher levels – Highly Accomplished and Lead.
- Increased levels of staff uptake and participation in leading school-based PL activities and action learning processes.
- Increased number of student-led initiatives/programs/fundraisers.
- The PDF clearly links to achieving school and personal priorities within SD.1, SD2 & SD.3 as well as being a driver underpinning teacher accreditation.

**Products**: Evidence

- Leadership roles and responsibilities clearly defined and communicated.
- PDPs for all teachers demonstrate reflection on teaching practice, identification of learning goals and links to the Australian Professional Teaching Standards.
- Strengthened student leadership program.

What are our newly embedded practices and how are they integrated and in sync with our purpose?

**Practices**

- Leadership Framework is understood and ‘mapped’ by all leaders and aspiring leaders and is part of their leadership practice.
- Teachers regularly invite leaders and colleagues to visit their classrooms to observe their teaching and share their practice.
- The school deploys staff in ways that make best use of their expertise (e.g. specialist reading/science teachers) and allow them to share their expertise with others.
- The school continues to build networked school relationships and CoS.