



2023-2025

Business Plan

**Darlington Primary
School**



School Context

Darlington Primary School will provide a caring, holistic and challenging learning environment that nurtures and celebrates individual potential.

Resilience Integrity Initiative Care



Darlington Primary School maintains a long tradition of providing quality education to the residents of the Darlington community and their surrounds since 1912. There is a strong sense of community within the school, with many current students having followed their parents and grandparents in attending Darlington Primary.

Our school motto is represented by the values of 'Resilience, Integrity, Initiative, and Care' which are reflected in the actions of our staff and students on a daily basis.

Darlington Primary is committed to offering all students opportunities to build pathways to future success. Our programs equip students with the skills and capabilities to successfully develop their academic and interpersonal skills. We are committed to making a difference for every student in every classroom, every day through a learning environment where children feel safe and valued, and can build the confidence and resilience needed to successfully tackle the challenges of the Twenty First Century and beyond. We provide a solid foundation for students through a quality, innovative and inclusive education that delivers excellence in learning, develops critical and creative thinking and fosters integrity and compassion.



Darlington Primary School collects data to self-reflect on our improvement in the domains of Quality Teaching, Learning Environment, Relationships, Leadership and Resourcing. This enables the school to be well placed to provide a report of progress to the community (via the Annual Report) and to the Department of Education (via School Review).

Leadership

Focus Area - Classroom Planning

Priority

The provision of evidenced-based teaching and learning practice driven by effective collaboration and alignment of all levels of planning to ensure the needs of every child are met.

Targets

By the end of 2025, curriculum operational plan targets drive collaborative teacher planning for the delivery of all teaching and learning programs.

Milestones

2023

By the end of 2023, Maths Operational Plan will be written by committee with staff input.

By the end of 2023, English Operational Plan will be written by committee with staff input.

By the end of 2023 committees have created a common assessment schedule for moderation.

2024

By the end of 2024, Health Operational Plan will be written by committee with staff input.

2025

By the end of 2025, HASS Operational Plan will be written by committee with staff input.

By the end of 2025, Digital Technologies Operational Plan will be written by committee with staff input.

Strategies

- Collaborative DOTT
- Staff meeting/PL times
- School Development Days
- Curriculum leaders & committees instigated
- Data analysis - PAT, NAPLAN, Brightpath, T4W
- Action learning
- Curriculum leaders & committees instigated to implement on behalf of staff
- Data analysis - PAT, NAPLAN, Brightpath, T4W
- Action learning



Leadership

Focus Area - Instructional Leadership

Priority

Building staff leadership capacity across the school through the identification of staff to lead and support good pedagogical practice.

Target

By the end of 2025, leadership of agreed whole school instructional practice is driven by identified curriculum leaders who are empowered to work with their committees to support and authentically embed agreed whole school instruction by all teachers, including an understanding of their instructional impact on student outcomes.

Milestones

2023

By the end of 2023, curriculum committee leaders participate in leadership PL and explore the Future Leaders Framework. (FLF).

Staff surveyed Term 2 annually regarding their needs in implementing whole school pedagogies/strategies/programs

2024

Whole school pedagogies and scope and sequence documents are created

- Maths
- English
- Health

2025

Whole school scope and sequence documents are created;

- HASS
- Design & Technology

Whole school pedagogies and scope and sequence documents are created;

- Digital Technologies

Strategies

- FLF
- Staff meeting/PL times
- School Development Days
- Peer coaching/mentoring
- Gradual release model of instruction
- HEC Network involvement in Future Leaders Framework
- EOI for interested staff
- Creating Darlington committee protocols and structures
- School documentation for leadership structure and processes
- POLT and Curriculum committee meetings
- Survey staff needs annually

Teaching Quality

Focus Area - Pedagogy & evidence-based practice

Priority

Embedding of clear, consistent, and evidenced-based models of instruction in all classrooms, forming the basis for common approaches to planning, teaching, and assessment.

Targets

By the end of 2025, teachers, driven by a targeted Performance Management process, are using agreed whole school practices including an explicit teaching model, common planning templates and identified assessments.

Milestones

2023

By the end of 2023, whole school practices for writing and spelling documented.

2024

By the end of 2024, a whole school Maths problem solving scope & sequence and mental computation scope & sequence document completed.

2025

By the end of 2025, a Darlington PS 'playbook' will be developed to document whole school pedagogical practices and expectations including a common assessment schedule for moderation.

Strategies

- POLT meetings
- Curriculum committees
- Gradual release model of instruction
- Peer coaching/mentoring
- Operational plans
- Scope and sequence documentation
- Whole school teaching and learning practices
- Assessment schedule
- Staff meetings/PL times
- Collaborative DOTT
- Curriculum leaders



Teaching Quality

Focus Area - Planning

Priority

Student achievement and progress informs the planning, teaching, assessing and reporting cycle.

Targets

- By the end of 2025, Year 3 student NAPLAN results will be at or above like school performance for Numeracy, Reading and Writing.
- By the end of 2025, Year 5 student NAPLAN results will be at or above like school performance for Numeracy, Reading and Writing.

Milestones

2023

By the end of 2023, staff utilising a whole school assessment schedule.

2024

By the end of 2024, staff are utilising PAT, Brightpath, NAPLAN and individual school profiles to plan effective and differentiated learning programs.

2025

Professional learning plan created by administration and curriculum leaders in priority areas.

By the end of 2025, whole school professional learning occurs for areas identified by data and in line with the 2-year professional learning plan.

Strategies

- POLT meetings
- Curriculum committees
- Gradual release model of instruction
- Peer coaching/mentoring
- Operational plans
- Scope and sequence documentation
- Whole school teaching and learning practices
- Assessment schedule
- Staff meetings/PL times
- Collaborative DOTT
- Curriculum leaders



Learning Environment

Focus Area - Health and Wellbeing

Priority One

A staff culture that fosters wellness through collaboration, sharing expertise and mentoring to encourage staff learning and strong self-efficacy

Target

By the end of 2025, staff voice is embedded in school operations and strategic planning monitored through the staff feedback survey.

Milestones

2023

Staff meeting and PL timetables will include at least one Phase of Learning team meeting per term. This will be monitored through creation and submission of uniform POL meeting records and performance management.

2024

By the end of 2024, Performance Management processes are refined to value individual voice, self-reflection & growth.

2025

By the end of 2025, staff survey results for culture and well-being are 3.5 points or above.

Strategies

- Collaborative DOTT
- POLT meetings
- Health committee
- School chaplain
- School Psychology Services
- Written guidelines and processes for SAER and chaplaincy support
- Staff lunches

Priority Two

A school culture that fosters wellness for students across academic, social and emotional spheres.

Target

By the end of 2025, data on student well-being is used to support all students and foster a culture of care and well-being.

Milestones

2023

DPS will be using an evidence-based program to teach social, emotional skills to students across the school.

2024

By the end of 2024, DPS Health committee will have identified and trialled a data collection tool for collecting data on student social and emotional status.

Strategies

- Collaborative DOTT
- POLT meetings
- Health committee
- School chaplain
- School Psychology Services
- Friendly Schools Program

Learning Environment

Focus Area - Students at Educational Risk

Priority One

Differentiation drives curriculum coverage and teaching to support improved outcomes for high performing students.

Target

By the end of 2025, teaching plans identify the differentiated teaching provision for high performing students and are aligned to data that informs progress.

Milestones

2023

By the end of 2023, PAT assessment data is used by teachers to create IEP's.

2024

By the end of 2024, PAT assessment data shows growth for students, particularly in the top 25% of students.

2025

By the end of 2025, PAT assessment data shows growth for all students.

Strategies

- IEP/ GEP's
- PD
- Collaborative DOTT
- POLT meetings
- Planning support and templates
- Inquiry-based learning
- SAER leadership support
- Whole school Explicit teaching model
- Parents
- External agencies
- School psychologist
- MultiLit
- MiniLit
- MacqLit

Priority Two

Clear processes identify, support, and monitor the improvements of students at educational risk.

Target

By the end of 2023, a SAER tracking tool will monitor progress and teaching impact with teachers supported via performance management.

Milestones

2023

By the end of 2023, an identification, tracking and procedure document for SAER will be developed.

2024

By the end of 2024, the identification, tracking and procedure documentation for SAER will be made available to staff.

2025

At the beginning of 2025, an annual SAER induction will be made available to all staff through the PL timetable.

Strategies

- SAER Deputy
- School chaplain
- School psychologist
- PL
- Whole school planning templates
- SAER student tracking tool
- Line manager

Learning Environment

Focus Area - Behaviour and Attendance

Priority

Behavioural expectations are clear, consistent, visible and align to school values expectations.

Target

By the end of 2025, all students can articulate, via a student values survey, the core school values around behaviour, citizenship and community.

Milestones

2023

By the end of 2023, a behaviour and values matrix will be created, inclusive of DPS values and consistent language. All staff will have access and visual reference to this in classrooms.

2024

By end of 2024, whole school language is used for school values and behavioural expectations.

2025

By the end of 2025, DPS school values and supporting behaviours are linked to good standing policy and dibbler awards.

Strategies

- School motto/values displays
- Health committee
- Behaviour matrix
- Good standing
- Common language developed
- Whole school program - Friendly Schools



Relationships and Partnerships

Focus Area - Professional and Respectful Relationships

Priority

Professional relationships between staff and the Hills Network are enabled through opportunities to collaborate and moderate.

Target

By the end of 2025, staff survey results for relationships are 4 points or higher.

Milestones

2023

By the end of 2023, staff survey results for communication are 3 points or higher.

2025

By the end of 2025, staff survey results for communication are 3.5 points or higher.

Strategies

- Collaborative DOTT
- Meeting agendas
- Meeting norms
- Disciplined dialogue
- Invitation of non-teaching staff at staff meetings
- Include all staff on strategic planning decisions to capture combined voice
- HEC involvement
- Accommodate teacher leaders to meet across the network (Future Leaders Program)



Relationships and Partnerships

Focus Area - Communication

Priority

Building and maintaining an inclusive school environment in which all students, staff and parents feel welcome and valued and they communicate this commitment clearly and regularly.

Target

By the end of 2025, community and parent survey results for communication are 4 points or higher.

Milestones

2023

By the end of 2023, community and parent survey results for communication are 3 points or higher.

2025

By the end of 2025, community and parent survey results for communication are 3.5 points or higher.

Strategies

- Newsletter
- School website - re-develop
- Parent teacher meetings
- Community workshops/info sessions
- *Connect* notices
- Staff meeting minutes
- Curriculum committee meeting minutes
- School Council
- P&C
- Flexischools



Use of Resources

Focus Area - Resource Allocation
decision making is evidence based

Priority

Transparency informs resource management practices to ensure short and longer-term priorities receive required resourcing allocations.

Target

By the end of 2025, all staff are aware of and encouraged to contribute to the processes for allocating resources across the school.

Milestones

2023

By the end of 2023, school and curriculum leaders participate in creating curriculum budgets aligned to school plans.

2024

By the end of 2024, 70% of staff participate in creating curriculum budgets aligned to school plans.

2025

By the end of 2025, 90% of staff participate in creating curriculum budgets aligned to school plans.

Strategies

- Finance committee input to budget planning and tracking via termly committee meetings
- Cost centre managers manage budgets with team consultation
- Staff meeting updates
- Direct alignment between the Business and Operational plan budgets and allocations and spending
- Budgeting takes into account historical data and priorities
- Teaching and support staff PD is budgeted for in cash and salaries



Student Achievement and Progress

Focus Area - Data Informed/Evidence based Planning

Priority

Whole school and individual data informs differentiated teaching and learning programs.

Targets

- By the end of 2025, Year 3 student results will be at or above like school performance for Numeracy, Reading and Writing.
- By the end of 2025, Year 5 student results will be at or above like school performance for Numeracy, Reading and Writing.

Milestones

2023

By the end of 2023, staff participate in data analysis and identify the specific differentiated practice required for each student. Achievement will be measured in performance management processes through student tracking documents.

2024

By the end of 2024, staff will have written the specific differentiated practice required for identified students in Maths and English.

2025

By the end of 2025, staff will have written the specific differentiated practice required for identified students in all curriculum areas.

Strategies

- PAT assessments
- Staff PLC data analysis
- POLT data analysis
- Collaborative DOTT
- Operational Plans
- Differentiated planning
- Student tracking documents
- Assessment schedule
- NAPLAN
- Brightpath
- Curriculum moderation
- Tom Gigg PL support with data and target writing



Student Achievement and Progress

Focus Area - Whole School and Student Performance

Priority

Consistent and comparable judgments of students' achievement and progress are informed by a comprehensive assessment schedule to monitor the effectiveness of teaching and learning.

Target

By the end of 2025, staff will consistently implement assessments in line with the DPS assessment schedule. Success will be monitored through data tracking tools.

Milestones

2023

By the end of 2023, staff will have developed a whole school assessment schedule.

2024

By the end of 2024, staff will have developed/adopted a data tracking /monitoring tool to input data.

2025

By the end of 2025, staff will have a comprehensive bank of data in the tracking/monitoring tool.

Strategies

- Assessment schedule
- Collaborative DOTT
- POLT
- NAPLAN/PAT
- Brightpath
- Data tracking/monitoring tool



Student Achievement and Progress

Focus Area - Grade Alignment

Priority

Assessment and reporting of student performance will be driven by quality teacher judgements, moderated across year level and external evidence sources, to ensure consistency.

Target

By the end of 2025, staff are consistent in grade allocation compared to NAPLAN, Brightpath and across year level cohorts.

Milestones

2023

By the end of 2023, staff will have moderated grade allocations with a colleague.

By the end of 2023, Staff will have moderated Brightpath Writing with a colleague from this school and another network school.

2024

By the end of 2024, staff will have consistency in grade allocations for English and Maths across year levels.

2025

By the end of 2025, staff will have consistency in grade allocations for English and Maths compared to NAPLAN and Brightpath scores.

Strategies

- PL to unpack Curriculum achievement standards
- PL to unpack SCSA Judging Standards
- Collaborative DOTT
- POLT meetings
- Staff meetings
- Moderation



Glossary of Terms

DOTT	- Duties Other Than Teaching
DPS	- Darlington Primary School
EOI	- Expression of Interest
FLF	- Future Leaders Framework
GEP	- Group Education Plan
HASS	- History and Social Sciences
HEC	- Hills Education Community
IEP	- Independent Education Plan
NAPLAN	- National Assessment Program - Literacy and Numeracy
PAT	- Progressive Achievement Test
PD	- Professional Development
PL	- Professional Learning
PLC	- Professional Learning Calendar
POL	- Phase of Learning
POLT	- Phase of Learning Team
SAER	- Students at Educational Risk
SCSA	- School Curriculum and Standards Authority
T4W	- Talk for Writing

Faction Logos

