School Context

- Darcy Road Public School is a P3 school located in Wentworthville with an enrolment of approximately 420.
- While the school caters for primarily middle-income families, there is diversity in the socio-economic background of students.
- The school welcomes students from 44 different countries and a range of cultural and religious backgrounds.
- The school values and celebrates diversity, tolerance, understanding and acceptance.
- It is one of the school's major aims that students leaving Darcy Road PS will be literate and numerate and creators and users of knowledge.
School Context

- The school has a commitment to the development of every child with academic, social and emotional growth all receiving attention
- The school provides a safe, engaging and happy environment for its students, teachers and visitors
- Students are provided with a sound curriculum base for their education
- The school also provides additional educational learning experiences such as excursions, music programs, artistic endeavours and gardening
- The school strongly encourages parents and community to be real partners in their child's education
Review Team

- Mick Kelly, Principal, Mt Druitt PS, Team Leader
- Matthew Plummer, Principal, St Marys PS
- Sharon Buckham, Assistant Principal, Darcy Road PS
- Debbie Martin, Teacher, Darcy Road PS
- Larissa Maraga, Teacher, Crestwood PS
- Astrid Alexander, Teacher, Glendenning PS
- Angela Kerr, Consultant, Multicultural Education/ESL K-6, Western Sydney Region

Coach: Chris Payne, School Development Officer, Western Sydney Region
Methodology

- **Interviews with**
  - Staff (17)
  - Parents (20)
  - 13 Student groups with approximately 4-8 students in each

- **Observation of**
  - Classes across all Stages (15)
  - Classrooms and other teaching spaces (2)

- **Analysis of documentation** including school policies and plans (23)
School Purpose, Leadership, Planning, Performance and Practices

Achievements

- Parents, teachers, students report strong, collegial, highly visible and approachable leadership in the school.
- Parents and students consistently reported dedicated, supportive and committed staff.
- Parents and students reported that incidents of bullying are rare and any incidents are dealt with quickly and effectively.

Future Directions

- School needs to develop consistent processes for change with clear achievable goals that allow time for consolidation following implementation, reflection and evaluation.
- Parents indicate a need for more information to assist in understanding DEC and school processes through informal meetings with staff at regular intervals across the school year.
School Purpose, Leadership, Planning, Performance and Practices

Achievements

- Parents, teachers and students reported positive school culture that supports student learning
- School policies and procedures addressing DEC requirements and priority areas were in evidence

Future Directions

- The School consider implementation of the Positive Behaviour for Learning program – to further consistency across a range of school practices (communication, community and student voice, role modelling of learning behaviours from senior students, consistency of messages and expectations) [PBL provides a framework for much of what the school is already doing.]
School Purpose, Leadership, Planning, Performance and Practices

Achievements

- Data sources indicate that school is student-centred and has high expectations in terms of planning and decision-making.
- The school has very high comparative growth results in NAPLAN.

Future Directions

- As indicated by staff and documentation, ownership of the school plan could lead to clearer alignment of policies, programs and practices.
  1. School needs to continue consolidation of assessment practices and use of data that is aligned with teaching programs and facilitates tracking and reporting of student achievement.
School Purpose, Leadership, Planning, Performance and Practices

Summary Statement
Darcy Road provides a positive, welcoming learning environment that is inclusive of the entire school community and values the cultural diversity therein.

Future directions are focused on increased consistency in planning, implementation, reflection and evaluation of practices and policies.
Teaching for Learning

Achievements

- Data indicates that students are receiving a balanced curriculum, which takes into account students' individual needs and encourages a rich focus on the intellectual qualities of learning.
- Community values and has high expectations for the quality learning environment that is provided.

Future Directions

- Continuation of the school’s Quality Teaching focus via committees (QTT) and teacher involvement.
- Strengthen the alignment between programming, assessment and reporting.
Teaching for Learning

Achievements

- Observations indicate that students are engaged in learning within productive classroom environments.
- Student achievements are recognised by teachers and peers.

Future Directions

- Interviews with students across all stages suggest that they would like to be more involved in decisions about their learning and have opportunities to work independently and collaboratively.
Teaching for Learning

Achievements

- Program overviews were linked to BOS syllabi, DEC policies
- Evidence of multimodal resources including websites and class blogs.

Future Directions

- Teachers indicated that they would like a more equitable distribution of technology and resources.
- Observations of documents suggest a need for registration and evaluation of programs on a regular basis and for a more explicit teaching and learning cycle linked to indicators and outcomes.
Teaching for Learning

Summary Statement
Students at Darcy Road Public School have many learning opportunities that take into account individual student needs and learning styles. Future directions indicate the need to continue the development of an agreed programming policy that takes into account the teaching and learning cycle and Quality Teaching elements.
Professional Practice and Learning

Achievements
- Strong support for and acknowledgment of support programs and their implementation within classrooms.
- Staff feel they are supported to take on leadership opportunities.

Future Directions
- Teachers indicated a need for the sharing of strengths and expertise amongst staff.
- Encourage the staff to acquire and use their skills and knowledge to lead ongoing opportunities for professional development across all areas within the school environment.
Achievements

- Staff feel that their commitment is valued by the entire school community.
- Staff are willing to engage in professional learning and innovative practices to improve their learning community.

Future Directions

- Providing greater opportunities for the induction and mentoring of new staff and early career teachers.
- Developing teacher capacity to effectively use and maintain technology within the school.
Professional Practice and Learning

Summary Statement
The learning community at Darcy Road Public School willingly engage in professional learning and are dedicated to creating a culture of improving their pedagogy to meet the diverse needs of their students as 21st Century learners. Future directions recommend further professional learning opportunities within the school to collaboratively build on skills and knowledge.