

# School plan 2015-2017

Dungowan Public School 1793



# School background 2015–2017

## School vision statement

At **Dungowan** Public School we have a commitment to nurturing, guiding, inspiring and challenging students.

We strive to use best practices to improve student learning. We embrace change and believe in leadership for every staff member and student. We want to ensure that our students are equipped with 21st Century skills which will enable them to reach their full potential and become successful and responsible citizens in a diverse global society.

Our vision is for all of our students to become

- Successful learners
- Confident and creative individuals &
- Active & informed citizens

At **Dungowan** Public School we will strive to improve;

- Student learning;
- Student engagement;
- Staff professional development;
- Community engagement
- Staff and student wellbeing; and
- Student transition.

## School context

**Dungowan** Public School is a small rural school situated **25** minutes south east of Tamworth.

We have the benefit of being located close to a large community which promotes opportunities for physical resources and human resources to support the education of our students.

We currently have 28 students and are expecting more enrolments later this year. Although our school numbers have been steadily reducing over the past few decades due to changing demographics and patterns of employment, our school remains strong and positive with high expectations and a supportive community.

**Dungowan** Public School is committed in providing a sharing of learning with other small schools in our Tamworth Small Schools cluster. Our students participate in sport, arts and across curriculum areas on a regular basis to provide additional academic and social opportunities.

Wherever possible the school leaders and staff work together collaboratively as a learning team to enhance our knowledge of current teaching and learning practices.

**Dungowan** Public School has a dedicated parents and citizens association which raises money for resources in the school.

## School planning process

The school strategic Plan is the key planning document for the school and its community.

In developing this new plan, we have endeavoured to take into account all key stakeholders, prioritising student needs in our rapidly changing educational and global landscape.

**Dungowan** Public School has;

- Involved all teaching and classroom support staff as the learning team;
- Provided opportunities for formal and informal discussions with staff, students, P&C, individual parents and community members in order to identify priorities and in order to collect meaningful data over the past several months;
- Surveyed parents with broad and specific questions about curriculum, improvement, teacher professional learning and community engagement;
- Determined strategies for engaging staff, students, P&C and our local community;
- Analysed student assessment data and teacher surveys to identify future areas of teacher professional learning to improve targeted student outcomes
- Held regular meetings with Principals of surrounding small schools to identify areas of possible future collaboration and common professional learning goals for teaching and support staff, based on community priorities and learning needs of students

Over our full planning cycle, we will continue to do the things mentioned above and to develop detailed timelines in order to effectively implement our short and long term goals

## **Dungowan**

Public School will continue to incorporate a variety of strategies to involve all stakeholders in the new school

# School background 2015–2017

School vision statement

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planning process over the coming years.

# School strategic directions 2015–2017



**Purpose:**

To improve student learning and engagement in literacy and numeracy,

By providing students with the environment and opportunities which encourages them to be self-motivated learners, developing skills and acquiring knowledge

So they may be productive, successful citizens with a social conscience.



**Purpose:**

To build the capacity, leadership and educational practice of our staff

By sustained attention to 21st century learning skills, lesson design, development of whole school programs further developing teacher capacity, assessment and tracking on learning continuums to mark progress and guide teaching

So they may ensure students have the opportunities to meet their potential.



**Purpose:**

To build effective partnerships, based on trust and mutual respect,

By providing welcoming opportunities to utilise the array of people's skills beyond the borders of our school fences

So we may enhance the effectiveness of our school and the schools around us.

# Strategic Direction 1: Enhancing quality learning.

## Purpose

To improve student learning and engagement in literacy and numeracy,

By providing students with the environment and opportunities which encourages them to be self-motivated learners, developing skills and acquiring knowledge

So they may be productive, successful citizens with a social conscience.

## Improvement Measures

A deep knowledge of the Literacy and Numeracy continuums informs differentiated teaching and learning across the whole school. This ensures all student learning needs are met and is evidenced by accurate plotting of student achievement and continual growth on the Literacy and Numeracy continuums.

## People

### Students

Gaining more independence, self motivation and responsibility for their own learning.

### Staff

Engage in the new performance and development framework.

### Leaders

Identify staff from local area to provide targeted professional learning.

### Parents/Carers

Actively engage in communication with their child and the school.

### Community Partners

Engage regularly with Tamworth Small Schools Principals' network and partner high school.

## Processes

Students as self directed learners

Development of I Can... booklets and development of skills for students to use booklets effectively.

Provision of time for student teacher conferences for reflection of learning and teaching.

A focus on Literacy and Numeracy

K-2 teacher continue L3 training and OPL (ongoing professional learning).

Collegial discussion and PD opportunities in staff meetings, where all teachers discuss and plot all K-6 students on PLAN.

Meeting the needs of individual students.

LaST to be responsible for ensuring all PLPs & IEPs are adequately documented and to coordinate parental involvement.

## Evaluation Plan

School improvement will use the milestone planning tool to review progress each 5 weeks and evaluate achievement annually.

## Practices and Products

### Practices

Students are self motivated learners articulating their learning goals based on their individual achievement and an understanding of 'where to next'. This is evidenced through their "I Can..." booklets reflecting continual movement along the literacy continuum.

### Products

A deep knowledge of the Literacy and Numeracy continuums informs differentiated teaching and learning across the whole school. This ensures all student learning needs are met and is evidenced by accurate plotting of student achievement and continual growth on the Literacy and Numeracy continuums.

Specific student needs are supported and all appropriate resources are accessed. This is evidenced by effective IEPs and PLPs and processes and practices in line with Departmental policies and key accountabilities.

# Strategic Direction 2: Enhancing quality teaching

## Purpose

To build the capacity, leadership and educational practice of our staff

By sustained attention to 21st century learning skills, lesson design, development of whole school programs further developing teacher capacity, assessment and tracking on learning continuums to mark progress and guide teaching

So they may ensure students have the opportunities to meet their potential.

## Improvement Measures

Effective use of data to inform and guide literacy and numeracy teaching practice to meet the needs of students and achieve curriculum outcomes. This will be evidenced by all teachers inputting and accessing PLAN data for all students as reflected in teaching and learning programs and classroom observations.

The development of a culture of seeking leadership opportunities, coupled with targeted professional development results in quality systems and practices that support 21st century learning. This is evidenced by the quality contributions of all staff to whole school plans and their commitment to the implementation and sustainability.

## People

### Students

Engaged with learning activities that are purposeful and engaging.

Assessed and tracked along the K–12 continuum.

Take an active role and responsibility in their learning.

### Staff

Enhance capacity to collect and reflect on evidence providing insight into the effectiveness of practice and informing growth.

Access high quality professional learning.

Develop understanding and ability to recognise indicators for learning difficulties.

### Community Partners

Opportunities to inform and develop community knowledge and understanding of school programs and new syllabus expectations will be made available.

### Leaders

Develop staff workforce capabilities by implementing and sustaining school wide systems and organisational structures.

## Processes

Professional Learning and Development.

Teachers engaging in the new performance and development framework through PL and regular collegial discussion.

Teachers to identify opportunities and strategies to develop and document their considered learning goals.

Encouragement of staff to fill relieving leadership roles within and out of the school.

Using evidence based teaching strategies.

Teachers assisted to identify and provide for students with specific learning difficulties

School wide organisational structures put in place to collect, track and monitor student achievement.

## Evaluation Plan

School improvement will use the milestone planning tool to review progress each 5 weeks and evaluate achievement annually

## Practices and Products

### Practices

Teachers self monitor professional learning & institute requirements and seek leadership development. This is evidenced by all teaching staff successfully filling relieving leadership roles and aligning professional learning to the teaching standards.

There is a collegial approach (within the school and across schools) to sharing resources and planning.

### Products

Effective use of data to inform and guide literacy and numeracy teaching practice to meet the needs of students and achieve curriculum outcomes. This will be evidenced by all teachers inputting and accessing PLAN data for all students as reflected in teaching and learning programs and classroom observations.

The development of a culture of seeking leadership opportunities, coupled with targeted professional development results in quality systems and practices that support 21st century learning. This is evidenced by the quality contributions of all staff to whole school plans and their commitment to the implementation and sustainability.

# Strategic Direction 3: Enhancing community partnerships.

## Purpose

To build effective partnerships, based on trust and mutual respect,

By providing welcoming opportunities to utilise the array of people's skills beyond the borders of our school fences

So we may enhance the effectiveness of our school and the schools around us.

## Improvement Measures

Close school partnerships utilising the available collective resources, strengthening the effectiveness of staff and systems in local schools.

This is evidenced by the quality contributions of staff to community of schools' plans and their commitment to the implementation and sustainability, coupled with student participation and engagement in a variety of shared programs offered throughout the year.

## People

### Students

All students to be given opportunities to be involved in, and to lead, extra curricular activities and across school events and community functions.

### Staff

Staff to be involved in explicit, relevant and meaningful Teacher Professional Learning through our communities of schools.

SRC coordinator to facilitate well organised and structured meetings for student leaders to maximise effectiveness of SRC priorities and community engagement.

### Parents/Carers

Parents to be informed and consulted in school initiatives, academic expectations and are positively promoting Dungowan Public School.

### Community Partners

Community members to be informed and consulted in school initiatives, academic expectations and positively promoting Dungowan Public School.

Utilising community groups & services such as CWA & Family Referral Service.

Partner schools meetings – Form greater alliance with Designated High School ie Tamworth HS.

### Leaders

Engage external assistance as required.

## Processes

Focus on Student Leadership.

Peer leaders to attend GRIP Leadership conference and implement strategies and ideas. Student leaders seek information from younger students and each other on how to involve community and schools of communities in their school.

Student Representative Council to discuss involvement of the community and schools of communities in their school.

Student Leaders to interview parents about their aims and aspirations for the school, its involvement in the community and interactions between communities of schools.

Student discussions on involving the community and communities of schools.

Collegial Planning with Partner schools.

Staff involved in Teacher Professional Learning with other colleagues in communities of schools.

Principals in the Tamworth Small Schools Group attend professional meetings each term.

## Evaluation Plan

School improvement will use the milestone planning tool to review progress each 5 weeks and evaluate achievement annually.

## Practices and Products

### Practices

Community of schools supports the professional collaboration and builds teacher and executive capacity.

This is evidenced by staff attendance and engagement at local meetings and quality professional learning opportunities.

The provision of quality learning opportunities offered to students of local schools with shared planning and resources.

This is evidenced by student participation and engagement in these activities provided through community of schools with positive student, staff and parent feedback.

### Products

Close school partnerships utilising the available collective resources, strengthening the effectiveness of staff and systems in local schools.

This is evidenced by the quality contributions of staff to community of schools' plans and their commitment to the implementation and sustainability, coupled with student participation and engagement in a variety of shared programs offered throughout the year.

# Strategic Direction 3: Enhancing community partnerships.

## Improvement Measures

### People

Leaders to increase the awareness of school procedures, initiatives and events through the use of social media (SLSO)

### Processes

### Practices and Products