

School plan 2015-2017

Dorrigo Public School 7316



School background 2015–2017

School vision statement

At Dorrigo Public School we strive to develop globally aware, motivated, 21st Century Learners who achieve high quality outcomes and display confidence, independence and resilience within the school and community. We provide an inclusive education delivered by a professional teaching team.

School context

Dorrigo Public School is a TP2 school located on the Dorrigo Plateau on the Mid North Coast of NSW.

The school currently has 100 students organised into 5 classes. 9% of our students are Aboriginal. Our students live in the township of Dorrigo as well as outlying communities and rural properties.

We have a Teaching Principal, an Assistant Principal and three permanent classroom teachers. In addition we have one temporary classroom teacher, a part time Learning and Support Teacher, School Learning Support Officer, Teacher Librarian and an RFF teacher.

In addition to our academic learning focus, the school offers a range of extra curricular opportunities including choir, cooking, gardening, photography and woodwork. We also offer a weekly gymnastics program for all K–6 students during Term 2 and Term 3 of each year.

Dorrigo Public School is a proud member of the Dorrigo/Bellinger Community of Schools and the Dorrigo Plateau Community of Schools.

School planning process

During 2014 the school consulted with staff, students and the community to determine areas of strength and to determine focus areas for the new school plan.

During staff meetings staff:

- Identified school priority areas
- Unpacked the School Improvement Framework
- Collated data to write our vision statement
- Defined the school purpose
- Looked at current Educational Reforms such as Great Teaching Inspired Learning, Local Schools Local Decisions, Melbourne Declaration

During P&C meetings parents discussed:

- What they wanted for their students?
- What the school does well?
- In which areas could the school could improve?
- What opportunities would you like us to provide for your children?

To gain further information, staff, student and parent surveys were sent out with information gathered and collated.

During Dorrigo Plateau Community of Schools meetings, local principals worked with the School Leadership Officer to develop a collaborative approach to the Quality Teaching Strategic Direction.

This collaborative process was repeated at the end of 2015 and again in 2016.

School strategic directions 2015–2017



STRATEGIC DIRECTION 1 Wellbeing

Purpose:

Dorrigo Public School is committed to working collaboratively to foster the development of nurturing adults who make a positive contribution to society. We believe in the importance of providing students with strategies to manage their own well being but also those which help to build and maintain positive relationships with others.



STRATEGIC DIRECTION 2 Quality Teaching

Purpose:

Understanding and implementing the most effective teaching methods sustains quality teaching practices and creates learning opportunities that are responsive, inclusive and connected to student worlds.



STRATEGIC DIRECTION 3 Engagement

Purpose:

Dorrigo Public School is committed to promoting deep, authentic student engagement to foster a life long love of learning. We value the strengths of our local community and believe that all have a part to play in the development of our students.

Strategic Direction 1: Wellbeing

Purpose

Dorrigo Public School is committed to working collaboratively to foster the development of nurturing adults who make a positive contribution to society. We believe in the importance of providing students with strategies to manage their own well being but also those which help to build and maintain positive relationships with others.

Improvement Measures

A comprehensive and inclusive framework to support the cognitive, emotional, social, physical, and spiritual wellbeing of students as measured by the Wellbeing Framework.

People

Students

Develop an understanding of how to care for self, and contribute to the wellbeing of others and the wider community.

Develop a range of strategies to become aware of and address the changes in their wellbeing.

Staff

Identify aspects of, and factors contributing to, wellbeing in the delivery of teaching and learning in their classrooms.

Develop strategies to recognise and address changes in student wellbeing.

Parents/Carers

Work with the school to recognise and acknowledge positive behaviours.

Leaders

Lead the development of a strategic and planned approach to support the cognitive, emotional, social, physical and spiritual wellbeing of all students.

Processes

Implement a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment.

Explicitly teach expectations of behaviour that relate to the variety of school settings.

Evaluation Plan

Systematic monitoring of student wellbeing.

Practices and Products

Practices

Students are confident in regulating their own behaviours at school and home.

Students are self-aware, build positive relationships and actively contribute to the school, the community and the society in which they live.

Students participate in engaging, inclusive learning activities that promote motivation and lifelong learning.

Individual student learning is supported by the effective use of school system and community resources through contextual decision making and planning.

Products

A comprehensive and inclusive framework to support the cognitive, emotional, social, physical, and spiritual wellbeing of students as measured by the Wellbeing Framework.

A positive learning environment that is safe, respectful, tolerant, inclusive and that promotes intellectual rigour.

Strategic Direction 2: Quality Teaching

Purpose

Understanding and implementing the most effective teaching methods sustains quality teaching practices and creates learning opportunities that are responsive, inclusive and connected to student worlds.

Improvement Measures

Evidence based goal setting for all staff based on Australian Professional Standards for Teachers, as documented in all Performance and Development Plans

All teachers use learning intentions to help provide explicit, timely feedback to students on how they achieve.

People

Students

Levels of achievement across the Key Learning Areas will be improved through the development of innovative and creative teaching and learning programs designed to meet the needs of all students.

Staff

Capabilities will be developed through developing and implementing professional learning plans through critical and consistent teacher judgement.

Community Partners

Members of the Dorrigo Plateau Community of schools will coordinate and collaborate planning for Lesson Study across all of schools on the Dorrigo Plateau.

Staff will build capacity and understand responsibilities that are involved in the distributive leadership model within the Dorrigo Plateau Community of Schools.

Leaders

Leaders across the community of schools will develop a collaborative leadership model to enhance each person's leadership skills after identification of passions and interests within the new reforms

.Leaders will facilitate Professional Learning in the use of Learning Intentions and Success Criteria in classrooms.

Processes

Strong collaborative planning between the schools.

Staff will

- participate in Professional Learning Sessions
- engage in Lesson Study activities. focused on the use of Learning Intentions and Success Criteria and
- participate in Writing Task Moderation sessions.

Evidence based goal setting for all staff based on Australian Professional Standards for Teachers, as documented in all Performance and Development Plans

Evaluation Plan

Ongoing reference to the School Excellence Framework – Community of Schools identified areas for validation.

Regular examination of student continuum and assessment data.

Ongoing review of Performance and Development Plans.

Practices and Products

Practices

Establish processes to build the capacity of the school community to use data and evidence for strategic schools' improvement.

.Staff will engage in Lesson Study activities. focused on the use of Learning Intentions and Success Criteria.

Staff will use the School Excellence Framework to evidence key practices

Develop leaders who will be self-sustaining and self-improving to enable the community to support the highest levels of learning as a lasting legacy.

Develop a deep capacity in all school leaders of their impact of instructional leadership practices resulting in improved student outcomes.

Products

Evidence based goal setting for all staff based on Australian Professional Standards for Teachers, as documented in all Performance and Development Plans

Strategic Direction 2: Quality Teaching

Improvement Measures

People

Processes

Practices and Products

Strategic Direction 3: Engagement

Purpose

Dorrigo Public School is committed to promoting deep, authentic student engagement to foster a life long love of learning. We value the strengths of our local community and believe that all have a part to play in the development of our students.

Improvement Measures

The school builds meaningful partnerships with parents, families and local businesses and community organisations to improve opportunities and outcomes for students.

Extra-curricular learning opportunities are significant, support student development and are strongly aligned with the school's vision, values and priorities.

People

Students

Engage with their learning and take responsibility for their learning.

Participate in a range of workshops based on their interests.

Staff

Develop capacity within their classrooms and within the school to maintain and build strong community partnerships.

Provide engaging learning activities for their students.

Community Partners

Establish learning alliances within and beyond our school to support our educational programs.

Work with staff to improve the range and quality of extra-curricular opportunities for students.

Leaders

Support sustainable and effective partnerships between all members of the school community, including teachers, families and students.

Processes

Establish 'Interest Groups' – inviting members of the Dorrigo Community into the school to share their expertise with students and staff.

Provide Dorrigo Public School staff with the opportunity to draw on their expertise and interests to teach a range of extra curricular learning activities.

Evaluation Plan

Participation of Community Members in student Interest Groups.

Data is kept on attendance at school events, learning opportunities and parent-teacher interviews.

Practices and Products

Practices

The school builds meaningful partnerships with parents, families and local businesses and community organisations to improve opportunities and outcomes for students.

Extra-curricular learning opportunities are significant, support student development and are strongly aligned with the school's vision, values and priorities.

Products

Parents and community members engage in a wide range of school related activities.

Strong community attendance at school events such as 'Meet and Greet', 'Come and See My School', NAIDOC Day etc