



School plan 2018-2020

Dalton Public School 1723

School background 2018–2020

School vision statement

At Dalton Public School we are committed to providing each of our students with quality learning experiences in an engaging, supportive and caring environment.

We encourage students to achieve their personal best, to become resilient, courteous and considerate citizens who possess perseverance, self-confidence and self-discipline. 'Respect and Responsibility' underpin our learning ethos.

School context

Dalton Public School is a progressive, well-resourced small village school that is committed to providing quality education for each of its students through practical, flexible learning that caters for individual needs. It is located 11km from the township of Gunning on the traditional land of the Ngunawal and Gundungurra people.

The school's dedicated and caring staff enjoys an excellent working relationship with the whole school community who actively support and are involved in students' learning. This relationship ensures that the school and its environment continue to be a well-respected community institution.

We take great pride in our school and work in partnership to maintain opportunities for students to succeed and reach their full potential in the academic strands of the curriculum, in sport, the arts and cultural programs.

Through our PBL welfare and values programs, which focuses on 'Respect and Responsibility' across the school, we provide opportunities for students to develop their social skills, self-confidence and independence, including programs that involve them in decision making and responsibility for various aspects of the school.

In 2018, the school enrolment is 15, with 1 student identifying as Aboriginal. Staff comprises a Teaching Principal, part-time teacher one day per week, a Learning and Support Teacher one day per week and ancillary staff.

Dalton Public School is part of the Binit Binit Community of Schools encompassing schools within the Yass district.

School planning process

An evaluation of school plan was conducted in 2017 by current Principal utilising both formal and informal discussions and involved consultation with teaching staff, ancillary staff, students, parents and the P&C Association.

After consultation, 2 key areas for improvement have been identified to address the needs of students in the future.

Teaching staff identified the need to embed literacy and numeracy into other learning areas to enhance student ability to apply the skills and strategies taught in an authentic application.

Parents and student have identified the need to enhance student engagement in academic and social learning via the enrichment of the learning and play environments.

External assessment including NAPLAN, Best Start, PLAN and school based internal assessment data was analysed to inform directions and academic improvement measures. Student and parent feedback through informal and formal discussions underpinned the need to enrich learning and social environments.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Teaching Domain: effective
classroom practice &
professional standards

Purpose:

The importance of literacy and numeracy skills is well established. These skills have a significant impact both on individuals and society as a whole. They are foundational skills, providing the base on which to learn other, more complex skills. Literacy and numeracy skills underpin workforce participation, productivity and the broader economy, and can also impact on social and health outcomes. Individuals without these skills are at risk of not being able to participate in the workforce or engage fully in social and civic life. Literacy and numeracy skills are not isolated subjects and form the basis of communicating, engaging with and comprehending our world. Students must be able to apply literacy and numeracy skills in authentic and meaningful ways if they are to engage fully within working, social and civic life.

STRATEGIC DIRECTION 2

Leading Domain: educational
leadership & school resources

Purpose:

The school environment is pivotal to the growth and development of our most important assets – our children and young people. Our schools strive for excellence in teaching and learning, connect on many levels and build trusting and respectful relationships for students to succeed. The key components of the well-being framework are connecting, succeeding and thriving. For students to succeed they must be connected to their learning in authentic and engaging ways so that they are able to thrive in both the school and real world contexts. Underpinning the three pillars of wellbeing at Dalton PS is student engagement through the enrichment of student academic programs and social environments.

Strategic Direction 1: Teaching Domain: effective classroom practice & professional standards

Purpose

The importance of literacy and numeracy skills is well established. These skills have a significant impact both on individuals and society as a whole. They are foundational skills, providing the base on which to learn other, more complex skills. Literacy and numeracy skills underpin workforce participation, productivity and the broader economy, and can also impact on social and health outcomes. Individuals without these skills are at risk of not being able to participate in the workforce or engage fully in social and civic life. Literacy and numeracy skills are not isolated subjects and form the basis of communicating, engaging with and comprehending our world. Students must be able to apply literacy and numeracy skills in authentic and meaningful ways if they are to engage fully within working, social and civic life.

Improvement Measures

The effectiveness of embedded literacy and numeracy across the curriculum will be indicated through an improved Value Added Growth for the school overall.

Learning Progressions will indicate that all students are achieving at or above expected learning outcomes for their year level.

School based assessments will demonstrate that students can apply the embedded literacy and numeracy skills in both core and cross curricular subjects.

NAPLAN and Best Start data indicates at or above average growth for all students.

All identified Indigenous students will be at or above expected outcomes for their year level in:

People

Staff

Staff will undertake professional development in:

- visible learning approaches
- explicit teaching strategies
- learning differentiation

to meet the individual learning needs of students.

Students

Over time students will apply explicitly taught literacy and numeracy strategies:

- independently
- autonomously
- consistently

to core and cross-curricular learning tasks.

Parents/Carers

Through home learning parents will support students develop and master core literacy and numeracy skills through:

- homework being directly linked to student in-class reading, writing and mathematics
- targeted individual homework will be provided where formative assessments identify areas of need

Processes

Both core and cross-curricular literacy and numeracy formative and summative assessment outcomes will be used to track and verify student learning achievements on the Learning Progressions.

Develop programming documentation that supports teacher identification of literacy and numeracy outcomes within individual KLAS.

Develop assessment tasks that are inclusive of literacy and numeracy outcomes within the final summative assessment of cross-curricular subjects.

Evaluation Plan

All school developed teaching and learning programs will detail English and mathematics outcomes with the required formative and summative assessment tasks.

Formative assessments using the Learning Progressions will be used to indicate individual student skill levels within English and mathematics.

Summative assessment will be used to indicate individual student A to E grades for each KLA.

Practices and Products

Practices

Teaching and learning programs will reflect the explicit English and mathematics outcomes addressed in all units of work and how they are to be achieved.

Assessment of individual student literacy and numeracy skills using the Learning Progressions will be part of the ongoing formative assessment for all units of work.

Assessment of student level of achievement in English and mathematics for all units of work will be through summative assessment.

Products

By explicitly detailing the English and mathematics outcomes within all units of work and how they are to be achieved staff are able to provide authentic opportunities for students to apply their literacy and numeracy skills thereby increasing:

- value added school growth
- individual Learning Progression growth
- improved school based assessment outcomes
- improved external assessment outcomes

Strategic Direction 1: Teaching Domain: effective classroom practice & professional standards

Improvement Measures

- Learning Progression tracking
- School based assessments
- NAPLAN / Best Start assessments

Strategic Direction 2: Leading Domain: educational leadership & school resources

Purpose	People	Processes	Practices and Products
<p>The school environment is pivotal to the growth and development of our most important assets – our children and young people. Our schools strive for excellence in teaching and learning, connect on many levels and build trusting and respectful relationships for students to succeed. The key components of the well-being frame work are connecting, succeeding and thriving. For students to succeed they must be connected to their learning in authentic and engaging ways so that they are able to thrive in both the school and real world contexts. Underpinning the three pillars of wellbeing at Dalton PS is student engagement through the enrichment of student academic programs and social environments.</p>	<p>Leaders</p> <p>Leaders will support staff undertake resource stocktake through additional time being provided above their allocated release time.</p> <p>Leaders will consult with teaching staff to identify resources that support authentic and visible learning pedagogical practices.</p> <p>Leaders will identify and ensure technology is available to support authentic and visible learning pedagogies.</p> <p>Leaders will ensure that staff, students and the community are consulted and feedback is sought prior to individual wellbeing projects being undertaken within the school grounds.</p> <p>Leaders will collate and analyse wellbeing data prior to developing individual learning or social space projects within 6 months of completion.</p> <p>Leaders will further develop a community connection with Land Care and other groups who are developing the educational materials for the Bush Block project.</p> <p>Leaders will provide opportunities for the local community to be actively involved in the development of the Bush Block project.</p>	<p>Creation of a library learning centre to enhance student learning and staff development requires:</p> <ul style="list-style-type: none"> • A complete stocktake of all resources. • Renewal of students and teacher resources. • Restructuring the physical layout of the library. • Technology to allow research, real time access to external educational and professional development opportunities. • Development of a central teacher resource location. <p>To support student actively participate in a range of physical and social activities beyond the classroom requires:</p> <ul style="list-style-type: none"> • Repairs to current shade structures. • Development of an outdoor wet play area. • Development of a canvas topped, open sided tent for outdoor learning. • Games painted onto the concrete areas within the play area. • Games painted onto suitable brick walls. • Rejuvenation of the oval and front play area grass. • Rejuvenation of the garden areas to include a quiet zone. <p>To provide an area for other schools and community groups to engage in environmental learning requires:</p> <ul style="list-style-type: none"> • Establishment of a working committee to guide the development of the bush 	<p>Practices</p> <p>Teaching staff and students actively make use of the library learning centre to undertake authentic learning application tasks that make use of current ICT practices.</p> <p>Students actively choose to participate in a range of physical and / or social activities before and during school time without direct teacher intervention or instruction to participate.</p> <p>Local schools and community groups actively make use of the bush block to engage students and community members in cultural, community and environmental education.</p> <p>Products</p> <p>Cognitive Wellbeing – academic programs</p> <p>The library will provide a learning centre environment that utilises ICT effectively to enhance student learning and engagement so that students can apply skills and strategies to authentic learning tasks.</p> <p>Emotional, Social and Physical Wellbeing – social environment</p> <p>The playground environment will encourage students to engage in a range of social and active play, providing opportunity for students to develop resilience, perseverance and pro-social skills.</p> <p>Spiritual Wellbeing – connection to culture and community</p> <p>The bush block will provide an outdoor</p>
Improvement Measures			
<p>Staff wellbeing surveys will indicate that students:</p> <ul style="list-style-type: none"> • are confident and resilient learners. They have positive self-esteem, stretch themselves and take risks in their learning. They demonstrate self-discipline and effort towards their learning • demonstrate an increased ability to self regulate their own emotions and behaviours within learning and social contexts 			
<p>Student wellbeing surveys will indicate that students:</p> <ul style="list-style-type: none"> • are actively connected to their learning through meaningful, engaging and rewarding personalised learning experiences (authentic learning) • are self-aware and regulate their own 	<p>Staff</p> <p>Staff plan for and identify resources to support the use of learning and social spaces to enhance students learning outcomes across multiple KLAS.</p> <p>Staff support students access both physical</p>		

Strategic Direction 2: Leading Domain: educational leadership & school resources

Improvement Measures

emotions and behaviours. Students have the social and emotional skills to develop and maintain positive relationships and engage in pro-social behaviour

- identify a sense of belonging and connectedness to the school and wider community

Parent and community wellbeing surveys will indicate parents and the broader school community:

- participate in the school and in helping students develop positive connections
- participate in supporting and reinforcing student learning

The school's value added report will show an increase in student growth over the life of this strategic plan.

People

and social activities during supervised breaks to enhance students wellbeing outcomes.

Staff utilise the Bush Block to enhance teaching programs in authentic learning about the environment and Indigenous connections to the land.

Students

Students undertake authentic learning tasks using visible learning and are able to track their own learning goals through the continuum / learning progressions.

Students identify their interests and provide ideas to include within their school environment that will enhance and support their access to physical and social opportunities.

Parents/Carers

Parents support the school access renewed resources through fundraising opportunities. These opportunities include:

- Autumn Fete
- Book Fair BBQ
- Gunning Show glow products

Parents support the enhancement of the school's environment through working bees that include:

- building/creating physical and social play areas
- BBQ support for Bush Block working Bees

Community Partners

Processes

block.

- Develop educational materials suitable for school and community groups to utilise during visits.
- Explore the possibility of using an App to provide educational guidance within the block area.

- Develop a plan to create paths, signage and outdoor learning areas.

- Establish working groups to remove weeds, create path areas, place signage and create outdoor learning area.

- Develop a time timeline to achieve the bush block rejuvenation with Greening Australia, local bush care authorities and Local Lands Dept.

- Develop advertising materials for the bush block suitable for schools and community groups.

Evaluation Plan

Library: the library will be utilised across a range of KLAs and accessing external educational opportunities for students and professional development for staff. Student and staff surveys should indicate that the library is a place where learning is engaging and provides authentic access to information that is of individual interest and use for all library users.

Playground: students will be actively engaged in social play. There will be less negative or anti-social behaviours reported to staff. Staff will support students engagement rather than directing students in social activities.

Practices and Products

environmental learning centre for students and the wider community to actively engage with Indigenous perspectives of the Earth and its resources, Earth sciences and environmental preservation practices and processes.

Strategic Direction 2: Leading Domain: educational leadership & school resources

People

Land Care:

- funding access for works
- educational material development

Greening Australia:

- weed abatement advice and support
- planting along the adjacent oval fence

Local lands Authority:

- weed abatement support
- weed monitoring support

Processes

Bush block: local school groups and community visitors to the bush block will increase. Surveys and feedback from these groups will provide evidence that the bush block and environmental educational materials are suitable and engaging for each group.