

School plan 2018-2020

Dareton Public School 1732



School background 2018–2020

School vision statement

Dareton Public School strives to be committed to each student's holistic development, with a focus on their social and emotional, health and well-being as well as their educational attainment.

This will be achieved by developing a school culture that is respectful, tolerant, culturally safe and inclusive of all children. Everyone will work together as a whole school community to engage our students in learning and inspire them to be the best they can.

The school's motto of 'On Task for Excellence' reflects the school's philosophy to set high expectations in learning.

School context

Dareton Public School is a small, rural school situated near the Murray River near the NSW, Victorian and South Australian borders. Current enrolment is 48 students, of which 98% are indigenous.

The school is situated within the small township of Dareton which is nestled in the Coomealla Irrigation District, a soldier settlement community and is the traditional homeland country of the Barkindji people.

Dareton PS has three multi-stage classrooms, each with a class teacher and a School Learning Support Officer (SLSO). Students are further supported by our part-time School Chaplain and two full-time Aboriginal Education Officers (AEOs) who work with identified students that have additional support needs.

The school has also a Schools as Community Centre (SaCC) unit which hosts a playgroup and community sewing group.

Our school's Family Occupation and Education Index (FOEI) of 234, which is significantly higher than the average of 100, reflects our school's socio-economic status.

Dareton Public School has a strong vision for staff, students, families and its wider school community to work collaboratively so that it provides an education which fosters: a) a love of learning; b) a respect for self and others; and c) an acquisition of knowledge which will enable our students to take a rightful place in their local community as well as within the wider global community as good citizens.

School planning process

At Dareton Public School we have collaboratively met through:

- Staff meetings – analysis of student data including National assessments; school systems and processes; staff satisfaction analysis; open discussion about vision and future direction of the school
- Community consultation was facilitated by the Aboriginal Education and Engagement Advisor.

As a result of these consultations, many key concepts were repeated and the school community have supported the following two Strategic Directions:

- Smart and Strong Learning – A focus on student learning and staff facilitation of learning
- Safe and Proud School Culture – A focus on developing a school culture that is respectful, tolerant, culturally safe and inclusive of all.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1

Smart and Strong Learning

Purpose:

Teachers demonstrate strong, explicit practices to build the foundation skills and attitudes for learning where students self-regulate and take responsibility for their learning.



STRATEGIC DIRECTION 2

Safe and Proud School Culture

Purpose:

To strengthen partnerships with the wider community and outside agencies to promote positive change in all students and staff.

Strategic Direction 1: Smart and Strong Learning

Purpose

Teachers demonstrate strong, explicit practices to build the foundation skills and attitudes for learning where students self-regulate and take responsibility for their learning.

Improvement Measures

An increased number of students achieve individual learning goals as evidenced against the progressions.

Student growth data shows an increased proportion of students achieving expected growth

People

Staff

Teachers are able to use data to inform teaching and learning practices.

Teachers have strategies to gather and interpret evidence. Teachers are using evidence based practices.

Staff participate in professional learning that supports school programs and aligns with Professional Development Plans.

Students

Students regularly monitor and reflect on their own learning and are able to set their own learning intentions.

Students are able to access a variety of resources to enhance their learning opportunities.

Parents/Carers

Parents and carers are actively engaged in their child's learning.

Leaders

Provide staff with professional support.

Establish structures and processes required to meet specific staff and student learning needs.

Processes

Quality Teaching and Student Learning

Teachers have ongoing opportunities during scheduled meetings to discuss, plan and evaluate teaching programs, student work samples and individualised learning intentions.

All teachers will participate in professional learning that supports the explicit delivery of literacy and numeracy and ensures consistency of teacher judgement against the learning progressions.

Performance and Development Plans

Teachers identify the capacities they need to develop in their teaching program related to the essential components of planning, delivery, assessment and evaluation.

Staff engage in scheduled collegial coaching discussions related to their PDP goals with an emphasis on self reflection and high expectations.

Evaluation Plan

School Excellence Framework

DATA Plan2 & NAPLAN (Learning Progressions)

Teaching Programs

Professional Development Plans

Coaching & Mentoring documentation

Practices and Products

Practices

Teachers effectively use Syllabus Documents and the National Progressions to establish and monitor Literacy & Numeracy learning intentions for all students.

Supervisors will provide ongoing professional feedback

Evidence-based strategies are used to inform teaching practice.

Products

There will be whole class, small group and individualised learning intentions evident in teaching practice and embedded in teaching programs.

There will be evidence of quality teaching embedded in all staff programs.

There will be increased student growth.

Strategic Direction 2: Safe and Proud School Culture

| Purpose | People | Processes | Practices and Products |
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| To strengthen partnerships with the wider community and outside agencies to promote positive change in all students and staff. | Students Students will develop appropriate social skills to effectively communicate and be able to resolve conflicts in a variety of settings. Students will identify learning intentions to meet and challenge their academic and social stages of development. | Community Connections and Opportunities The school will provide opportunities for all stakeholders to be an integral part of the school's organisation and planning process through active engagement and ongoing consultation. Specific student needs are catered for by supporting families to make connections with local specialised staff in outside agencies. | Practices Students, staff and families engage in regular discussions to plan and review learning goals. Explicit teaching of social skills and resolution strategies is embedded into whole school practice. Specialist Staff and outside agencies are encouraged to support students academic, cultural and social learning by providing their expertise. |
| Improvement Measures | Staff Staff will work collaboratively to build positive relationships with families and outside agencies to strengthen learning opportunities for all students. | Consistent approach Staff will investigate and implement a whole school strategy to student well being through a consistent and shared approach when responding to students needs. All staff will participate in professional learning that supports social learning specifically related to student behaviours and links directly to Dareton Public School Values. | Products Student learning intentions identified by staff and students that promote the academic, social and cultural development supported by families and specialist staff. A school culture which fosters professional and collegial dialogue to promote student and community engagement. |
| Improved levels of student social understanding is evidenced by a decrease in the number of negative behaviour incidents in the playground and in the classroom. | Community Partners Specialist staff work with teachers and identified students to support learning and well being, including speech pathology, occupational therapy and cultural perspectives. | Evaluation Plan School Excellence Framework Parent and Community Surveys Wellbeing Documentation Meeting Minutes | |
| Increased community involvement in whole school programs and evidence of specialised support in class and student learning. | Leaders Provide staff with professional support and facilitate the development of community and school networks. Establish and refine required structures and processes to promote collaborative partnerships and positive change. | | |