

# School plan 2018-2020

## Dubbo Public School 1775



# School background 2018–2020

## School vision statement

Dubbo Public School is dedicated to ensuring excellence in a dynamic, inclusive and innovative environment. We are committed to high quality teaching by providing creative, critical thinking opportunities for all students, challenging them to become inspired, confident global citizens.

## School context

Dubbo Public School has a rich history and culture dating back to 1858. It is a well-appointed school conveniently set in the middle of Dubbo enabling children easy access to academic, cultural and sporting facilities. There are 20 mainstream classes and two special education classes. Approximately 16% of the students identify as Aboriginal and 5% of students receive English as an Additional Language/Dialect (EAL/D) support.

Dubbo Public School has a vibrant blend of traditional values and innovative learning programs delivered and supported by teachers who are skilled, innovative practitioners committed to inspiring lifelong learners in an inclusive and engaging learning environment.

The school has comprehensive academic and socio-cultural programs including: Gifted and Talented, Band, Peer Support and outstanding sporting opportunities. Students are provided with the latest technology to enhance critical and creative thinking and future focused learning. Parent and community support is strong with outstanding attendance at school events and a very active P&C. Dubbo Public School is a welcoming and friendly school where positive relationships exist between families, students and teachers.

Dubbo Public School's philosophy is based on mutual respect, open communication and shared responsibility.

## School planning process

This school plan was developed in consultation with staff, students and parents.

Feedback was gathered through a variety of methods including:

- **Students, staff and parents** completed Tell Them From Me surveys
- **AEO** interviewed Aboriginal parents and the Principal consulted with the P&C
- **Student Representative Council** surveyed school community and asked the following question
  1. How do you find out what's going on at DPS?
  2. What do you like about DPS?
  3. Are there any changes you would like to see made at DPS?
- **School community** collaboratively developed the purpose, people, processes, practices and products for each strategic direction
- **School Improvement Team** finalised the plan regularly consulting with staff, students and parents.

# School strategic directions 2018–2020



**STRATEGIC  
DIRECTION 1**  
Student Engagement &  
Learning

**Purpose:**

To empower students to develop as highly effective lifelong learners through a whole school approach to quality learning experiences. Every student is known, valued and cared for through a differentiated curriculum providing interventions at point of need.



**STRATEGIC  
DIRECTION 2**  
Quality Teaching & Innovative  
Practice

**Purpose:**

To create a collaborative culture that develops skilled and high performing professional teachers who are committed to inspire life-long learners in an inclusive and engaging learning environment.



**STRATEGIC  
DIRECTION 3**  
Effective, Sustainable  
Partnerships

**Purpose:**

To foster a collective responsibility in supporting student growth and achievement. Parents, community members, organisations and agencies understand the purpose, relevance and value of their role in effective learning partnerships.

# Strategic Direction 1: Student Engagement & Learning

## Purpose

To empower students to develop as highly effective lifelong learners through a whole school approach to quality learning experiences. Every student is known, valued and cared for through a differentiated curriculum providing interventions at point of need.

## Improvement Measures

Increased proportion of students achieving at or above expected growth in Literacy and Numeracy.

Increased learning opportunities for students to use inquiry based learning strategies to drive their learning.

Increased proportion of students reporting a sense of belonging, expectations for success and advocacy at school.

School achieves high value added results through internal and external sources.

## People

### Students

- Develop growth mindsets and skills required to create, collaborate, innovate and respond as successful future learners.

### Staff

- Develop explicit teaching skills and innovative evidence based practices through professional learning.

### Parents/Carers

- Engage in opportunities to support the progression of their child through collaborative conversations.

### Leaders

- Establish school wide processes and practices through collaborative teams to empower students to be the best they can be.
- Engage an Instructional Leader, who will support teachers in effective data collection, analysis and use.

## Processes

- Embed critical and creative thinking strategies through effective, innovative quality teaching environments.
- Collaboratively develop systems and processes that sustain a common view of what good learners do, say and produce.
- Deliver timely and targeted intervention and feedback enabling all students' access to tailored support, extension and enrichment opportunities.

## Evaluation Plan

All data will be analysed collaboratively:

- Student progress will be mapped to learning progressions and NSW syllabus outcomes
- Classroom observations and feedback
- Wellbeing Self-Assessment Tool
- Tell Them From Me surveys
- Best Start, NAPLAN, PLAN 2 data
- SENTRAL data

## Practices and Products

### Practices

- Students and staff have a collaborative approach to the development and implementation of school wide learning routines.
- Ongoing assessment and tracking systems across the school are used by students and staff to monitor learning progress and guide future learning.

### Products

- Collaborative partnerships with other local schools collectively drive best practice and optimise available resources.
- Students use creative and critical thinking skills to solve complex problems relating to real world issues.
- All student are engaged, supported and challenged through differentiated curriculum.

# Strategic Direction 2: Quality Teaching & Innovative Practice

## Purpose

To create a collaborative culture that develops skilled and high performing professional teachers who are committed to inspire life-long learners in an inclusive and engaging learning environment.

## Improvement Measures

All teachers consistently collect and analyse data to guide future learning.

Teaching / learning programs are data based, differentiated for individual student learning and reflect NESA syllabus content.

All teachers participate in regular timetabled collaborative planning.

All staff have a Performance and Development Plan aligned to Australian Teaching Standards and school & system priorities.

## People

### Students

- Reflect and provide feedback on learning experiences to teachers and peers.

### Staff

- Maintain accurate records, documentation and assessment data in order to evaluate and adjust teaching strategies to maximize impact on student learning.
- Work collaboratively to ensure that their pedagogy aligns with practices that are shown through research to have a high probability of success for all students.

### Parents/Carers

- Engage in literacy and numeracy information activities around strategies to support their children.
- Provide opportunities to engage and support the progression of their child through collaborative conversations.

### Leaders

- Establish and improve processes that build the capacity of the school community to use data and engage in evidence based conversations about school improvement.
- Leaders will monitor and track progress to ensure effective implementation and sustainability of practices.

## Processes

- Draw on solid research to develop and implement high quality professional learning in literacy and numeracy teaching practices.
- Ensure teaching/learning is data driven and based on formative assessment practices and learning progressions.
- Strengthen collaborative culture and processes for professional learning and building leadership capacity.

## Evaluation Plan

- Student progress will be mapped to learning progressions and NSW syllabus outcomes
- Ongoing review/analysis of Best Start, NAPLAN & PLAN 2 data
- CENTRAL data
- Classroom observation data
- Teacher reflection
- Lesson plans/teaching programs
- Tell Them From Me surveys
- Performance and Development Plans

## Practices and Products

### Practices

- Effective and efficient school tracking systems monitor student performance data and provide direction for forward planning.
- Teachers are skilled practitioners in the implementation and delivery of creative and critical thinking strategies and have a deep knowledge of multi-syllabus.

### Products

Collaborative practices are sustained, successful and ongoing resulting in an explicit teaching approach across the school.

- Performance and development framework to support distributed leadership to build capacity for change and improvement.

# Strategic Direction 3: Effective, Sustainable Partnerships

## Purpose

To foster a collective responsibility in supporting student growth and achievement. Parents, community members, organisations and agencies understand the purpose, relevance and value of their role in effective learning partnerships.

## Improvement Measures

Increased use and effective analysis of assessment data to inform stakeholders about individual student learning achievement and areas for growth.

Improved case management processes to support individual need.

Increased numbers of parents, community, organisations and agencies involved in purposeful collaboration with the school.

## People

### Students

- Can identify and articulate their own capabilities and are able to set appropriate learning goals.

### Staff

- Staff actively communicate student progress and link authentic learning opportunities between home, school and the wider community.

### Parents/Carers

- Engage in effective, meaningful, collaborative relationships with students, staff and wider community.

### Community Partners

- Links are established with external organisations to support school programs and student progress.

### Leaders

- Actively support practices and processes to develop meaningful links and sustain positive community-school partnerships.

## Processes

- Provide opportunities for parents/carers to engage and understand the learning progress of their children and how to effectively support them.
- Extend partnerships with agencies and develop processes and protocols that support student learning and maximise outcomes.
- Strengthen and develop communication processes to inform all stakeholders and promote our school community.

## Evaluation Plan

- Tell Them From Me surveys
- Focus Groups and internal surveys
- Community participation in school events
- Database of external agency support

## Practices and Products

### Practices

- Parents collaborate with teachers to develop educational learning plans for their child.
- School community is well informed through a variety of communication avenues resulting in high participation.
- Collaborative conversations exist with the wider community in educational decision making.

### Products

- There is a collective responsibility for student learning and success, with high levels of student, staff and community engagement.
- School has strong, purposeful, sustainable relationships with professional organisations and local businesses.