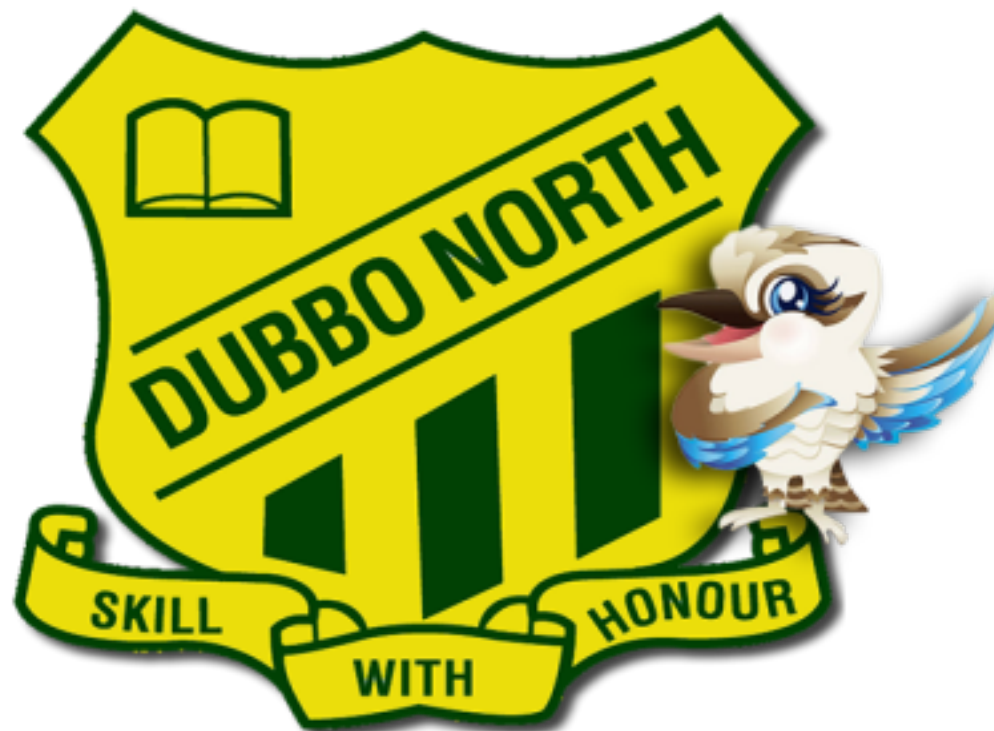


School plan 2018-2020

Dubbo North Public School 1776



School background 2018–2020

School vision statement

Dubbo North Public School (DNPS) aims to develop students' values and skills for responsible citizenship and life-long education. Programs are carried out within a caring educational environment by a staff of dedicated teachers having positive child-centred aims. The welfare of all stakeholders, that is, students, staff and parents is considered with the aim of "Skill with honour by being responsible, Safe and Respectful learners."

School context

DNPS is located in a well-established part of Dubbo which is predominantly zoned for industrial use. The school has a long tradition and has a number of families that have been involved in the school community for two or more generations.

It has a mix of experienced and early career staff and strong parental support is a priority. Staff members are committed to the development of a learning environment which enables students to access positive learning opportunities. Classroom technology is strong with interactive whiteboards in all classrooms, iPads in classrooms, laptops, the computer laboratory and the library.

The school hosts a support unit with two classes for Emotionally Disturbed students and one Multi Categorical class.

The school population is about 255 with 45% Aboriginal students. The school receives Equity funding for low SES students and Aboriginal Education funds through the Resource Allocation Model. There will continue to be a strong focus on technology, literacy, numeracy, community partnerships and Teacher Quality. In 2013 we embarked upon the Early Action For Success initiative which targets students in K – 2 and Positive Behaviour for Learning (PBL), which explicitly teaches appropriate school behaviour.

School planning process

The Strategic Directions devised for DNPS involved input from all stakeholders and members of our school community.

Staff were involved in discussions at staff meetings and Staff Development Days; they were given the opportunity to complete detailed surveys and were involved in the collation process of the data collected from the community, which led to the formation of our three Strategic Directions.

The school community was given the opportunity to complete both simple and detailed surveys, contribute ideas and input for the vision of DNPS at a community BBQ at an off-site location, receive phone calls from teachers seeking feedback from identified parents and ideas were presented and discussed regularly at Parent and Citizen (P & C) meetings.

For a vision to be formed for a school, it is imperative that all stakeholders are involved, and this has been our number one priority throughout this process.

School strategic directions 2018–2020

**STRATEGIC
DIRECTION 1**
Teaching and Learning

Purpose:

Increase staff and student proficiency and understanding, and build prior knowledge in literacy, numeracy and technology.

**STRATEGIC
DIRECTION 2**
Wellbeing

Purpose:

Ensuring that all students and staff are catered for in a holistic, nurturing and caring environment to develop Responsible, Safe and Respectful members of the school and community.

**STRATEGIC
DIRECTION 3**
Engagement

Purpose:

Involvement between the school, parents, carers, school community and all key stakeholders for purposeful learning.

Strategic Direction 1: Teaching and Learning

Purpose

Increase staff and student proficiency and understanding, and build prior knowledge in literacy, numeracy and technology.

Improvement Measures

40% of students in Stages 2 and 3 achieve Level 7 in Creating Texts on the Literacy Progressions.

Increased portion of Aboriginal students in the top 2 NAPLAN bands for reading and numeracy.

75% of students participating in MiniLit have progressed 10 levels.

People

Students

Students to be engaged and challenged in relevant and sequential learning experiences.

Staff

All staff communicate regularly and given opportunities for Professional Learning, and collaborative planning and implementation of the Early Action For Success initiative.

Parents/Carers

Parent engagement to support their child's learning through participation in parent/teacher interviews, school events and Individual Education Plan and Personalised Learning Plan meetings.

Staff

SLSO's to be offered Professional Learning in literacy and numeracy.

Processes

Continuous monitoring of student progress using the literacy and numeracy progressions.

Collaborative work with all staff to develop engaging, explicit and systematic teaching programs supported by peer mentoring.

Evaluation Plan

Employment of 8 additional School Learning Support Officer's to assist with more individualised teaching and learning programs within the school such as MiniLit, MultiLit and speech.

Practices and Products

Practices

Teaching programs are user friendly and evaluated once per term using program checklist and peer coaching.

Evaluation and analysis of NAPLAN data to inform teaching practice and collaborative programming.

Products

Student growth through levels on the literacy and numeracy progressions.

Collection of Plan2 data, Best Start data, Benchmarking and SENA to drive teaching and learning across Kinder – Year 6.

Strategic Direction 2: Wellbeing

Purpose

Ensuring that all students and staff are catered for in a holistic, nurturing and caring environment to develop Responsible, Safe and Respectful members of the school and community.

Improvement Measures

Score above 90% in the Positive Behaviour for Learning (PBL) assessment measures (TIC, BOQ, SET).

Increase attendance from 90% in 2017 to 92% in 2018.

People

Students

Students are engaged in explicit instruction of the 3 school expectations of being responsible, safe and respectful.

Staff

All staff are involved in meaningful and engaging Professional Learning for PBL.

Parents/Carers

Parents are notified about information on student wellbeing.

Leaders

The school works closely with all outside agencies.

Processes

Explicit teaching of PBL focuses and matrix.

Whole school rewards for positive behaviour and individual awards (e.g. win bins, Kakadu badges, assembly awards etc.)

Staff are given time to make positive phone calls to parents.

Programs are run in school such as breakfast club, social skills lessons, friendly schools program and assistance from the school (e.g uniforms, excursions, Western representation etc.)

Evaluation Plan

All staff are given the opportunity to work collaboratively. All staff welfare is taken on board and considerations acknowledged.

Practices and Products

Practices

Embedding PBL universals across the whole school community by implementing Tier 2 and working towards implementing Tier 3 interventions.

Products

Reduced number of suspensions and negative Sentral behaviour referrals. Increased positive Sentral referrals.

Positive attitude to teaching and school life to reduce the number of leave days.

Strategic Direction 3: Engagement

Purpose

Involvement between the school, parents, carers, school community and all key stakeholders for purposeful learning.

Improvement Measures

Central data will reflect an increase in positive referrals from 77 in 2017 to 200 in 2018.

Improved staff engagement results in the People Matters survey.

15% increase in community involvement at school events.

People

Students

Build positive relationships with staff and students and make learning relevant.

Staff

Provide relevant Professional Learning for staff and systems of support.

Parents/Carers

Involvement in school events and planning, and building positive relationships.

Community Partners

Develop positive working partnerships with the community.

Staff

Teachers to organise opportunities to develop leadership skills and support the confidence of all students.

Processes

Inform parents of school activities through the newsletter, school phone app and notes.

Offer students leadership opportunities.

Inform parents of the processes and outcomes involved in the Learning and Support process.

Evaluation Plan

Analyse data to inform future directions for the school in relation to student performance.

Practices and Products

Practices

Use of social media such as the school phone app, school website and Parent & Citizen Facebook page to inform school community of upcoming events.

Increased participation of parents/carers in school events.

Products

Student participation in assemblies, excursions and school representation.

Increased attendance, development of Individual Education Plans, Personalised Attendance Plans and Personalised Learning Plans for students identifying as being of Aboriginal or Torres Strait Islander or requiring significant adjustments to be made to their learning.