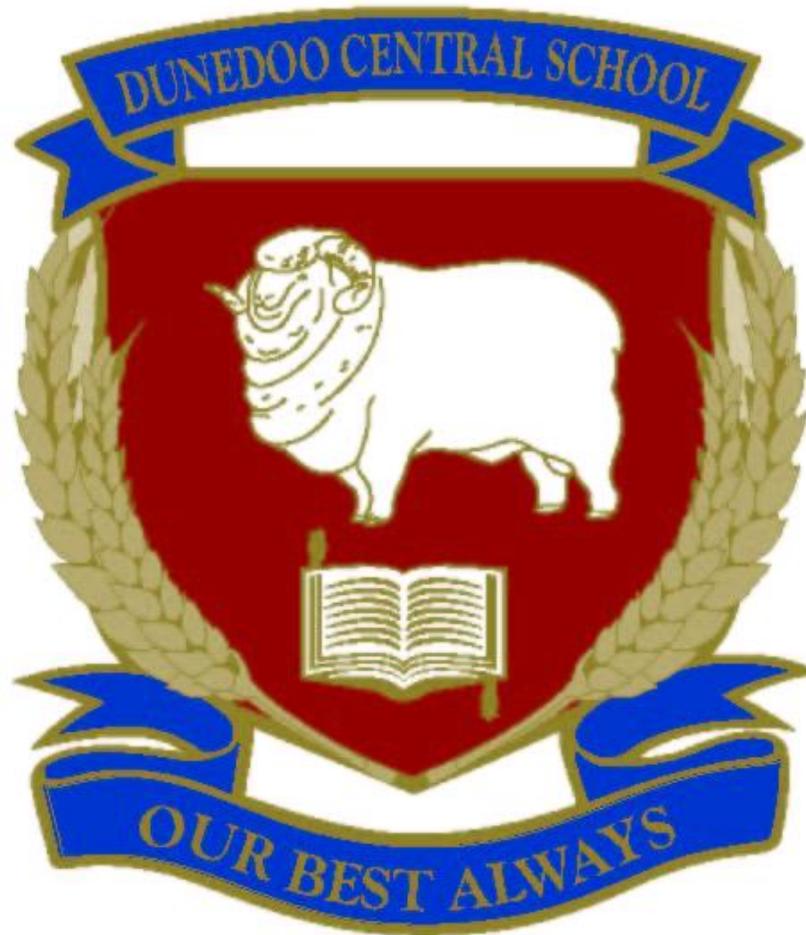


School plan 2018-2020

Dunedoo Central School 1789



School background 2018–2020

School vision statement

Dunedoo Central School provides a positive learning environment where community involvement is promoted and valued. All students are encouraged to achieve their potential by becoming self-motivated, resilient, life-long learners, who are respectful of others. Opportunities are provided by a committed, cohesive and highly skilled staff using quality teaching methods and technologies.

School context

Dunedoo Central School provides a quality education from Kindergarten to Year 12. With a school population of 203, the school boasts a staff that can offer a full and varied curriculum and is unique in that it shares its site with the Western Institute of TAFE. As a Central School, there is a strong emphasis placed on a sense of family and community, regular whole school activities as well as a wide variety of extra curricula and cultural events.

Children at this school are nurtured in a supportive and encouraging atmosphere where all students are provided with opportunities to develop positive relationships, skills and values that underpin the rest of their lives. Vocational education, a strong Agriculture & Show program, a well-developed band and choir program, and excellence in the sports of touch football and squash are some of the hall marks of this school. The well-manicured school draws its students from a wide surrounding area, which includes the feeder school of St Michael's Primary School, and the farming areas of Cobbora, Mendooran and Leadville.

The staff at DCS is enthusiastic, caring and dedicated and is supported by an enthusiastic Parents & Citizens school community group. The school is a member of the Cudgegong Learning Community and the Wollemi Group and we continually try to live up to our motto 'Our Best Always'.

As a school with a large low SES component our key goals are to improve student learning outcomes in Literacy and Numeracy. Student Engagement, Learning through Quality Teaching and improvement in School Leadership and Management Systems are also key focus areas.

School planning process

Strategic Direction Committees report their plans for the year to all staff.

Staff Evaluation of Best Start, NAPLAN, HSC performance and areas for development, and other key areas for development.

Consultation Survey of Students, Staff & Parents – "Tell them from Me".

Consultation of staff on areas for development in new plan.

Consultation of School P&C on areas for development in new plan.

Strategic Direction Committees monitor progress of plans by managing milestones every five weeks.

Strategic Direction Committees evaluate their achievements for the year and report results to the whole staff.

Executive Planning day for evaluation of the current plan and adjustments for the following year's plan.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1 Quality Teaching

Purpose:

To ensure that all staff are embedding explicit evidenced based practices with a focus on literacy and numeracy and collaboratively developing their capacity to use data for consistent teacher judgement and to inform teaching practice.



STRATEGIC DIRECTION 2 Building Relationships

Purpose:

To collaboratively develop and maintain a positive school culture through consultation across the whole school community which builds resilience in an environment of mutual respect and trust.



STRATEGIC DIRECTION 3 Future Focused Learning

Purpose:

To ensure quality educational delivery, incorporating innovative practices and the use of technology to develop students future focused learning skills.

Strategic Direction 1: Quality Teaching

Purpose

To ensure that all staff are embedding explicit evidenced based practices with a focus on literacy and numeracy and collaboratively developing their capacity to use data for consistent teacher judgement and to inform teaching practice.

Improvement Measures

Increased proportion of students in the top 2 bands of external assessments.

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

All staff use explicit evidence based practices.

Improved scores for collaboration and learning culture to above average for similar schools. Increased use of evidence-informed pedagogy by all teachers

All teachers maintaining current or accreditation standards, engaging in QT Rounds.

People

Staff

Maintain accurate records, documentation and assessment data in order to evaluate and adjust their teaching strategies, to maximise 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. (QT)

Work collaboratively to use consistent judgement to analyse and interpret data to reflect on practice.

Students

Provide timely and respectful feedback on how they learn to inform practice.

Articulate their learning goals and identify the next step.

Leaders

Establish and improve processes which build the capacity of the school community to use data and engage in evidence-based conversations about school improvement (particularly relating to teaching practices).

Parents/Carers

Understand and support their own child's learning and progress.

Processes

Research Informed Pedagogy

Draw on solid research to develop and implementing high quality professional learning embedded in teaching practices with a focus on literacy and numeracy.

Consistent teacher judgement

Develop and implement collaborative processes for consistency in teacher judgement in the literacy and numeracy progressions as well as internal assessment.

Data skills and use

Develop teacher capacity to analyse and interpret data to inform planning, identify interventions, modify teaching practice and reflect on teacher effectiveness.

Evaluation Plan

External Data:

Plan 2, HSC, NAPLAN, Best Start, Valid

Internal assessment data.:

- lesson plans/teaching programs (each Term)
- classroom observation data and feedback (each semester minimum)
- Meeting minutes
- TTFM – Teacher – Learning partners

Practices and Products

Practices

All staff engaged in classroom observations and feedback to reflect on and improve teaching practice.

Staff consistently utilise data and progressions to inform teaching and monitor student progress and achievement.

Research based professional development & support of consistent teacher judgment.

Teachers analyse and interpret data to inform, modify and reflect on teaching practice.

Products

Literacy and numeracy embedded in teaching and learning practices.

Teaching and learning programs show evidence of explicit teaching informed by evidence based practices and data and reflective evaluations

Structure and systems that facilitate collaboration practice across K–12.

Strategic Direction 2: Building Relationships

Purpose

To collaboratively develop and maintain a positive school culture through consultation across the whole school community which builds resilience in an environment of mutual respect and trust.

Improvement Measures

- Increased proportion of students reporting a sense of belonging, expectations for success and advocacy at school.
- Increased school community partnerships.
- Increased staff reporting of a positive and collaborative work environment.

People

Students

Students demonstrate empathy, resilience and self-efficacy maintain positive and respectful relationships.

Staff

Consistently apply whole school guidelines and practices.

Collaborate and positive and respectful relationships.

Leaders

Continue to develop and monitor improvement practices which are consultative and inclusive.

Model and foster a culture of positive wellbeing and professional communication.

Parents/Carers

Participate in consultative decision making.

Understand and support school guidelines and practices .

Community Partners

Collaborate with the school community.

Processes

Wellbeing

Collaboratively develop systems and structures with students, staff and families for consistency of delivery of evidenced based student well-being practices

Community engagement

Building a collaborative culture of community engagement and consultation.

Evaluation Plan

- Survey Data – TTFM, People matters survey
- Student Feedback
- Risc/Suspension Data
- Retention Data, attendance, behaviour
- Parental and student participation in whole school activities
- SCOUT – Staff/student attendance
- Partnerships
- Facebook/Social media
- Anecdotal evidence

Practices and Products

Practices

Consultative and inclusive processes develop strong relationships with key stakeholders.

Consistent application of wellbeing policies and practices by all staff.

Provide the school community with opportunities to connect, succeed and thrive.

Products

A culture of collaboration in which all members of the school community contribute to the achievement of common goals.

A whole school approach to wellbeing that has clearly defined behavioural expectations that creates a positive T&L environment.

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the school..

A system and structures in place which engage the school community in consultative decision making.

Strategic Direction 3: Future Focused Learning

Purpose

To ensure quality educational delivery, incorporating innovative practices and the use of technology to develop students future focused learning skills.

Improvement Measures

Increase the capacity of staff and students to use digital technologies and ICT capabilities as teaching and learning tools.

Increased proportion of teaching programs incorporate the use of ICT.

Increase the number of innovative learning opportunities.

Increased proportion of students demonstrating future focussed learning.

People

Students

Utilise a range of technologies as learning tools.

Demonstrate both collaborative and independent learning practices.

Identify and apply a range of skills as computational thinkers and creators of digital solutions.

Staff

Utilise a range of technologies as teaching/learning tools.

Trial, share and reflect on innovative learning practices..

Leaders

Support staff to trial innovative learning practices.

Embed explicit systems that facilitate collaborative professional learning.

Strategically resource whole school access to up-to-date technologies.

Parents/Carers

Understand the skills for future-focused learning.

Community Partners

Engaging and collaborating learning opportunities.

Processes

Future Focused Learning

Build staff capacity to utilise a range of technologies in teaching practice to enhance student learning.

Future focussed learners

Create and innovate learning opportunities that build students capacity to utilise a variety of technologies to solve problems and present solutions to a range of audiences.

Evaluation Plan

Data to be collaboratively analysed:

- PDPs (mid and annual review)
- Observations and feedback (termly)
- Program evaluation and reflection(termly)
- ICT capabilities audit (Term 3)
- Technology stocktake
- Tell Them From Me: Learning Partners survey (Term 4)
- Digital Technologies project
- Students/parent feedback.
- Work samples.

Practices and Products

Practices

Staff expertly integrate technology into learning.

The school trials innovative practices.

Products

Students are engaged problem solvers who can work independently or collaboratively to create solutions.

Technology supports learning and is evident in teaching and learning programs.

Processes are in place to evaluate, refine and assess effectiveness of innovative practices.