

# School plan 2018-2020

## Dungay Public School 1791



# School background 2018–2020

## School vision statement

At Dungay Public School we provide a motivating and inspiring environment where our students have the skills and confidence to become resilient, self-regulated and critical and reflective lifetime learners. Our students take responsibility for their learning, incorporating problem solving strategies and a positive mindset whilst embracing diversity and connecting within and beyond the community to make learning authentic.

## School context

Dungay Public School, which is situated 5kms north from Murwillumbah and is tucked away between prosperous farmlands, rolling green hills and tall, vibrant trees. Dungay PS offers a place of learning for each student to perform at their best. All we strive to create is happy, positive and curious students who have a passion for learning. Dungay PS offers an engaging blend of learning activities that are tailored to each student's needs and passions. Each student participates in a diverse learning suite of programs, including specialised art and music programs, an energizing and engaging sporting/health programs, a robotics course and purposeful science programs. Dungay PS is part of a dynamic community of four schools. We have a similar range of students with a similar variety of abilities and backgrounds. While each school retains its own individual character and identity, each is committed to working together to achieve our shared vision and prepare our students for a successful transition to Wollumbin High School.

## School planning process

The principals of each of the four schools meet regularly to reflect, collaborate and plan. Each school engages its community in the process through formal meetings, surveys, focus groups and personal contact. Dungay PS acknowledges that change will continue, presenting our school with opportunities and sometimes challenges, testing us on many fronts. Our strategic plan ensures Dungay PS is equipped to respond to any change. A common feature throughout these discussions was the expression of respect for the Dungay PS community and a great depth of understanding and appreciation for the school's values and vision.

# School strategic directions 2018–2020



## STRATEGIC DIRECTION 1

Growing Teaching and Learning

### **Purpose:**

Passionate and skilled teachers inspire lifelong learning. Our Purpose is to create and maintain a stimulating and engaging professional environment for educators, supported by a positive collaborative culture that develops skilled and high performing teachers. With this, we are particularly focused on the teaching and learning of Literacy and Numeracy.



## STRATEGIC DIRECTION 2

Successful, Empowered  
Learners

### **Purpose:**

In order to be successful in their future world, our students need to develop essential learning skills as well as being reflective problem solvers who have an awareness of self as part of their broader world. Learning must be personalised, engaging and authentic empowering students to communicate, collaborate, think critically and creatively.

# Strategic Direction 1: Growing Teaching and Learning

## Purpose

Passionate and skilled teachers inspire lifelong learning. Our Purpose is to create and maintain a stimulating and engaging professional environment for educators, supported by a positive collaborative culture that develops skilled and high performing teachers. With this, we are particularly focused on the teaching and learning of Literacy and Numeracy.

## Improvement Measures

Increasing individual student expected growth or value added against internal (**PLAN**) and external (**NAPLAN**) measures.

Increase the proportion of students in the top 2 bands in writing, reading and numeracy.

Improved teacher expertise as measured through collaborative practice, observations, lesson studies and teacher feedback.

## People

### Students

Students positively respond to feedback and use their individual learning goals to map their progress. Students understand what they are to learn next and take ownership of their learning.

### Staff

Enhance their teaching to meet students' learning needs by providing targeted and differentiated programs in the areas of writing, Literacy and Numeracy. Enable students to set and achieve their learning goals through the use of the learning progressions.

### Parents/Carers

Work collaboratively with school staff to support student achievement in learning and engagement. Parents and the community understand the importance of individual learning goals.

### Leaders

Establish structures and processes to identify, address and monitor student learning needs. Set up opportunities for collaboration across the COS learning communities.

## Processes

### Assessment and Reporting

Aligns staff processes and school systems for collecting, analysing and reporting local and external data on student and school performance.

### Curriculum and Learning

Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence-based teaching practices and innovative delivery mechanisms where appropriate.

Establish active partnerships and work collaboratively to ensure continuity of learning for students.

## Evaluation Plan

### All data will be analysed collaboratively:

- Teacher surveys, lesson observations, lesson studies and teacher feedback.
- Focus groups and internal surveys
- Personalised Learning data (e.g. SMART goals)
- Ongoing review of NAPLAN and PLAN data
- Internal student performance data

## Practices and Products

### Practices

Students and staff are involved in the continuous use of assessment data to monitor achievements and gaps in student learning and inform planning for quality and pertinent learning experiences.

Relationships between all stakeholders are both valued and nurtured to ensure continuity of quality student learning.

### Products

A learning environment exists where all students are challenged and motivated to write effectively for purpose.

Staff being effective teachers of writing, using student performance data and other feedback to inform and differentiate teaching practice.

School-wide, collective responsibility for setting and achieving aspirational targets in Literacy and Numeracy, with high levels of student and staff engagement. The outcome being growth in student outcomes.

# Strategic Direction 2: Successful, Empowered Learners

## Purpose

In order to be successful in their future world, our students need to develop essential learning skills as well as being reflective problem solvers who have an awareness of self as part of their broader world. Learning must be personalised, engaging and authentic empowering students to communicate, collaborate, think critically and creatively.

## Improvement Measures

- High degree of teacher expertise in using formative assessment practices and other evidence to personalise the learning for their students.

- High number of students are actively engaged in their learning through critical thinking, collaboration and well developed communication skills.

## People

### Students

Articulate how they learn and why they learn and develop their critical thinking, problem solving, collaborative and communication skills to achieve their learning goals.

### Staff

Develop growth mindsets to provide an engaging and collaborative culture that promotes risk taking and celebrates success.

Teachers know and understand the needs and talents of their students.

### Parents/Carers

Demonstrate support for the school's changing approach to teaching, learning and work collaboratively with school staff to support students to develop learning goals.

### Leaders

Establish structures and processes to identify, address and monitor student learning needs.

## Processes

### Essential Learning Skills

Deliver high quality researched based and student centred, self-regulated learning experiences which enable students to develop essential learning skills in collaboration, critical and creative thinking, and problem solving.

### Personalised Learning:

Ensure learning is evidence informed and based on formative assessment practices and learning continuums. Timely, targeted intervention and feedback for all students reflects best practice and students access tailored support, extension, or enrichment to maximise outcomes.

## Evaluation Plan

- Supervision of teaching programs
- Lesson observations
- Collaborative planning
- Regular data collection for analysis
- Tell them from Me Survey
- Focus groups and internal surveys

## Practices and Products

### Practices

Provision of professional learning opportunities to allow teachers to work together within and beyond the school for the benefit of the students, staff and the school as a whole.

Teachers are involved in targeted peer coaching, collaboration and observation opportunities, focussing high quality feedback and assessment to direct future learning.

### Products

Teaching programs and practices will reflect implementation of authentic and engaging learning experiences.

Students display deep knowledge and engage fully in authentic learning experiences as part of their broader world.

A student centred learning environment exists where all students are supported, challenged and they receive timely and meaningful feedback on their learning to inform future direction.