

# School plan 2018-2020

## Dunoon Public School 1797



# School background 2018–2020

## School vision statement

At Dunoon Public School we are committed to providing a supportive, engaging, creative and challenging learning environment in which each student strives for personal excellence.

All members of the Dunoon Public School community will be challenged and empowered to become life long learners, confident, capable, creative individuals, and active, global and socially responsible citizens.

## School context

Dunoon Public School enjoys its reputation as a caring, positive and creative learning environment where each child is important. The school has an enrolment of 87 students drawn from the local village and surrounding districts.

The students are supported by dedicated, caring and enthusiastic staff. There is strong staff commitment to ensuring that community ties are solid and positive teacher–student/teacher–parent relationships are fostered. Quality programs and a positive and respectful learning environment are key features. This is reflected in the positive behaviour and high academic, personal and social standards that exist at the school. Programming and planning across the whole school is differentiated to meet the diverse needs, backgrounds and interests of all students.

In a 21st Century learning environment we see a vital need to support our students to be global citizens. Our school has a strong focus on promoting collaboration, resilience, creative and critical thinking and life–long learning skills. A range of engaging programs support these principles, including: a dynamic creative and performing arts program; solid literacy and numeracy programs; positive student wellbeing programs encouraging citizenship, autonomy and leadership; strong environmental and health education practices; and targeted use of technologies.

## School planning process

Planning processes are implemented across the school community to review practices and collect evidence from staff, students and community via newsletters, meetings, surveys, discussions and interviews. The Principal School Leadership was accessed to assist with the school planning process. A review of the strengths, opportunities and areas for development for the school was carried out. This evidence was collated and planning sessions with students, staff and community members took place to share ideas and identify the priorities for the 2018–2020 School Plan. As a result, two key strategic directions have been identified. These are:

- Ø Successful and Engaged Learners; and
- Ø Innovative and Collaborative Teaching;

The Dunoon School Plan sets out clear improvement measures. It forms the basis for the school's improvement and development efforts for the next three years in partnership with the students, staff and wider school community. The plan outlines the purpose of each strategic direction, the people, processes, products and practices that are to be realised through implementation of the plan.

# School strategic directions 2018–2020

**Purpose:**

Fully–Rounded, Future Focussed Citizens: To empower all students to become confident, engaged and self–directed learners with core academic skills, high order creative and critical thinking skills, resilience, adaptability, self–awareness and the ability to build positive relationships. This will lead to a future–focussed learning culture with active and engaged citizens who thrive in an ever–changing environment.

**Purpose:**

To ensure the delivery of a rich and inspiring curriculum through the strengthening of relationships, quality teaching practices and collaboration within and beyond the school.

# Strategic Direction 1: Successful and Engaged Learners

Purpose	People	Processes	Practices and Products
<p>Fully-Rounded, Future Focussed Citizens: To empower all students to become confident, engaged and self-directed learners with core academic skills, high order creative and critical thinking skills, resilience, adaptability, self-awareness and the ability to build positive relationships. This will lead to a future-focussed learning culture with active and engaged citizens who thrive in an ever-changing environment.</p>	<p><b>Students</b></p> <p>Build skills to identify strengths, set goals and evaluate progress in Literacy and Numeracy.</p>	<p><b>Innovation and Collaboration in Learning</b></p> <p>Implementing Project Based Learning (incorporating play based learning, STEM/STEAM programs).</p>	<p><b>Practices</b></p> <p>The provision of engaging and challenging learning environments.</p>
	<p><b>Students</b></p> <p>Build skills to reflect on their 21st Century learning capabilities.</p>	<p><b>Quality Literacy and Numeracy Learning</b></p> <p>Planning for learning is informed by thorough holistic information about each student's wellbeing and learning needs.</p>	<p>The facilitation of innovative and collaborative learning.</p>
	<p><b>Staff</b></p> <p>Teachers adopt a coordinated approach to assessing Literacy and Numeracy.</p>		<p>Students identify, develop and reflect on personal strengths and areas in need of improvement in Literacy and Numeracy..</p>
	<p><b>Staff</b></p> <p>Teachers implement innovative teaching practices.</p>		<p><b>Products</b></p> <p>Learning Environment Enhancements (resources, furniture, open classrooms, outdoor facilities).</p>
	<p><b>Parents/Carers</b></p> <p>Parents develop an understanding of the theories and models of learning that underpin the school's philosophy and directions.</p>	<p><b>Evaluation Plan</b></p> <p>Progress toward improvement measures will be evaluated through:</p>	<p>Classroom Practices as evident in class and school programs (group work, Project Based Learning, play based learning).</p>
	<p><b>Leaders</b></p> <p>Research best practice and innovation through collaborating within and beyond the school.</p>	<p>Regular gathering of data for analysis;</p> <p>Analysis of school-based and external assessment data;</p> <p>Evaluation of learning environments;</p> <p>Feedback from staff, students and parents;</p> <p>Meeting minutes; and</p> <p>Evaluation of consistent use of school processes and procedures.</p>	<p>A framework is in place for reflective practice.</p>
<p><b>Improvement Measures</b></p> <p>All students experience current, evidence and research-informed learning practices.</p> <p>A significant proportion of students are demonstrating the elements of the General Capabilities Framework.</p> <p>All students reflect on their learning, so as to identify future learning goals.</p> <p>A significant proportion of students are working at or above expected outcomes in Literacy and Numeracy.</p>			<p>All students develop their individual goals for academic and personal learning, particularly in Literacy and Numeracy.</p>

# Strategic Direction 2: Innovative and Collaborative Teaching

Purpose	People	Processes	Practices and Products
To ensure the delivery of a rich and inspiring curriculum through the strengthening of relationships, quality teaching practices and collaboration within and beyond the school.	<b>Students</b>  Students collaborate with teachers to set individual learning goals.	<b>Innovation and Collaboration</b>  Equipping teachers with the practical competence to implement high quality collaborative learning.	<b>Practices</b>  Teachers investigate and adopt innovative and collaborative practices with processes in place to evaluate success.
Improvement Measures	<b>Students</b>  Students build skills to self-assess utilising writing rubrics.	<b>Quality Literacy and Numeracy Teaching</b>  Utilising a framework that identifies and provides opportunities for students to add depth and richness to each student's learning.	Teachers support students to articulate and achieve their learning goals.
All teachers are engaged in professional learning targeting innovative teaching practices.	<b>Staff</b>  Teachers utilise professional learning to gain expertise in the new learning progressions, revised Best Start and PLAN2 program.		Explicit teaching of all elements of Literacy and Numeracy learning.
All teachers collaborate with other teachers, students and key stakeholders to deliver quality innovative practices.			Teachers use data to inform and differentiate their teaching practices in Literacy and Numeracy.
A high proportion of students demonstrate expected growth along learning progressions in Literacy and Numeracy.		<b>Evaluation Plan</b>  Progress toward improvement measures will be evaluated through:	<b>Products</b>  Innovation and collaboration are evident in planning and developing quality contemporary teaching practices.
All students can evaluate their progress in the achievement of individual goals.	<b>Staff</b>  Teachers collaborate with others within and beyond the school to contextualise learning for students.	Regular gathering of data for analysis;	Students achieving their individual goals for academic and personal learning.
		Analysis of school-based and external assessment data;	Collaborative assessment practices of student progress in Literacy and Numeracy.
		Evaluation of learning environments;	
		Feedback from staff, students and parents;	
		Meeting minutes; and	
		Evaluation of consistent use of school processes and procedures.	Teachers and students collaborating to set individual goals in Literacy and Numeracy.