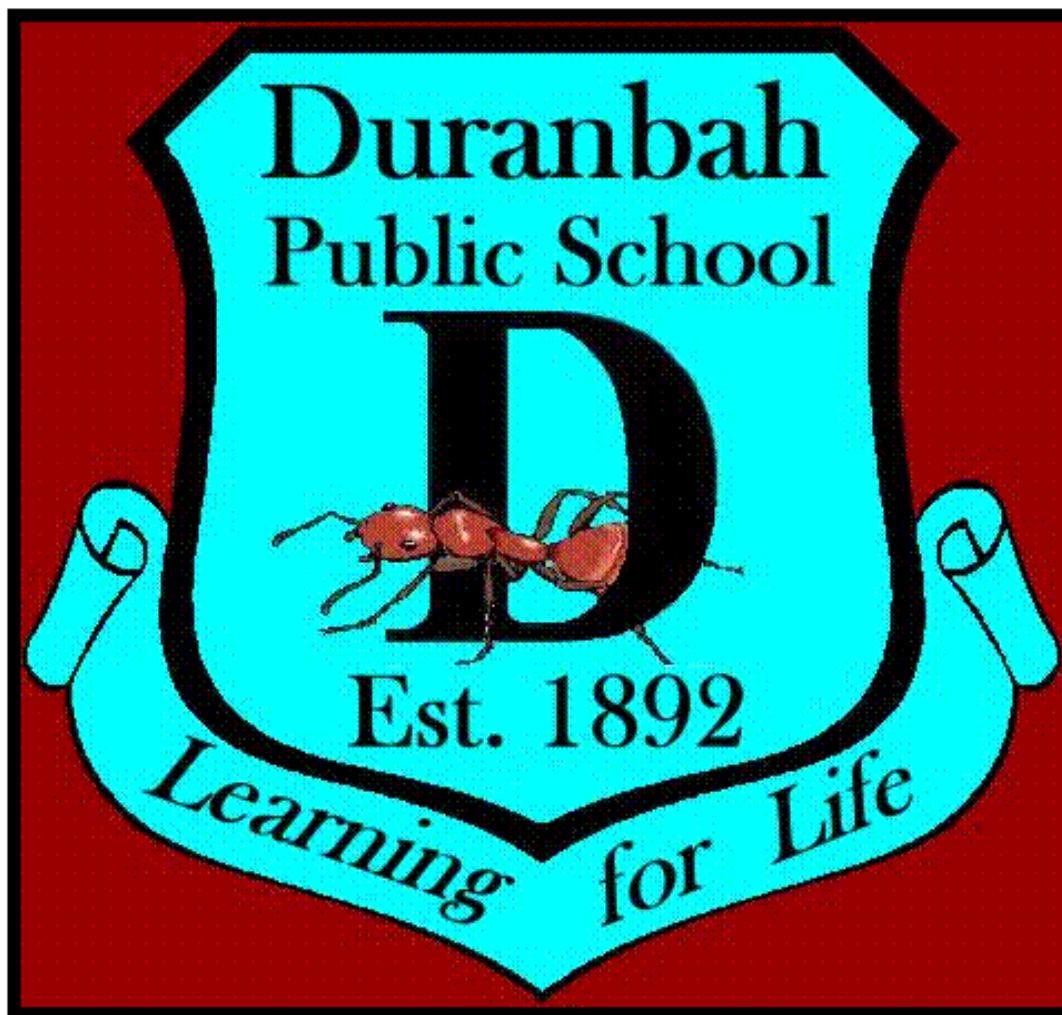


# School plan 2018-2020

## Duranbah Public School 1801



# School background 2018–2020

## School vision statement

To develop a strong team working collaboratively to ensure excellence and equity in learning and leadership. To embed the values of accountability within all members and stakeholders of our school community in all aspects of school success. To expand pedagogical opportunities for staff, students and community members by laying the foundations for future learning success. To nurture engaged global learners to become confident, creative citizens who champion future focused learning, strengthening our community for the future.

## School context

Established in 1892, Duranbah Public School is a central part of the local community and has a proud history. Our mission is to foster learning for life through a multi-age setting. Parents are valued as partners in the education of their children. Our school is committed to the provision of teaching and learning programs of the highest standard for the benefit of each individual. We are committed to developing competent, responsible and enthusiastic students by providing relevant and challenging learning activities. Our aim is to encourage independent learning, self-esteem, leadership, tolerance and self-discipline in a safe and harmonious environment. A dedicated and caring staff values quality educational programs, student welfare, positive parent and community participation and open communication. Students are encouraged to participate in a wide range of cultural and sporting activities, which enables them to interact with students from other schools, developing their social competency. Our Motto: Learning for Life.

## School planning process

(The S8 team is a group of small schools who work and plan together to share knowledge, skills and resources in a collegial approach to planning in the 21st Century – Stokers Siding, Condong, Crabbes Creek, Fingal Head, Duranbah, Burringbar, Tumbulgum and Carool Public schools)

Purpose: Establish the educational and cultural practices that need to emerge from the implementation of the school plan to define the skill development and professional learning necessary to achieve the school's key improvements.

People: The plan will recognise the need to build the capabilities of the school community and the wider school community (S8), to contribute effectively. Our S8 school teams worked together with their individual communities to discuss their visions for the next three years and beyond. This process was enhanced by working with the whole school community to conduct strengths, weaknesses, opportunities and threats analysis. The aim was to create a collaborative vision statement for future transformation, ensuring alignment with the educational priorities, dreams and ambitions of the community. Our S8 leadership team met to share our individual school visions and to decide upon the possibility of a shared vision across the seven small schools acknowledging our individual differences and needs as evidenced in our purpose, people, processes, product and practices and our milestones.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1

Student Learning and Wellbeing

### Purpose:

Excellent schools have a strategic and planned approach to develop whole school well-being processes. These processes support the well-being of all students so that they can connect, succeed, thrive and learn. Our purpose is to develop engaged, self-directed and resilient learners through a focussed approach to professional learning surrounding the 'What Works Best' document. We aim to develop in students the ability to set goals, self-direct and articulate their learning.

## STRATEGIC DIRECTION 2

Excellent and Effective  
Teaching

### Purpose:

Highly skilled and passionate teachers are an integral part of improving student's learning outcomes. Our purpose is to create a stimulating, challenging yet supportive professional environment for teachers, which uses research to underpin quality pedagogical practices. We understand the need for genuine, collaborative planning, dialogue and reflection. We maintain a focus on the delivery of the required curriculum and on literacy and numeracy across the school. Furthermore we understand that effective professional learning and mentoring is crucial to developing teacher capacity.

## STRATEGIC DIRECTION 3

Whole School Improvement

### Purpose:

A focus on whole school improvement requires excellent leaders who have a commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success. Our purpose is to enable a self-sustaining and self-improving community that will continue to support the highest levels of learning.

# Strategic Direction 1: Student Learning and Wellbeing

## Purpose

Excellent schools have a strategic and planned approach to develop whole school well-being processes. These processes support the well-being of all students so that they can connect, succeed, thrive and learn. Our purpose is to develop engaged, self-directed and resilient learners through a focussed approach to professional learning surrounding the 'What Works Best' document. We aim to develop in students the ability to set goals, self-direct and articulate their learning.

## Improvement Measures

School is 'Excelling' (SEF/Wellbeing) through self-assessment or External Validation processes.

Student engagement and satisfaction analysed through surveys, interviews, observations and data collection which show ongoing improvement.

Classroom observation and teacher self-reflection demonstrate whole school improvement in pedagogy, leading to measurable student improvement.

## People

### Students

Will engage in goal setting, peer and self-reflection activities. They will clearly articulate what they need to do in order to progress.

### Staff

Implement evidence-based teaching practices across the curriculum, collegially sharing their learning with relevant staff.

### Parents/Carers

Involve school families in understanding the learning process and how to actively support their children.

### Community Partners

Engage interested community members in authentic learning opportunities across the school.

### Leaders

Demonstrate and develop a culture of high expectations for all members of the school community.

## Processes

### Best Practice Assessment

Use research to develop consistent, school wide processes to monitor, plan and report on student learning.

### Self-directed, resilient, engaged learners

Develop a whole school approach to support students to become self-directed learners, resulting in measurable improvement in engagement and learning outcomes.

## Evaluation Plan

Behaviour incidents, observation data, student work samples, pre/post assessment data, progression data, learning goals, success criteria, student surveys, meeting minutes, SEF tracking/ Well-being Framework, moderating practices, photos, communication processes, parent interactions.

## Practices and Products

### Practices

Classroom teachers to regularly meet in stage groups to monitor data to inform future directions.

Classroom teachers regularly plot tracking data.

Staff collegially develop and share effective teaching practices.

Whole school involvement in updating and developing agreed upon school values, practices and beliefs.

School practices follow those developed contextually by all stakeholders of the school community.

### Products

Teaching practices more closely meets student learning needs.

More accurate and frequent tracking of student progress.

Effective teaching practices being facilitated across collegiate.

# Strategic Direction 2: Excellent and Effective Teaching

## Purpose

Highly skilled and passionate teachers are an integral part of improving student's learning outcomes. Our purpose is to create a stimulating, challenging yet supportive professional environment for teachers, which uses research to underpin quality pedagogical practices. We understand the need for genuine, collaborative planning, dialogue and reflection. We maintain a focus on the delivery of the required curriculum and on literacy and numeracy across the school. Furthermore we understand that effective professional learning and mentoring is crucial to developing teacher capacity.

## Improvement Measures

Regular staff evaluation and feedback of professional learning, coaching and mentoring indicated increased engagement, understanding and capacity for all staff.

Staff teams regularly and systematically collaborate using student data to improve teacher practice and student outcomes. As a result, all students demonstrate expected growth across the literacy and numeracy progressions. Students not achieving these expectations have been explicitly supported with learning interventions.

The school is deemed to be excelling through the self-assessment or External Validation process in the area of Effective Practice and Learning and Development.

## People

### Students

Can articulate why a practice is being used and have the opportunity to formally reflect on the practice.

### Staff

Work collaboratively across the stages to evaluate and adjust teaching strategies, leading to measurable improvements in student learning.

### Leaders

Research, establish and support structures and feedback processes designed to enhance improved teacher practice and measurable student learning improvements.

### Parents/Carers

Parents and carers understand and have input into decisions made concerning the pedagogical practices of the school.

## Processes

### High impact classroom practice

All teachers demonstrate high impact evidence based effective lesson planning, explicit teaching and provide timely, meaningful feedback to all students.

### Evaluation Plan

Student, teacher and community surveys and evaluations. Student tracking including work samples. Videos/photos of collaborative practice, coaching/ mentoring, teaching practice. Teaching and learning programs.

## Practices and Products

### Practices

Classroom teachers to regularly meet in stage groups to monitor data to inform future directions.

Classroom teachers regularly meet with school mentor/coach and Instructional Leader to improve teaching practice.

Classroom teachers provide effective classroom feedback to all students in every lesson.

### Products

Teaching practices more closely meets student learning needs.

Teachers guided by mentor/coach and Instructional Leader and utilise evidence based practice to improve teaching and learning.

Effective classroom feedback ensures students have a clear understanding of what they know and what they need to learn next.

# Strategic Direction 3: Whole School Improvement

## Purpose

A focus on whole school improvement requires excellent leaders who have a commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success. Our purpose is to enable a self-sustaining and self-improving community that will continue to support the highest levels of learning.

## Improvement Measures

Staff are engaged in collaborative partnerships building capacity, leadership and facilitating mentoring through observations, stage meetings and community of school/ network meetings.

## People

### Students

Will engage in goal setting, peer and self-reflection activities. They will clearly articulate what they need to do in order to progress.

### Staff

Work collaboratively within and between schools to improve their own teaching practice.

Will develop the skills, knowledge and understanding to effectively identify professional learning needs, and actively engage in collaborative practices around those needs.

### Parents/Carers

Give feedback to leaders around school culture, particularly high expectations and a culture of continuous improvement

### Community Partners

Give feedback on school improvement.

### Leaders

Will explore current research into best educational practice and provide engaging opportunities for all stakeholders to embed new learning.

Will create structures that support and enhance a culture of continuous improvement.

Will recognise high performance and continuous improvement through the teacher accreditation process.

## Processes

### Performance management and development

The leadership team establishes a professional learning community focused on continuous improvement of teaching and learning, through high impact collaborative practice.

### Evaluation Plan

Teachers are actively engaged in professional learning communities.

## Practices and Products

### Practices

Professional learning teams will be formed across schools based on common/ personal goals; stage teams; and school strategic directions.

Staff, students and parents will embed constructive feedback into their practice.

### Products

All stakeholders within the school community will contribute to and develop an embedded sense of ongoing learning and a growth mindset.