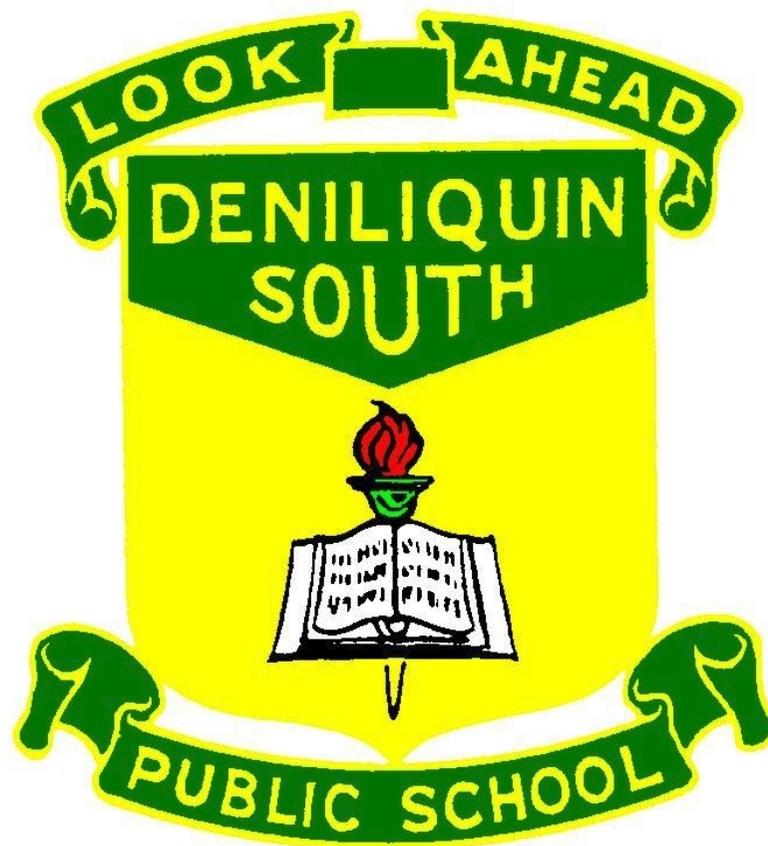


School plan 2018-2020

Deniliquin South Public School 4112



School background 2018–2020

School vision statement

Deniliquin South Public School is a vibrant and innovative learning community that is committed to delivering excellence through high expectations, within a rich and diverse environment. Every student has the opportunity to achieve their personal best through engaged, active learning in a safe, respectful and supportive school.

School context

Deniliquin South Public School is one of three public schools located in the rural town of Deniliquin, which has an approximate population of 7000. Despite the area still recovering from a recent 10 year drought, student enrolment numbers remain strong, with a current enrolment of 295 students. In recent years an increasing number of low socio-economic families and ESL students have enrolled at the school. 7% of the school student body are Aboriginal. Parent and community members of the community make valuable contributions to the school's programs and welfare of the students. Whilst over the past few years the school's main focus has been to improve the literacy and numeracy standards of students, programs are now also in place to develop the whole child. Increased focus on the arts, environment, technology, healthy lifestyles and a knowledge and appreciation of students with disabilities has been an integral part of our school plan. The school attracts equity funding to support its targeted programs. Further information regarding our school can be accessed via the school website: www.deniliqsth-p.schools.nsw.edu.au

School planning process

This plan is an aspirational plan, hence reference to 'all' students and staff achieving growth in their learning. The school community, including staff, students, parents and community members were consulted using the following methods:

- Staff meetings reviewing current practices, evaluation of previous school plan and setting future directions.
- Through individualised, personalised learning meetings.
- Survey to parent body seeking opinions of the school community. Survey focused on teaching, learning, communication and school satisfaction.
- Survey to staff and students seeking opinions on school performance re teaching, learning and student engagement.
- P & C meetings to review the survey findings, staff and student discussion points and provide input into the school's future directions.
- Draft Vision, Strategic Directions and School Plan are to be presented to the school community via the newsletter, P&C meetings and staff meetings for further consultation.
- Consultation with indigenous families during 2017 and Term 1 of 2018, to determine the needs of the indigenous children within our school.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1 Quality Learning

Purpose:

To create an engaging learning environment, underpinned by high expectations and teaching practices, that is visible, flexible, relevant, reflective and dynamic. An environment where students actualise their full potential as learners.



STRATEGIC DIRECTION 2 Quality Teaching and Leading

Purpose:

To create and maintain a stimulating and engaging professional environment for educators, supported by a positive collaborative culture. Enabling skilled and high performing teachers and support staff, to reflect on practices to meet the diverse needs of the students.



STRATEGIC DIRECTION 3 Quality Connections

Purpose:

Create an atmosphere where quality relationships among all stakeholders, supports a consistent whole school approach to well-being, clearly defining behavioural expectations.

Strategic Direction 1: Quality Learning

Purpose

To create an engaging learning environment, underpinned by high expectations and teaching practices, that is visible, flexible, relevant, reflective and dynamic. An environment where students actualise their full potential as learners.

Improvement Measures

Increasing number of students will demonstrate expected growth on the Learning Progressions in aspects of comprehension and reading.

Increasing number of students will meet their personal or identified goals, and are highly aware of their learning.

People

Students

Develop the skills so they can articulate how and why they learn. Develop critical thinking, problem solving, collaborative and communication skills to achieve their learning goals.

Staff

Further develop teachers' skills in how to differentiate their teaching to meet student learning needs. Through data driven programming and effective feedback practices.,

Parents/Carers

Cultivate parent understanding in the importance of the collaborative development of learning goals, which can be used to enhance student learning.

Community Partners

Work collaboratively with school staff to support student achievement, in learning, engagement and wellbeing.

Leaders

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

Processes

Coaching and Mentoring

Develop and implement effective mentoring and coaching practices for all staff to enhance a high performance culture, embedding a culture of innovation and collaborative learning for all stake holders.

Professional Learning

Engage all staff with quality, planned, multimodal professional learning that results in evidence pedagogy for 21st Century learning; clearly aligned to school and systems priorities and displaying a deep knowledge of the Australian Teaching Standards.

Visible Learning

Develop unified explicit processes for students where learning is data driven and differentiated, based on formative assessment practices and learning progressions.

Evaluation Plan

Evidence that will be used to monitor progress against the improvement measures will include:

* Individual student achievement will be tracked on learning progressions to ascertain growth.

* Relevant student data, will be analysed collaboratively, to track improvements in learning, and to evaluate and direct future innovative learning programs.

Practices and Products

Practices

Visible Learning

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. Teachers provide and receive effective and timely feedback on a regular basis.

Professional Learning

Staff deliver quality teaching using researched based pedagogy displaying a deep knowledge of the Australian Teaching Standards.

Coaching and Mentoring

Teachers provide and receive effective and timely feedback on a regular basis, using the Growth Coaching Model, as a part of the school mentoring and supervision practices. Purposeful feedback, will lead to improved teaching and learning within the school.

Products

Visible Learning

A high quality student centered learning environment exists where all students are supported, challenged and receive timely and meaningful feedback on their learning. This will enable students to understand how they learn, and to set and achieve future learning goals.

Professional Learning

Teaching and learning programs are

Strategic Direction 1: Quality Learning

- Processes**
- * NAPLAN and PLAN Data 2
 - * Program supervision
 - * Personal learning plans
 - * Classroom observations
 - * Internal student performance data
 - * Student TTFM surveys

Practices and Products

dynamic, showing evidence of adjustments based on feedback: of teaching practices, consistent and reliable assessment, and continuous tracking of student progress and achievements.

Growth Coaching

Timely, targeted intervention and feedback for all students reflects best practice and students access tailored support, extension, or enrichment to maximise outcomes.

Strategic Direction 2: Quality Teaching and Leading

Purpose

To create and maintain a stimulating and engaging professional environment for educators, supported by a positive collaborative culture. Enabling skilled and high performing teachers and support staff, to reflect on practices to meet the diverse needs of the students.

Improvement Measures

Teachers will have a high level of confidence and knowledge of Professional Standards, resulting in increased student outcomes in literacy and numeracy.

Formative and summative assessment practices will be embedded in all teachers' daily teaching practices.

Staff will engage in professional learning to enhance their understanding of collaborative practice and digital technologies and utilise this knowledge to develop quality teaching and learning programs.

Visible learning will be evident in teaching and learning programs.

People

Students

Develop student skills in how to provide effective feedback and articulate their needs in relation to learning.

Staff

Refine and develop where necessary, staff skills in maintaining accurate records, documentation and assessment data to inform teaching.

Develop skills and processes to work collegially to ensure evidence informed pedagogy, aligns with current research practices.

Parents/Carers

Develop parent and carer understanding of aspects of literacy and numeracy, providing the opportunity to be part of their child's learning .

Leaders

Establish and develop processes to build the capacity to use data and evidence for school improvement.

Processes

Teacher Learning and Development

Build capacity of our teaching team through targeted professional learning that develops pedagogical and syllabus knowledge, that underpins innovative and effective, instructional practices.

Collaborative Practice

To develop processes whereby teachers are encouraged to collaborate and develop quality teaching and learning practices to meet the diverse needs of the students.

Effective Analysis of Data

To develop staff knowledge and school wide practices and processes in the analysis of data to inform teaching practices and improve student learning.

Evaluation Plan

Evidence that will be used to monitor progress against the improvement measures will include:

- * What Works Best – reflection guide
- * PLAN 2 Data/Learning Progressions
- *Teacher/parent/student TTFM
- *Collegial visits negotiated focus
- * Classroom supervision observation
- * PDP's
- *ACER

Practices and Products

Practices

Teacher Learning and Development

Systemic analysis of data tracked on the K–6 Literacy and Numeracy Learning Progressions, will drive explicit teaching and improve student outcomes.

Feedback from students about their learning, will also inform assist with the informed decision of future teaching and learning experiences.

Collaborative Practice

Structures are in place for regular meetings to collaboratively plan, reflect, improve and deliver evidence based pedagogy.

Effective Analysis of Data

The use of data collection and collaborative evaluation is an embedded practice to inform decisions, interventions and initiatives in literacy and numeracy.

Products

Teacher Learning and Development

All teachers will make informed and consistent judgments about student progress, based on a deep knowledge and understanding of literacy and numeracy learning progressions.

Collaborative Practice

The structures are in place for regular meetings to collaboratively plan, reflect, improve and deliver evidence informed pedagogy.

Strategic Direction 2: Quality Teaching and Leading

Practices and Products

Effective Analysis of Data

All teachers will use effective and explicit teaching strategies with evidence of embedded formative assessment, using visible learning techniques.

Strategic Direction 3: Quality Connections

Purpose

Create an atmosphere where quality relationships among all stakeholders, supports a consistent whole school approach to well-being, clearly defining behavioural expectations.

Improvement Measures

Staff will collect and analyse data to identify the wellbeing needs of students.

Improved parental participation and understanding of student individual learning goals.

Whole school scope and sequence indicate systematic implementation of wellbeing programs which are reflective of the Wellbeing Framework.

People

Students

Develop student capacity to self regulate and identify feelings impacting on mental health and wellbeing, enabling them to connect, succeed and thrive. Develop aspirations and resilience to improve student attendance, engagement and outcomes.

Staff

Staff will commit to a whole school wellbeing framework, which will be supported through quality professional learning and resources.

Parents/Carers

Parents and carers will be active partners in developing and sharing strategies to improve student mental health and wellbeing.

Community Partners

Our school identifies and promotes community groups/agencies which may act as a support network for students, parents and carers.

Leaders

Leaders strategically source, share and evaluate professional learning promoting positive mental health and wellbeing.

Processes

Parent Involvement

Develop parent and carer understanding of the importance of the healthy wellbeing of students in relation to their learning.

Wellbeing Programs

All students will be explicitly taught effective social and emotional skills to support the development of their personal learning goals and to improve student wellbeing.

Wellbeing Policy

Develop all staff knowledge around the Wellbeing Framework. Evaluate current programs and practices using the Wellbeing Self Assessment Tool and ensure that the School Wellbeing Policy is updated as necessary.

Develop an implementation process ensuring a consistent whole school approach.

Evaluation Plan

Evidence that will be used to monitor progress against the improvement measures will include:

- * Attendance Data
- * Parent focus groups survey
- * Teacher, parent and student surveys
- * Engagement of school community with school communication tools.
- * ACER

Practices and Products

Practices

Wellbeing Policy

Targeted professional learning, around the Wellbeing Framework, delivered via staff meetings to ensure all staff have a shared understanding.

Using the Wellbeing Assessment Tool, the school collects and analyses data including student, parent and staff surveys, to monitor and refine a whole school approach to wellbeing.

Parent Involvement

Facilitate the delivery of forums and information sessions targeting the importance of healthy wellbeing in relation to positive student engagement and learning.

Wellbeing Programs

Student individual learning goals will be developed through the involvement in Second Step, Peer Support and How2Learn programs.

Products

Wellbeing Policy

All stakeholders will value wellbeing programs, attendance and support high expectations.

Parent Involvement

There is a demonstrated commitment within the school community around the importance of wellbeing to support student learning progress.

Strategic Direction 3: Quality Connections

Practices and Products

Wellbeing Programs

All students have personal learning goals, in a specified area, and participate in wellbeing programs that offer choice, self-regulation and self-discipline. Student goals are communicated to parents and carers.