

# School plan 2018-2020

Dawson Public School 4446



# School background 2018–2020

## School vision statement

Dawson Public School is committed to creating a safe, respectful, flexible and caring environment that empowers students to discover, acquire and articulate skills as a life-long learner.

Students will demonstrate independence, creativity and collaboration enabling them to be a well-functioning member of an evolving society.

We are committed to providing equal opportunity and inspired teaching to engage students and develop a sense of belonging.

## School context

Dawson Public School was established in 1972. Enrolments average 360 students P–6. Twelve percent of enrolments are Aboriginal and Torres Strait Islander students and forty-one percent have a non-English speaking background. Dawson Public School is the first appointment for the majority of our staff. Our staff has a number of temporary teachers.

The school is committed to building a student centred environment where they are positively contributing to their own learning and the school culture.

Dawson Public School is committed to providing quality education for all students with a particular focus on raising outcomes achieved in literacy and numeracy. The school receives additional funding under the Early Action for Success initiative which enables the school to employ two Instructional Leaders (one school funded) to build teacher knowledge and pedagogical practices across the school. The school also receives additional funding to support student needs, provide up to date resources and innovative technologies to support learning.

We provide many opportunities for students to participate in sporting, performing arts, visual arts and leadership programs. The school has a strong and active student representative council. Students are given opportunities to make decisions, build individual character and promote social responsibility and respect for others within a safe and caring environment.

Dawson Public School is welcoming and friendly and values community involvement and participation. It is set on a large site which is attractive and well maintained.

## School planning process

The School Planning Committee comprised of the principal, school executive, staff and members of the community.

As a result of the External Validation process in Term 3, 2018, the school underwent an extensive school self-evaluation process that aligned our current school practices against the School Excellence Framework. This led to the redevelopment of the 2018–2020 school plan. The following ‘next steps’ were identified through the External validation Process and have been embedded into this school plan.

*Develop a school wide assessment timeline, which includes developing reliable summative assessments to validate formative assessment data, to identify trends in student achievement, at individual, group and whole school levels.*

*Review the current school plan to develop a school wide understanding of the strategic directions, processes and improvement measures, aligning people to create a culture of distributive leadership that promotes and builds a strong pipeline of leaders.*

*Provide further professional learning that enables teachers to use data expertly to provide ongoing, explicit instruction and feedback to students driving continuous improvement. Students articulate their learning goals in literacy and numeracy and understand how to achieve them.*

*Co-develop a student centred Positive Behaviour for Learning system that promotes a positive school environment, improving conditions for learning that is consistently implemented and supported across the whole school community.*

# School strategic directions 2018–2020



**Purpose:**

To create a student centred, positive school environment where every student is engaged in relevant and personalised teaching and learning programs and feels valued and empowered to positively contribute to the culture of the school.

**Purpose:**

To create a collaborative school culture where formative and summative data is used expertly to inform and improve teaching strategies, provide explicit feedback ensuring students have a clear understanding of how to improve.

**Purpose:**

To create a distributive leadership culture where all staff members have a collective responsibility to lead initiatives and programs focused on continuous improvement of teaching and learning.

# Strategic Direction 1: LEARN

## Purpose

To create a student centred, positive school environment where every student is engaged in relevant and personalised teaching and learning programs and feels valued and empowered to positively contribute to the culture of the school.

## Improvement Measures

A decrease in student behaviour referrals (major) and suspensions (School Based Data 2018 – 2020)

Students have positive relationships with their peers and teachers (TTFM)

## People

### Students

Engaged, motivated students who demonstrate a collective responsibility to positively contribute to their own learning and the school culture.

### Staff

Highly skilled and motivated staff who work collaboratively to create positive and personalised teaching and learning programs that promote student learning and wellbeing.

### Leaders

Develop contextualised, supportive structures that build the capacity of staff and students to positively contribute to the school.

### Parents/Carers

An active, well informed and supportive community who make valuable contributions that positively contributes to the school culture.

## Processes

### Student Centred Curriculum

- Responsive lesson planning
- Differentiation
- Collaborative practice

### A consistent approach to wellbeing

- Positive Behaviour for Learning
- Learning and Support
- Extension programs

### A Connected School Community

- Promoting and celebrating student achievement
- Student Leadership and voice
- Educationally connected community

## Evaluation Plan

TTFM staff, student and partners in learning surveys

BoQ PBL data

Satisfaction school event surveys

Termly celebration of learning

Community satisfaction surveys

## Practices and Products

### Practices

Teaching programs are relevant and responsive to the changing needs of their students and demonstrate visible learning, modelled, guided and independent structures.

Teachers work in partnerships with colleagues and external services to design and implement personalised programs that enhance the wellbeing of all students.

Data is analysed by the Learning Support and PBL teams to develop initiatives and programs that improve student engagement and learning.

The student community is consulted and contributes to the school's decision making.

Student leadership opportunities are created K–6 to increase student engagement and develop a sense of shared responsibility.

The school regularly communicates students' success and seeks community feedback to improve current practices.

### Products

A decrease in student behaviour referrals (major) and suspensions (School Based Data 2018 – 2020)

Students have positive relationships with their peers and teachers (TTFM)

Students promote positive, respectful relationships in all areas of the school.

# Strategic Direction 1: LEARN

## Practices and Products

Student leadership is highly visible across the school and actively contributes to make the positive school culture.

# Strategic Direction 2: TEACH

## Purpose

To create a collaborative school culture where formative and summative data is used expertly to inform and improve teaching strategies, provide explicit feedback ensuring students have a clear understanding of how to improve.

## Improvement Measures

Increase the number of students in the top two bands from year 3 to year 5 by 7%.

Increase the average Year 3 NAPLAN percentages in the top 2 bands (based on last 5 years) by 7%.

## People

### Students

Self-regulated and reflective students who articulate their learning and where to next.

### Staff

Dedicated and knowledgeable teachers who collaborate and share practice to form a professional learning community focused on the continuous improvement for all.

### Leaders

Highly visible, knowledgeable and supportive leaders create opportunities that promote a high expectations culture that promotes a professional learning community.

### Parents/Carers

An educationally connected community that engage in the learning of their children.

## Processes

### Explicit Teaching

- K–6 Instructional Leadership
- Explicit Teaching and Feedback
- Articulation of Learning

### A whole school approach to assessment

- Formative and Summative assessment
- Using the data
- Effective Feedback
- Reporting

## Evaluation Plan

- NAPLAN/Scout analysis
- 5 weekly PLAN 2 data analysis
- IL Conferences
- Internal assessment monitoring
- Planning cycle
- TTFM surveys

## Practices and Products

### Practices

Instructional leaders work alongside teachers to collect, interpret and respond to data, facilitating moderation sessions to inform and improve teaching practice.

Formative and summative data is used expertly by teachers to inform their teaching practice and provide explicit feedback to students.

Students articulate their learning in numeracy, writing and reading.

The school regularly creates opportunities to inform and engage parents in their child's learning.

### Products

Students in the top two bands from year 3 to year 5 increase 7%.

The average number of students in Year 3 NAPLAN percentages in the top 2 bands (based on last 5 years) increases 7%.

A culture of high expectations, professional learning, shared responsibility and accountability is established, developing collective efficacy.

# Strategic Direction 3: LEAD

## Purpose

To create a distributive leadership culture where all staff members have a collective responsibility to lead initiatives and programs focused on continuous improvement of teaching and learning.

## Improvement Measures

A professional learning community that is focused on continuous improvement of teaching and learning is established.

Distributive instructional leadership is evident, creating a culture of effective, evidenced-based teaching and ongoing improvement so that every student makes measureable learning progress.

## People

### Students

Self-motivated students understand what they need to do to make learning progress and believe schooling will have a strong bearing on their future.

### Staff

Collaborative, supportive and high performing staff share accountability to build a high expectations culture focused on continuous growth.

### Leaders

The principal and the leadership team model instructional leadership and support a culture of high expectations.

### Parents/Carers

A well informed, supportive and engaged school community who actively promote a positive school culture focused on high expectations.

## Processes

### Professional Learning Connected Community

- Beginning teachers
- Aspiring leaders
- Inspired leaders

### Performance Management and Development

- Personalised professional learning
- Shared Practice
- Coaching and Mentoring (PDPs)

### High Expectations Culture

- Distributive Leadership
- School wide data analysis
- Celebration of Learning across the school community

## Evaluation Plan

- 5 weekly, termly milestone monitoring
- SEF S-as Annually
- Celebration of Learning
- Coaching and Mentoring and PDP data

## Practices and Products

### Practices

The school leadership team engages in ongoing professional learning to develop a shared, contextualised understanding of distributive leadership.

All staff, led by the leadership team, form the school self-assessment team to monitor and evaluate progress made towards achieving improvement measures on a 5 weekly basis.

Beginning and early career teachers receive shoulder to shoulder support through a quality induction program that is responsive to their individual needs.

Aspiring leaders are identified and supported across our network of schools to form a strong pipeline of leaders.

Personalised professional learning and coaching and mentoring practices occur fluidly across the school and beyond.

The leadership team analyses student performance data on a 5 weekly basis and implements changes in teaching that leads to measurable improvement.

### Products

A professional learning community that is focused on continuous improvement of teaching and learning is established.

Distributive instructional leadership is evident, creating a culture of effective, evidenced-based teaching and ongoing improvement so that every student makes measureable learning progress.