

School plan 2018-2020

Dorrigo Public School 7316



School background 2018–2020

School vision statement

At Dorrigo Public School we equip students with the tools to be successful, confident, creative individuals. We are inclusive of all and work in strong partnership with our community. Our staff is innovative and dynamic providing leadership that inspires learning and prepares children to lead rewarding and productive lives.

School context

Dorrigo Public School is situated in the heart of the beautiful Dorrigo Plateau on the Mid–North Coast of New South Wales. The school is classified at TP2 and the Family Occupation Education Index (FOEI) for 2017 is 124.

The projected school enrolment for 2018 is 91 students organised into 4 classes. 9% of our students identify as Aboriginal. Our students live in the township of Dorrigo as well as outlying communities including Megan, North Dorrigo, Deervale, Tyringham and Ebor.

Our school receives funding through the Resource Allocation Model (RAM) for socio–economic background, low level adjustment for disability and Aboriginal background..

The staff structure at Dorrigo Public School includes a Teaching Principal, an Assistant Principal and two permanent classroom teachers. In addition, we have one temporary classroom teacher, a part time Learning and Support Teacher, School Learning Support Officer, Teacher Librarian and an RFF teacher.

The physical, cultural and environmental qualities of Dorrigo Public School provide a supportive atmosphere in which children can learn. A motivation to 'Strive for Excellence' results from quality teaching and learning, broadened cultural perspectives, competence in literacy and numeracy, and encouragement of creativity. Our programs promote self–esteem and 'risk taking' in a caring and secure environment with value placed on self–discipline. The established concept of our school community will be further enhanced through participation and communication in decision–making on a partner basis. Working together, the school and community are partners in education. Dorrigo Public School is also a proud and active member of the Bellinger Dorrigo Learning Community contributing to, utilising and supporting the educational talents and expertise of our local Public Schools.

School planning process

Our 2018–2020 school plan has been created from a rigorous school evaluation process resulting in multiple sources of data and feedback from staff, parents and students. This process influenced the development of the two strategic directions. The evaluation process included

- Community consultation meetings requesting feedback from parents, written surveys, information and discussions around the new school plan.
- Student surveys and focus group meetings.
- Staff evaluations of the 2015–2017 School plan.
- Consultation and support with the Principal School Leadership.
- Consultation with and support of the Director, Public Schools NSW.
- The evaluation process included a self–assessment against the School Excellence Framework.

Our progress in the two strategic directions will be regularly monitored and evaluated at school staff meetings.

School strategic directions 2018–2020



**STRATEGIC
DIRECTION 1**
Teaching

Purpose:

Highly skilled and passionate teachers are an essential part of improving student outcomes. Our purpose is to create a stimulating, challenging yet supportive environment for teachers which uses research to underpin quality practice. We understand the need for a differentiated curriculum that is flexible, reflective, relevant and dynamic to meet the diverse needs of our students, staff and community.



**STRATEGIC
DIRECTION 2**
Learning

Purpose:

Excellent schools have a strategic and planned approach to develop whole school wellbeing processes that support all students so they can connect, succeed, thrive and learn. Our purpose is to develop engaged, self-directed and resilient learners through a focused approach to professional learning surrounding 'what works best'.

Strategic Direction 1: Teaching

Purpose

Highly skilled and passionate teachers are an essential part of improving student outcomes. Our purpose is to create a stimulating, challenging yet supportive environment for teachers which uses research to underpin quality practice. We understand the need for a differentiated curriculum that is flexible, reflective, relevant and dynamic to meet the diverse needs of our students, staff and community.

Improvement Measures

All students will achieve at or above expected level on the Literacy Learning Progressions for the elements of Understanding Texts and Creating Texts.

Individual students who do not achieve these benchmarks have learning interventions in place.

All students will achieve at or above expected level on the Numeracy Learning Progressions for the elements of Quantifying Numbers, Additive Strategies and Patterning.

Individual students who do not achieve these benchmarks have learning interventions in place.

People

Community Partners

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

Leaders

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

Staff

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

Parents/Carers

Engage in ongoing communication regarding how they can support their child's learning and their progress at school.

Students

Engage in peer and self evaluation activities and provide meaningful feedback to teachers.

Processes

Implementation of whole school student progress tracking practices to inform teaching and learning programs. (Learning Progressions and PLAN 2)

Participation in high quality professional learning to inform and guide current teaching practices (L3 Kinder and STEM Academy)

Evaluation Plan

Progress toward improvement measures will be evaluated through student assessment records, PLAN 2 data, Staff PL, NAPLAN item analysis, student and staff surveys, Class observations, CTJ of work samples, writing moderation, focus groups and teaching and learning program supervision.

Practices and Products

Practices

Every teacher uses data to inform and differentiate their teaching and learning by tracking student progress on the learning progressions.

Shared school-wide responsibility is evident through purposeful leadership and quality teaching and learning.

Products

100% of teaching and learning programs are data based, differentiated for individual student learning needs and demonstrate they are informed by the syllabus and learning progressions.

Professional learning plans and evaluations indicate improved teacher practice and student learning outcomes.

Strategic Direction 2: Learning

Purpose

Excellent schools have a strategic and planned approach to develop whole school wellbeing processes that support all students so they can connect, succeed, thrive and learn. Our purpose is to develop engaged, self-directed and resilient learners through a focused approach to professional learning surrounding 'what works best'.

Improvement Measures

Survey data indicates an increase in student engagement, self direction and resilience.

The school is deemed to be 'Excelling' in the wellbeing domain in the School Excellence Framework.

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

Will use information about individual students capabilities and needs to plan for student learning and engage them in rich learning tasks.

Parents/Carers

Ongoing communication with parents will assist them in being informed about and engaged with their child's learning.

Community Partners

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

Leaders

Will work individually and collaboratively as part of the Bellingen Dorrigo Small Schools Network to foster a school wide culture of high expectations and shared responsibility resulting in sustained and measurable whole school improvement.

Processes

Implement a whole school integrated approach to student wellbeing in which students can connect, succeed and thrive at each stage of their schooling. Students will understand how to behave intelligently when confronted with problems. (Habits of Mind)

Delivery of a health promotion and prevention program. The program aims to reduce the incidence of mental health issues in children by empowering them with self-awareness and giving them the knowledge, understanding and strategies they need to look after their own physical, social, mental, emotional and spiritual health and wellbeing.

Evaluation Plan

Progress toward improvement measures will be evaluated through student focus groups, reduced behaviour incidents, observation data, work samples, pre and post assessment data, SEF tracking, photographs, records of communication to parents.

Practices and Products

Practices

A comprehensive and inclusive framework to support cognitive, emotional, social, physical and spiritual well-being of students, which measurably improves individual and collective wellbeing.

Whole school approach to student wellbeing that supports student engagement and builds a positive environment.

Products

Resilient individuals who act with social, environmental and cultural integrity.

Learning for all students is individualised and differentiated as evidenced by student PLP's.