

School plan 2018-2020

Dalgety Public School 1722



School background 2018–2020

School vision statement

Dalgety Public School's values are aimed at developing a quality learning environment so as to provide a platform for students to be continuously stimulated, engaged and challenged. We are committed to actively initiating, partaking in and sharing, targeted, relevant professional development to enhance performance and in turn deliver high quality teaching and learning practices enabling students to become successful, active and informed citizens.

School context

Dalgety Public School is a small rural school situated in the Snowy Monaro Shire. With beautiful school grounds, the school is located in walking distance from the magnificent Snowy River and at the foothills of the Snowy Mountains. This unique school, of a one multi-age class, has a strong focus on Literacy and Numeracy across all year groups. We pride ourselves on a K–6 curriculum which is responsive and flexible where students, teachers, and parents work collaboratively to maximise student achievement. The teaching staff are committed to continuous improvement in their capacity to deliver a broad and high quality curriculum to students within a supportive and stimulating learning environment. Dalgety Public School provides an integrated approach in all Key Learning Areas, with a wide range of specialised cultural experiences to help create an ongoing culture of creativity, enquiry and engagement.

School planning process

The Strategic Directions established in this school plan have been collaboratively determined following a process that has involved the School P & C, students, parents/carers and staff. This rigorous process has been a multi-faceted approach of data collection, feedback and surveying, planning meetings, dialogue and collaborative decision-making. It includes consultation with the AECG and incorporates strategies to actively involve the Aboriginal community. This holistic approach ensures that the school continually engages students in quality learning experiences with optimum learning outcomes.

School strategic directions 2018–2020



**STRATEGIC
DIRECTION 1**
Personalised Learning

Purpose:

Learning is personalised, meaningful and differentiated for every student ensuring optimal growth in Literacy and Numeracy based on data to inform learning goals and teaching and learning activities. As a result of personalised learning, students will become successful learners and confident and creative individuals.



**STRATEGIC
DIRECTION 2**
Quality Teaching

Purpose:

Build capacity in all staff to empower them to take initiative and develop skills by engaging in meaningful, quality professional learning, leading to continuous improvement in teaching and learning whilst maintaining consistent high standards.

Strategic Direction 1: Personalised Learning

Purpose

Learning is personalised, meaningful and differentiated for every student ensuring optimal growth in Literacy and Numeracy based on data to inform learning goals and teaching and learning activities. As a result of personalised learning, students will become successful learners and confident and creative individuals.

Improvement Measures

Strengthening quality learning environments and as a result, Literacy and Numeracy Progressions data will show that 100% of students are achieving at least 1 year's growth in a calendar year.

100% of students will be able to articulate their learning goals in Literacy and Numeracy as well as achieving them.

Increased used of evidence-informed strategies to identify and address needs of learners.

People

Students

Students will:

Articulate their learning goals and intentions in Literacy (Comprehension and Writing) and Numeracy (Problem Solving), and provide meaningful feedback to teachers as a result of their learning experiences.

Have access to increased engagement through participation in drama, music, public speaking, ICT and sport.

Staff

Staff will:

Create a quality environment where learning is personalised and students are afforded time to reflect on their learning and provide feedback to teachers in order to modify teaching strategies and in turn maximise students outcomes.

Engage in quality, professional learning with a focus on personalised learning, to increase pedagogical knowledge and skills to adjust and deliver differentiated and personalised programs in Literacy and Numeracy that maximise student outcomes.

Provide opportunities for students to engage in a range of opportunities in drama, music, public speaking, ICT and sport.

Leaders

Leaders will:

Processes

Teaching and Learning Programs

Teachers will deliver well-planned quality, differentiated teaching and learning programs that take into account and meet the individual needs of every student, e.g. Gifted and Talented students.

Staff will undertake Professional Development with a focus on Literacy and Numeracy data-driven programs, either individually or as part of a network and be given opportunities to share practices with staff, colleagues and community. Teachers will use this data together with student feedback, to improve teaching and learning programs. Professional Development to be undertaken will include participation in TEN, Focus on Reading, PLAN data, Literacy and Numeracy Progressions.

Personalised Learning & Student Wellbeing

Teachers create a personalised learning environment for students which supports a growth mindset and risk-taking in learning.

Teachers will set learning intentions and success criteria, based on Visible Learning & Teaching strategies to ensure learning is targeted and informed, enabling students to understand how they learn and as a result set and achieve individual goals.

Parents will be targeted to participate in forums and workshops that provide knowledge & guidance on students' personalised learning in Literacy and Numeracy.

Student engagement will increase through participation in drama, public speaking,

Practices and Products

Practices

Staff regularly use assessment to monitor student achievement and identify learning needs. This is used to direct the teaching and learning.

With assistance, students monitor their own progress towards achieving their learning goals.

School attendance is closely monitored and in line with state average.

Products

Individual Learning Plans and Personalised learning Plans are in place for all students to reflect on and modify to suit the learning needs.

Every students' progress is regularly tracked and monitored through informed data against the Literacy and Numeracy Progressions.

Each student's learning goals are regularly monitored, and celebrated once achieved through an embedded reward system. With teacher support and guidance, new goals are then written.

Student attendance is in line with state average.

Strategic Direction 1: Personalised Learning

People

Provide opportunities for staff to engage in relevant, quality professional learning with a focus on personalised learning (Literacy and Numeracy).

Establish a culture where staff are encouraged to develop and share a growth mindset around their practice.

Establish procedures to staff to identify, assess and monitor student learning needs in Literacy and Numeracy through meaningful student feedback.

Budget funds used to employ and provide SLSO's with professional learning opportunities, enabling the development of skills necessary for continuous improvement in teaching and the sharing of learning.

Parents/Carers

Parents/Carers will be encouraged to work with and support the:

School's positive changes to learning strategies and processes..

Personalised learning culture of the school and encourage a growth mindset and risk-taking amongst students.

Processes

ICT, Aboriginal education & sport.

Evaluation Plan

Plot individual students on the Literacy and Numeracy continuums. Enter data on PLAN software. Ongoing review.

Using Literacy and Numeracy Progressions, monitor student progress and modify teaching and learning to meet needs.

Monitor student absences

Collect and analyse data from parent feedback through focus groups, workshops, meetings, surveys (Tell Them From Me) & dialogue.

Wellbeing Framework used as an assessment tool (PBL, Big Life Journal, How2Learn)

School newsletters, Facebook and other forms of communication.

Strategic Direction 2: Quality Teaching

Purpose

Build capacity in all staff to empower them to take initiative and develop skills by engaging in meaningful, quality professional learning, leading to continuous improvement in teaching and learning whilst maintaining consistent high standards.

Improvement Measures

School Excellence Framework – In the element, Learning and Development, Dalgety PS will obtain assessment status at 'Delivering' from 'Working Towards Delivering' as rated end 2017.

100% of staff attending Literacy and Numeracy professional learning.

100% of students will provide respectful feedback on their learning experiences.

People

Staff

Staff will:

Challenge themselves to engage in meaningful, relevant professional learning and then implement into classroom practice.

Monitor student progress and keep accurate records, documentation and assessment evidence to evaluate and adjust teaching strategies to maximise learning.

Students

Students will:

Commit to doing their best in all areas of the curriculum.

Provide respectful feedback on their learning experiences.

Parents/Carers

Parents/Carers will be encouraged to work with staff and support:

Personalised student learning and achievement.

Forums and workshops that provide knowledge and guidance on student's personalised learning in Literacy and Numeracy.

The school so a diverse range of school related activities such as drama, public speaking engagements, ICT and meaningful excursions can be offered to 100% of students.

Processes

Professional Learning

Staff engage in professional learning with a focus on Literacy and Numeracy, eg. Focus on Reading (Yrs 3–6), Multilit (1–1 support), TEN (K–Yr2), and data assessment and reporting, e.g. PLAN and Literacy and Numeracy Progressions.

Teachers' professional learning is aligned to their PDP's.

Evidence-based Practice

Teachers develop Individual Learning Plans for targeted students in consultation with parents and based on assessment and quality sources of data.

Teaching programs are evidence-based and data-driven to meet differentiated needs.

Teachers will provide a wide range of extra curricula activities such as drama, music, ICT, public speaking, Aboriginal cultural activities, sport and camps. Leadership opportunities will be made available in all of these activity areas.

Evaluation Plan

Teacher's programs reflect best practice and cater for individual learning needs

Teacher's/Staff PDP's review and teaching observations to monitor quality teaching

Regular reporting against the milestones

Practices and Products

Practices

Individual Learning Plans are monitored and updated.

Staff continually collaborate so professional learning around Literacy and Numeracy is shared between staff.

Structures are in place for regular meetings and opportunities to plan, reflect and gather feedback to improve and deliver informed practice.

Consistent teacher judgement is practiced amongst staff allowing for informed decisions about students' progress.

Products

Diverse curriculum offered including drama, music, public speaking, Aboriginal cultural activities, ICT, sport and camps.

Sharing of information and collaboration amongst staff is integral to performance and wellbeing.

Consistent teacher judgement and evidence is used to inform the teaching and learning.

Strategic Direction 2: Quality Teaching

People

Leaders

Leaders will:

Budget sufficient funding to ensure SLSO's are employed to work alongside teaching staff to ensure all student's are performing to their capability.

Provide all staff with access to quality professional development that will assist in targeting school priorities and professional needs and ultimately reach 'Delivering' in the element, Learning and Development within the School Excellence Framework.

Encourage and present opportunities for sharing with staff and other networks, e.g. Small Schools Network, M.E.G.

Community Partners

Parents and community will see evidence that Dalgety PS is delivering high quality education for all students.

Processes

Feedback from students will allow for modification of programs

What Works Best Reflection Guide

NAPLAN, TEN, Focus on Reading, PLAN and SMART data

Staff meeting minutes and term planning

Staff surveys to receive feedback from planned meetings and workshops