

School plan 2018-2020

Dundurrabin Public School 1788



School background 2018–2020

School vision statement

At Dundurrabin Public School we strive to create a strong, dynamic learning culture that encourages high expectations for success and for every student to have freedom, choice and greater options in an ever changing world.

School context

Dundurrabin Public School is an isolated rural small school situated in a beautiful bushland setting 33km north–west of Dorrigo on the Armidale to Grafton Road. The school has a caring and supportive learning environment catering for the needs of all students while focusing on delivering quality literacy and numeracy programs.

The existing cohort of students is drawn from Dundurrabin Village, Tyringham, Glenferneigh and Billys Creek with most travelling to and from school by bus. The enrolment for 2018 is 24 students and the average Family Occupation Education Index (FOEI) for 2016 and 2017 was 131.

The school is classified as TP1, with one full–time permanent Teaching Principal, a permanent part–time teacher for RFF and library and a School Administrative Manager working 6 days per fortnight. Through school funding and additional entitlements including LAST and Small School Supplementation, we currently operate two small classes comprising of a K–2 class and a 3–6 class.

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

Significant programs include the Early Action for Success strategy for 2017–2020, the continuation of our Stephanie Alexander Kitchen Garden program, the introduction of STEM across the school and our focus on environmental sustainability. Our school is a proud member of the Bellingen/Dorrigo Learning Community of Schools, providing students with engaging cross–school activities and leadership opportunities.

Our 21st Century Learning environment is supported by a variety of creative learning spaces and quality teaching resources including a substantial library, iPads, and computer technologies.

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 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 using the School Excellence Framework.
- Consultation and support with the Principal School Leadership.
- Consultation and support with the Director, Public Schools NSW.

Our progress in the two strategic directions will be regularly monitored and evaluated.

School strategic directions 2018–2020



**STRATEGIC
DIRECTION 1**
Strong Wellbeing

Purpose:

Our students have the right to connect, succeed and thrive throughout their schooling. They need to be fully engaged in their learning, challenged and feel empowered to develop their cognitive, emotional, social, physical and spiritual wellbeing.



**STRATEGIC
DIRECTION 2**
Dynamic Innovative Teaching
Team

Purpose:

Ensuring learning for students is based on quality educational delivery, high expectations and the implementation of innovative and creative practices. Highly expert, inspired and passionate teachers working together to maximise the effect of their teaching on all students in their care.

Strategic Direction 1: Strong Wellbeing

Purpose

Our students have the right to connect, succeed and thrive throughout their schooling. They need to be fully engaged in their learning, challenged and feel empowered to develop their cognitive, emotional, social, physical and spiritual wellbeing.

Improvement Measures

A comprehensive and inclusive framework to support the cognitive, emotional, social, physical and spiritual wellbeing of students as measured by the *Wellbeing Framework*.

The school is assessed against the SEF as moving from *Delivering to Sustaining and Growing* in Wellbeing.

Students show increasing capacity to form and articulate their learning goals for writing and use agreed rubrics to self-assess.

All students reflect on their learning and use this to inform where they need to go next.

People

Students

- Are risk takers, active learners and reflective about their learning.
- Will develop a sense of agency towards their learning.
- Will engage in goal setting, peer and self regulation activities and clearly articulate what they need to do in order to progress.
- Will be self aware, build positive relationships and actively contribute to the school community.

Staff

- Will plan to personalise rich learning experiences to engage all students based on their individual needs.
- Participate in professional learning and access resources to ensure each child's wellbeing is developed.
- Use effective classroom management strategies that promote responsibility for learning and behaviour among students.
- Recognise the important role they play as role models and provide students with opportunities to grow, succeed and thrive in their learning and development.

Community Partners

- Use of experts to support specific programs targeted to enhance student wellbeing.

Parents/Carers

- Understand the important role of wellbeing and engagement in student learning.

Processes

- Implement whole school approach to develop student cognitive, emotional, social, spiritual and physical wellbeing.
- Engage in whole school practices resulting in measurable improvements in engagement as self-directed learners across all key learning areas.

Evaluation Plan

- Student focus groups
- Observation data
- Student work samples
- Learning goals
- Success criteria for tasks
- Teaching programs
- Student surveys, pre and post
- School Excellence Framework
- Wellbeing Framework
- Student growth data
- Tell Them From Me survey

Practices and Products

Practices

- Learning intentions/goals are visible in every classroom for writing and are introduced across the curriculum.
- Innovative, evidence based programs such as Clear Minded For Life, Rock and Water and iPlay are implemented across the school to support student wellbeing.
- Reflective practices are explicitly taught and effectively introduced and monitored across the curriculum.

Products

- School has implemented evidence based change to whole school practices, resulting in measurable improvements in student wellbeing and engagement to support learning.
- There is a school wide, collective responsibility for student learning and success which is shared by parents and students.
- Teachers use the most effective evidence-based teaching methods to optimise learning progress for all students, across the full range of abilities.

Strategic Direction 2: Dynamic Innovative Teaching Team

Purpose

Ensuring learning for students is based on quality educational delivery, high expectations and the implementation of innovative and creative practices. Highly expert, inspired and passionate teachers working together to maximise the effect of their teaching on all students in their care.

Improvement Measures

Grade appropriate achievement in the sub elements of Understanding texts and Creating texts of the National Literacy Learning Progression.

Grade appropriate achievement in the sub elements of Quantifying numbers and Number patterns and algebraic thinking of the National Numeracy Learning Progression.

All students, K–6 demonstrate age appropriate number sense and can trust the count, as demonstrated through a variety of evaluative measures.

All teachers deliver interdisciplinary STEM units which are student led, as measured on *A continuum of STEM integration and A continuum of STEM pedagogy*.

People

Students

- Participate in innovative and creative teaching and learning programs.
- Engage in the writing process, increase vocabulary and become self-reflective writers.
- Foster a flexible approach to thinking and talking about numbers.

Staff

- Capabilities will be developed through developing and implementing professional learning plans.
- Work collaboratively with Instructional Leader (IL) to build confidence in all aspects of the writing process .
- Utilise the National Literacy and Numeracy Learning Progressions as a means of assessment to drive planning.
- Will work collaboratively with other teachers and the Sydney University STEM Teacher Academy.
- Participate in professional learning targeting literacy and numeracy.

Leaders

- Will lead and inspire the effective collaborative use of coaching, mentoring, observation and reflection to enhance teaching and learning.

Community Partners

- The school community will work collaboratively to enhance high quality teaching practices.

Processes

- Facilitation of EAfS – explicit teaching of literacy and numeracy. IL provides instructional leadership and direct literacy and numeracy support within the school.
- Implement whole school approach to the teaching of thinking and talking flexibly about numbers.
- Principal to facilitate the integration of STEM across the school.

Evaluation Plan

- Student work samples
- Student progress on the National Literacy and Numeracy Learning Progressions (PLAN2)
- Improved flexibility and fluency in student talk around numbers
- Pre and post STEM and writing surveys
- Feedback from peers and IL and classroom observations
- Teacher programming for STEM
- Learning based around authentic real world situations led by students
- School Excellence Framework
- Tell Them From Me survey

Practices and Products

Practices

- Teaching and learning across the school will be driven by assessment data and differentiated to meet the needs of all students – data to be entered into PLAN2 every 5 weeks and reading levels for K–2 to be graphed and analysed every 5 weeks.
- Teachers demonstrate and share expertise in content knowledge and teaching practice.
- Teacher performance and development plans explicitly target developing capacity to be more innovative and expert teachers.
- Teachers participate in high impact collaboration to drive their planning for learning.
- Teachers identify opportunities for 1% gains and implement.
- Critical and creative thinking is embedded in teaching and learning practices.

Products

- There is school wide collective responsibility for student learning and success.
- Structures are in place to enable collaborative planning, reflecting, improving and delivering evidence informed pedagogy.
- Teachers use the most effective evidence-based teaching methods to optimise learning progress for all students, across the full range of abilities.