

School plan 2018-2020

Dural Public School 1799



School background 2018–2020

School vision statement

Dural Public School is committed to the pursuit of excellence through provision of high quality educational programs for every child and adult at our school. Staff and the community work together to achieve a dedicated commitment to nurture, inspire and challenge students to find the joy in learning and to build upon their and understanding to help make sense of the world around them.

In the beginning years it is developing confidence to enable them to be known and understood and their potential developed. As the students progress, it means knowing that they are well supported as increasingly self-motivated learners, confident and creative individuals, with the personal resources to equip them for future success and wellbeing.

As a school, our collective goals is to provide a rich educational environment that supports the consistent development and improvement of student outcomes.

School context

Dural public School is an innovative and dynamic school that creates a positive and engaging environment encouraging all learners to 'Strive for Success'.

The school offers outstanding academic results; an abundance of extra-curricular activities that include debating and public speaking, robotics, Scope IT, dance, drama, choirs, school bands, string ensembles, recorder, buddy reading program, peer support, student representative council, environment group, gardening group and chess; an invigorating and challenging physical education and sporting program, gross motor, Fundamental Movement Skills. We cater for expertise with school PSSA and knock-out competitions. We have an exciting visual arts program run by a specialist teacher that culminates with an art show. A library program that supports technology and research strategies. We have a very strong Student Welfare Policy that incorporates Positive Behaviour of Engaging Learners (PBEL) and we have a zero tolerance to bullying.

We have the latest technology to engage student learning across the curriculum with touch screen LCD's in all classrooms, iPads, and notebook laptops. We now have two computer labs.

Our school offers enrichment programs for Kindergarten to Year 6; Support Teacher Learning and English as an Additional Language/Dialect.

The school runs outstanding orientation programs for Kindergarten and the opportunity Classes for Year 5 and Year 6.

Our school has beautiful grounds, extensive equipment to support all learning programs and a very strong link with the P&C, parents and the local community.

School planning process

In July of 2017, Dural Public School staff began the process of examining an element of the School Excellence Framework on a fortnightly basis. All staff collected data under each element, which would later form the basis for our collective decision on where our school sat on the SEF.

The School's 2018 Staff Development Day involved groups of staff being allocated elements under the teaching and learning domains, reviewing the evidence sets and annotating their decisions with regard to where we were placed in terms of their given elements.

Groups presented their annotations and explained their decisions. Staff were given the opportunity to further discuss before we all agreed on whether we were delivering, sustaining and growing or excelling under each element.

Staff then identified three critical areas of focus using the evidence gathered to inform our next school planning cycle.

The key areas of development identified were:

1. . Assessment
- 2.. Data skills and use to inform teaching
3. Wellbeing

The executive and three Strategic Direction leaders met to discuss and plan how our new focus areas would be incorporated into our current strategic directions and what changes would need to be made in moving forward.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1 Empowerment

Purpose:

To provide meaningful and purposeful opportunities to inspire, empower and engage learners in an environment that promotes creativity and innovation. At Dural Public School, our student centred focus will empower students with transferrable skills to support them in achieving their full potential as successful learners, confident and creative individuals and active and informed citizens.



STRATEGIC DIRECTION 2 Quality teaching and Learning

Purpose:

Building capacity through professional learning and development ensures Dural staff are engaged in ongoing, relevant and evidence based teaching and learning practices.



STRATEGIC DIRECTION 3 Communication

Purpose:

To develop and implement a whole school approach to wellbeing incorporating the elements of the wellbeing framework, providing students with opportunities to succeed, connect and thrive.

Strategic Direction 1: Empowerment

Purpose

To provide meaningful and purposeful opportunities to inspire, empower and engage learners in an environment that promotes creativity and innovation. At Dural Public School, our student centred focus will empower students with transferrable skills to support them in achieving their full potential as successful learners, confident and creative individuals and active and informed citizens.

Improvement Measures

- All teaching programs show evidence of differentiation in all learning areas, including opportunities for children to use their critical, creative and higher order thinking skills. Student engagement and motivation survey data.

People

People

Students: To engage students to work collaboratively to apply innovative solutions to problems, think creatively and connect through technology. (GTIL)

Students: To develop independence by taking an active role in their learning through setting goals, self-reflecting and self-assessing, embracing a growth mindset towards improvement.

Staff: Broaden the teaching of the educational curriculum in order to extend student learning in future focused capabilities – as per the goals of the Melbourne Declaration.

Leaders:

Inspire, lead and support responsive, targeted initiatives to enhance learning into the future.

Community: Establish proactive learning alliances with other schools and community members to deliver innovative educational projects.

Parents:

Support the school's commitment to future focused learning through continued inclusive partnership opportunities.

Processes

Develop and expand learning and ICT resources that support quality teaching and learning through technology in all KLAs.

Collaboratively plan and differentiate programming using the Quality Teaching Framework, PBL/Design Thinking and CCT.

Providing all students with the opportunity to participate in extra-curricular activities and innovative programs with local schools and networks.

Evaluation Plan

Regular monitoring and reporting of the milestones for this Strategic Direction, adjusting and modifying as necessary.

Regular gathering of student samples used for analysis, reflection and reporting against the milestones.

Practices and Products

Practices

Embedding of the GTIL and the School Excellence Framework to underpin all products and practices.

Students are involved in reflective assessment and reporting processes.

Engaged students in motivated class settings working collaboratively.

All students take an active role in their learning.

Teachers engage students in quality teaching and learning strategies through differentiated programs.

Learning environments (classroom and beyond), are fluid and flexible and responsive to students needs and interests.

An inspiring culture of learning and success that is motivated by the exchange of knowledge within the school and through our network of schools

Products

Programs will be used to demonstrate reflection of individual student differentiation.

Evidence of formal and informal learning environment use will be seen across the school.

Work samples demonstrate individual student interests and needs.

Strategic Direction 2: Quality teaching and Learning

Purpose

Building capacity through professional learning and development ensures Dural staff are engaged in ongoing, relevant and evidence based teaching and learning practices.

Improvement Measures

- Peer observations for PDPs will target formative assessment strategies
- Teaching and learning programs will include formative assessment data
- Program feedback from supervisors will target assessment strategies
- Evidence of professional learning in quality assessment will be documented in staff learning journals
- Increased proportion of students in the top 2 bands for writing, literature and numeracy

All teachers will collaboratively and expertly analyse system and school based data.

People

People

Students: Engage students through quality teaching and formative assessment strategies to create optimal learning conditions and foster continual improvement.

Staff: Work collaboratively to reflect, improve and establish strategies that achieve and maintain National Teaching Standards. Staff will ensure appropriate assessment and reporting practices are used consistently to monitor learning outcomes and they will use their understanding of current data to inform teaching. Teachers will maintain accurate records, documentation and assessment data in order to evaluate and adjust their teaching strategies, to maximise impact on student learning.

Leader: The executive team leads the process of ongoing school evaluation through data informed and evidenced based decision making.

Develop and build capacity in supporting and fostering quality teaching through coaching and mentoring of teachers.

Community Partners: Provide opportunities for professional learning with school and community networks.

Parent & Carers: Parents are active, engaged and supportive partners in the learning of their child and have strong connections to the school.

Processes

Teachers are supported in using feedback to enable students to meet literacy and numeracy benchmarks.

Ongoing evidence of learning is systematically collected, analysed and used effectively to inform and adapt teaching.

Provide all staff with the opportunity to participate in the development of quality assessment and reporting processes and practices.

Analyse and utilise NAPLAN data to identify key students for improvement in academic growth.

Develop staff capacity through evidence-based practice including learning intentions, feedback and responsive data analysis.

Evaluation Plan

Regular monitoring and reporting against intended milestones, adjusting as required.

School teams systematically analyse internal and external data sources to design and deliver targeted learning priorities.

Practices and Products

Practices

Learning across the school will be driven by assessment data and differentiated to meet the needs of all students. This will be evident in classroom practice, programmed and reporting.

have multiple opportunities to demonstrate learning progress and achievement through assessment tasks.

Products

Evidence of learning will be demonstrated through consistent assessment, reporting and programming practices at a school and classroom level.

Student achievement is enhanced through engagement in high calibre, relevant and evidence based professional learning in quality assessment and data analysis

Strategic Direction 3: Communication

Purpose

To develop and implement a whole school approach to wellbeing incorporating the elements of the wellbeing framework, providing students with opportunities to succeed, connect and thrive.

Improvement Measures

- Improved level of student wellbeing and engagement.
- Staff, student and parent survey on PBEL program.
- Consistent social skills program across K-6.
- Increase in positive recognition that students receive.
- PBEL data collected from pre and post surveys.
- Decrease in negative behaviour data.
- 100% commitment from staff members to utilise the positive rewards program outlined in the school PBEL program in both classroom and playground.

People

People

Staff: Engage in professional learning to understand the wellbeing framework.

Staff: Implement wellbeing strategies in whole school and classroom settings.

Students: Develop and showcase skills that allow them to succeed, connect and thrive.

Parent & Carers:

Are actively engaged and supportive partners in

Processes

Provide all staff with the opportunity to participate in professional learning centred on the wellbeing framework.

Teachers are supported in implementing wellbeing strategies in daily classroom practice.

Analyse and utilise survey data to evaluate and improve the whole school PBEL program.

Consistent exchange of student welfare data across the school to improve teacher collaboration, student knowledge and community connection.

Evaluation Plan

Regular monitoring and reporting of the milestones for this Strategic Direction, adjusting and modifying as necessary.

Analysing the data from PBEL to see if the system is working effectively and there is growth in positive behaviour

Practices and Products

Practices

Implementation of the Wellbeing Framework to empower students and develop their emotional, social and mental health and wellbeing.

All students take an active role in their approach to their own and others wellbeing.

Teachers implement differentiated wellbeing strategies within their classroom.

Learning and support team provide ongoing support to teachers in implementing wellbeing strategies and programs.

Products

PBEL program is implemented throughout the whole school and is evident in classroom programs and practices.

Consistent whole school social skills program implemented across all stages.

PD/H/PE Scope and Sequence evaluated to reflect wellbeing programs.

PBEL data reflects staff commitment to the positive rewards program outlined in the school PBEL program in both classroom and playground.