

School plan 2018-2020

Dubbo West Public School 3591



School background 2018–2020

School vision statement

Where individuals matter".

School context

Dubbo West Public School is a P–6 school which combined onto one site in 2018, having gone through major capital works during 2017 and 2018 with a refurbishment of four classrooms, an additional 4 classrooms, a flexible learning space and a purpose built preschool being added to the former Primary site.

Student population is currently around 410 with 54% Aboriginal or Torres Strait Islander background and approximately 84% of our students coming from low socio-economic backgrounds. We offer quality education to students from Preschool to Year 6 with additional inclusion of a Regional Opportunity Class for students in Years 5 and 6 who are gifted and talented and a support class for students with a Mild Intellectual Disability.

Dubbo West is an Early Action for Success School and also proudly embeds Positive Behaviour for Learning across all school contexts. We boast a small but active P&C and are proud to be affiliated with our local AECG.

Dubbo West boasts a large number of extra curricula activities designed to enhance the whole school experience including public speaking, debating, choir, sport music and drama, coding and robotics.

School planning process

Dubbo West Public School embarked on an extensive journey in the preparation of this plan to ensure that all members of our learning community had the opportunity to be an integral part of this planning process and to ensure that it was truly representative of our school.

The School Excellence Framework was utilised to identify areas of strength and areas requiring additional focus and has been used as a basis for this plan. Our local Aboriginal Educational Consultative Group were consulted regarding our Strategic Directions during the planning stage in 2017. Staff, parents and Student Representative Council were then consulted prior to the final plan being implemented.

Through the self assessment process using the school excellence framework in 2018 and preparation for External Validation in 2019 led to the School Plan being revised in 2019. These changes were submitted to the P&C for input prior to final submission.

School strategic directions 2018–2020



**STRATEGIC
DIRECTION 1**
Academic Success

Purpose:

To build high expectations that support academic success for every student.



**STRATEGIC
DIRECTION 2**
Teacher Quality

Purpose:

To develop confidence and skills in the delivery of explicit teaching and learning programs incorporating evidence based classroom practice.



**STRATEGIC
DIRECTION 3**
Community & Culture

Purpose:

To increase parent and community engagement in school life through strong partnerships.

Strategic Direction 1: Academic Success

Purpose

To build high expectations that support academic success for every student.

Improvement Measures

Increase the proportion of students achieving in the top two bands in Literacy and Numeracy in NAPLAN.

Students are active in their own learning.

People

Students

Students will know and be able to articulate what they are learning, why they are learning it and how they will know when they get there.

Staff

Staff meet the individual needs of students through the collegial development and implementation of differentiation strategies in all classrooms.

Leaders

Establish structures and processes to identify, address and monitor student learning needs.

Parents/Carers

Parents actively engage and work in partnership with the school to support student achievement.

Community Partners

Work collaboratively with school staff to support student achievement in learning, engagement and wellbeing.

Processes

Students are engaged in quality learning programs which are differentiated to meet their individual learning needs.

Staff use a range of strategies to develop student vocabulary.

Students use explicit success criteria to achieve learning intentions, guided by explicit feedback.

Evaluation Plan

Ongoing collaborative review of data: formative assessments, NAPLAN, PLAN and Best Start

Teacher led student feedback opportunities, eg. using the anecdotal Y chart

Teacher Programs

Supervision observations

Student Surveys eg. Tell them from me and Griffith University (Qld)

Practices and Products

Practices

Students and staff are involved in the provision of high quality feedback referencing collectively developed learning intentions and success criteria.

Students and staff engage in a range of planned strategies to build thinking and learning skills

Products

Students will be able to articulate the purpose, process and outcomes of their learning.

Writing samples and classroom observations show students are using and exposed to a variety rich language and vocabulary.

Strategic Direction 2: Teacher Quality

Purpose

To develop confidence and skills in the delivery of explicit teaching and learning programs incorporating evidence based classroom practice.

Improvement Measures

Staff engagement with collective planning has increased.

Teachers are actively engaged in collaborative activities which is evident by changes to classroom practice.

People

Staff

Staff develop skills to collaboratively plan, assess and analyse student learning.

Students

Students will develop increased oral language skills.

Parents/Carers

Parents:

Parents will understand that teachers work in teams for the benefit of their students

Community Partners

Work collaboratively with school staff to support student achievement in learning, engagement and holistic wellbeing.

Leaders

Leaders model collaborative practice and engage in professional development.

Processes

P-6 teachers undertake professional learning, coaching and collaborative review of teaching practice to maximise their effectiveness.

Students are profiled against the Literacy and Numeracy progressions

Staff develop skills and engage in research based teaching strategies.

Evaluation Plan

Classroom Observations are undertaken for sharing and development of common practice.

Undertake Collective Efficacy Survey with all class based staff and evaluate results in Term 4 each year.

Program Supervision

Tell them from Me Teacher survey and People Matter Employee survey

PDP Processes

Practices and Products

Practices

Embed formative assessments and use of data to inform lesson planning.

Staff work collectively to design high quality teaching programs.

Products

Teaching and Learning programs and lesson delivery clearly demonstrate the use of research based teaching strategies.

Teachers regularly engage in collaborative reflection around the impact of their practice

Staff collaborate to ensure consistency of teacher judgement.

Strategic Direction 3: Community & Culture

Purpose

To increase parent and community engagement in school life through strong partnerships.

Improvement Measures

The school provides increased opportunities for participation and connection with school events.

Decrease in the number of Office Discipline Referrals on SENTRAL and an increase in the number of students involved in PBL rewards throughout the year.

All students are involved in extra-curricular activities.

People

Students

Students actively participate as successful and confident learners in a diverse range of enrichment and extra-curricular programs which foster and develop their talents and interests.

Staff

Staff participate in learning partnerships and contribute beyond their classrooms to broader school programs, valuing staff expertise and talent

Leaders

Leaders design and develop high quality enrichment and extra-curricular learning programs which actively engage parent participation and community involvement.

Parents/Carers

Parents volunteer and actively participate in classrooms, P&C initiative and enrichment and extra-curricular programs across the school. Parents understand what happens in their school.

Community Partners

Work collaboratively with school staff to support student achievement in learning, engagement and wellbeing.

Processes

PBL is embedded as a whole school integrated approach to student wellbeing in which students can connect, succeed and thrive at each stage of their schooling.

Facilitating increased opportunities for parent and student involvement in school life in a variety of ways.

Regular communication, connection and partnership with parents to meet individual student needs and enhance wellbeing.

Evaluation Plan

All data will be analysed collaboratively;

Student Tell them from me surveys

Tell them from me staff survey

School generated Parent survey

Parent attendance at school events

Ongoing review of school performance data (NAPLAN, PLAN, Attendance, Suspension etc)

Collective Efficacy Survey Tool (T4)

Sentral data

Practices and Products

Practices

Strengthen PBL with a focus on increased engagement of staff in PBL initiatives and engagement in the PBL management team.

Regular consultation and communication to engage parents meaningfully as partners in education through a variety of communication and opportunities to participate.

Products

Positive and respectful relationships underpin a productive and aspirational learning environment.

Parents have an increased understanding of school activities and the variety of ways they can be involved.