

Dunoon Public School Strategic Plan 2015 – 2017



Successful and
Engaged Learners

Innovative and
Collaborative
Teachers

Positive
Relationships with
the Learning
Community



School vision statement

At Dunoon Public School we are committed to providing a supportive, engaging, creative and challenging learning environment in which each student strives for personal excellence.

All members of the Dunoon Public School community will be challenged and empowered to become lifelong learners, confident, capable, creative individuals, and active, global and socially responsible citizens.

School context

Dunoon Public School is a small school located in the vibrant village of Dunoon. The school has an enrolment of 73 students drawn from the local village and the surrounding districts. It enjoys a high profile in the local area.

The students are supported by caring, enthusiastic and dedicated staff. There is strong staff commitment to ensuring that community ties are solid and positive teacher-student/teacher--parent relationships are fostered. Quality programs and a caring learning environment underpin all programs and practices. This is reflected in the positive behaviour and high academic, personal and social standards that exist at the school. Programming and planning across the whole school is differentiated to meet the diverse needs, backgrounds and interests of all students.

In a 21st century learning environment we see a strong need to support our students to be global citizens. Our school has a strong focus on promoting collaboration, resilience, creative and critical thinking and life-long learning skills.

Supporting these principles are a range of engaging programs, including:

- a dynamic creative and performing arts program;
- solid literacy and numeracy programs;
- positive student wellbeing programs encouraging citizenship, autonomy and leadership;
- strong environmental and health education practices; and
- targeted use of technologies.

School planning process

In 2014, a planning process was undertaken and implemented across the whole school community to review current practices and collect evidence from staff, students and community via newsletters, meetings, forums, discussions and interviews. The process included a review of the strengths, opportunities and areas for development for the school. This evidence was collated at staff and P&C meetings in 2014 and 2015. Planning sessions with students, staff and community members took place to share ideas and identify the priorities for the 2015-2017 school plan. As a result, three key strategic directions were adopted. These are:

- Successful and Engaged Learners;
- Innovative and Collaborative Teachers;
- Positive Relationships with the Learning Community

The Dunoon School Plan sets out clear improvement measures. It forms the basis for the school's improvement and development efforts for the next three years in partnership with the students, staff and wider school community. The plan outlines the purpose of each strategic direction, the people, processes, products and practices that are to be realised through implementation of the plan.



STRATEGIC DIRECTION 1

Successful and Engaged
Learners

Purpose:

To support and empower all students to become confident, engaged and self-directed learners with core academic skills, high order creative and critical thinking skills, resilience, adaptability, self-awareness and the ability to build positive relationships across a variety of contexts.

STRATEGIC DIRECTION 2

Innovative and
Collaborative Teachers

Purpose:

To support the on-going professional learning of all staff to ensure a positive school learning environment and the delivery of a quality curriculum that is innovative and will inspire all students to be successful learners and citizens.

STRATEGIC DIRECTION 3

Positive Relationships
with the Learning
Community

Purpose:

To engage and strengthen relationships with the broader school community in order to enrich student experiences, foster social citizenship and contextualise student learning.

Strategic Direction 1: Successful and Engaged Learners

Purpose

Why do we need this particular strategic direction and why is it important?

To support and empower all students to become confident, engaged and self-directed learners with core academic skills, high order creative and critical thinking skills, resilience, adaptability, self-awareness and the ability to build positive relationships across a variety of contexts.

Improvement Measures

- ❖ All staff work from a model of nurturing relationships which clearly identify respectful, consistent and positive interactions.
- ❖ Whole-school formative assessment project implemented.
- ❖ Clear examples of student's involvement in setting personal goals and school projects
- ❖ Forums regularly held to ascertain students' views on decision-making
- ❖ Parent and Community satisfaction displayed through support of programs, involvement in and promotion of the school resulting in continued positive enrolment statistics.
- ❖ Long term sustainability of programs
- ❖ Student numbers attending performances and experiences.

People

How do we develop capabilities of our people to bring about transformation?

Students: Through formative assessment practices, students will be supported to develop the capability to identify, develop and evaluate their own goals and to support and reflect on their peer's goals.

Staff: Students taught how to identify, develop and evaluate personal strengths and areas in need of improvement. All staff involved in creating a nurturing and supportive environment that encourages academic a personal growth and self-efficacy of every student.

Teachers actively engage with colleagues to seek feedback and 'feedforward' on their practice.

Community Partners: Teachers collaborate with colleagues and broader learning community to deliver innovative and targeted programs that engage all learners.

Parents/Carers: Parents actively encouraged to be involved in school projects.

Leaders: Recognise, utilise and develop staff skills and strengths to support students. Leaders identify and negotiate appropriate Professional Learning to support all staff to develop the knowledge and skills necessary to support students.

Processes

How do we do it and how will we know?

Whole-school formative assessment project

All curriculum initiatives are underpinned by formative assessment practices. Strategies to support this include:

- Aligning all Professional Learning (PL)
- Changing of reporting process
- Differentiating learning
- Formalising collaborative feedback/feedforward
- Seeking feedback from students and parents
- Strategic selection of resources (human, physical, financial and technological) that promote learning/engage learners

PL supporting the exploration of innovative, effective classroom practice including the creative use of technologies and inquiry-based learning.

Evaluation Plan

Collect evidence of formative assessment through class, staff and whole-school forums and questionnaires.

Celebration and acknowledgement of successes.

Delivery of engaging and innovative programs across all KLAS.

Products and Practices

What is achieved and how do we measure?

Product: All students achieving their individual goals for academic and personal learning.

Product: All students have a sense of belonging and empowerment within the school.

Product: Staff understands and values the importance creating a supportive and nurturing environment within which learning and personal growth can take place.

What are our newly embedded practices and how are they integrated and in sync with our purpose?

Practice: Teachers and students collaborate to set personal learning goals which are challenging and achievable.

Practice: Formative assessment practices underpin all teaching and learning.

Practice: Teachers, students and parents collaborate to create programs which support the development of each student's personal and social capability and promote global citizenship.

Strategic Direction 2: Innovative and Collaborative Teachers

Purpose

Why do we need this particular strategic direction and why is it important?

To support the on-going professional learning of all staff to ensure a positive school learning environment and the delivery of a quality curriculum that is innovative and will inspire all students to be successful learners and citizens.

Improvement Measures

- ❖ Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students using evidence-based teaching practices and innovative and creative delivery methods.
- ❖ All teachers promote and model effective, evidence-based practice.
- ❖ Staff demonstrates progress towards personal goals and whole-school strategic directions.
- ❖ Students demonstrate their progress towards their personal learning goals.
- ❖ Leaders acknowledging and fostering a strengths-based approach to team management.

People

How do we develop capabilities of our people to bring about transformation?

Students: Through formative assessment, students understand and articulate what they need to know and do to achieve their learning and personal goals.

Staff: Amongst all staff there is a robust sense of collective efficacy and collegial support. Through Teaching in Partnership (TiP), teachers embrace the belief that effective practices are based on collaboration, reflection and a commitment to improve pedagogy. PL is targeted to support staff in:

- delivering a high quality, innovative, and engaging curriculum (creative curriculum delivery)
- supporting the social and emotional well-being of all students
- acknowledging students as active participants in their learning and valuing them as global citizens

Community Partners: Staff fosters positive and collaborative relationships with broader learning community to enhance student learning outcomes.

Parents/Carers: Encouraged to support programs that contextualise student learning.

Leaders: Guided by individual staff development needs, GTIL and the performance development framework, provide targeted TPL to improve student impacts.

Processes

How do we do it and how will we know?

Teaching in Partnership (TiP)

Staff learning is differentiated and negotiated through the TiP program. The differentiated, professional learning focuses on:

- formative assessment
- Technologies
- Student social and emotional well-being
- Creative and innovative curriculum delivery
- Strengths as individuals and as a team
- TPL supporting the exploration of innovative, effective classroom practice

Teacher Performance

Teacher performance guided by the Australian Professional Standards for Teachers (through BOSTES). Leaders to encourage staff to identify personal learning needs and negotiate with Leaders personal learning opportunities.

Evaluation Plan

- Surveys, forums and questionnaires to collect evidence of formative assessment practice.
- BOSTES Accreditation
- Positive collaboration across the school and between the school learning community

Products and Practices

What is achieved and how do we measure?

Product: Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students using evidence-based teaching practices and innovative and creative delivery methods.

Product: All teachers promote and model effective, evidence-based practice.

Product: Staff demonstrates progress towards personal goals and whole-school strategic directions.

Product: Students demonstrate their progress towards their personal learning goals.

What are our newly embedded practices and how are they integrated and in sync with our purpose?

Practice: Teachers and students collaborate to set personal learning goals which are challenging and achievable.

Practice: Formative assessment practices underpin all teaching and learning.

Practice: Teachers, students and parents collaborate to create programs which support the development of each student's personal and social capability and promote global citizenship.

Strategic Direction 3: Positive Relationships with the Learning Community

Purpose

Why do we need this particular strategic direction and why is it important?

To engage and strengthen relationships with the broader school community in order to enrich student experiences, foster social citizenship and contextualise student learning.

Improvement Measures

- ❖ The school uses collaborative feedback and reflection to promote and generate learning and innovation.
- ❖ Practices and processes are responsive to community feedback.
- ❖ Functioning and well maintained kitchen garden operating at the school.
- ❖ Students expressing greater sense of belonging to the school and greater engagement with their learning.

People

How do we develop capabilities of our people to bring about transformation?

Students: Students engaged with a range of high quality projects and programs running throughout school.

Students provided with opportunities to contextualise their learning through engaging with academic and social learning activities within and beyond the school.

Staff: Collaborates with the wider learning community to provide increased quality learning opportunities for all students.

Staff values the importance of high quality collaborative relationships with the broader learning community.

Parents/Carers: Parents/carers are valued and involved in promoting learning opportunities for all students.

Community Partners: A wide network of community partners is involved in providing opportunities for all students.

Leaders: Actively involved in promoting positive relationships with all stakeholders of the learning community.

Processes

How do we do it and how will we know?

Engagement with Learning Community will occur through a range of creative projects aimed at improving student learning and experience. Particular focus areas include:

- Environment (Kitchen Garden Cultivation/Preparation, Healthy Eating program strengthened)
- Student well-being and citizenship (School Parliament, Healthy Harold, Mindfulness in Education)
- CAPA program (including strengthening existing Marimba Music Program)
- Higher Order Thinking (Tournament of Minds, Chess Team, whole-school Project-Based Learning program, Technology programs)
- Transition programs

Evaluation Plan

Feedback from learning community (through forums, surveys, discussions and questionnaires) of strengths, areas for improvement and barriers.

Evidence of response to changing opportunities of learning community.

Products and Practices

What is achieved and how do we measure?

Product: Healthier children displaying healthy habits and fitness, improved focus levels. Students have sense of ownership of their learning.

Product: Improved awareness by all staff of the value of collaboration and strength of partnerships in improving learning experience for all students.

Product: Parents and carers actively involved in planning and implementing whole-school programs.

Product: Network of community partners established, broadened, and utilised.

What are our newly embedded practices and how are they integrated and in sync with our purpose?

Practice: Project-based learning programs in place.

Practice: Implementation of programs that foster social/global citizenship (school Parliament)

Practice: Food growing and preparation embedded in teaching programs and practised by students at home and school.