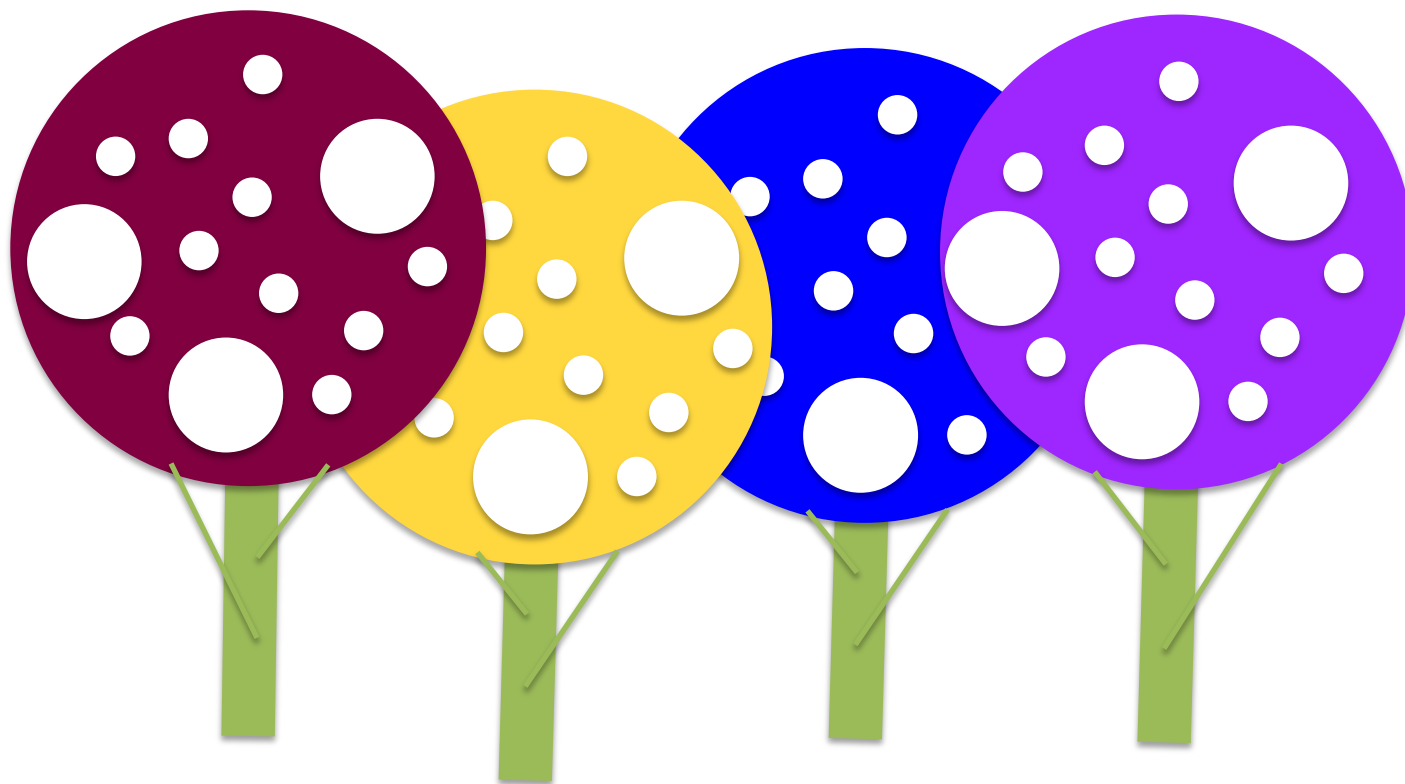


Dungay School Plan 2015 – 2017



Dungay

Crystal Creek

Chillingham

Tyalgum

“It takes a whole village to raise a child.”

School background 2015 - 2017



School vision statement

To broaden and enrich the school experience of our students in preparation for high school and beyond by collaboratively providing outstanding school and group programs that engage students.

To continually improve literacy and numeracy standards through the planning, development and sharing of high quality, consistent teaching and learning programs

School context

Our group is made up of four small rural schools situated in the Tweed Valley. We have a similar range of students with a similar variety of abilities and backgrounds. While each school retains its own individual character and identity, each is committed to working together to achieve our shared vision and prepare our students for a successful transition to Wollumbin High School.

School planning process

The principals of each of the four schools meet regularly to reflect, collaborate and plan. Each school engages its community in the process through formal meetings, surveys, focus groups and personal contact.

School strategic directions 2015 - 2017



STRATEGIC DIRECTION

1

Purpose:

To improve student learning and outcomes in Literacy through the development and delivery of consistent high quality teaching practice in all areas of English

STRATEGIC DIRECTION

2

Purpose:

To improve student learning and outcomes in numeracy through the development and delivery of consistent high quality teaching practice in all areas of mathematics

STRATEGIC DIRECTION

3

Purpose:

To enhance the engagement of students in the learning process to improve learning outcomes

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Strategic Direction 1: Literacy

Purpose

To improve student learning and outcomes in Literacy through the development and delivery of consistent high quality teaching practice in all areas of English

Improvement Measures

- ❖ NAPLAN trend data to 2017
- ❖ NAPLAN student growth data from Year 3 to Year 9

People

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

Students:

To engage students in being quality learners who apply rigour to learning literacy in the school and home environments.

Staff:

To improve our schools' collective effectiveness by improving the professional knowledge, practice and engagement of all teachers and school leaders through the creation of a professional learning culture which is relevant, collaborative and future focussed.

Parents:

To establish a collaborative learning community by providing opportunities for parents and teachers to work together to improve the intellectual quality of educational programs in the school. This will include providing community learning sessions on Literacy and the new NSW BOS syllabus documents.

Processes

How do we do it and how will we know?

Whole school approach to scope and sequencing:

- Streamline scope and sequence Literacy planning, programming and teaching from K-6 to provide consistency for students and teachers whilst ensuring the school is adhering to Literacy state policy guidelines.
- Collaborate with Wollumbin Head Teacher English to develop teaching strategies esp. Writing, Spelling and comprehension.

Differentiation:

- Build staff capacity to collaboratively plan and differentiate programming and pedagogy in Literacy using the Quality Teaching elements.
- Create school-wide systems and grouping structures to support differentiation.

National Curriculum Implementation:

- Implement staff training in the National Curriculum Syllabus documents in order to implement the new curricula.

Professional Learning:

- Further develop staff understanding and quality pedagogy in Reading, Spelling, Vocabulary, Writing and Grammar strategies to support all students.

Evaluation Plan:

- Use PLAN software to create a Literacy profile for students K-6.
- Closely monitor NAPLAN and school based assessment results to analyse student performance in Literacy.
- Develop targeted programs to improve these areas as required.

Products and Practices

What is achieved and how do we know?

Product: Growth above National Average sustained, from Years 3 to 5 in NAPLAN Literacy results.

Product: Number of students performing in the top two bands in NAPLAN Literacy increased.

Product: Ensure quality pedagogy and consistency in teacher judgement with curriculum program design, scope and sequences and assessment benchmarks for whole school evaluation, professional learning and strategic planning.

Practices: Quality teaching and learning practices across the schools, demonstrated through differentiated Literacy lessons and assessments to improve student achievement.

Practices: Proactive professional learning teams across schools that are focused on using best evidence-based practice and data analysis to result in consistent quality teaching and achievement of TARS standards.

Practices: Students and staff reflecting on the achievement of their personal learning and leadership goals in the area of Literacy.

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Strategic Direction 2: Numeracy

Purpose

To improve student learning and outcomes in numeracy through the development and delivery of consistent high quality teaching practice in all areas of mathematics

Improvement Measures

- ❖ NAPLAN trend data up to 2017
- ❖ NAPLAN student growth data Year 3 to Year 9

People

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

Students:

Student levels of achievement in numeracy will be improved through the development of engaging, differentiated teaching and learning programs designed to meet the needs of all individuals.

Staff:

Staff capabilities will be developed by designing and implementing individualised professional learning. Learning community and school-wide systems and structures will be developed which support all staff in meeting the educational needs of students.

Parents:

Schools will engage in collaborative learning communities by providing opportunities for parents and teachers to work together to improve the intellectual quality of educational programs in the school. This will include providing community learning sessions on Numeracy and new NSW BOS syllabus documents.

Processes

How do we do it and how will we know?

Whole school approach to scope and sequencing, planning and assessing:

- Develop school policy to reflect new mathematics syllabus.
- Develop assessment, planning, programming and teaching models from K-6 to provide consistency for students and teachers whilst ensuring the school is adhering to State policy guidelines in numeracy.
- Develop a deep and shared understanding of numeracy continuum.
- Collaborate with Wollumbin Head Teacher Maths to develop teaching strategies esp. fractions, decimals, percentages, patterns and algebra and time; focusing on Place Value Aspect.

Differentiation:

- Build staff capacity to collaboratively plan and differentiate programming and pedagogy in numeracy using the Maths Plus program and create school-wide systems and structures which support differentiation.
- Class teachers, LaST and parents work together to develop IEPs and PLPs for identified students.

National Curriculum Implementation:

- Implement staff training in the National Curriculum Syllabus documents, to implement the new curriculum as per BOS and DEC guidelines.
- Collaborate with Wollumbin Head Teacher Math to share expertise across stages esp. in 'new' content moved from Stage 4 to Stage 3.

Products and Practices

What is achieved and how do we know?

Product: Improved student performance in numeracy as measured against National and State benchmarks.

Product: Individual student learning needs catered for.

Product: IEPs and PLPs developed and implemented for identified students.

Product: Improved pedagogy

Practice: Students tracked on the numeracy continuum.

Practice: Teaching and learning across the school driven by assessment data and differentiated to meet the needs of all students. This will be evidenced in classroom practice, programming and reporting.

Practice: Effective assessment, tracking and student analysis systems in place to ensure consistent teacher judgement, dynamic, effective programming and valuable reporting to parents.

Practice: All staff have developed personal professional learning plans targeted at improving individual pedagogy.

“It takes a whole village to raise a child.”

- Collaborate the planning of Maths programs to ensure consistency of methods.
- Primary schools to base scope and sequence on Maths Plus, as well as North Coast Scope and Sequence.
- Provide parent workshops on the new syllabus

Professional Learning:

- Further develop staff understanding and quality pedagogy in mathematics to support low performing and extend high performing students.

Evaluation Plan:

- Use PLAN software to create a Numeracy profile for students K-6.
- Monitor student progression once per term
- Analyse NAPLAN data
- Regular meetings with teachers to discuss professional learning
- Feedback from community.

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Strategic Direction 3: Engagement

Purpose

To enhance the engagement of students in the learning process to improve learning outcomes

Improvement Measures

- ❖ Staff, student, community responses recorded via surveys
- ❖ Engagement plans and strategies embedded in routine business of schools in the group.

People

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

Staff

Principal: informal verbal survey

Principals and staff of CoS Schools: negotiate organisational responsibilities and expertise of staff in each school

Processes

How do we do it and how will we know?

- Survey parents, students and teachers to gauge student engagement and find ways to improve.
- CoS Principals meet regularly to monitor, review and plan CoS projects.
- Combine with other schools in the CoS group for special days and targeted programs to enhance motivation, transition, learning and social opportunities for students and to maximise resources, such as:
 - Multicultural programs
 - Debating
 - NAIDOC activities
 - Griffith University tour
 - High school transition activities
 - Creative Arts Day
 - Leadership Development - initially for Year 6, working towards building capacity throughout primary years
- Combine resources, expertise and funds across schools to meet professional learning needs, esp. the implementation of the Australian Curriculum and motivating strategies for learning.
- Refine and develop transition program to Wollumbin HS
- Students develop self-determination by maintaining personal attainment records

Products and Practices

What is achieved and how do we know?

Product: Detailed feedback use design future directions in enhance engagement.

Product: Well organised and coordinated plans across CoS group to enhance engagement.

Product: A well-resourced and coordinated Professional Learning Plan that addresses current needs of teachers in the group.

Practice: Students regularly participate in a range of enriching activities CoS group, broadening their educational and cultural experiences and social interactions.

Practice: Formal leadership program aligned to Premiers' Sporting Challenge linked with Wollumbin HS

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