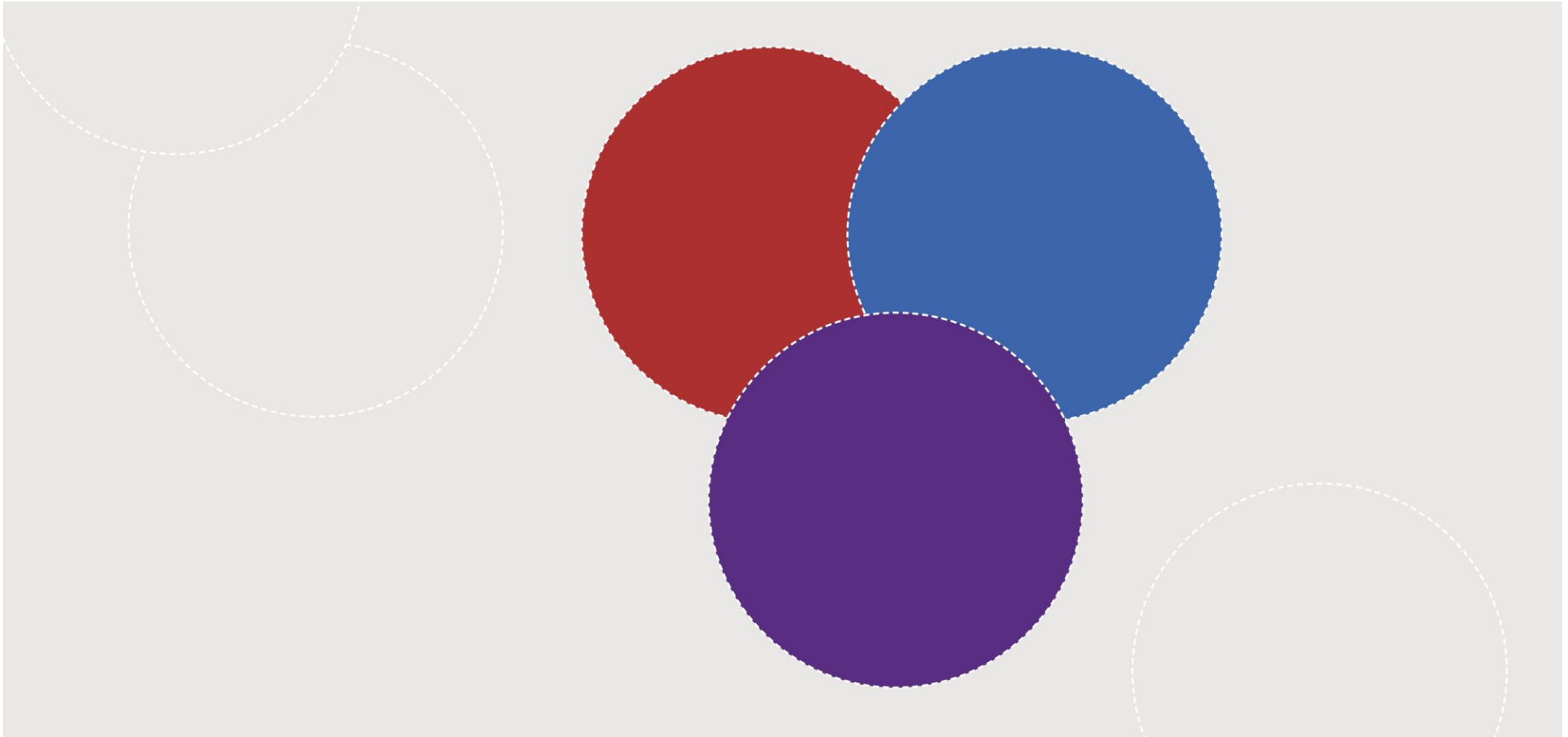


Dunedoo Central School Plan 2015 – 2017



Planning template

Dunedoo Central School

School background 2015 - 2017

SCHOOL VISION STATEMENT

Dunedoo Central School provides a positive learning environment where community involvement is promoted and valued. All students are encouraged to achieve their potential by becoming self-motivated, resilient, life-long learners, who are respectful of others. Opportunities are provided by a committed, cohesive and highly skilled staff using quality teaching methods and technologies.

Core Values:

- Choose your attitude – responsibility and excellence;
- Have fun – cooperation and fairness;
- Be there for others – respect and care;
- Make someone's day – integrity and democracy.

SCHOOL CONTEXT

Dunedoo Central School provides a quality education from Kindergarten to Year 12. With a school population of 213, the school boasts a staff that can offer a full and varied curriculum and is unique in that it shares its site with the Western Institute of TAFE. As a Central School, there is a strong emphasis placed on a sense of family and community, regular whole school activities as well as a wide variety of extra curricula and cultural events.

Children at this school are nurtured in a supportive and encouraging atmosphere where all students are provided with opportunities to develop positive relationships, skills and values that underpin the rest of their lives. Vocational education, a strong Agriculture & Show program, a well-developed band and choir program, and excellence in the sports of touch football and squash are some of the hall marks of this school. The well-manicured school draws its students from a wide surrounding area, which includes the feeder school of St Michael's Primary School, and the farming areas of Cobbora, Mendooran and Leadville.

The staff at DCS is enthusiastic, caring and dedicated and is supported by an enthusiastic Parents & Citizens school community group. The school is a member of the Cudgegong Learning Community and the Wollemi Group and we continually try to live up to our motto 'Our Best Always'.

As a school with a large low SES component our key goals are to improve student learning outcomes in Literacy and Numeracy. Student Engagement, Learning through Quality Teaching and improvement in School Leadership and Management Systems are also key focus areas.

SCHOOL PLANNING PROCESS

- Executive Planning day for development of school plan and evaluation of previous plan;
- Whole Staff Evaluation of NAPLAN performance and areas for development, and other key areas for development;
- Consultation Survey of Primary Students – "Tell them from Me";
- Consultation Survey of Secondary Students – Insight SRC;
- Consultation Survey of Staff – Focus on Learning and Insight SRC;
- Consultation Survey of Parents – Insight SRC;
- Consultation of staff on areas for development in new plan;
- Consultation of School P&C on areas for development in new plan;
- Interview of parents by students consulting on areas of development for the future.

School strategic directions 2015 - 2017

This page identifies the 3 strategic directions and the purpose of each one. Each strategic direction will:

- define the key improvements which combine for the school to achieve excellence
- represent a high level and future-focused educational priority which is evidence based and data informed
- be a succinct statement that drives the development of the school's educational and organisational leadership culture
- make explicit links to the dimension of the school excellence framework.



Being clear about the purpose of each strategic direction is crucial since a successful organisation is typically one in which individuals in the organisation can say why they do what they do.

Articulating the purpose for each strategic direction enables the school to communicate why these have been identified as most important to achieving school excellence and contributing to sustained improvement in student learning.

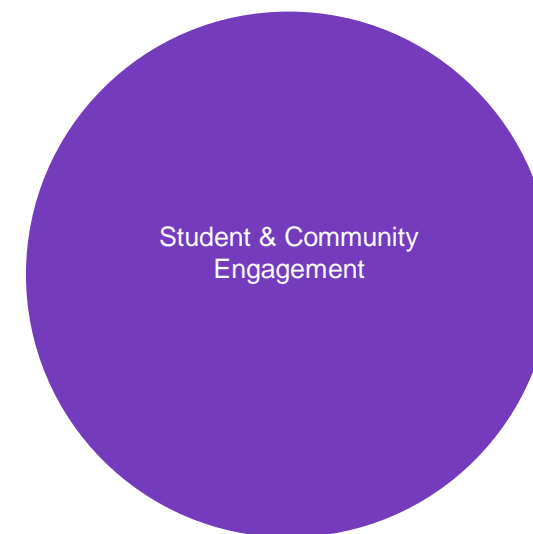
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Strategic direction 1: Quality Teaching & Learning

PURPOSE

To empower students the knowledge & skills to actively succeed in life.

To ensure that learning is personalised and differentiated for every student to achieve their full potential as 21st century learners.

IMPROVEMENT MEASURE/S

- Best Start
- SENA Test
- Literacy/Numeracy Continuum
- Reading Recovery
- Remedial Programs
- NAPLAN
- ESSA
- ROSA
- Consistent Teacher Judgement
- HSC
- Evidence of differentiated curriculum in teaching programs

PEOPLE

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

Students:

- Students will be supported in developing the capacity to learn independently and achieve high standards.
- Students will be supported to develop self-efficacy.

Staff

Staff will engage in professional development, coaching and networking to implement quality teaching practices.

Parents

Parents will be asked to engage with the school in understanding and supporting their own child's learning and progress.

Community partners

- The school community will be invited to develop and support partnerships in areas relevant to the broader curriculum.
- The school supports the community through participation in local events.

Leaders

Executive staff will be responsible for the underpinning of professional learning and development, implementation, monitoring, evaluation and reporting of curriculum, assessment and student performance in each area.

PROCESSES

How do we do it and how will we know?

Students:

- Students are actively engaged in quality learning;
- Students demonstrate independent learning practices;
- Students are striving to achieve their potential/best.

Staff

- Staff are actively implementing quality teaching practices to enhance student learning outcomes;
- Staff engage in regular professional development & collegial dialogue;
- Staff engage in professional networking to enhance consistent teacher judgement.

Leaders

- Executive staff will model, monitor and support, through the TARS process and other means, teaching practice and programs;
- Executive staff will engage in reflective practices.

Evaluation plan

- Executive staff will collect and monitor programs.
- See details in Milestone chart.

PRODUCT AND PRACTICES

What is achieved and how do we know?

Improved Literacy and Numeracy results

- Maintain 80% K-2 students achieving at or above Reading standards.
- 60% of Year 5 students achieve expected growth in Literacy and Numeracy.
- 70% of students in Years 7 & 9 achieve above expected growth in Literacy and Numeracy.
- At least 10% achievement of top 2 bands in HSC and NAPLAN.

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

Practices

- Staff effectively utilise continuums to monitor student progress;
- Maintain effective use of differentiated curriculum, support and GATS programs;
- Data Analysis, Evaluation and utilisation of PLAN to inform teaching (focusing on Writing);
- Professional development & support of consistent teacher judgment;
- Review & refine quality assessment practices;
- Executive to monitor teaching and assessment practices;
- Implementation of the Australian Curriculum.

Strategic direction 2: Effective Leadership & Management

PURPOSE

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

To ensure Dunedoo Central School has quality educational delivery and consistent, high level, professional practices to prepare students for the challenges of the 21st Century.

IMPROVEMENT MEASURE/S

- Increased number of teachers as leaders across a variety of school initiatives;
- Increased number of nominations for SRC and school captaincy;
- Increased student voice.

PEOPLE

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

Students:

- Students will be encouraged and supported to seek leadership roles both within school and extra curricula activities.
- Students will be given clear directions, support and development on how to fulfil leadership roles and responsibilities.
- Students will develop the capacity to be effective leaders.

Staff

- Staff will be encouraged and supported to seek leadership roles and be actively involved in continuous school improvement practices;
- Staff will develop the capacity to be effective leaders and contribute to a positive, collaborative culture for school improvement.

Parents and Community Partners

- Parents and community will be given clear communication about school systems and management practices;
- Parents and community will be consulted on school strategic directions and policies.

Leaders

Leaders will facilitate transparent, whole school communication practices and management systems for continual school improvement

PROCESSES

How do we do it and how will we know?

Students:

- Student participation in Leadership forums and workshops;
- Students engaged in leadership opportunities both within and outside the school.

Staff

- Staff will continue to seek training and professional learning opportunities to strengthen their leadership skills;
- All staff contributing to a range of school documentation;
- All staff are actively engaged in teams to achieve the schools strategic directions.

Leaders

- Staff continue to develop school improvement team practices including evaluation, strategic planning and resourcing, reflecting and reporting;
- Engage and communicate with the whole school community about SMP, ASR and strategic directions.

Evaluation plan

See Milestones

PRODUCT AND PRACTICES

What is achieved and how do we know?

Product

- Enhanced leadership capacity for school improvement;
- A culture of collaboration in which all members of the school community contribute to the achievement of common goals;
- Effective school systems and practices.

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

Practices

- Provide professional development opportunities to develop the capacity of current and aspiring leaders;
- Review roles, responsibilities, systems, committees and accountabilities to bring into line with current planning;
- Promote opportunities for the development of student leadership capacity;
- Lead School Improvement through whole school consultation.

Strategic direction 3: Student & Community Engagement

PURPOSE

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

To establish and maintain a culture of well-being, trust, collaboration and transparency in which all stakeholders contribute to the achievement of 21st Century Learning Outcomes.

IMPROVEMENT MEASURE/S

- Parent Surveys
- Staff Surveys
- Student Surveys
- Increased participation in school events by students.
- Increased partnerships between the school and community organisations.
- Improved attendance and suspension data.

PEOPLE

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

Students:

- Develop in students resilience, self-esteem & self –efficacy;
- Increase student capacity to be intrinsically motivated, reflective, show initiative and be independent learners.

Staff

- Targeted professional development for staff in student and community engagement;
- Building capacity for staff to work with the local community.

Parents

- Encouragement of parent voice;
- Acknowledgement of parents as educational partners.

Community partners

- School representation on community committees and boards;
- Reciprocal relationship between community and school.

Leaders

- Proactive in leading and developing positive relationships within the school and community;
- Promote and support teacher professional development to engage students in learning;
- Ensure all stakeholders share the school vision and have a clarity of purpose.

PROCESSES

How do we do it and how will we know?

Students:

- Students engaged in their learning and achieving to their potential;
- Increase student knowledge of standards and self-assessment;
- Increased student motivation and participation in school programs that provide opportunities for growth;
- Students motivating each other toward school engagement.

Staff

- Increase teacher engagement in professional dialogue, collegial networks and a culture of resource sharing;
- Staff engage students through quality teaching and learning practices and self-evaluation;
- Increased staff awareness of community aspirations and the development of strong relationships;
- Effective staff communication and feedback with the community;
- Consistent application of school welfare policy.

Leaders

- Annual analysis of student, staff and community survey responses;
- School leaders fostering a culture of positive welfare and communication;
- School leaders encourage and support professional development.

Evaluation plan

See Milestone

PRODUCT AND PRACTICES

What is achieved and how do we know?

Product

- Positive results in surveys from all stakeholders;
- At least 50% of parents surveys returned;
- Increased student participation in school events;
- Increased partnerships between the school and community organisations;
- Improved relationships between staff and students, and between students and students;
- Improved attendance, RISC and Suspension data.

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

Practices

- Ongoing data collection and analysis of staff, students and parents;
- Reinforce and develop strong relationships with students, staff and community;
- Support staff to develop improved programs focusing on student engagement in learning;
- Develop and maintain active community participation in school business;
- Effective and transparent welfare/behaviour management policies.