School plan 2015 – 2017

DURI PUBLIC SCHOOL - 1802
### School background 2015 - 2017

#### School vision statement
- Teachers are committed in providing a quality education that will inspire students and improve student learning.
- The staff and community will develop exciting opportunities in the 21st century.
- The staff is committed to the provision and promotion of technology skills to develop lifelong learning to assist with education in the 21st century.
- At Duri Public School we strive to use best practices to improve student learning. We embrace change and believe in leadership for every staff member and student.
- We ensure that our students are equipped with 21st century skills which will enable them to reach their full potential and become successful and responsible citizens in a diverse global society.

#### School context
Duri Public School is a small rural school situated 20 kms from Tamworth.

We have the benefit of being located close to a large community which promotes opportunities for physical and human resources to support the education of our students.

Duri Public School is committed to providing a sharing of learning with other small schools in our Tamworth Small Schools cluster. Our students participate in sport, arts and cross-curriculum areas on a regular basis.

Wherever possible the school leaders and staff work together collaboratively as a learning team to enhance our knowledge of current teaching and learning practices.

#### School planning process
Duri Public School will incorporate a variety of strategies to involve all stakeholders in the school planning process.

**Duri School will:**
- Determine the composition of the learning team;
- Determine strategies for engaging staff, students, P & C and our local community;
- Determine the timeline for the consultation process and development of the plan; and
- Schedule meetings with staff, students, P & C, parents and the local community to collect data.

The School Strategic Plan is the key planning document for the school and its community.

At Duri Public School we will strive to improve:
- Staff professional development;
- Student learning;
- Student engagement;
- Staff and student wellbeing; and
- Student transition.
School strategic directions 2015 - 2017

This page identifies the three strategic directions and the purpose of each one.

**STRATEGIC DIRECTION 1**
For all students to be innovative and independent learners. To deliver a 21st century learning environment providing opportunities to become creative learners.

**Purpose:**
To deliver a 21st century learning environment that provides opportunities to encourage students to become creative and critical thinkers, self-directed learners with a love of learning.
To build student capacity in problem solving and team work with the skills to collaborate and contribute to society.
To ensure all students are attaining their highest possible levels in literacy and numeracy.
To create learning environments that foster resilience and perseverance in learning, equipping students with the skills to cope with a rapidly changing world.

**STRATEGIC DIRECTION 2**
To support teachers to improve academic and wider teaching qualifications and skill levels so that all students attain the highest possible educational outcomes.

**Purpose:**
To support teachers to improve academic and wider teaching qualifications and skill levels so that students attain the highest possible educational outcomes.

**STRATEGIC DIRECTION 3**
To develop effective partnerships between the family and the school based on trust and mutual respect.

**Purpose:**
Family and School Partnerships
Effective partnerships between the family and school are vital for the continued success of our students to improve and achieve. This relationship is based on trust and mutual respect. The school acknowledges families are the first educators of young people and are a significant influence on young people's growth, development and educational success. The school values parents/carers to taking an active involvement in their child's education while informing them of any concerns with the child.

Communities and Schools Partnerships
An effective partnership between schools improves student and teaching outcomes. Professional growth and dialogue between colleagues is pivotal in ensuring that teacher quality is maintained and developed. Schools are dynamic ever changing environments where staff have the opportunity to share and refine their teaching practices for the educational benefit of all students.
### Strategic Direction 1: All students to be dynamic, creative and independent learners

#### Purpose

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

To deliver a 21st century learning environment that provides opportunities for students to become self-directed learners with a love of learning.

To build student capacity in problem solving and team work with the skills to collaborate and contribute to society.

To ensure all students are attaining their highest possible levels in literacy and numeracy.

To create learning environments that foster resilience and perseverance in learning, equipping students with the skills to cope with a rapidly changing world.

#### People

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

**Students:** To develop students’ capacity to learn and play an active role in their own literacy and numeracy development by fostering a joy of learning and building skills and understanding.

To develop student’s capacities to adopt and respond to change by nurturing, guiding and challenging students through a variety of teaching styles and curriculum options.

To develop student’s capacity to face challenges and have the critical thinking skills to respond to these by providing explicit structured learning to scaffold problem solving, critical and creative thinking and team work for future success and well-being.

**Staff:** To participate in targeted professional learning to develop teaching pedagogies to support creative and critical thinking, problem solving and team work.

**Parents:** Develop parent and community members understanding; that high expectations are encouraged for the educational outcomes of all students through parent teacher meetings, PLPs and informal evenings.

#### Processes

How do we do it and how will we know?

**Curriculum and Assessment**

Develop teacher’s capabilities to teach critical training in the classroom by providing them with a deep understanding through professional development.

Closely monitor school assessment, to ensure that evidence based data is used to track student development.

Develop teachers knowledge so they have a deeper understanding of the English syllabus. To ensure children are developing skills to compose, edit and present well-structured and coherent texts using more demanding vocabulary.

Develop mental computation strategies, conceptual understandings, fluency and problem solving across all areas of numeracy through a deeper understanding of the mathematical syllabus.

Develop critical thinking skills in students through engagement and higher order thinking skills.

Focus on enhancing numeracy and literacy programs with the use of technology.

#### Products and Practices

What is achieved and how do we know?

**Product**

A variety of assessment data is utilised to track accurately students as they progress through the Literacy and Numeracy Continuums. Individual learning plans are used to provide evidence in the consistent judgement of student growth.

Children have taken ownership of their learning when:

1. Students less reliant on teacher direction and scaffolding when they are actively involved in their learning and analysing and reporting on it.
2. Students being greater risk takers and showing evidence of creativity through engagement in art, music, dance or writing.
3. Students are becoming more resilient to changes of routine as there is less behaviour issues when dealing with different structures.

There is a school wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement.

**Staff**

Evidence of growth of Aboriginal students in Year 5 NAPLAN assessment that is above state average.
<table>
<thead>
<tr>
<th><strong>Improvement Measures</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>❖ School programs address the needs of identified student groups</td>
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<tr>
<td>❖ Attendance rates are regularly monitored and action is taken promptly to address issues with individual students.</td>
</tr>
<tr>
<td>❖ Forward movement along the Literacy and Numeracy Continuums. All teachers will be involved in discussing, examining data and plotting children at regular levels and adapting teaching and learning programs in line with PLAN data.</td>
</tr>
<tr>
<td>❖ Evidence of growth in Year 5 and Year 7 NAPLAN assessment at or above state levels.</td>
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<thead>
<tr>
<th><strong>Community Partners</strong></th>
<th><strong>Leaders</strong></th>
<th><strong>Leadership and Management</strong></th>
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<tbody>
<tr>
<td>Establish learning alliances with other small schools and community agencies to deliver innovative projects and collective student teamwork amongst other school groups.</td>
<td>Identifying staff from local schools that have the knowledge and ability to provide targeted professional learning.</td>
<td>Providing relevant professional learning opportunities for staff to promote a positive and innovative learning culture.</td>
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</table>

**Leadership and Management**
Providing relevant professional learning opportunities for staff to promote a positive and innovative learning culture.
Continue to develop staff knowledge and understanding of WHS issues and expectations.

**Aboriginal Education**
Engagement of Student Learning Support Officers as a means to support and enrich the teaching and learning of targeted student in the classroom.
Providing a range of literacy and numeracy opportunities for all aboriginal students to experience successful learning through exposure to cultural days and experiences.

**Evaluation Plan**
Closely monitor all school based assessment results to analyse student performance in Writing, Comprehension, Punctuation, grammar and Mathematics. Develop targeted programs to improve in these areas as required.

**Practices**
Quality teaching and learning practices across the school, demonstrated through engaging lessons that promote critical thinking, problem solving and differentiated learning.

**Analyzing data to plan individualised and differentiated learning to ensure the achievements of Aboriginal students match or better the outcomes of all students.**

**Technology scope and sequence.**

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**
### Strategic Direction 2: Curriculum, Assessment and Pedagogy

#### Purpose

To support teachers to improve academic and wider achievement through sustained attention to 21st century learning skills, lesson design, development of whole school programs, assessment and tracking on the K-12 continuums so that students attain the highest possible educational outcomes.

To ensure teachers take a shared responsibility for student improvement and contribute to a transparent learning culture, including through the observation of each other’s practice.

To develop a school wide culture of high expectations and success by developing teaching pedagogies.

#### People

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

**Students:** Engage students in rich learning experiences by promoting positive student well-being and successful learning environments.

Develop student’s capabilities to reflect on assessment and reporting processes and feedback to progress to the next level.

**Staff:** All classrooms are well managed and organised so students can engage in constructive learning with minimal disruption.

Teachers provide explicit, specific and timely formative feedback to students on how to improve.

Support teachers through professional learning about Australian Curriculum, differentiated learning, quality learning improvement.

#### Processes

**How do we do it and how will we know?**

**Curriculum**

Increased professional learning about Australian Curriculum, differentiated learning, quality learning improvement.

Provide professional development opportunities for teachers to assist identify and provide for students’ with specific learning difficulties, eg. dyslexia, autism and behaviour disorders.

Ensure that staff is provided with ongoing opportunities to access Aboriginal cultural education through professional learning and career development opportunities.

**Assessment**

Increased professional learning about consistent teacher judgement, feedback and formative assessment.

School wide organisational structures put in place to collect, track and monitor student achievements.

Ensure all staff regularly review learning with each student so students have a clear understanding of how to improve their learning.

**Pedagogy**

Provide structures for teachers to collaborate more, to observe professional practice and to align their professional learning planning.

#### Products and Practices

**What is achieved and how do we know?**

**Product**

The school has embedded and explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvements in teaching practice and student outcomes.

Improved teaching methods in 21st century teaching methods in literacy and numeracy, with professional learning activities, focussed on building teachers’ understanding of teaching strategies in these areas.

Teachers actively involved in planning their own professional development to improve performance.

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

**Practices**

Utilisation of data to inform and guide literacy teaching practices to meet the needs of students and achieve curriculum outcomes.
<table>
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<td>- An increased number of teachers accredited by the Board of Studies and Teacher</td>
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<tr>
<td>Education Standards (BOSTES) at Proficient and higher levels.</td>
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<tr>
<td>- Documentation of teacher understanding and support of the annual performance and</td>
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<tr>
<td>development cycle.</td>
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<tr>
<td>- Teachers differentiate curriculum delivery to meet the needs of individual</td>
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<tr>
<td>students.</td>
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<tr>
<td>- The school provides a range of extra-curricular opportunities for the development</td>
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<td>of the whole student.</td>
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Build the collective capacity of all staff members to use data to inform strategic school improvement efforts.

**Parents and Community Partners:** Inform and develop parent knowledge and understanding of school programs and new syllabus expectations.

**Leaders:** Develop staff workforce capabilities by implementing and sustaining school wide systems and organisational structures.

All staff will develop a better understanding of smart data to improve the learning of all students.

Small groups and individuals will receive intensive instruction by specialised numeracy, literacy and technology teachers.

Technology and Brain Research pedagogy incorporated into professional learning to promote 21st century learning opportunities in critical and creative thinking and team work.

The classroom environment is an area full of rich language opportunities, problem solving, independent learning and a strong sense of personal success.

Teachers embrace a teaching style which is supportive and interactive and is directed towards identifying students’ strengths and teaching to their strengths.

Extra-curricular learning opportunities are significant, support student development and are strongly aligned with the school’s vision and priorities.

The school establishes active partnerships and works collaboratively to ensure continuity of learning for students.
## Strategic Direction 3: Enhancing School Community and Communities of Schools Partnerships

### Purpose

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

Effective partnerships between the family and school are vital for the continued success of our students to improve and achieve. This relationship is based on trust and mutual respect. The school acknowledges families are the first educators and are a significant influence on young people’s growth, development and educational success. The school values parents/carers taking an active involvement in their child’s education.

An effective partnership between schools improves student and teaching outcomes. Professional growth between colleagues is pivotal to ensuring that teacher quality is maintained and developed. Schools are dynamic ever changing environments whereby staff have the opportunity to share and refine their teaching practices for the educational benefit of all students, Build and support a culture of high expectations and community engagement, resulting in improved educational outcomes for Aboriginal learners.

To develop strategies for working effectively, sensitively and confidentially with parents/carers.

### People

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

**Students:** To provide opportunities for students to develop cultural, academic and sporting skills.

Set high expectations of students to improve social relationships between all students and teachers.

**Staff:** Termly, assess and monitor Student Welfare Policy to make adjustments to the program.

Providing opportunities to enhance teacher qualifications for promotion, leadership and the skills to teach students to become competent, creative and independent learners.

**Parents:** Comprehensive newsletters, school reports and parent teacher interviews will continue to provide quality communication.

Prepare and organise parent teacher evenings to give parents an understanding of literacy and numeracy expectations.

Engage staff, students and parents in the development of the vision, values and purpose for the school.

**Community Partners:** The school uses collaborative feedback and reflection to promote and generate learning and innovation.

### Processes

How do we do it and how will we know?

**Building Positive Community and School Identity.**

Provide opportunities for students across the Tamworth Small Schools’ Network to participate in academic, cultural and sporting challenges and opportunities.

Peer Support Program to develop social relationships between students.

**Participation and Community Learning.**

Promote professional learning activities and engage teachers in planning their own professional development to improve their performance.

The use of school facilities is optimised within the local community, to best meet the needs of students and the local community.

**Communication and consultative Decision Making**

School community is positive about the educational and communication and practices in the school through newsletters, social media and the school web page.

Recognise and communicate Aboriginal student achievements to parents/caregivers, their extended families and the wider community.

### Products and Practices

What is achieved and how do we know?

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

**Product**

Improved professional relationships between staff of Tamworth Small Schools’ Networks through collaborative planning days and sporting events.

Increased communication with parents and caregivers through newsletters, parent teacher interviews and reporting of plan data.

**Practices**

A positive culture of learning will be developed throughout the school community by improved relationships with students, teachers and parents.

Parents and community members attend workshops relating to learning to assist with smooth transitions between pre-school and school and school and high school to minimise emotional traumas.

Creative and engaging learning environments where Aboriginality, identity and the diversity of Aboriginal cultures are valued, respected and promoted to ensure Aboriginal students are attending and achieving.
**Improvement Measures**

- Improved and increased networking with other small schools in the local area through the Bective Small Schools sporting carnivals, tennis competitions and visiting shows.

- Initiate collaborative relationships with other small schools to expand professional learning opportunities, engage in research and provide quality opportunities for all staff.

- The school is recognised as excellent and responsive by its community as a result of its effective engagement with members of the local community such as parents, families, local media and business organisations.

**Leaders:** Provide professional development for staff to improve their quality teaching practices.

Knowledge of current policies to develop awareness and to promote a positive culture of learning in the school through informative and meaningful meetings with community members.

The school will foster collaboration with key stakeholders in the development of the school vision, strategic directions and annual plans.

Take a leadership role in professional and community networks and support the involvement of colleagues and parent/caregivers in external learning opportunities.

Develop inter school relationships to provide mentoring and coaching support to ensure the ongoing development of all staff.

**Evaluation Plan**

Closely monitor SRC surveys, parents attendances and community survey information. The school will develop programs and strategies to improve in these areas as required.