School Plan 2015 – 2017

DUBBO PUBLIC SCHOOL 1775
## School background 2015 - 2017

### School vision statement

At Dubbo Public School we believe in respect and personal best. We will provide a safe, happy environment where learning is valued, challenging and supported by the school community.

### School context

Dubbo Public School has a rich history and culture dating back to 1858. It is a well-appointed school conveniently set in the middle of Dubbo enabling children easy access to academic, cultural and sporting facilities. There are 19 mainstream classes and two special education classes. Approximately 12% of the students identify as Aboriginal and 5% of students receive English as an Additional Language/Dialect (EAL/D) support.

Dubbo Public School has a vibrant blend of traditional values and innovative learning programs delivered and supported by a very committed teaching, administrative and executive staff with a range of experience.

The school has comprehensive academic and socio-cultural programs including: Gifted and Talented, Band, Peer Support and outstanding sporting opportunities. Students are provided with the latest technology to enhance learning, including a modern computer lab with innovative software and interactive whiteboards in every classroom. Parent and community support is strong with outstanding attendance at school events and a very active P&C. Dubbo Public School is a welcoming and friendly school where positive relationships exist between families, students and teachers.

Dubbo Public School’s philosophy is based on mutual respect, open communication and shared responsibility.

### School planning process

This school plan was developed in consultation with staff, students and parents.

All stakeholders were asked the following questions to ascertain the school vision and strategic directions.

1. What is already successful in our school?
2. How do you know?
3. What skills will students need in the future?

Feedback was gathered through a variety of methods including:

- **Staff** completed a SWOT Analysis and the Focus on Learning survey
- **Students** completed the Parking Lot analysis
- **SRC** discussed the focus questions with the Principal
- **Parents** completed surveys
- **Equity Officer** interviewed Aboriginal parents and the Principal consulted with the P&C
- **Whole of staff and parents** collaboratively developed the purpose, people, processes, practices and products for each strategic direction
- **A focus group (eight members)** finalised the plan regularly consulting with staff and parents.
Purpose
To provide learning opportunities that are engaging through evidence-based teaching strategies and high levels of professionalism and commitment.

Purpose
To foster a safe respectful community of successful, productive learners who are inspired, guided and nurtured to achieve their individual potential.

Purpose
To establish active partnerships and work collaboratively to ensure continuity of learning for students.
Strategic Direction 1: High Standards

**Purpose**
Why do we need this particular strategic direction and why is it important?
To provide learning opportunities that are engaging through evidence-based teaching strategies and high levels of professionalism and commitment.

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

**Students**
- Provided with explicit feedback to develop their understanding of their place on the learning continuums and strategies for further development of learning intentions.
- Provided with quality learning opportunities that are significant, support student development and are aligned with the school’s vision, values and priorities.

**Staff**
- Develop evidence-based teaching practices and innovative delivery mechanisms to engage students in learning experiences which effectively develop the skills, knowledge and understanding of all students.
- Teachers are committed to their ongoing development as members of the teaching profession.

**Community Partners**
- Develop inter-school and inter-agency support to access expertise leading to ongoing development of all staff and students.

**Leaders**
- Uses identified expertise within the staff and community to enrich and extend students’ learning opportunities.

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

**Processes**
- Teachers participate in professional learning targeted to school priorities and their professional needs as reflected in Professional Learning calendar.
- Staff will undertake professional learning in understanding the use of assessment data to monitor achievements and gaps in student learning. This will be embedded in planning for particular student groups and individuals.
- A systematic research-based program of professional learning will be implemented focussing on authentic feedback.

**Products and Practices**
What is achieved and how do we measure?

**Product**
- Authentic feedback is embedded in teaching and learning practices and documentation.
- Diverse and differentiated teaching and learning programs reflect current best practice.

**Practice**
- Staff are actively engaged in planning their own professional development to improve performance.
- Teachers collaborate in developing strategies for differentiation and consistency of teacher judgement.
- Teachers provide and receive planned constructive feedback from peers, school leaders and students to evaluate the effectiveness of their own teaching practices.
- School organisation focusses on program structures and makes necessary adjustments on a semester basis.

**Improvement measures**
Authentic feedback is embedded in teaching and learning practices and documentation.
Diverse and differentiated teaching and learning programs reflect current best practice.
**Strategic Direction 2: Equity of Opportunities**

### Purpose

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

To foster a safe respectful community of successful, productive learners who are inspired, guided and nurtured to achieve their individual potential.

### People

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

**Students**
- Used reflection on assessment and reporting processes and feedback to support their own learning.
- Expectations of behaviour are explicitly taught to students and relate to the variety of school settings such as classroom, playground, excursions and assemblies.

**Staff**
- School support of quality teaching and professional practise for individual stages of learning and development will provide opportunities for students to connect, succeed and thrive.

**Parents/Carers**
- Opportunities are provided for parents/carers to engage and support the progression of their child through collaborative planning.

**Leaders**
- Advocate a whole school approach to wellbeing with clearly defined behavioural expectations to create a positive teaching and learning environment.

### Processes

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

**Processes**
- School organisation will reflect a program of continuous refinement to Personalised Learning and Support plans (PLSP).
- School programs address the needs of identified student groups including Aboriginal students, Out of Home Care (OoHC) students, gifted students, students with a disability and students for whom English is an additional language/dialect.
- Comprehensive tracking systems for student achievement are developed collaboratively and appraised on a semester basis.
- Positive Behaviour for Learning (PBL) principles underpin a quality learning environment.

### Products and Practices

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

**Products**
- All students have a quality Personalised Learning and Support Plan (PLSP).
- Cultural identity and diversity is recognised, respected and demonstrated through positive relationships.
- Effective and efficient school tracking systems monitor student performance data and provide direction for forward planning.
- Performance for equity groups within the school is comparable to the performance of all students in the school.

**Practices**
- Teachers provide a broad range of programs and differentiate curriculum delivery to meet the needs of all students.
- A variety of programs and strategies are implemented focussing on wellbeing.
- Ongoing assessment is used by students and staff to monitor learning progress and guide future learning.

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**Improvement measures**

All students have a quality Personalised Learning and Support Plan.

Performance for equity groups within the school is comparable to the performance of all students in the school.
### Strategic Direction 3: Community Partnerships

#### Purpose
Why do we need this particular strategic direction and why is it important?
To establish active partnerships and work collaboratively to ensure continuity of learning for students.

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

**Students**
- Can identify their own capabilities and are able to set appropriate learning goals and communicate these in a three-way conference.

**Staff**
- Teachers understand the importance of parent and community involvement in the planning process developed.

**Parents/Carers**
- Opportunities are provided for parents/carers to engage in collaborative planning and a wide range of school-related activities.

**Community Partners**
- Links are established with external agencies such as universities, industry and community organisations to support school programs.

**Leaders**
- Actively promote parent participation in school decision making and at school events.

#### Processes
How do we do it and how will we know?

**Processes**
- An analysis of current and future needs/requirements for reporting undertaken.
- Staff understanding and responsibility for reporting clarified through the professional learning calendar.
- Opportunities are provided for parents to be engaged and understand the learning progress of their children and how to effectively support them.
- School makes deliberate and strategic use of its external partnerships to access resources to improve student outcomes.
- Communication processes exist to deliver services and information and strengthen parental engagement.

#### Products and Practices
What is achieved and how do we measure?

**Products**
- Student reporting strategies contain detailed information about individual student learning achievement and areas for growth, which provide the basis for discussion with parents.
- There is school-wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement.
- A planned program of events accommodates the needs and interests of equity groups within the school.

**Practices**
- Teachers analyse assessment strategies and data for use in planning student’s progress.
- All available sources of information and expertise are used to support students.
- Staff understanding of the school community is used to identify all opportunities to engage all groups.

#### Improvement measures
Student reporting strategies contain detailed information about individual student learning achievement and areas for growth, which provide the basis for discussion with parents. A planned program of events accommodates the needs and interests of equity groups within the school.