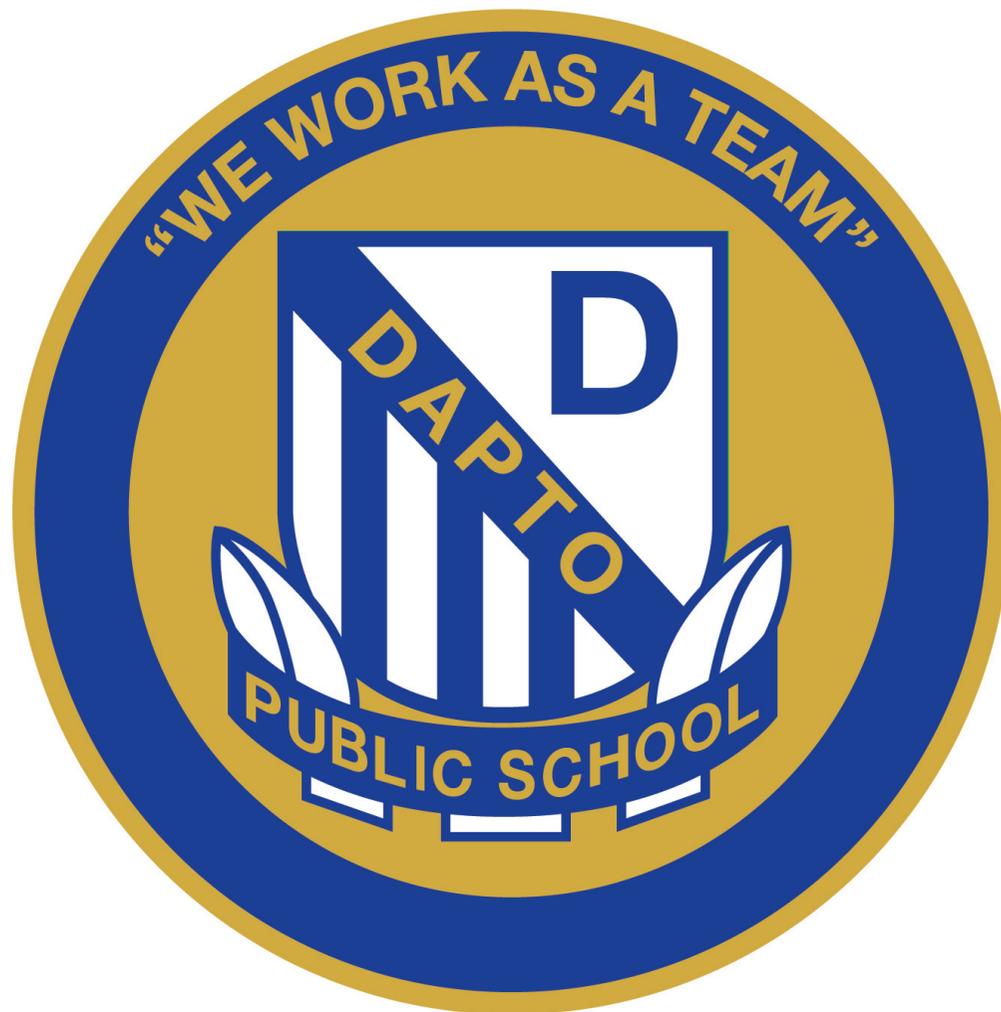


School plan 2018-2020

Dapto Public School 1727



School background 2018–2020

School vision statement

At Dapto Public School we care. We endeavour to provide the best of education for all students in an environment which nurtures the individual. We support students to develop the skills of literacy and numeracy as well as providing a holistic approach to support students in becoming learners in the 21st century.

School context

Dapto Public School is located in the NSW's South Coast in the city of Wollongong. The school was relocated in 2004 and is no longer in Dapto but rather in the suburb of Horsley in the West Dapto growth corridor. The school has an enrolment of 714 students of which 7% are Aboriginal and 13% are Non-English Speaking Background. The school also has four support classes (3 Autism and 1 IO/IS). The school has a focus on developing the basics of literacy and numeracy in all students, as well as providing award winning programs in the Arts and significant programs in sporting areas. Our school has a strong focus on technology and in innovating for future learning. This school plan have been endorsed by the community through various community forums and meetings.

School planning process

The school enjoys strong community support with parents actively participating in this school plan development through parent meetings, committees, P&C and surveys. At meetings, data was shared which included student achievement trends, wellbeing, attitudinal surveys and general comments which were sourced from students, parents and teachers. Much of the data is appended to this plan.

School strategic directions 2018–2020



Purpose:

To embed curriculum provision that is dynamic, based on feedback, student assessment and individual needs that challenges students to achieve high expectations both socially, emotionally and academically, especially in literacy and numeracy.



Purpose:

To ensure a whole school approach to developing deep content knowledge, implementing effective evidence based teaching methods and trialing innovative practices to enable quality student engagement.



Purpose:

To build strong partnerships with a clear focus on student progress and school improvement based on management practices that create a shared culture of accountability.

Strategic Direction 1: High Expectations for all learners

Purpose

To embed curriculum provision that is dynamic, based on feedback, student assessment and individual needs that challenges students to achieve high expectations both socially, emotionally and academically, especially in literacy and numeracy.

Improvement Measures

80% at or above K–2 meeting stage appropriate reading levels.

70% at or above grade expectations in numeracy.

Effective implementation of the literacy and numeracy progressions across the whole school.

All staff successfully using effective feedback strategies to engage students in their learning.

People

Staff

Staff are committed to setting high expectations for all learners, they have a deep understanding of effective practices in literacy and numeracy and are using data to inform their teaching.

Students

Through the teaching of explicit skills and strategies in literacy and numeracy, students will recognise their strengths, identify areas for improvement through ongoing reflection and set goals for future learning.

Parents/Carers

Parents have an understanding of the schools assessment practices and are provided with detailed, clear and specific information about their child's growth, next steps and improvement measures.

Processes

Teachers will embed evidence based practices in numeracy and literacy in line with the development of the learning progressions.

Teachers will use systematic and reliable assessment information to evaluate student learning and implement changes in teaching that lead to measurable improvement.

Students will engage in feedback about their learning and take responsibility for their future learning goals.

The school analyses student progress and achievement data and respond to trends in student achievement, at individual, group and whole school levels.

Evaluation Plan

Leadership review of class programs and student data.

Staff, student and parent survey results.

School tracking of student achievement in literacy and numeracy.

Learning support data analysis

Practices and Products

Practices

Ongoing professional learning to support the implementation of the literacy and numeracy learning progressions.

Ongoing professional learning in formative assessment

The learning and support team has 5 staff members who respond to student and class needs and provide support in literacy and numeracy based on data.

Products

Formative assessment strategies evident in classroom practice and student work.

Evidence of differentiation in all K–6 Maths and reading programs that reflect the progressions.

PLAN 2 Data used effectively to track and monitor student progress.

Strategic Direction 2: Quality Teaching and Learning Programs

Purpose

To ensure a whole school approach to developing deep content knowledge, implementing effective evidence based teaching methods and trialing innovative practices to enable quality student engagement.

Improvement Measures

All classroom programs are of a high quality and effectively reflect current national syllabus and respond to student needs.

Development of student based assessment practices and data capture in all learning areas.

Evidence of growth in student engagement in Science and Technology based on pre and post survey results.

People

Staff

Through professional learning, collegial planning and mentoring opportunities, staff will ensure best practice in explicit teaching practices that promote inquiry based learning and the use of technology.

Students

Through inquiry-based, student-centred learning activities, students will deepen their knowledge and understanding in all curriculum areas and develop creative and critical thinking skills.

Parents/Carers

Through ongoing communication and special events, parents/carers will be aware of and support the school's Science and Technology programs.

Processes

Teachers are supported to trial innovative or evidence-based, future-focused practices using a range of technology.

Students are engaged in inquiry-based, student centered projects incorporating the skills of working scientifically and the design process.

Development of whole school units of work for Geography and History units that focus on inquiry based learning and have embedded assessment tasks.

Maintenance and extension of successful schoolwide CAPA program to be inclusive of every student K-6 while ensuring the provision of ability appropriate, effective learning experiences.

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Evaluation Plan

Pre and post survey results on science technology use and staff skills.

Evaluation of TPL.

Student assessment tasks and work samples.

Practices and Products

Practices

Implementing professional development that is aimed at improving staff awareness, confidence and usage of technology and understanding of working scientifically, the design process.

Science Units that reflect best practice in working scientifically, the design process and formative assessment is embedded in all units, reflecting authentic learning opportunities.

Each student will undertake 150 minutes of planned physical activity every week.

Products

STEM practices including inquiry based learning, problem solving, critical thinking and working collaboratively is evident in lessons and student work samples.

Increased student engagement and achievement of technology targets in literacy and numeracy

Accurate reporting of achievement in CAPA reflected in school reports and work samples assessed.

Units of work developed and trialed in classroom based on implementation of new syllabus documents.

Strategic Direction 3: Partnership in School Improvement

Purpose

To build strong partnerships with a clear focus on student progress and school improvement based on management practices that create a shared culture of accountability.

Improvement Measures

Improved school based processes for school planning, programming, data management.

Achievement of excelling in management practices and processes, school planning implementing and reporting.

People

Leaders

The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning.

Staff

Staff are encouraged to identify areas of expertise and set goals towards achieving career and professional goals, whilst supporting whole school learning programs.

Community Partners

Through professional learning, leaders and aspiring leaders develop a culture of high expectations.

Processes

Expert staff are utilised throughout the whole school to ensure whole school improvement so that every student makes measurable learning progress.

The leadership team engages in ongoing consultation with staff, students and the community to effectively evaluate the school plan.

Staff are provided with quality professional learning that is evidence based with a clear focus on student progress and achievement and high quality service delivery.

Teachers, leaders and aspiring leaders are provided with mentoring to ensure ongoing improvement and the encouragement to pursue higher levels of accreditation.

Evaluation Plan

Staff, student, parent surveys.

Whole school data analysis against continuum / learning progressions.

Practices and Products

Practices

Quality teacher monitors whole school data and supports each grade at 5 weekly student improvement meetings.

Leadership team identifies 5 weekly targets and reviews school plan accordingly.

Staff are supported in leading curriculum areas across the school and learning and support staff are utilised based on expertise.

Products

Milestones are updated and kept on track

Staff demonstrate responsibility and commitment to maintain and developing their professional standards at higher levels.