School plan 2015 – 2017

Dorrigo Public School - 7316

STRATEGIC DIRECTION 1
Wellbeing

STRATEGIC DIRECTION 2
Quality Teaching

STRATEGIC DIRECTION 3
Engagement
### School vision statement

At Dorrigo Public School we strive to develop globally aware, motivated, 21st Century Learners who achieve high quality outcomes and display confidence, independence and resilience within the school and community environments by providing an inclusive education delivered by a professional teaching team.

### School context

Dorrigo Public School is a p5 school located on the Dorrigo Plateau on the Mid North Coast of NSW.

The school currently has 127 students organised into 5 classes. 13% of our students are Aboriginal. Our students live in the township of Dorrigo as well as outlying communities and rural properties.

We have a teaching principal, an Assistant Principal and three permanent classroom teachers. In addition we have two temporary classroom teachers, a part time Learning and Support Teacher, School Learning Support Officer, Teacher Librarian and an RFF teacher who specialises in Music and French.

In addition to our academic learning focus, the school offers a strong music program with students being given the opportunity to participate in guitar, choir, drumming and recorder groups. We also offer a weekly gymnastics program for all K-6 students during Term 2 and Term 3 of each year.

Dorrigo Public School is a proud member of the Dorrigo/ Bellinger Community of Schools and the Dorrigo Plateau Community of Schools.

### School planning process

During 2014 the school consulted with staff, students and the community to determine areas of strength and to determine focus areas for the new school plan.

During staff meetings staff:
- Identified school priority areas
- Unpacked the School Improvement Framework
- Collated data to write our vision statement
- Defined the school purpose
- Looked at current Educational Reforms such as Great Teaching Inspired Learning, Local Schools Local Decisions, Melbourne Declaration

During P&C meetings parents discussed:
- What they wanted for their students?
- What the school does well?
- In which areas could the school could improve?
- What opportunities would you like us to provide for your children?

To gain further information, staff, student and parent surveys were sent out with information gathered and collated.

During Dorrigo Plateau Community of Schools meetings, local principals worked with the School Leadership Officer to develop a collaborative approach to the Quality Teaching Strategic Direction.
School strategic directions 2015 - 2017

Purpose:
Dorrigo Public School is committed to working collaboratively to foster the development of nurturing adults who make a positive contribution to society. We believe in the importance of providing students with strategies to manage their own wellbeing but also those which help to build and maintain positive relationships with others.

Purpose:
Understanding and implementing the most effective teaching methods sustains quality teaching practices and creates learning opportunities that are responsive, inclusive and connected to student worlds.

Purpose:
Dorrigo Public School is committed to promoting deep, authentic student engagement to foster a lifelong love of learning. We value the strengths of our local community and believe that all have a part to play in the development of our students.
## Strategic Direction 1: Wellbeing

### Purpose

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

Dorrigo Public School is committed to working collaboratively to foster the development of nurturing adults who make a positive contribution to society. We believe in the importance of providing students with strategies to manage their own wellbeing but also those which help to build and maintain positive relationships with others.

### People

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

**Students:**
- Develop an understanding of how to care for self, and contribute to the wellbeing of others and the wider community.
- Develop a range of strategies to become aware of and address the changes in their wellbeing.

**Staff:**
- Identify aspects of, and factors contributing to, wellbeing in the delivery of teaching and learning in their classrooms.
- Develop strategies to recognise and address changes in student wellbeing.

**Parents/Carers:**
- Work with the school to recognise and acknowledge positive behaviours.

**Leaders:**
- Lead the development of a strategic and planned approach to support the cognitive, emotional, social, physical and spiritual wellbeing of all students.

### Processes

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

- Implement a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment.
- Provide professional learning in student wellbeing programs such as ‘The Alert Program’, designed to help students monitor their behaviour.
- Utilise the expertise of local community organisations.
- Explicitly teach expectations of behaviour that relate to the variety of school settings.

### Products and Practices

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

**Product:**
- A comprehensive and inclusive framework to support the cognitive, emotional, social, physical, and spiritual wellbeing of students as measured by the Wellbeing Framework.
- A positive learning environment that is safe, respectful, tolerant, inclusive and that promotes intellectual rigour.

**Practice:**
- Students are self-aware, build positive relationships and actively contribute to the school, the community and the society in which they live.
- Social and emotional well-being learning for all students.
- Students are confident in regulating their own behaviours at school and home.
- Students participate in engaging, inclusive learning activities that promote motivation and lifelong learning.

### Improvement Measures

A comprehensive and inclusive framework to support the cognitive, emotional, social, physical, and spiritual wellbeing of students as measured by the Wellbeing Framework.
## Strategic Direction 2: Quality Teaching

### Purpose

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

Understanding and implementing the most effective teaching methods sustains quality teaching practices and creates learning opportunities that are responsive, inclusive and connected to student worlds.

### Learning From Each Other

#### Improvement Measures

- Evidence based goal setting for all staff based on Australian Professional Standards for Teachers, as documented in all Performance and Development Plans.
- Develop high capacity leaders as measured by the AITSL 360 and other tools to further enhance collective leadership capability across the Plateau Community of Schools.

### People

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

**Students:**
Levels of achievement across the Key Learning Areas will be improved through the development of innovative and creative teaching and learning programs designed to meet the needs of all students.

**Staff:**
Capabilities will be developed through developing and implementing professional learning plans through critical and consistent teacher judgement.

**Community Partners:**
Members of the Dorrigo Plateau Community of schools will coordinate and collaborate planning for Lesson Study across all of schools on the Dorrigo Plateau. Staff will build capacity and understand responsibilities that are involved in the distributive leadership model within the Dorrigo Plateau Community of Schools.

**Leaders:**
Leaders across the community of schools will develop a collaborative leadership model to enhance each person’s leadership skills after identification of passions and interests within the new reforms.

### Processes

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

- Strong collaborative planning between the schools and with Educational Services Teacher Quality Advisor (Coffs Harbour).
- Coaching and mentoring facilitated by Principal School Leadership.
- Developing an agreed set of protocols and timetable.
- Leadership development and Hattie research based on effect size, peer observations and feedback.
- Professional Learning in school improvement based on quality practices documented by Hargreaves, Fulle and Leithwood.
- Develop an assessment tool in order to evaluate sustainable educational changes within the classroom context.

### Products and Practices

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

**Product:**
- Evidence based goal setting for all staff based on Australian Professional Standards for Teachers, as documented in all Performance and Development Plans.

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

**Practice:**
- Establish processes to build the capacity of the school community to use data and evidence for strategic schools’ improvement.
- Staff will engage in Lesson Study activities.
- Staff will use the School Excellence Framework to evidence key practices.
- Develop leaders who will be self-sustaining and self-improving to enable the community to support the highest levels of learning as a lasting legacy.
- Develop high capacity leaders as measured by the AITSL 360 and other tools to further enhance collective leadership capability across the Plateau Community of Schools.

**Evaluation Plan**

- Ongoing reference to the School Excellence Framework – CoS identified areas for validation.
- Regular examination of student continuum and assessment data.
- Ongoing review of Performance and Development Plans.
### Strategic Direction 3: Engagement

**Purpose**

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

Dorrigo Public School is committed to promoting deep, authentic student engagement to foster a lifelong love of learning. We value the strengths of our local community and believe that all have a part to play in the development of our students.

**People**

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

**Students:**
Engage with their learning and take responsibility for their learning.
Participate in a range of workshops based on their interests.

**Staff:**
Develop capacity within their classrooms and within the school to maintain and build strong community partnerships.
Provide engaging learning activities for their students.

**Parents/Carers:**
Work with staff to improve the range and quality of extra-curricular opportunities for students.

**Community Partners:**
Establish learning alliances within and beyond our school to support our educational programs.
Work with staff to improve the range and quality of extra-curricular opportunities for students.

**Leaders:**
Support sustainable and effective partnerships between all members of the school community, including teachers, families and students.

**Processes**

How do we do it and how will we know?

Establish ‘Dorrigo Community Teachers Program’ – inviting members of the Dorrigo Community into the school to share their expertise with students and staff.

Provide Dorrigo Public School staff with the opportunity to draw on their expertise and interests to teach a range of extracurricular learning activities.

**Products and Practices**

What is achieved and how do we measure?

**Product:**
- Parents and community members engage in a wide range of school related activities
- Strong community attendance at school events such as ‘Meet and Greet’, Come and See My School’, NAIDOC Day etc

**Practice:**
- The school builds meaningful partnerships with parents, families and local businesses and community organisations to improve opportunities and outcomes for students.
- Extra-curricular learning opportunities are significant, support student development and are strongly aligned with the school’s vision, values and priorities.

**Evaluation Plan**

Participation of Community Members in ‘Dorrigo Community Teachers Program’.
Data is kept on attendance at school events, learning opportunities and parent-teacher interviews.

**Improvement Measures**

- The school builds meaningful partnerships with parents, families and local businesses and community organisations to improve opportunities and outcomes for students.
- Extra-curricular learning opportunities are significant, support student development and are strongly aligned with the school’s vision, values and priorities.