**Durrumbul Public School**



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| **School vision statement** |  | **School context** |  | **School planning process** |
| **Valley of Small Schools (VOSS)**  **Vision Statement**  Our Valley of Small Schools are committed in empowering our students to grow holistically as “learners for life” through creativity, critical thinking skills, communication, collaboration and compassion. VOSS schools are vibrant and creative which feature strong leadership of staff and students within a diverse, environmentally aware and active community of schools.  **Durrumbul Public School**  Durrumbul Public School offers a dynamic, stimulating and creative 21st century learning environment designed to meet individual needs. Our purpose is to promote and maintain academic and creative excellence while fostering quality relationships in a caring and supportive environment. By integrating science, history and technology we will provide students with engaging and meaningful learning. We are committed to continual innovation through the adoption of new and emerging educational practice. |  | **Valley of Small Schools (VOSS)**  The VOSS is a group of small schools learning in diverse communities across the Brunswick Valley and surrounding area. As a group of seven small schools, resources and collaboration drive the success of learning.  **Durrumbul Public School**  Durrumbul Public School is located six kilometres west of Mullumbimby in a rural setting. Durrumbul is a small school with a long history of providing a quality education with a focus on the whole child. The school motto, learning, respect, caring underpin the school student welfare and learning programs.  Students come from culturally diverse backgrounds including farming, small business, professional and trades people, single parent families, and families from overseas who share a common commitment to a small school education for their children. The community works with the school to nurture a love of learning and develop the unique potential of every child. |  | The school plan has been developed in consultation with the whole school community through the following measures:   * Regular and ongoing consultation with staff at staff meetings. * Meeting with staff members from the Valley of Small Schools. (VOSS) * Open discussion and consultation with parents and community members at P & C meetings. * Meeting with mentoring executive, David Silcock (Principal School Leadership) to assist in the preparation and writing of the 2015-2017 school plan. * Shared staff development day with VOSS learning community at various stages through 2014-2105. * Discussion and feedback with current students at Durrumbul Public School.   As a result three key strategic directions have been agreed upon and established by using current data and acknowledging the consultation process. These are:   1. Integrating Science, History and ICT. 2. Working together – Literacy and writing. 3. Building leadership capacity. |
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| **Purpose:**  To foster the delivery of a high standard curriculum that inspires all students to achieve, grow and be successful in an innovative learning environment. The integration of Science, History and ICT will support deep learning that is meaningful and connected to the real world while offering an inclusive curriculum that is responsive to individual strengths and needs. |  | **Purpose:**  Provide all staff with an opportunity to identify, understand and implement the most effective teaching methods focusing on evidence based teaching. Through VOSS collaboration and team planning, teachers will have the opportunity to use student assessment data to identify student achievement, future progress to inform and develop across stage learning and assessment activities that will be measured against the outcomes of the curriculum. This is linked to the Teaching Domain, collaborative practice element within the School Excellence Framework. |  | **Purpose:**  Building leadership capacity across the four strategic areas of literacy, numeracy, teacher standards and visible learning will enable leaders to deliver quality essential learning to all teachers and students in schools within the learning community. This is linked to the Leading Domain, leadership element within the School Excellence Framework. |

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| Strategic Direction 1: Integrating Science History and ICT | | | | | | |
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| **Purpose** |  | **People** |  | **Processes** |  | **Products and Practices** |
| To foster the delivery of a high standard curriculum that inspires all students to achieve, grow and be successful in an innovative learning environment. The integration of Science, History and ICT will support deep learning that is meaningful and connected to the real world while offering an inclusive curriculum that is responsive to individual strengths and needs. |  | **Students:** **Mindset:** All students want to be engaged in learning that integrates Science, History and Technology and will complete purposeful and interesting work directly linked to all syllabus.  **Capabilities**: All students will be able to make strong connections between Key Learning Areas and the real world that enhance and deepen their learning experience. Students will use rubrics to self-reflect and critique their own work with the aim to improve.  **Staff:** **Mindset:** All staff recognises the benefits of integrating Science, History and Technology and makes the commitment to engage in professional learning, discussion and reflection with the aim to improve delivery.  **Capabilities:** Teachers will gain skills in developing and continuously improving the planning and delivery of integrated Science, History and Technology learning sequences.  Establish a regular meeting time to share ideas, workshop skills and develop a bank of strategies to use when integrating Science, History and Technology.  **Parents:** **Mindset:** Parents have the understanding and value an integrated approach to learning.  Capabilities: Increased awareness of how they can support students learning at school and home. |  | **Students:** integrated Science, History and ICT learning opportunities will be provided so that students will construct deep and meaningful learning that is inclusive, responsive to strengths and needs and is connected to the real world. Students will be able to measure improvement and growth over a year by reflecting on each project completed each term.    **Teachers:**  Teachers will:   * Workshop with other staff to continuously develop their own skills and abilities to plan and implement integrated learning. * Attend professional learning to improve skills in planning integrated learning. * Establish high standards and expectations of quality work from students. * Facilitate and allow student self-direction. * Engage in digital citizenship course.   **Parents:**  Communicate to parents via the newsletter and meetings the implementation of integrated learning, how this will enhance student outcomes and how they can specifically provide assistance through their expertise. |  | **Products:**  All teachers will facilitate students in producing one assessable item per term that demonstrated achieved outcomes in the areas of Science, History and ICT.  Teachers and students will complete a digital citizenship course to empower students to think critically, behave safely, and participate responsibly in the digital world.  **Practices:**  Rubrics will be used to determine the expectation and purpose of the learning and achievements.  Teachers will include in their programs evidence on how they are integrating Science, History and ICT.  Documentation of evidence will be tabled and reflected upon at the beginning and end of each term.  All staff will indicate increased skills and confidence in planning and implementing integrated learning.  **Evaluation Plan:**  Use of surveys to evaluate staff skills, knowledge, confidence and attitude to integrating Science, History and ICT.  All data will be collated and plans implemented to make improvements or adjustments for programming the following year. |
| **Improvement Measures** |  |
| * All teachers will develop and implement high quality learning programs that integrate Science, History and ICT. * Establish the use of rubrics, to ascertain competence levels regarding outcomes relating to Science, History and ICT. |  |

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| Strategic Direction 2: Working together – Literacy – Writing | | | | | | |
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| **Purpose** |  | **People** |  | **Processes** |  | **Products and Practices** |
| Provide all staff with an opportunity to identify understand and implement effective teaching practices focusing on evidence based data. Through VOSS collaboration teachers will improve student learning by developing, across stage learning and assessment activities that will be measured against the syllabus outcomes and the literacy continuum. |  | **Students:** **Mindset:** All students will want to recognise what quality writing is.  **Capabilities:** All students will be able to accurately assess their writing using markers and clusters. All students are able to use rubrics to self-reflect, and set goals and strategies for improvement.  **[Enter a statement describing the learning skills, knowledge and capabilities that will be developed for students to support the achievement of this strategic direction ]**  **Staff:** **Mindset:** All staff recognises the importance of joint VOSS assessment tasks for writing. All staff appreciates the power of consistency of teacher judgement to improve writing outcomes.  **Capabilities:** Skills to develop quality writing tasks, rubric creation, using clusters and markers. Provide quality feedback to students. Develop understanding of, and improving teaching practice in, implementing and assessing student writing in a collaborative environment. Develop Consistent Teacher Judgement (CTJ) through moderation of shared assessment tasks and work samples.  **[Enter a statement describing the learning skills, knowledge and professional capabilities that will be developed for staff to support the achievement of this strategic direction ]**  **Parents: Mindset:** Understand the benefits of, and support VOSS working together to improve student writing.  **Capabilities:** Greater understanding of the characteristics of quality writing to support the student learning.  **[Enter a statement describing the learning that will be facilitated for parents to ensure they can engage in activities and initiatives relating to this strategic direction] [Enter a statement describing the learning that will be facilitated for community partners to ensure they can engage in activities and initiatives relating to this strategic direction ]**  **Leaders:** **Mindset:** Valuing all schools working together and commitment to VOSS collaborative learning.  **Capabilities:** Develop leadership skills across VOSS in writing. |  | **Students:**  Students can plot themselves on the continuum  Directed instruction in class  Peer assessment/Showcase  **Staff:**  Workshops and Teacher conferences  Surveys  Work samples  Joint marking  Up-skilling staff understanding in the use of clusters and markers  Shared scope and sequence  **Parents:**  Newsletter/communication  Feedback slips  Invite parents to joint marking.  [Enter the student, teaching or leadership learning activities and processes that will be implemented to achieve the required Products and Practices for this strategic direction]  **[**  **Products and Practices for this strategic direction]**  **Evaluation plan:**  Increased participation in and commitment to VOSS activities (100% participation from every school).  Use of surveys to evaluate staff perceptions, skills, knowledge and confidence to consistently assess writing samples using markers and clusters. |  | **Products:**  Development of K-6 scope and continuum across VOSS.  Increase average value of 2% in NAPLAN writing across VOSS.  Assessing of common writing tasks, demonstrates 60% or higher consistency in use of markers.  **Practices:**  All staff plan joint units of work across the VOSS schools that are linked to the scope and sequence.  Practice All staff indicates increased skills, confidence and knowledge to assess students across VOSS using consistent outcomes based on continuum/ teacher-designed measures.  All staff confident they are assessing students consistently in writing across the learning community. |
| **Improvement Measures** |  |
| * All schools plot student achievement using the writing continuums to establish VOSS baseline data * Staff will create one rubric per stage per term and measure and assess a writing sample. |  |

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| Strategic Direction 3: Building leadership capacity | | | | | | |
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| **Purpose** |  | **People** |  | **Processes** |  | **Products and Practices** |
| **What is the purpose of this project? Why will it make a difference to leadership capacity across the alliance?**  Building leadership capacity across the four strategic areas of literacy, numeracy, teacher standards and innovative practices will enable leaders to deliver quality essential learning for all teachers and students in schools within the learning community.  Project 1 Literacy  Project 2 Numeracy  Project 3 Teaching standards  Project 4 Innovative practices |  | **Who will be involved in the project?**  **Leaders:**  **Mindsets:** Build and grow our leadership capacity.  **Capability:** Enhanced knowledge and skills to drive school growth in strategic areas. Learn to be effective coaches and mentors. Ability to deliver quality mentoring programs.  **Staff:**  **Mindset:** Everyone is a leader. To be successful we work collaboratively and value and support leadership within the VOSS.  **Capability:** Enhanced knowledge and skill to deliver improved student outcomes.  **Students:**  **Mindset:** Teachers are learners.  **Capability:** Self-directed learners able to display leadership.  **Parents/community:**  **Mindset:** Exceptional leadership is a feature of the VOSS.  **Capability:** Greater understanding of improved teacher practice |  | **What learning and leadership activities will be actioned through this project?**  **Leaders:** Provide structured learning opportunities for leaders to study innovative practice to enhance student growth.  **Staff:**  Provided with mentoring opportunities. Leaders deliver structured Professional Learning to staff.  **Students:**  Student outcomes will be enhanced as the staff are mentored and trained in new initiatives.  Leadership team makes strategic use of its partnerships to access resources with the purpose to enhance student outcomes,  **Project Principal leaders**   1. Literacy – Judi Albans, Angela Maxwell 2. Numeracy – Brev Belleville Shadow – Lisa Van Kempen 3. Teaching Standards and PPLP – - Wil Constable, Geoff Coghlan, Lyndi Hauenstein 4. Innovative practices- Virginia Pavlovich, Tracey Barnes, Christian Tranberg |  | **What is achieved and how do we know?**  **Products:**  All leaders will demonstrate a high level of skill to develop growth in the four project areas.  Increase the leadership density across VOSS.  **Practices:**  Portfolio leadership report substantial increase in leadership skills and knowledge.  School leaders express high levels of confidence and skills to drive growth.  Teachers will demonstrate increased leadership skills by sharing and modelling their evidence based practice. |
| **Improvement Measures** |  |
| The indicators of success will be evident in improved learning outcomes through:  Establishment of an effective and sustainable framework for tracking the delivery and evaluation of the 4 VOSS project portfolios.  Project leaders will identify and deliver at least one end desired product and practice as part of an action plan. |  |