

School plan 2018-2020

Coolah Central School 1621



School background 2018–2020

School vision statement

Coolah Central School aims to be an inclusive school where all students, parents and staff are valued and supported. All students and staff will strive to do the best in everything they do, in an environment of high standards, expectations of performance and consistent positive behaviour. Through striving to do their best, and supporting one another, students of Coolah Central School will graduate as well rounded, creative and empathetic members of the community.

School context

Coolah Central School is a creative, caring K–12 school. It operates on a co-operative team basis and is supported by a dedicated Parents and Citizens (P&C) Association. Students are involved in decision making about their school through the Students' Representative Council.

The basic ethos of the school is defined by our Mission Statement:

Coolah Central School, in partnership with the community, promotes excellence by challenging and supporting individuals to create their future, in a secure and caring environment.

The dedicated, professional staff work together co-operatively for the benefit of students. Teachers and Support staff work with students who have special needs both in regular classrooms and in the Learning and Support class.

Coolah Central School offers a variety of programs to engage students on multiple levels such as the Intensive Learning Centre, Gifted and Talented Program, Vocal Group, Cattle Club, Public Speaking, and Work Placement. We also access ASPIRE through the University of New South Wales.

At Coolah Central School we create opportunities for rural students to build self-esteem, develop skills and nurture attitudes of respect, enabling students to grow into responsible community citizens.

School planning process

The Coolah Central School Plan was developed by analysing various data sources and through open consultation with all areas of the Coolah Central School community. The National School Improvement Tool is used to develop processes for staff to employ to collect and use data effectively.

Data was sourced from:

– SMART Data– NAPLAN– PLAN Mapping (K – 8)– L3 Exit data– Progressive Achievement test data – Whole school community surveys – SENCENTRAL – RAP data – Conference with P&C– Staff development activities.

The development of the Strategic Directions was a collaborative process carried out with all staff, while also developing the Vision Statement.

Through the engagement of Principal School Leadership personnel at workshops, we developed the 5P structure for the school.

These are the strategic directions of Coolah Central School for 2018 –2020. These directions will be reviewed and revised as necessary.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 Learning

Purpose:

The provision of high quality engaging learning experiences to equip students with the capacity to succeed in learning, problem solving and the use of technology, enabling them to be able to connect and contribute to their communities. We strive to meet the individual learning needs of our students through multiple learning pathways. Learning takes place across all cohorts in ways that allow every student to engage with the content, as well as developing self-regulation and social skills.

STRATEGIC DIRECTION 2 Teaching

Purpose:

Coolah Central School will develop the capacity of teaching and support staff to provide high quality and innovative learning experiences that cater to the learning needs of all students. The incorporation of structured adjustments in order to provide tailored differentiation for designated students into teaching programs allows all students to access the curriculum.

Staff will develop and build their leadership capacity.

STRATEGIC DIRECTION 3 School Community

Purpose:

Coolah Central School will continue to enhance its connections with parents, the local community and other schools, exposing students and staff to a broader range of educational experiences. The school is a hub for the community, both educationally and socially, and thus needs to ensure that it continues to work in partnership with all stakeholders including those from ESL and ATSI backgrounds.

Enhancing methods of communication between all community stakeholders, the community is brought more fully to the school and the school to the community.

Strategic Direction 1: Learning

Purpose

The provision of high quality engaging learning experiences to equip students with the capacity to succeed in learning, problem solving and the use of technology, enabling them to be able to connect and contribute to their communities. We strive to meet the individual learning needs of our students through multiple learning pathways. Learning takes place across all cohorts in ways that allow every student to engage with the content, as well as developing self-regulation and social skills.

Improvement Measures

- Increase the proportion of students in the top 2 NAPLAN bands over 3 years.
- Increased students value adding between Year 3 and Year 5, Year 5 and Year 7, and Year 7 and Year 9 in the NAPLAN assessments.
- Increase the proportion of Aboriginal students in the top two NAPLAN bands over 3 years

People

Students

Students will capitalise on learning opportunities to be strategic problem solvers and take responsibility for achieving learning goals.

Staff

Identify own learning goals by reflecting on classroom practices and mapping Professional Learning to align with the school plan.

Strong focus on developing ways to engage all learners through adjustments and technology.

Communicate progress with parents focussing on students' individual learning needs.

Community Partners

Actively involved in encouraging high student achievement and enabling them to set and meet and strive for goals

Involved with the school to develop flexible pathways for students and mentorship.

Leaders

Promote staff engagement in the Professional Development Framework., through distribution leadership opportunities and succession planning.

Processes

Bump It Up 2018–2019

Analysis of NAPLAN and PAT data and presentation to staff

Identify support for extension of identified middle band students.

The implementation of Newman's Error Analysis for Numeracy Years 3–9

Identify and utilise additional staff to support BIU strategies across the whole school.

Establishment of an Intensive Learning Centre.

Focus on literacy K–12

Early Stage 1 and Stage 1– L3 with a focus on explicit writing and reading.

Focus on explicit writing strategies to be incorporated into teaching and learning Years 7–12.

Ongoing professional learning for all staff in strategies which will be embedded into teaching and learning programs Years 2–8.

Middle Years Learning

Staff cross over from secondary to primary in Music, ICT and Mathematics.

Gifted and Talented program targeting students in primary and 7–10 secondary.

Implementation of a K–8 STEM program

Evaluation Plan

Practices and Products

Practices

Bump It Up 2018–2019

Teachers addressing the literacy and numeracy needs of all students.. Focus on identified middle band students, identified through standardised testing for Years 2–9.

Numeracy initiative – Building Blocks.

Employ Aboriginal Support Teacher (0.4)

Focus on literacy K–12

Provide ongoing training and development of staff in Early Stage 1 and Stage 1 in L3.

Continue staff training in writing strategies and how to embed them in the classroom, and documents including the creation of a NESA registered, school devised training program.

100% teachers explicitly teach using the school developed writing strategies.

All staff to utilise Focus on Reading Strategies in addressing the reading needs of their students.

Middle Years Learning

Specialist subject secondary teachers teaching primary classes.

Intensive Gifted and Talented programs incorporating Project Based Learning, run on a 10 week rotation.

Training of staff in computer literacies including coding

Products

Strategic Direction 1: Learning

Processes

School improvement will use the milestone planning tool to plan, implement and review progress each five weeks and evaluate achievement annually.

Practices and Products

Focus on literacy K–12

Explicit literacy strategies in all teaching and learning programs.

Writing strategies incorporated into all 7–12 teaching and learning programs.

Students use designated writing strategies to structure extended written responses.

Middle Years Learning

Identified Gifted and Talented students are engaged and extended with rich tasks and problem based tasks.

Students are provided with a deep understanding and increased knowledge of subject specific content.

A smooth and seamless transition from primary to high school is provided to students

Students proficient in coding to use technology as a learning accelerator.

Strategic Direction 2: Teaching

Purpose

Coolah Central School will develop the capacity of teaching and support staff to provide high quality and innovative learning experiences that cater to the learning needs of all students. The incorporation of structured adjustments in order to provide tailored differentiation for designated students into teaching programs allows all students to access the curriculum.

Staff will develop and build their leadership capacity.

Improvement Measures

- 100% of teaching staff participate in Instructional Rounds.
- Staff contribute to ILSP's for 100% of identified students.

People

Staff

Genuine, ongoing contribution to the development of the school plan and strategic planning process to establish their capacity to work within a whole school environment. **SEF**

Contribute to the development of quality teaching practice through participation in school based connected learning communities to develop and refine curriculum. **RARE**

Build and demonstrate deep knowledge of the AITSIL standards to continually improve their teaching and engagement in teaching and learning. **PDF, AITSL**

Students

Students provide advice and formative feedback to staff through surveys and feedback on assessments completed.

Leaders

Lead professional learning that reflects the school and DoE priorities to develop PDP as per **PDF, SEF and Code of Conduct**

PSL Support – to provide on-site assistance and connections with schools for leadership development and support.

Provide leadership opportunities within the school for identified staff to build staff leadership capacity and develop distributed leadership across the school.

Community Partners

Develop partnerships with local schools to

Processes

Quality Teaching

Implementation of modified Instructional Rounds K–12 to build teacher capacity

The Learning and Support Team collaborate with all teachers ensuring appropriate adjustments are made for identified students

Cater for a wide range of student abilities.

Implementation of new syllabuses

Improved quality learning environment supporting the needs of Future Focussed Learners.

Leadership

Improved distributed leadership within the school to ensure succession planning.

Accreditation of all teachers in line with requirements.

Evaluation Plan

School improvement will use the milestone planning tool to plan, implement and review, progress each five weeks and evaluate achievement annually.

Practices and Products

Practices

Quality Teaching

All staff participate in Instructional Rounds cycles learning from peers to improve teaching practices and student outcomes.

ILSP's are produced for identified students and effectively communicated with all staff who provide adjustments for students.

Professional learning supporting teachers with syllabus changes.

Refurbishment of learning spaces leading to enriched teacher pedagogy catering for Future Focussed Learners.

Leadership

Develop a school leadership strategy to identify and support aspiring leaders providing them with professional learning and allow the opportunity to relieve in higher positions.

Professional learning opportunities provided for all staff in accreditation processes, including those with leadership aspirations.

Products

Quality Teaching

Teachers use identified school wide practises and strategies to increase student engagement and learning.

Teachers differentiate the curriculum to effectively meet student needs through targeted teaching practices.

Strategic Direction 2: Teaching

People

create networks i.e. Principals, HTs and APs developing staff capacity.

Practices and Products

Teachers using futures focussed learning strategies.

Leadership

All staff have a shared vision and commitment in creating a school wide culture of high expectations in a supportive environment, with a focus on student learning.

School executive follow department and school policies, practises and procedures.

All staff have produced a PDP that is aspirational, aligns with school goals and reflects identified future career goals.

Strategic Direction 3: School Community

Purpose

Coolah Central School will continue to enhance its connections with parents, the local community and other schools, exposing students and staff to a broader range of educational experiences. The school is a hub for the community, both educationally and socially, and thus needs to ensure that it continues to work in partnership with all stakeholders including those from ESL and ATSI backgrounds.

Enhancing methods of communication between all community stakeholders, the community is brought more fully to the school and the school to the community.

Improvement Measures

- Increased number of positive entries on SENTRAL
- Increased usage of both school website and Facebook page.
- All K–12 reports completed using SENTRAL.

People

Students

Will be involved and give reports through PBL and SRC forums in regards to student engagement and school culture.

Staff

Will work consistently and collegially to support and implement strategies that will be used to improve school culture and engagement.

Community Partners

Create pathways of learning throughout school life and beyond.

Work with external agencies to promote positive student wellbeing by delivery of workshops and advertise services available to the school community.

Leaders

Work with all staff and community to collaboratively inform policy decisions and build school culture.

Processes

Communicating processes

Expand the use of third party software to complete period by period marking of class rolls. and reporting to parents/carers.

Teaching staff K–12 to use third party software to record all assessment marks.

Strengthen school and community interactions through the use of social media platforms

Enhance the school website

Student Wellbeing

Current Positive Behaviour for Learning system to be maintained in K–6

Continue developing and refining new 7–12 Merit system

All welfare and wellbeing issues relating to student monitoring to be recorded.

Engage specialised external agencies to support student wellbeing needs.

Evaluation Plan

School improvement will use the milestone planning tool to plan, implement and review, progress each five weeks and evaluate achievement annually.

Practices and Products

Practices

Communicating processes

All teaching staff issued with Ipads to facilitate roll marking and to complete reporting tasks across the school.

Staff trained and supported to use third party software to record all assessment marks using Markbook.

Increase the use of School website and school Facebook page to communicate school events, achievements and upcoming important dates.

Consistency and understanding of school-based policies through consultation with the learning community.

Student Wellbeing

Staff empower students to be positively involved in their learning through goal setting and high expectations.

Improve communication processes, recognising and celebrating student achievements.

Identifying specific learning and wellbeing needs for students across all learning stages.

Consult with families on the development and ongoing review of ILSPs and IEPs for identified students.

Collaborate with specialised external agencies to provide support as required.

Products

Strategic Direction 3: School Community

Practices and Products

Communicating processes

100% of staff using electronic systems to mark class rolls and complete K–12 reports.

All K–12 assessment data recorded on Markbook.

Uploading of newsletters, permission notes, and photos. Increased community use/awareness of the Parent Online Payment system.

Uploading of refined school–based policies to the school website

Student Wellbeing

All welfare and wellbeing issues, including positive and negative entries, relating to student monitoring is recorded in SENTRAL.

Improved student engagement through the recognition of student achievement across all areas of school community.

Students' individual learning and wellbeing needs are met through ongoing support as per their ILSP or IEP.

Individual student needs are met through accessing and utilising available external support services