

School plan 2018-2020

Guyra Central School 2114



School background 2018–2020

School vision statement

Guyra Central School provides a future focused and personalised kindergarten to Year 12 learning environment that embraces a culture of high expectation, wellbeing and achievement for all.

In partnership with our broader community we equip students with the skills to be successful, confident and creative individuals.

Ultimately, our goal is to prepare our students for a rapidly changing world by fostering collaboration, critical thinking and flexibility.

School context

Guyra Central School is a progressive school with responsive leadership and a highly motivated staff, providing outstanding learning opportunities for all students from Kindergarten to Year 12.

The school has a current enrolment of 315 students, including 18% Aboriginal students.

There is a strong school focus on sustaining a culture of learning through collaborative teaching practices. Learning priorities include literacy and numeracy, meeting the diverse learning needs of all students through targeted use of equity funding and establishing wellbeing programs to promote continuous improvement.

Positive Behaviour for Learning (PBL) has a high profile and impacts significantly within the school to address student wellbeing and consequently, student learning outcomes.

The school is well resourced with technology and state of the art learning facilities including a Trade Skills Centre for Metals and Engineering. We take pride in strong and genuine links with the school community and have a reputation within our community for providing innovative educational experiences for the diverse range of students.

The school benefits from the additional position of an Instructional Leader, under the Early Action for Success Program, who works alongside K–2 teachers.

School planning process

The following processes were undertaken in the planning process:

Executive and whole school planning 2017–2018

AECG, Aboriginal Community, Junior AEG and Student Representative Council consultation

External Validation 2017

Extensive use of the School *Excellence Framework (SEF)* to self-assess the position of the school in the domains of Learning, Teaching and Leading

Data from SEF informed the 2017–2018 review and revision of this School Plan.

Australian Professional Standard For Principals– Principal Reflection Tool– Staff (Teaching and Support) and community members surveyed.

Review of Department of Education reform agenda including *Great Teaching Inspired Learning*, *Rural and Remote Blueprint* and *Wellbeing Framework*

Professional learning to ensure a deep understanding of the Australian Professional Teaching Standards (BOSTES) by all staff to inform practice and individual professional learning plans

Teaching professional goals embedded to meet requirements of Performance Development Framework (2017–18)

P & C focus groups undertook SEF information sessions

Student and Parent Tell Them From Me (TTFM) surveys

Assessment for Learning (AFL) evaluation 2017 (term2)

Eafs DATA

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Successful and Engaged
Learners

Purpose:

The school is recognised as excellent and responsive by our community because we use best practice to embed a culture of high expectations for learning progress and achievement for our students.

Our purpose is to build a learning community that nurtures engaged, resilient and confident learners within a culture of respect. The whole school learning community recognises that critical and creative thinking is fundamental to successful learning and our students strive to become creative, innovative and resourceful learners who are motivated to reach their full potential.

STRATEGIC DIRECTION 2

High Quality Teaching

Purpose:

Excellent teachers have the capacity to transform the lives of students. When staff and leaders participate in high-quality, evidence-based, instructional professional learning it builds their capacity to provide individualised, targeted, differentiated, engaging and challenging learning opportunities.

Our purpose is to ensure that our teachers are creative, inspirational and inclusive practitioners with the capacity to shape teaching around the needs of every student. All of our teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.

STRATEGIC DIRECTION 3

A Thriving Learning Community

Purpose:

There is a school wide, collective responsibility to instil a love of learning and a deep, intrinsic understanding of self within each student. Wellbeing is central to everything that we do as this will best position our students and staff to thrive and live happy, fulfilled, rewarding and productive lives in our complex and ever changing society. Strong consultative partnerships promote a culture of collaboration, connection and open communication and provide the best possible education experience for students in our care.

Our purpose is to support and guide our students so that they might manage their own wellbeing, relate well to others, make informed decisions about their lives, become citizens who behave with ethical integrity, relate to and communicate across cultures, work for the common good and act with responsibility at local, regional and global levels.

Strategic Direction 1: Successful and Engaged Learners

Purpose

The school is recognised as excellent and responsive by our community because we use best practice to embed a culture of high expectations for learning progress and achievement for our students.

Our purpose is to build a learning community that nurtures engaged, resilient and confident learners within a culture of respect. The whole school learning community recognises that critical and creative thinking is fundamental to successful learning and our students strive to become creative, innovative and resourceful learners who are motivated to reach their full potential.

Improvement Measures

There is an increased proportion of students achieving in the top 2 NAPLAN bands for Reading and Numeracy.

Self evaluation against the SEF validates excelling in the elements of Learning Culture and Assessment with existence of evidence of whole school monitoring of student learning.

People

Students

Students become confident as they develop the knowledge, skills and dispositions to interpret and use language confidently for learning and communicating in and out of school and for participating effectively in society.

Leaders

Understand that project-based learning and authentic learning and assessment practices support the development of curiosity, creativity, resourcefulness and helps to prepare students for lifelong learning.

Students

Students understand the importance of collaborative and effective partnerships and develop the skills to use technology and flexible learning spaces effectively.

Parents/Carers

Feel valued as a respected partner in the school improvement process and understand the valuable contribution they make to their child's learning and school life when they actively engage with teachers in two way feedback opportunities.

Staff

Staff understand and embed future-focussed learning skills across all KLAS and this is evidenced in every classroom.

Processes

Future-Focused Pedagogy

A whole school approach, with a focus on a growth mindset and extensive collaboration, exists across the K-12 setting. A system driven, effective implementation of a future-focused pedagogy, deeper learning and student led assessment exists across the entire learning environment.

Quality Feedback and Formative Assessment

Review and further develop whole school student feedback, assessment and tracking processes to explicitly and systematically evaluate what students know and can do and plan for further learning experiences that lead to measureable improvement at an individual, group and whole school level.

Evaluation Plan

The progress and effectiveness of the plan will be evaluated as set out in the milestones document and a range of data will be used to assess against improvement. This will include:

- Learning intentions
- multimodal student-created products
- Rubrics, classroom observation
- analysis of student work samples
- survey- students/carers, parents and community.
- Tell Them From Me Surveys
- L3, Learning Progression DATA

Practices and Products

Practices

All school members demonstrate engagement in a project-based, multi-modal learning environment. Staff and students develop the skills, knowledge and understanding to embrace an authentic and multimodal curriculum – written, oral, audio, tactile, gestural and spatial.

Teachers regularly use a range of evidence to monitor and plan for student learning and provide regular an explicit feedback to students ensuring that they understand how to improve.

Students confidently demonstrate learning, using their preferred learning modes, during the creation of personal meaning-making and identity.

Products

Teachers effectively utilise the curriculum to plan and implement strategies that involve students in deep, creative and critical thinking and cooperative and collaborative learning experiences.

An interdisciplinary approach is embedded across the K-12 setting enabling our students to make meaningful connections across and within personal learning areas.

A growth mindset culture exists across the school. Students see failure/setbacks as opportunities to learn and accept that with effort and effective strategies they can use these setbacks to improve.

Strategic Direction 2: High Quality Teaching

Purpose

Excellent teachers have the capacity to transform the lives of students. When staff and leaders participate in high-quality, evidence-based, instructional professional learning it builds their capacity to provide individualised, targeted, differentiated, engaging and challenging learning opportunities.

Our purpose is to ensure that our teachers are creative, inspirational and inclusive practitioners with the capacity to shape teaching around the needs of every student. All of our teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.

Improvement Measures

Increase the percentage of students demonstrating expected growth in literacy and numeracy. At least 80% of students demonstrating expected growth per semester across the Department of Education literacy and numeracy progressions relevant to expected timeframes.

100% of teaching/learning programs are dynamic, showing evidence of revisions based on feedback of teaching practices, authentic, consistent and reliable student assessment and continuous tracking of student progress.

.All teachers can articulate "What Works Best", and can demonstrate improved practice in these areas through collaboration and classroom observation.

People

Leaders

Strong, effective, instructional leaders have the skills and knowledge of high quality, evidence-based practice, to build the capacity of every teacher, to improve student achievement.

Parents/Carers

Parents/carers feel welcome and understand the positive outcomes associated with directly and regularly engaging with teachers as valued partners in learning.

Staff

All staff are actively involved in quality professional learning, peer observation and mentoring/coaching sessions to build capacity and expertise across the whole school learning community.

Students

All student are supported in an innovative solutions-focused learning environment and are provided with opportunities to develop general capabilities over time and across KLAS.

Staff

All staff have a thorough understanding of, and effectively use the learning progressions.

Processes

Building a Culture of Inquiry

Implement and embed high quality, research-based, future-focussed literacy and numeracy teaching practices that support the learning needs of students across the full range of abilities.

K-12 Quality Collaboration

Build a whole school culture where all teachers can identify and use effective, evidence-based strategies, which are regularly monitored to ensure student growth. (high expectations, explicit teaching, effective feedback, use of data to inform practice, classroom management, wellbeing and collaboration)

"Quarantined" collaborative time is used by every teacher on a regular basis, is scaffolded to focus on "What Works Best", and is evaluated against student improvement.

Evaluation Plan

- The progress and effectiveness of the plan will be evaluated as set out in the milestones document. A range of data will be used to assess against improvement. This will include:
- Analysis of NAPLAN and school based data
- Lesson Plans and teaching programs
- PDPs
- Observational Rounds
- Professional Learning and meeting minutes.

Practices and Products

Practices

All staff confidently analyse school and external assessment data to plan and deliver individual, adjusted, differentiated and responsive learning experiences through fluid and flexible grouping and quality teaching practices.

Staff are actively involved in quality professional learning and peer observation and mentoring/coaching sessions to build capacity and expertise across the school and learning community.

Teaching practice reflects a comprehensive understanding of the Learning Progressions and the use of data to differentiate teaching.

Products

Planned teaching experiences in literacy and numeracy are linked explicitly to assessment data and are individualised, targeted, differentiated, responsive and challenging, resulting in continuous improvement for all students across the full range of abilities. All K-10 students are plotted against PLAN2 and all adjustments and interventions have been captured and are visible.

All students are taught by high performing teachers, and the leadership team supports the recognition of this through the teacher accreditation process.

The school is recognised as a leader for its impact on learning progress, its effective practices and continuous improvement, and its active support of improvement in other schools.

Strategic Direction 3: A Thriving Learning Community

Purpose

There is a school wide, collective responsibility to instil a love of learning and a deep, intrinsic understanding of self within each student. Wellbeing is central to everything that we do as this will best position our students and staff to thrive and live happy, fulfilled, rewarding and productive lives in our complex and ever changing society. Strong consultative partnerships promote a culture of collaboration, connection and open communication and provide the best possible education experience for students in our care.

Our purpose is to support and guide our students so that they might manage their own wellbeing, relate well to others, make informed decisions about their lives, become citizens who behave with ethical integrity, relate to and communicate across cultures, work for the common good and act with responsibility at local, regional and global levels.

Improvement Measures

Wellbeing surveys indicate high levels of satisfaction (x>4 on a 5 point scale) in the areas of belonging and engagement, and students can identify at least 2 staff members who can support them.

Self evaluation against the domain of Leading is validated as excelling in elements of high expectation and community engagement.

People

Leaders

School leaders support the development of the whole student and understand that activities outside of the classroom, in school and beyond, play an active role in developing qualities such as confidence, empathy, resilience, creativity, and tolerance.

Community Partners

Community partners understand their contribution through the sharing of skills and expertise, and feel valued as respected partners in the teaching and learning process.

Community Partners

The school builds on local cultural knowledge and experience of Indigenous students as a foundation for learning. Collaborative partnerships with AECG and Aboriginal Community are evident with ongoing opportunities for consultation on how to best support our Aboriginal students and their families.

Students

Understand the importance of their role in the articulation of their own needs and have the confidence to contribute to the positive connection between home and school and the community.

Staff

All staff support a whole school consistent approach to wellbeing to ensure all students thrive and achieve their personal best.

Processes

Focus on each student

Implement a whole school integrated approach to student wellbeing in which students can connect, succeed and thrive at each stage of their schooling.

Partnerships for Learning

Implement a whole school approach to working with the community, learning community and external agencies to create optimal support for student learning and engagement.

Evaluation Plan

The progress and effectiveness of the plan will be evaluated as set out in the milestones document. A range of data will be used to assess against improvement. This will include:

- The annual report contains data that measures the impact of the plan in terms of students learning progress.
- Surveys
- Focus Groups
- SET data
- TTFM including parent surveys
- PATCH participation
- Parent/carers attendance data for school interviews, reporting sessions, transition programs and celebration events.

Practices and Products

Practices

Positive and respectful relationships are nurtured and developed across the school community and underpin a productive learning environment, supporting students' development of strong identities as learners.

Teachers design, monitor and implement personalised and individualised learning plans to support the learning and engagement of every student. There is a school-wide, collective responsibility for student learning and success which is shared by all members of the school, community and supporting agencies.

Communication channels are positive, varied and flexible to ensure the school and community have multiple opportunities to engage in ongoing and open discussions to increase student and school success.

Products

Feedback indicates that every student is known, valued and cared for and has a strong connection with an adult/s within the school as identified in personalised learning plans.

A whole school approach to working with the community, learning community and external agencies is evident, with a holistic focus on the creation of optimal support for student learning and engagement.

Evidence exists that parents and community members are provided with opportunities to actively engage with their child's learning.