

School plan 2018-2020

Peak Hill Central School 2848



School background 2018–2020

School vision statement

All members of the Peak Hill Central School community contribute to making tomorrow better than today by becoming life long learners and achieving success through effort.

School context

Peak Hill Central School is located in the Central–West of New South Wales, and serves a rural community of approximately 1400 people.

Our school provides a comprehensive educational program from Kindergarten to Year 12. It is noted for the quality of its educational and sporting programs and for its emphasis on Student Leadership, Well–being and Aboriginal Education.

Peak Hill Central School is part of the Western Access Program which provides opportunities for students to complete their Higher School Certificate while remaining in their local communities. The program unites the school communities of six core central schools within the Central West of NSW. We are an Early Action for Success school improving literacy and numeracy outcomes for students in K – 3.

School planning process

The school executive and whole school staff have been part of a collaborative process to determine the current school needs and identified directions and areas for improvement.

Identified were enhancement of the school physical settings, and quality learning environments together with the further development of quality teaching pedagogy.

The school community, staff, students and parents, were invited through surveys, community forums and focus groups to provide feedback on our school plan and future directions.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 Learners Yalbildhaany

Purpose:

Quality learning experiences, along with positive, respectful, safe and successful relationships that will contribute to an aspirational learning culture.

STRATEGIC DIRECTION 2 Teachers Yalmambildhaany

Purpose:

Create and maintain an engaging professional environment for educators that is supported and collaborative by a positive culture that develops skilled and high performing teachers.

STRATEGIC DIRECTION 3 Leaders Dabaamalang (Mob of People)

Purpose:

Lead a shared vision of high expectations, diversity and inclusivity, built on a respectful growth mindset.

Strategic Direction 1: Learners Yalbildhaany

Purpose

Quality learning experiences, along with positive, respectful, safe and successful relationships that will contribute to an aspirational learning culture.

Improvement Measures

- Increase the proportion of students achieving proficiency in line with expected growth
- Improved levels of student wellbeing and engagement

People

People

Students:

Students understand how they learn and why they learn to develop self-esteem, resilience and communication skills to achieve their learning goals.

Staff:

Differentiate their teaching to meet students learning needs targeting literacy and numeracy.

Parents/Carers

Engaged as active participants in their children's education to collaboratively develop learning goals.

Community partners:

Work collaboratively to support student achievement in learning, wellbeing and leading.

Leaders:

Establish leadership pathways to identify, strengthen and monitor student learning needs.

Processes

Curriculum and Learning:

Deliver quality student centred learning experiences.

Wellbeing:

Implement a whole school integrated approach to student wellbeing in which students connect, succeed and strive.

Personalised Learning:

Learning is data driven and based on progressions and syllabus.

Feedback:

Timely, targeted intervention and feedback for all students. Tailored support to extend and enrich all students.

Evaluation Plan

All data will be analysed collaboratively

- TTFM surveys
- Internal surveys
- Wellbeing Self Assessment Tool
- NAPLAN and Plan = Plan 2 data reviews
- Internal student performance data
- Classroom observations
- EAFS
- PLASST

Practices and Products

Practices

Use of assessment data to monitor achievements and gaps in student learning and inform planning for future growth

Relationships between all stakeholders are both valued and nurtured to ensure quality student learning

Products

A student centred learning environment where all students are supported, challenged and they are receiving timely and effective feedback

Positive and respectful relationships across the school community underpin a productive and aspirational learning environment

Strategic Direction 2: Teachers Yalmambildhaany

Purpose

Create and maintain an engaging professional environment for educators that is supported and collaborative by a positive culture that develops skilled and high performing teachers.

Improvement Measures

- Improved scores for collaboration and learning culture for similar schools
- Increased use of evidence informed pedagogy by all teachers
- All teachers maintaining accreditation standards and some seeking, working towards higher accreditation

People

People

Students: Provide timely and respectful feedback to teachers on their learning experiences.

Staff: Work collaboratively to ensure teaching practice reflects research that will maximise impact on student learning. Maintain accurate records, documentation and assessment data to evaluate and adjust their teaching strategies.

Parents/Carers: Engage in literacy and numeracy information activities to develop assessment and teaching strategies.

Leaders:

Establish and improve processes which build the capacity of the school community to use data and engage in evidence based conversations about school improvement

Processes

Collaboration Practice:

Increase consistency of teacher judgement for literacy and numeracy, continuums and internal assessments.

Research Informed Pedagogy:

Access research to develop and implement high quality professional learning in literacy, numeracy and wellbeing teaching practices.

Evaluative Practice:

Create evaluative culture by establishing regular reflective periods and supplement with professional learning on the use of data to inform future teaching and learning.

Evaluation Plan

- What works best reflection guide
- PLAN data + Plan 2
- TTFM
- NAPLAN Data
- Meeting minutes
- Lesson Observations
- Teaching programs
- Teacher reflections

Practices and Products

Practices

Regular meetings and opportunities to collaboratively plan, reflect, improve and deliver evidence informed teaching practice

Use data to inform practice. Decisions and initiatives for literacy, numeracy and wellbeing

Products

Collaboration amongst all staff and action learning results in an explicit teaching approach to literacy and numeracy. Which is research informed to use data to deliver best practice.

Teachers make informed and continuous judgements about student progress based on deep knowledge and understanding of continuums

Strategic Direction 3: Leaders Dabaamalang (Mob of People)

Purpose

Lead a shared vision of high expectations, diversity and inclusivity, built on a respectful growth mindset.

Improvement Measures

- Increase the leadership opportunities to sustain a culture of high expectations
- Increase the opportunities for the community to engage in school related activities which help build the school as a collaborative community
- Improve the instructional leadership to ensure assessment, reporting and teacher performance form a sound basis for student learning

People

People

Students:

Improve student motivation and learning through effective partnerships and increased opportunities to lead.

Staff:

Provide multiple opportunities for families to discuss students' social and academic progress.

Parents/Carers:

Value the diversity of families and use this as a resource for leading partnerships.

Community partners:

Build capacity in organisations to engage with schools and support students and their families.

Leaders:

Build capacity of students, staff and community leaders to improve educational outcomes and wellbeing for all.

Processes

Teams:

Provide direction and structure so that leadership teams can be created and expanded.

Collaboration:

Enabling all leadership teams to acknowledge, consult and further improve leadership practice.

Leadership Opportunities:

Increase the leadership opportunities for the students, staff and community members.

Evaluation Plan:

- TTFM
- Meeting minutes
- SEF evaluations
- Internal surveys
- Yarning circle discussions

PDP

Evaluation Plan

Teams:

Provide direction and structure so that leadership teams can be created and expanded.

Collaboration:

Enabling all leadership teams to

Practices and Products

Practices

Effective communication of leaders to focus on high expectations, quality teaching and learning and also wellbeing

Formal and informal structures for leaders to express high expectations and continue to grow leadership capacity within the school community

Products

Regular opportunities to develop, reflect and further improve culture of high expectations

Leadership teams assess teaching and learning and communicate ways for future improved quality delivery

Strategic Direction 3: Leaders Dabaamalang (Mob of People)

Processes

acknowledge, consult and further improve leadership practice.

Leadership Opportunities:

Increase the leadership opportunities for the students, staff and community members.