

School plan 2018-2020

The Rock Central School 2976



School background 2018–2020

School vision statement

The Rock Central School will strive to achieve a quality learning culture, which support students to reach their greatest potential. Our school will meet the individual needs and interests of each student, inspiring them to become, literate and numerate and productive members of the community.

School context

The Rock Central School is a comprehensive public school catering for students from Kindergarten to Year 10. The school is situated 33km from Wagga Wagga in The Rock township, where we service a community that encompasses both town and rural farming areas. Our enrolments can fluctuate during the year; however we are staffed at 182 students in 2018 which includes 132 primary and 50 secondary students and consists of 6 primary classes. The school has a broad range of initiatives which include: Targeted Early Numeracy (TEN), Taking Off With Numeracy (TOWN) and Language, Learning and Literacy (L3). We are currently implementing How2Learn, Focus on Reading and a middle school program for stages 3 and 4. We provide an agriculture program K–10, supported by our extensive agriculture plot. We have a brand new state of the art science laboratory, and a home economics room, as well as Technological Applied Studies (TAS), including wood work and metal work facilities. The Rock Central School has a highly effective Learning Support Team, choir, Student Representative Council (SRC) and is an active member of the Sporting Schools Program, organised by the Australian Sporting Commission. The school has a committed and dynamic teaching, administrative and executive staff with a range of experience and an active Parents and Community Association (P&C).

School planning process

The school planning process for the next phase of the schools improvement, started in Term 4 2017 . The school involved teachers, SASS, students and families. We initially examined our current progress mapped to the School Excellence Framework; what we did well and how did we knew this, by analysing our data and looking at our evidence. Many meetings were held with staff, students and parents. A variety of surveys were instrumental in obtaining the views and opinions of all stakeholders, as well direct discussion with our Parents and Citizens. The students were very instrumental in helping to develop this three year plan, and provided us with great information about our school vision, purpose and values.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 Literacy

Purpose:

To ensure all teachers have an excellent skills base in literacy and student assessment needs; data analysis and interpretation; intervention strategies and how to modify teaching practices, to improve student results in literacy, and to meet the challenges of future literacy needs.

STRATEGIC DIRECTION 2 Numeracy

Purpose:

To embed a whole school approach to numeracy, ensuring the most effective evidence-based teaching strategies optimise learning progress for all students, across the full range of abilities; resulting in improved student outcomes so that all students are numerate.

STRATEGIC DIRECTION 3 Learning Culture

Purpose:

To develop a consistent and systematic approach, with a school-wide collective responsibility for the learning culture, where the whole school community demonstrates high expectations of learning progress; measurable improvement in student outcomes and personal growth, and a commitment to the pursuit of excellence.

Strategic Direction 1: Literacy

Purpose

To ensure all teachers have an excellent skills base in literacy and student assessment needs; data analysis and interpretation; intervention strategies and how to modify teaching practices, to improve student results in literacy, and to meet the challenges of future literacy needs.

Improvement Measures

Increase the proportion of students achieving proficiency in line with the Premiers Priorities.

90% of students will achieve their expected growth in Literacy as indicated by the literacy continuum/progressions

Improved scores for staff collaboration as indicated in the Tell Them From Me Surveys.

Yearly class room teacher audit on literacy skill knowledge and classroom implementation, indicating growth by all teachers.

People

Students

Students actively participate in reflecting about their learning and provide feedback in relation to their literacy goals.

Staff

All teachers actively participate in professional learning and collegial discussions, to enhance; student reflection and feedback; data analysis; intervention strategies and program development. Teachers track and monitor literacy progress from year to year and share this information and data across the school.

Leaders

Establish structures to provide high quality and effective professional learning to all teachers as well as opportunities for collegial discussions. Provide resources to maximise impact on learning and monitor professional growth of teachers.

Processes

Ensure learning is data and evidence driven, based on formative assessment practices and learning continuums/progressions.

Timely, targeted intervention and extension , as well as specific feedback for all students, reflecting best practice and maximise learning outcomes in literacy.

Ongoing Professional Learning for staff on best practice teaching strategies and cross curricular inclusion of literacy, into all facets of teaching programming.

Evaluation Plan

Yearly classroom teacher audit on literacy skill knowledge, understanding and classroom implementation.

Yearly data collection of all students in reading, comprehension and writing, from the start to the end of the year.

Students in Years 3, 5, 7 and 9 achieve greater than expected growth in reading and writing as indicated in NAPLAN.

Monitor student growth on the literacy continuum/progression, from the start of each year to the end.

Practices and Products

Practices

Implementation of data and evidence collections, analysis and program adjustments to ensure early intervention and student growth in school identified aspects of literacy and to meet the Premiers Priorities.

Whole school research based teaching strategies evident in teaching programs and practices. Staff collaborate on effective Literacy strategies including reflection and effective feedback.

Formative and summative assessments are used to inform teaching strategies, monitor and track student growth and inform intervention strategies.

Products

All students know and can articulate their individual literacy goals which are guided by the continuums/progressions.

Evidence of literacy strategies, initiatives, assessments and research based practices are included in all teaching and learning programs, across all KLA's.

All staff are highly trained in literacy skills and strategies and have a thorough knowledge of relevant syllabus documents, as well as the literacy continuums/progressions and research based best practice.

Strategic Direction 2: Numeracy

Purpose

To embed a whole school approach to numeracy, ensuring the most effective evidence-based teaching strategies optimise learning progress for all students, across the full range of abilities; resulting in improved student outcomes so that all students are numerate.

Improvement Measures

Increased proportion of students achieving proficiency in line with the Premiers Priorities.

80% of students will achieve their expected growth in Numeracy, as indicated by the numeracy continuum/progressions.

Yearly class room teacher audit on numeracy skills, knowledge and classroom implementation, indicating growth by all teachers.

People

Students

Students are aware of and use the numeracy continuums/progressions to inform their numeracy learning goals. Students reflect on and provide feedback with regards to their numeracy learning.

Staff

All teachers understand and explicitly teach 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.

Leaders

The school demonstrates a high performance culture, with a clear focus on student progress and achievement in numeracy. All students are taught by high performing teachers, and the leadership team supports the recognition of this through the Performance and Development Process. The Leadership team provides resources to maximise impact and student growth.

Processes

Monitoring the implementation of research based best practice strategies in numeracy into classroom teaching and learning programs. Teaching staff demonstrate and share their innovative numeracy strategies and expertise within the school.

Ongoing Professional Learning and collaboration for all staff on; best practice teaching strategies; numeracy continuums/progressions; numeracy differentiation, and cross curricular inclusion of numeracy into all facets of teaching programs.

Students are skilled in the use of the numeracy progressions to inform their personal learning goals. Students are explicitly taught reflection and feedback techniques.

Evaluation Plan

Yearly classroom teacher audit on numeracy skill knowledge and classroom implementation

Yearly assessment of all students in numeracy, from the start to the end of the year, as indicated by the numeracy continuum/progressions.

Students in Years 3, 5, 7 and 9 achieve greater than expected growth in numeracy as indicated in NAPLAN.

Practices and Products

Practices

All lessons are systematically planned as part of a coherent program that has been collaboratively designed by class room teachers. Teachers involve students in the planning to support their learning and numeracy development.

Accommodations and adjustments are made to teaching strategies to enable improvement by all students across the full range of abilities.

A whole school approach to numeracy ensuring the most effective evidence based teaching strategies are identified, promoted and modelled.

Products

Teaching and learning programs are dynamic and explicit, showing evidence of, differentiation, reflection, feedback, consistent and reliable student assessment data, as well as continuous tracking of student progress and achievement.

All students know and can articulate their individual numeracy goals which are guided by the numeracy continuum/progressions.

All staff are highly trained in numeracy skills and strategies and have a thorough knowledge of relevant syllabus documents, as well as the numeracy continuums/progressions and research based best practice.

Strategic Direction 3: Learning Culture

Purpose

To develop a consistent and systematic approach, with a school-wide collective responsibility for the learning culture, where the whole school community demonstrates high expectations of learning progress; measurable improvement in student outcomes and personal growth, and a commitment to the pursuit of excellence.

Improvement Measures

Yearly data analysis shows improvement in student engagement and motivation, attendance and positive incident, while suspensions and negative incidents decline.

Engagement and analysis data from Aboriginal and Torres Strait Islander families and students shows yearly improvement.

School Excellence Framework self reflection survey indicates we are excelling in the domain of:

- Learning– Learning Culture, Wellbeing and Curriculum & Learning
- Teaching – Effective classroom practice, Data Skills and Use, Collaborative Practice
- Leading – Leadership and Management Practices and Processes

People

Students

Students express how and why (learning intentions) they learn as part of the reflection, feedback and self regulation processes. Students are also highly motivated and engaged in their learning.

Staff

Provide highly engaging student centred lessons that enhance their learning culture, and student achievement and wellbeing. Analyse, evaluate and implement adjustments to teaching and learning programs based on data and research, as well as collaboration with colleagues and families.

Leaders

Review and update school values, conventions, policies and practice's to ensure a high impact learning culture is developed. This will be collaborative and consultative in practice to ensure student and staff growth and development.

Parents/Carers

Commit to supporting the school, through genuine consultation, in developing a learning culture which promotes academic achievement, student wellbeing, and personal growth.

Processes

Deliver quality student centred and self regulated learning experiences which enable students to understand how they learn and to set achievable learning goals.

Provide quality professional learning experiences based on: current research; student wellbeing; learning cultures, assessment strategies; data analysis and strengthening collaborative practices.

Review and update the schools organisation to promote an environment where the values, conventions, policies and procedures encourage individual and whole school growth in knowledge, collaborative development and performance.

Provide strategies to engage Aboriginal and Torres Strait Islanders students with their culture and heritage.

Evaluation Plan

The following data will be collaboratively analysed:

- TTFM survey s T1 & T3
- Wellbeing assessment tool
- Reach your Potential data
- Attendance
- Suspensions/negative incidents
- Positive incidents

Practices and Products

Practices

All lessons are systematically planned as part of teaching and learning programs. They are dynamic, showing evidence of explicit teaching, feedback, learning adjustments, evaluation, reflection, valid assessment information, and are student centred.

The whole school community demonstrates high expectations of learning and achievement through a shared responsibility for student's learning and success.

Products

A student centred learning environment exists where planning for learning is informed by current research; information about each students wellbeing and learning needs, and in consultation with families.

The school has implemented evidence based changes to whole school policies, practices, values and convention to develop a high impact learning culture.