

School plan 2018-2020

Trangie Central School 3254



School background 2018–2020

School vision statement

Trangie Central School is an inclusive educational community, empowering students to develop resilience, succeed, and make positive contributions to society.

School context

Trangie Central School is a growing rural school, located amongst the cotton and wheat fields, 72km west of the major NSW regional centre of Dubbo.

The staff, students and community have high expectations for academic attainment and foster a culture of acceptance, tolerance and kindness. The school's Wellbeing Policy is underpinned by positive value expectations to be Safe, Respectful Learners. The policy includes successful programs to develop resilience from Kindergarten through to Year 12. We strive to offer opportunities for each student to find their strength and excel.

The focus on Quality Teaching and Learning, supported by a highly experienced Instructional Leader, has led to a steady trend upwards in academic results. The school also has a fundamental belief in the importance of early intervention with Early Action for Success and our Early Birds Transition to School Program providing a strong foundation for Kindergarten students.

Strong community connections are integral to all that we do. The P&C are active in supporting the school in improving facilities for our students. Trangie Central School is committed to developing honourable citizens of the future and supporting the health and wellbeing of the Trangie community. Our school has a long and proud history of being a true community resource.

School planning process

Consultation·

Tell Them From Me staff and student surveys·

CLO phone survey of all families·

Whole school staff meetings and workshops·

P&C meetings

Engagement and Involvement·

Shared planning and decision making through Executive team meetings and K–12 workshops at all stages of development·

School Vision Statement developed by the whole staff at a planning workshop and then put into the school newsletter for community input

Inform·

TTFM Survey results given to P&C members· TTFM Survey results presented to staff· Survey results reported in the weekly school newsletter. People Matter survey

School strategic directions 2018–2020

**STRATEGIC
DIRECTION 1**
Excellence in Teaching

Purpose:

To create and lead a culture of high expectations through excellence in teaching and collegiality, driven by quality practices.

**STRATEGIC
DIRECTION 2**
Excellence in Learning

Purpose:

To develop a culture of active learning and community engagement so that students can adapt and thrive in today's constantly changing environment.

**STRATEGIC
DIRECTION 3**
Thriving through Wellbeing

Purpose:

To have embedded whole school practices that support the wellbeing of the school community. To excel in connecting and supporting on many levels and build respectful relationships for all stakeholders.

Strategic Direction 1: Excellence in Teaching

Purpose

To create and lead a culture of high expectations through excellence in teaching and collegiality, driven by quality practices.

Improvement Measures

Increased levels of staff collaboration.

An increase in the proportion of staff embedding evidence informed pedagogy into their practice.

An increase in student and staff confidence, engagement and knowledge of digital technology as a tool for learning.

People

Students

Maintain a motivated and consistent approach to their studies, implement feedback and respectfully seek assistance to ensure continual growth.

Staff

Use data to inform teaching practice, and provide differentiated activities which facilitate student learning.

Work collaboratively to ensure consistency of judgement and implement thoroughly researched teaching practices (ALARM and Learning Progressions) holistically to increase the likelihood of success.

Parents/Carers

Parents and carers encouraged to participate in skill development courses designed to assist their child's learning, offered by the school and outside agencies.

Parents and carers gain an understanding of the technologies used in their child's learning.

Leaders

Establish a culture of professional development, emphasising the implementation of new knowledge which facilitates school improvement.

Processes

Digital Technologies

Build staff capacity to integrate technology into future focused learning and to develop future learners.

Collaborative Practices

Develop and implement collaborative processes for consistency in teacher judgement in the Literacy and Numeracy progressions as well as internal assessment.

Evaluative Practices

Strengthen evaluative culture and practice by establishing regular 'pause points' throughout the year and providing professional learning on the use of quality sources of evidence informed data to inform future teaching and learning.

Evaluation Plan

- ALAN data (every 5 weeks)
- Teacher (T3) and student TTFM surveys (T1 & 3)
- PDPs
- NAPLAN data (T3)
- Lesson plans/teaching programs (each term) with strategies to target areas of improvement
- Classroom observations (each semester)
- Teacher reflections
- Secondary Learning Progressions analysis
- VALID data (T4)

Practices and Products

Practices

Continuous collaboration and action learning (plan, act, reflect) results in an explicit teaching approach to literacy and numeracy and digital technology.

The use of data collection and collaborative evaluation is an embedded practice to inform decisions, interventions and initiatives in literacy, numeracy and digital technologies.

Continuous collaboration results in a deep understanding of achievement levels and consistency of judgement across all KLAs.

Products

The structures are in place and there are regular meetings and opportunities to collaboratively plan, reflect, improve and deliver evidence informed pedagogy.

Systems are embedded where teachers make informed and consistent judgements about student progress based on deep knowledge and understanding of the literacy and numeracy progressions and across all KLAs.

All teachers provide evidence of accommodation and adjustment made to suit learning needs, using progress and achievement data, curriculum requirements and feedback.

Strategic Direction 1: Excellence in Teaching

Processes

- DTiF survey data – pre and post
- EAfS meets its targets
- Feedback on student workbooks

Strategic Direction 2: Excellence in Learning

Purpose

To develop a culture of active learning and community engagement so that students can adapt and thrive in today's constantly changing environment.

Improvement Measures

An increase in community satisfaction with the school's wellbeing program and student achievement.

An increased proportion of students achieve academic success, and achieving at expected and above expected growth in literacy and numeracy.

An increased capacity of staff to differentiate student learning.

People

Students

Manage, engage and take responsibility for their own learning as a result of participating in regular meetings with teachers to discuss learning progress.

Staff

Work collegially with students, parents and staff to promote and nurture student development based on individual learning needs.

Provide explicit, timely feedback to enhance learning outcomes and communicate effectively with community.

Parents/Carers

Confidently engage with student learning and school life.

Demonstrated value for the partnerships between home and school.

Leaders

Develop and nurture collegiality and staff development by providing regular support, feedback and monitoring programs.

Processes

Community engagement

Investigate, implement and evaluate strategies to engage the community in student learning and school life.

Effective Differentiation

Develop staff capacity to effectively differentiate and review learning programs to meet the individual needs of students.

Develop a culture of Professional learning

Provide targeted professional learning opportunities that support staff in meeting the needs of their students and also their own professional goals..

Evaluation Plan

- Student attainment as evidenced in standardised testing.
- Participation rates in academic elective courses
- Streamlined communications and promotion of school events by establishing a Facebook co-ordinator.
- Student survey reflects a positive response to feedback being given to support learning.
- K-2 literacy sessions reflect L3 pedagogy.
- Successful DEAR program

Practices and Products

Practices

Communication Team established to increase engagement of the community in student learning and school life.

Students routinely review learning with teachers ensuring all students have a clear understanding of how to improve. Student feedback is used to inform teaching.

Learning programs across the school are adjusted to address individual student needs to ensure all students are challenged and all adjustments lead to improved learning. Learning is evidence based, differentiated and responsive to student needs.

Products

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence.

Learning programs are dynamic showing evidence of consistent and reliable student assessment and continuous tracking of students progress and achievement.

All teachers provide evidence of consistent use of feedback to students to guide student learning and student feedback to inform teaching.

Strategic Direction 3: Thriving through Wellbeing

Purpose

To have embedded whole school practices that support the wellbeing of the school community. To excel in connecting and supporting on many levels and build respectful relationships for all stakeholders.

Improvement Measures

An increase in student reporting of positive wellbeing and sense of belonging.

Increased access to agencies to support families and students

An increase in and greater consistency of the use of the Wellbeing Monitoring System to meet student needs.

All staff feel valued and supported in an inclusive environment where collegiality is embedded.

People

Students

- Develop positive relationships with both students and staff.
- Self refer to appropriate agencies for sustained support.
- Take responsibility for their own learning and take every opportunity offered to them.

Staff

- Consistently use wellbeing monitoring system
- Explicitly demonstrate shared responsibility for student learning and success.
- Develop and sustain positive respectful relationships with students, parents and staff.

Parents/Carers

Parent/Carers access other agencies through the use of wellbeing programs and links with school.

Community Partners

Collaboratively work with school staff/students/families to support student and staff wellbeing.

Leaders

Establish and further develop the capacity of the school community to utilise the wellbeing resources made available.

Provide a supportive and inclusive environment where collegiality is encouraged and supported.

Processes

Wellbeing Hub established

Establishment of a Wellbeing Hub based at Trangie Central School. Outer agencies engaged to work with families and students

Focus on Staff Wellbeing

Implementation of staff wellbeing project. Led and evaluated through staff survey and participation.

Focus on Student Wellbeing

Embedded student wellbeing programs that lead to thriving connected learners.

Evaluation Plan

- TTFM Surveys, staff and student
- People matter Survey
- STARS data reviewed weekly
- Community phone survey
- Learning Support and Wellbeing meeting minutes
- Professional Learning Plan
- Student participation in extra-curricular activities
- Staff wellbeing survey

Practices and Products

Practices

Implement evidence –based change to whole school wellbeing practices, resulting in measurable improvements in wellbeing and engagement to support learning.

There is a school wide collective responsibility for student learning and success, which is shared by parents/carers and students

Products

Student wellbeing is promoted by positive, respectful relationships among students and staff which optimises student learning conditions.

Planning for learning is informed by sound holistic information (including outer agencies) about each student's wellbeing and learning needs in consultation with parents/carers.