School plan 2018-2020

Walcha Central School 3340

School background 2018–2020

School vision statement

Walcha Central School is committed to the provision of a quality and progressive education creating flexible, resilient learners equipped with skills for the challenges of an ever–changing world. This will be achieved through collaborative and innovative approaches to teaching and learning.

School context

Walcha Central School, in partnership with its community, provides a quality and progressive education in a safe and supportive environment based on the values of respect, engagement, achievement and learning.

Walcha Central School promotes a K–12 culture of learning. Established in 1859, it is situated in the rural New England community of Walcha. The student enrolment is 265 of whom 56% are K–6 and 44% are 7–12, with 24% of the student population identifing as Aboriginal and Torres Strait Islander.

Professional learning for all staff complements school improvement measures with learning walks and leadership opportunities contributing to a collective efficacy. Future focused pedagogies promote student achievement with improvement in literacy, numeracy and wellbeing.

School planning process

Walcha Central School uses a range of evidence and strategies to continually monitor its progress and reflect on its improvement.

Rigorous reflection using the School Excellence Framework provides a successful platform for future planning and promotes a strong sense of collective efficacy. Ongoing productive partnerships including UNE, local business and external agencies continue to inform our planning process.

The school follows a consultative process to develop a shared vison and purpose and support school improvement in learning and teaching.

 Staff work collaboratively across our three core pillars of literacy, numeracy and wellbeing and engage in reflective practice and provide quality teaching in all learning environments. All staff participate in Learning Walks and actively include 'Visible Learning' processes to guide planning and support engaging and personalised learning across the school.

Walcha Central School celebrates a strong and supportive P&C and works closely with its community to plan and implement improved learning opportunities for all students.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1
Learning through engagement

STRATEGIC DIRECTION 2
Feedback for learning

STRATEGIC DIRECTION 3
Valuing opportunities in learning

Purpose:

Increase student engagement and improve student learning outcomes through a shared practice of learning strategies.

Purpose:

Improve student learning outcomes through timely, explicit and purposeful feedback strategies.

Purpose:

Broaden aspirations and build capacity that extends and challenges all students through productive partnerships.

Strategic Direction 1: Learning through engagement

Purpose

Increase student engagement and improve student learning outcomes through a shared practice of learning strategies.

Improvement Measures

An increased proportion of students report a sense of belonging, expectations for success and advocacy at school.

Curriculum delivery reflects a staff growth mindset.

Curriculum design is underpinned by general capabilities and cross–curricular priorities leading to integrated learning.

People

Students

Student culture adopts growth mindset to increase autonomy, ownership and regulation of learning.

Staff

Teachers are instructional resources for one another in the delivery and design of curriculum.

Parents/Carers

Parents understand our pedagogical framework and how to support student learning.

Processes

PL opportunities for staff to *learn about, apply and evaluate* future–focused curriculum delivery and design.

Staff work collaboratively with students to negotiate authentic learning goals.

Evaluation Plan

Analysis of school based and external assessment data.

Student led conferences replace current parent teacher meeting format.

Staff reflect on practice.

Practices and Products

Practices

Student are active participants of their own learning.

Students apply digital and design technologies skills in learning.

Staff demonstrate the application of qualitative/quantitative data to measure growth.

Products

Students negotiate, reflect and report on their learning through the evaluation of their goals.

Staff develop a common language of growth mindset applied in all classrooms.

Future–focused learning is observable in practice and programs.

Strategic Direction 2: Feedback for learning

Purpose

Improve student learning outcomes through timely, explicit and purposeful feedback strategies.

Improvement Measures

Every student reflects on their own learning and implements feedback.

The quality of student writing improves through feedback.

People

Students

Understand the purpose of feedback(self, peer, reciprocal, teacher, artificial intelligence) and act upon it.

See learning and improvement as a productive struggle.

Parents/Carers

Understand how feedback as a form of assessment, improves student outcomes.

Staff

Select from an effective range of strategies to provide targeted feedback in order to progress student learning goals.

Staff

Collective understanding of the impact of feedback on learning.

Staff

Be REAL language is used in feedback.

Processes

Student growth is plotted through progressions/PLAN and other indicators and informs teaching practice.

Teaching and learning practice incorporates a variety of feedback strategies.

Feedback on writing provided to improve the use of metalanguage, sophisticated vocabulary and control of language, relevant to their stage of learning.

Evaluation Plan

Evidence of feedback on student learning.

Regular gathering of data for analysis, reflection and reporting on the impact of planned activities identified in milestones.

Practices and Products

Practices

Staff analyse student data and select strategies to support student high achievement.

Staff provide feedback to support students, to reflect and achieve their learning goals.

Students develop a growth mindset to self–assess, give, receive and act on feedback.

Staff provide explicit feedback to improve student writing.

Products

Collaboratively establish 'what works best' approach for teachers to provide purposeful and effective feedback to improve learning.

Every student develops authentic learning goals as part of the learning cycle.

Strategic Direction 3: Valuing opportunities in learning

Purpose

Broaden aspirations and build capacity that extends and challenges all students through productive partnerships.

Improvement Measures

Strengthen the collaborative relationship between parent, student, teacher and community to promote students as independent learners.

Broaden student aspirations to succeed, connect and thrive.

People

Students

Value their own and others' success.

Seek personal best opportunities.

Understand the strength in diversity.

Staff

Celebrate student achievement with parents and students through increased positive communication.

Parents/Carers

Extended confidence in public education and feel welcomed and respected as part of the school learning community.

Processes

Broaden student aspirations and build capacity through wellbeing programs.

Strengthen school brand using feedback from Communication and Engagement Unit Project.

Evaluation Plan

Valid evidence of student reflection on learning and achievement in every class.

Reporting is accessible, inclusive and fosters a partnership on student achievement.

Focus groups.

Positive Sentral entries outweigh negative entries.

Exit data –retention rates, class and post school.

Practices and Products

Practices

Staff make positive, meaningful contact with every parent at least once a term.

Open parent portal to communicate appropriate and supportive student information.

Student voice is evident in key school community decision making.

Products

Students collaborate with others and acknowledge achievement.

Students empowered to participate in leadership and learning opportunities.

Extend the school brand to promote the achievement of our students in public education.