

Strategic Improvement Plan 2021-2025

Ardlethan Central School 1051



School vision and context

School vision statement

Ardlethan Central School is a supportive, safe and inclusive environment where student learning is informed by a holistic understanding of the individual, ensuring students connect, succeed and thrive in their learning and wellbeing. A whole school approach to delivering the most effective evidence-based teaching practice ensures a school culture that builds educational aspiration and ongoing performance improvement across the school community.

School context

Ardlethan Central School is a K-12 rural school on the lands of the Wiradjuri people, in the Riverina Region, South Western NSW. Ardlethan is a town that has continued to contract in size due to traditional family farms being bought by farming conglomerates. The population of the town is made up of predominately retired couples who have moved off the farms or younger families who have been attracted to the town due to more affordable housing.

Dedicated teachers and support staff create a supportive, safe and inclusive learning environment for our students. Teachers receive ongoing professional development focusing on current research in what works best to deliver quality learning experiences to all students. Students are provided opportunities to succeed in all areas, including cultural, sporting and academic pursuits.

Ardlethan Central School is part of the Riverina Access Partnership (RAP), one of five access programs that run in NSW. RAP provides a shared curriculum for senior secondary students across six central schools that deliver Yr 11 and 12 studies across all six participating schools. The cohorts of students interact with each other and their co-ordinating teacher through online platforms and collaborative technologies, while being supported in their home school by co-teachers. This enables rural students to complete their secondary education at their local school with the support of their community without having to live away from home.

The focus and strength of our school is the ability to provide tailored and individualised learning opportunities for every child from Kindergarten to year 12.

Through our situational analysis and consultation process with parents and carers, students, staff and aboriginal community focus groups, we identified our high level areas for improvement or further development as:

- the explicit teaching of reading and numeracy
- data to inform practice
- effective collaboration across the broader school community.

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student progress and achievement we will develop a strategic, planned and explicit approach to the teaching of reading and numeracy.

Improvement measures

Reading growth Primary

Achieve by year: 2023

Increase the mean scaled score of Year 3 and 5 students from 2022 to 2023 in the Reading Check-in assessment.

Numeracy growth Primary

Achieve by year: 2023

Increase the mean scaled score of Year 3 and 5 students from 2022 to 2023 in the Numeracy Check-in assessment.

Reading growth Secondary

Achieve by year: 2023

Increase the mean scaled score of Year 7 and 9 students from 2022 to 2023 in the Reading Check-in assessment.

Numeracy growth Secondary

Achieve by year: 2023

Increase the mean scaled score of Year 7 and 9 students from 2022 to 2023 in the Numeracy Check-in assessment.

Initiatives

Data to inform practice

Teachers use data to inform effective teaching practice and to respond constructively to what the data is telling them, adapting teaching practice as required.

Explicit teaching

Teachers use explicit teaching techniques to identify students learning needs and use a range of evidence informed strategies to teach reading and numeracy across all subject areas.

Success criteria for this strategic direction

Teachers understand and explicitly teach reading and numeracy to students at all levels of achievement, in all subject areas.

Teachers understand, develop and apply a full range of assessment strategies to determine teaching directions, monitor and assess student progress and achievement, and reflect on teaching effectiveness.

Teachers consistently adopt the practice of explaining to students why they are learning something, how it connects to what they already know, what they are expected to do, how to do it and what it looks like when they have succeeded.

Evaluation plan for this strategic direction

Question: How effectively have we developed a strategic, planned and explicit approach to the teaching of reading and numeracy?

Data: These data sources will be collected and analysed by relevant teachers, leaders and teams: external student performance measures (NAPLAN); internal student performance measures (Literacy and Numeracy Progressions); teaching programs; classroom observations; student work samples; coaching records; School Excellence Framework assessments.

Analysis: Data is analysed regularly to determine the extent to which the purpose and improvement measures have been achieved.

Implications: Analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning

Strategic Direction 2: Effective collaboration to develop outstanding teaching practice

Purpose

In order to ensure every student improves every year in reading and numeracy and our HSC results are improved, we will work together to understand and use the most effective teaching methods.

Improvement measures

HSC achievement - top 3 bands

Achieve by year: 2023

The percentage of HSC course results from the Riverina Access Partnership increases by a minimum of 5% in the top 3 bands.

Effective Collaboration

Achieve by year: 2025

In the SEF element of Learning and Development we will move Collaborative Practice and Feedback from delivering to sustaining and growing.

Initiatives

High impact professional learning model

Embed a professional learning model which focuses on deepening teaching practice for ongoing growth in student learning. Teachers use research-based practices and evaluate, refine and scale success.

We will facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of feedback.

Success criteria for this strategic direction

There are explicit systems for collaboration and feedback to sustain quality teaching practice. Professional learning and its impact on the quality of teaching and student learning outcomes is evaluated. This drives ongoing, school-wide improvement in teaching practice and student results.

Teachers routinely use evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet the learning needs of students.

Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Student feedback is elicited by teachers and informs their teaching.

Teachers actively evaluate, share and discuss learning from targeted professional development with other staff in their school to improve whole school practice.

Evaluation plan for this strategic direction

Question: How effectively has the use of collaboration resulted in students achieving growth in learning and HSC results?

Data: These data sources will be collected and analysed by relevant teachers, leaders and teams: external student performance measures (NAPLAN and HSC); Check-in assessments; internal student performance measures; teaching programs; classroom observations; student work samples; coaching records; School Excellence Framework assessments.

Analysis: Data is analysed regularly to determine the extent to which the purpose and improvement measures have been achieved.

Implications: Analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning

Strategic Direction 3: Expectations of success for every student

Purpose

To design and implement a strategic approach to learning success informed by holistic information about each student's aspirations, wellbeing and learning needs.

Improvement measures

Attendance - Secondary (>90%)

Achieve by year: 2023

Increase the proportion of students attending more than 90% of the time by 10%

Attendance - Primary (>90%)

Achieve by year: 2023

Increase the proportion of students attending more than 90% of the time by 10%

Wellbeing

Achieve by year: 2023

Increase the proportion of students reporting positive wellbeing as measured by the Tell Them From Me survey.

Wellbeing (Primary)

Achieve by year: 2023

Increase the proportion of students reporting positive wellbeing as measured by the Tell Them From Me survey.

Initiatives

Knowing every student and developing aspirational expectations

Develop a strategic, whole school approach to the use of student assessment data, teaching and learning data and wellbeing data so that learning needs and goals are differentiated for each individual student. Effective partnerships are forged with parents, students and the wider community to ensure students are motivated to deliver their best and continually improve.

Success criteria for this strategic direction

There is school-wide, collective approach for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.

School staff collaborate with the school community to use student progress and achievement data to identify strategic priorities, and develop and implement plans for continuous improvement.

The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at all transition points.

Evaluation plan for this strategic direction

Question: What has been the impact of using a school-wide collective approach on student wellbeing, attendance and aspirations?

Data: These data sources will be collected and analysed by all teachers and leaders: attendance data; wellbeing data; parent surveys; student surveys; teaching programs; classroom observations; student work samples; coaching records; School Excellence Framework assessments; Tell Them From Me.

Analysis: Data is analysed regularly to determine the extent to which the purpose and improvement measures have been achieved.

Implications: Analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.