

# Strategic Improvement Plan 2021-2024

## Guyra Central School 2114



# School vision and context

## School vision statement

All students are empowered to learn and achieve, experiencing high quality teaching practice and the best conditions for learning which equip them with the knowledge, skills and dispositions for lifelong learning and shaping the world around them.

## School context

Guyra Central School provides a future focused and personalised Kindergarten to Year 12 learning environment that embraces a culture of high expectation, wellbeing and achievement for all. The school has a current enrolment of 305 students, including 28% Aboriginal students.

In partnership with our broader community we equip students with the skills to be successful, confident and creative individuals.

At Guyra Central School we encourage all students to demonstrate their learning by embracing their preferred learning modes with a focus on providing opportunities for all students to demonstrate what they can do rather than what they can't do.. In 2021 we have broadened our assessment opportunities by providing Big Picture Education as an optional pathway for Stage 4 and 5 students.

The school is well resourced with technology and state of the art learning facilities including a Trade Skills Centre for Metals and Engineering and Science Centre. A Commercial Kitchen/Hospitality Hub will be completed during 2021.

The additional position of an Instructional Leader, under the Early Action for Success (EAFS) Program, provides opportunities for improved learning outcomes in the area of Literacy and Numeracy.

Guyra Central School K-12 is a phone free school. Every 7-12 student has been issued with a lockable phone pouch to restrict access during school hours.

As a result of a thorough Situational Analysis the school has identified key elements for future growth. These include **evidence-informed practice, excellence in teaching, collaboration and educational leadership**. These will feature strongly within the plan.

# Strategic Direction 1: Student growth and attainment

## Purpose

Our purpose is to implement and embed high quality, research based, future-focused literacy and numeracy practices that support the learning needs of students across the full range of abilities, within our K-12 setting.

We believe that our teachers are creative, inspirational and inclusive practitioners with the capacity to shape teaching around the needs of every student.

## Improvement measures

### Target year: 2022

- Top 2 Bands (or equivalent) NAPLAN Reading increase uplift of 6.5% in Primary and 5% in Secondary.

### Target year: 2022

Top 2 Bands (or equivalent) NAPLAN Numeracy increase uplift of 5.9% in Primary and 4.7% in Secondary.

### Target year: 2023

Increase uplift percentage of students achieving expected growth in NAPLAN Reading by 5% in Primary and 5% in Secondary.

### Target year: 2024

All Secondary students achieve or exceed their co-developed learning goals based on the Learning Progressions

## Initiatives

### Reading and Numeracy

Establish and embed a whole-school culture of collaborative practices in the delivery of quality teaching practice, collecting and analysing data in reading and numeracy. The evaluation of this data will be regularly used to inform:

- selection of teaching strategies in relation to differentiated student learning needs
- evidence of impact on student learning
- teacher professional learning and resourcing.

### Building a Culture of Inquiry

Improve effective classroom practice through a focus on explicit teaching practice, formative assessment and Learning Progressions.

- Embed the use of formative data collection, whole school adoption of Literacy and Numeracy Progressions for goal setting leading to changes to explicit teaching practice.
- Provide opportunities for staff to engage in data driven faculty/stage meetings. Conversations with colleagues around data informed explicit teaching practices.
- A data tracking system will be developed and introduced enabling teaching and non teaching access including Stage 5 and 6 data and analysis.

## Success criteria for this strategic direction

Progress and achievement of equity groups within the school is equivalent to progress and achievement of all students in the school.

All teachers understand and explicitly teach literacy and 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.

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. The school has processes in place to support teachers' consistent, evidence-based judgement and moderation of assessments.

School staff collaborate to use student progress and achievement data to identify strategic priorities, and develop and implement plans for continuous improvement. Strategies implemented reflect research on best practice and include ongoing monitoring of success.

## Evaluation plan for this strategic direction

In order to reflect on the quality and effectiveness of initiatives under this strategic direction, evaluative practices such as QDAI will be implemented.

**Question** - How has our collaborative practice K-12 in gathering and analysing reading and numeracy data improved teaching practice and students learning outcomes?

**Data** - NAPLAN, HSC, NMS, Check-In, Plan2 (Progressions), Best Start, Best Start 7, VALID, Phonological Assessment, TTFM survey, LEED

Assessment, running records, RR levels, Digital learning eg. Hot Maths, student reflection, self-assessment, extra-curricular activities, please add here

**Analysis** - (Scheduled and timely evidence-gathering to identify the facts)

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

---

**Implications** - Findings of the analysis (facts) that inform future directions and reporting on school progress measures.

## Strategic Direction 2: Relationships, Relevance and Rigour

### Purpose

Our purpose is to create and maintain a culture of high expectation where every student is empowered and experience intellectual engagement and self-awareness.

We believe that when students are empowered to recognise themselves as global citizens, they are more likely to identify and understand a range of perspectives, develop solutions and take actions that have a genuine impact on self and others.

### Improvement measures

#### Target year: 2024

##### Big Picture Design

All Big Picture students are mapped by an internationally accredited and NSW Department of Education recognised micro credentialing system.

Students have produced portfolios that meet the standards of their preferred future learning pathway e.g. entry to University of student's choice, workforce entry point.

#### Target year: 2022

The proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School via Tell from Me and internal school surveys increases by 20%.

### Initiatives

#### A Culture of High Expectations

High expectations for every student promotes intellectual engagement and self-awareness.

- Cultivating a culture of trust and respect. If children and their parents/carers are going to be respectful, they must feel respected.
- Consistently challenging all students to learn new things.
- Establishing clear and consistent expectations for learning and behaviour.
- Guiding and supporting students towards meeting expectations.
- Engage with parents to encourage them to hold high expectations of their children.

#### Valuing Student Agency

When students are empowered as learners and leaders, actively contributing to both their own education and to whole school initiatives, their self-efficacy is enhanced and they experience significant growth in motivation, wellbeing and achievement.

Opportunities for students to build on their strengths and personal interests and passions to improve student motivation and engagement.

- Every student is engaged in meaningful, enjoyable learning that provides foundations for further learning, future work and citizenship.
- There is a shared responsibility to deliver a curriculum that engages every student in purposeful and relevant learning.
- Whole school approach to working with the community, learning community and external agencies to create optimal support for student learning and engagement.

### Success criteria for this strategic direction

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

Teachers model and sustain high expectations as part of their regular classroom practice and students intrinsic motivation to achieve is lifted and outcomes improve.

School leaders support the development of the whole student and understand that activities outside of the classroom, in school and beyond, play an active role in developing qualities such as confidence, empathy, resilience, creativity and tolerance.

All Secondary students have co-developed, individual and personalised Learning Plans which result in expected growth for every student across the full range of abilities.

The school uses an integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the needs of all students.

The Principal and school leadership team model instructional leadership and support a culture of high expectations, resulting in sustained and measurable whole school improvement.

### Evaluation plan for this strategic direction

In order to reflect on the quality and effectiveness of initiatives under this strategic direction, evaluative practices such as QDAI will be implemented.

**Question** - To what extent has the school's culture of high expectations been enhanced? To what extent have the students become empowered as learners and leaders?

**Data** - Student presentations and exhibitions; Tell Them From Me and other feedback surveys; improved performance in school wellbeing and the student wellbeing toolkit.

## Strategic Direction 2: Relationships, Relevance and Rigour

### Evaluation plan for this strategic direction

---

**Analysis** - What are the findings as to the quality and effectiveness of these programs? Does it indeed provide relevance and rigour?

**Implications** - What is the impact? What will happen as a result?

## Strategic Direction 3: Collaborative, Distributive Leadership

### Purpose

Our purpose is to further develop and maintain a collaborative professional learning culture within the school, where all school learners are responsive to the complex, challenging and changing environment and the diverse nature of our school context.

We value a culture of continuous improvement with a focus on ensuring research, innovation and creativity are core characteristics of the school and believe that distributive leadership is crucial to maintaining a collaborative school culture.

### Improvement measures

#### Target year: 2022

Percentage of Aboriginal students achieving in the top 3 bands in NAPLAN reading and numeracy improves by 5%.

#### Target year: 2023

The proportion of Aboriginal students attaining their HSC whilst maintaining their cultural identity improves by 5%.

#### Target year: 2022

The proportion of students attending the school 90% of the time or more will improve by 6%.

#### Target year: 2022

Internal feedback and satisfaction surveys, as well as teaching supervision practices, indicate a strong sense of collaboration and partnerships.

### Initiatives

#### Leading Improvement, innovation and change

Learning Leaders challenge the status quo and seek continuous improvement. They are knowledgeable about and engage in research and encourage others to do the same. They fuse learning and development with daily professional practice.

#### Partnerships for Learning

Implement a whole school approach to working with the wider school learning community, including external agencies to create optimal support for student learning and engagement.

- Strong consultative partnerships promote a culture of collaboration, connection and open communication and facilitate the best possible educational experience for students in our care.

### Success criteria for this strategic direction

The leadership team work together to produce and implement clear, evidence-based improvement plans and policies for the development of the school and its facilities.

The Principal is outwardly focused, trialing and exploring new ideas for the system, embedding a culture of continuous improvement and ensuring research, innovation and creativity are core characteristics of the school.

Community partners understand their contribution through the sharing of skills and expertise, and feel valued as respected partners in the teaching and learning process.

### Evaluation plan for this strategic direction

In order to reflect on the quality and effectiveness of initiatives under this strategic direction, evaluative practices such as QDAI will be implemented.

**Question** - To what extent has the school's collaborative professional learning culture been enhanced? To what extent is there a culture of continuous improvement?

**Data** - Staff and Community Satisfaction Surveys; improved performance by teachers through observation and achieving higher levels of accreditation; increased engagement with outside agencies.

**Analysis** - What are the findings as to the quality and effectiveness of these programs? Does it indeed provide collaboration and distributed leadership?

**Implications** - What is the impact? What will happen as a result?