

Strategic Improvement Plan 2021-2025

Guyra Central School 2114



School vision and context

School vision statement

All students are empowered to build on their strengths and pursue personal interests. They are encouraged to improve motivation and engagement through high quality, personalised, learning and teaching. We encourage all students to embrace their preferred learning modes, providing multiple opportunities for all students to demonstrate their learning through a broadened assessment focus.

In partnership with our wider school community we strive to equip our students with the skills to become successful and confident individuals, and to be prepared for productive transitions into life after school, one student at a time in a community of learners.

School context

Guyra Central School provides high quality, future focused, and personalised learning and teaching. We are a Kindergarten to Year 12 educational setting, fostering a culture of high expectations, wellbeing, and achievement for all. The school has a current enrolment of 318 students, including 32% Aboriginal and Torres Strait Islander students.

Positive Behaviour for Learning (PBL) has a high profile and impacts significantly within the school to address student wellbeing and consequently, student learning outcomes.

Guyra Central School is in its third year as a Big Picture Education learning facility. Big Picture Education runs parallel to our mainstream curriculum, providing our 7-12 students with an alternative learning mode. Our Big Picture students do not follow the HSC pathway, with an option to enter university through portfolio. We currently have 46 students across our three Big Picture Advisory classes.

The school is well resourced with technology and state of the art learning facilities including a Trade Skills Centre for Metals and Engineering, Science Block, sensory learning area, gymnasium, and productive Agricultural farm. A new commercial kitchen/hospitality hub will be completed during Semester 1 2023.

The school has a 1.2 allocation for an Assistant Principal, Curriculum and Instruction (APCI) a school social worker and in 2023 will appoint a K-12 Wellbeing Deputy Principal (ACIP) to work shoulder to shoulder with our existing K-12 Deputy Principal.

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

HSC achievement - top 3 bands

Achieve by year: 2023

HSC Achievement - Top 3 Bands

Increase the percentage of students achieving in the top 3 bands in their HSC increases from the baseline of 55.4% to the lower bound target of 58.4%.

Reading growth Primary

Achieve by year: 2023

Reading Growth

The number of students achieving growth on internal Reading data improves from the previous year.

Numeracy growth Primary

Achieve by year: 2023

Numeracy Growth

The number of students achieving growth on internal Numeracy data improves from the previous year.

Reading growth Secondary

Achieve by year: 2023

Reading Growth

The number of students achieving growth on internal Reading data improves from the previous year.

Numeracy growth Secondary

Initiatives

Reading, 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

Improvement measures

Achieve by year: 2023

Numeracy Growth

The number of students achieving growth on internal Numeracy data improves from the previous year.

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

SEF - Learning Culture

Achieve by year: 2025

SEF - Learning Culture

The school will validate itself as Excelling by using the School Excellence Framework in the Element of Learning Culture.

SEF - Wellbeing

Achieve by year: 2025

SEF - Wellbeing

The school will validate itself as Excelling by using the School Excellence Framework in the Element of Wellbeing.

Attendance - Primary (>90%)

Achieve by year: 2023

Attendance

Increase the percentage of students attending 90%> of the time from 73.3% (lower bound) to the target of 75% in the Primary.

Attendance - Secondary (>90%)

Achieve by year: 2023

Attendance

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. Engage with parents/carers to encourage them to hold high expectation for their children
- All students need to be appropriately challenged in order to learn
- Establishing clear and consistent expectations for learning and behaviour.
- Guiding and supporting students towards meeting expectations.

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. The degree of autonomy students have in shaping and directing their own learning can determine attitudes to learning, engagement and perseverance.

- Empower students to become more self-directed in their learning, exercising choice, taking initiatives and building on their strengths and personal interests and passions to improve motivation and engagement.
- Every student is engaged in meaningful, enjoyable learning that provides foundations for further learning, future work and citizenship.
- In order to exercise agency to the full potential, students need to build foundation skills.
- 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/carers 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.

There is a shared responsibility to deliver a curriculum that engages every student in purposeful and relevant learning.

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 actively engaging in self directed, meaningful learning and building foundations for active and creative citizenship.

Strategic Direction 2: Relationships, Relevance and Rigour

Improvement measures

Increase the percentage of students attending 90%+ of the time from 57% (baseline) to the lower bound target of 62% in the Secondary.

Initiatives

- Co-agency is defined as interactive, mutually supportive relationships with parents, teachers, the community, and with each other, helping each other progress towards shared goals.
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Evaluation plan for this strategic direction

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

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

Achieve by year: 2021

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

SEF - Learning and Development

Achieve by year: 2025

The school will validate itself as Excelling by using the School Excellence Framework in the Element of Learning and Development.

SEF - Educational Leadership

Achieve by year: 2025

The school will validate itself as Excelling by using the School Excellence Framework in the Element of Educational Leadership.

The principal and school leadership team model instructional leadership and support a culture of high expectations and community engagement.

SEF - Educational Leadership

Achieve by year: 2025

The school will validate itself as Excelling by using the School Excellence Framework in the Element of Educational Leadership.

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

Building a culture of collaboration, high expectations and inclusion through authentic engagement with parents and the broader community.

- 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?

Strategic Direction 3: Collaborative, Distributive Leadership

Improvement measures

The Principal and the leadership team are 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.
