

Strategic Improvement Plan 2021-2024

Lockhart Central School 2418



School vision and context

School vision statement

Lockhart Central School works in partnership with parents, carers and the community to ensure every student is known, valued and cared for. Teachers demonstrate personal responsibility for improving their teaching practice to improve student learning and build positive relationships.

School context

Lockhart Central School caters to the learning needs of students from Kindergarten to Year 12 and has an enrolment of 77 students, including 21 Aboriginal students. It is located 60 km southwest of Wagga Wagga. Students are encouraged to achieve their personal best, underpinned by a Positive Behaviour for Learning model, through our core values of Respect Self, Respect Others, Respect Property. The school has a strong commitment to student engagement, quality teaching and maximising learning outcomes in Literacy and Numeracy. Lockhart Central School is well supported by an active Parents and Citizens Association.

The school conducted a Situational Analysis to identify areas of strengths and future development. This is reflected in feedback received from the External Validation in 2020. Identified areas for future development are data skills and use, assessment, student performance measures and effective classroom practice.

Lockhart Central School is part of the Riverina Access Partnership, one of 5 access programs that run in New South Wales. Riverina Access Partnership provides a shared curriculum for senior secondary students that deliver Year 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.

Staff, students, parents, carers and the community collaborated to determine the future directions of the school. These include professional learning that enables staff to use data to understand learning needs of students, a focus on explicit evidence based strategies in Reading and Numeracy led by an Instructional Leader and developing wellbeing so that every student is engaged. The school will evaluate its progress regularly and report back to the school community annually.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes and growth in Reading and Numeracy, teachers will analyse data to respond to the learning needs of individual students using explicit evidence based strategies.

Improvement measures

Target year: 2024

All students achieve learning goals in Literacy and Numeracy at or above expected growth using internal school determined targets.

Target year: 2022

Percentage of Primary students achieving top two bands in NAPLAN increases by 7% in Reading and 9% in Numeracy.

Percentage of Secondary students based on network targets achieving top two bands in NAPLAN increases by 7% in Reading and 7% in Numeracy.

Target year: 2022

Percentage of Higher School Certificate course results from the Riverina Access Partnership increase by a minimum of 5% in the top 3 bands.

Target year: 2023

The percentage of Aboriginal students, in the Narrandera Network, attaining the HSC whilst maintaining cultural identity will increase by 22%.

Target year: 2023

Percentage of Primary students expected growth in NAPLAN for Reading will increase by 11%.

Percentage of Secondary students expected growth in NAPLAN for Reading will increase by 5%.

Target year: 2023

Initiatives

Evidence Based Practice in Reading and Numeracy

Teachers use evidenced-based teaching practices to explicitly teach Reading and Numeracy so that every student makes measurable learning progress.

Use of Data to Inform Practice

Consistent school wide practices for assessment are used to monitor, plan and report on student learning in Reading and Numeracy.

Data informed assessment practices will be embedded everyday in every classroom, to provide students with improved opportunities to achieve learning goals.

Success criteria for this strategic direction

Evidence-Based Practice in Reading and Numeracy

All teaching and learning programs are responsive to the needs of all individual learners, showing evidence of revisions based on feedback of teaching practices.

A whole school approach ensures the most effective evidence based teaching methods are used to optimise learning progress for all students across the full range of abilities.

Assessment is used in everyday practice in order to provide students with learning opportunities to achieve pre-determined internal targets.

Goal setting for all students is reviewed regularly and is tracked through internal and external data, with personalised learning plans and the expectation that all students can articulate their learning goals in Literacy and Numeracy.

Use of Data to Inform Practice

All teachers use formative and summative assessment data to accurately track and monitor student achievement.

Teachers clearly understand, develop and apply a full range of assessment strategies in determining teacher planning, monitoring and assessing student progress and achievement and reflecting on teaching effectiveness.

Teachers work collaboratively across faculties and data teams to share student data to improve student learning outcomes.

Increase the confidence and ability of staff to use data effectively to support student learning, through differentiation of teaching and learning programs. This will be developed through the support of an instructional leadership model.

Evaluation plan for this strategic direction

Strategic Direction 1: Student growth and attainment

Improvement measures

Percentage of Primary students expected growth in NAPLAN for Numeracy will increase by 11%.

Percentage of Secondary students expected growth in NAPLAN for Numeracy will increase by 5%.

Evaluation plan for this strategic direction

Has the school used explicit evidence based teaching practices to effectively respond to student learning needs?

The school will use the following sources to regularly analyse the improvement of the strategic direction.

- External and internal assessment data
- School Excellence Framework - Value Add
- Student work samples
- Literacy and Numeracy progressions
- Student personalised learning plans
- Teacher Performance and Development Plan observations
- Data team analysis

Regular analysis and review of these data sources will be the evidence to provide clarity around whether we are on track to meet the intended improvement measures. After analysing the data, a determination will be made as to the future direction of Student Growth and Attainment, in collaboration with school staff, students and community.

Strategic Direction 2: Collaborative Practice

Purpose

To enhance teacher impact in the classroom by developing teacher capacity using the structure of informed evidence based practices in a collaborative culture of high expectations.

Improvement measures

Target year: 2024

Within the Element of Teaching and Theme Collaborative Practice and Feedback the school will be excelling. The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school wide improvement in teaching practice and student results.

Target year: 2024

Within the Element of Teaching and Theme Learning and Development the school will be excelling. Whole school and/or inter-school relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers.

Initiatives

Collaborative Practice

Professional learning is aligned with the Strategic Improvement Plan and its impact on the quality of teaching and student learning outcomes is evaluated.

Teachers participate in research-based collaborative practice through explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and timely feedback between teachers.

Coaching and Mentoring

A whole school model of support and systematic processes are established. Teachers will develop relationships to provide mentoring and coaching opportunities.

Success criteria for this strategic direction

Collaborative Practice

Collaborative and Reflective Practice Models eg. Teaching Sprints is an embedded across the school. The identified systematic process for collaboration and ongoing high impact professional learning is an embedded practice across the school.

Coaching and Mentoring

Coaching and mentoring structures are established to identify the expertise of staff to capitalise and upscale their exemplary practices across the school. A positive professional learning environment, characterised by opportunities to develop supportive and evident relationships.

Evaluation plan for this strategic direction

How effectively has the the school supported teachers to improve their practice, in order to support all students to meet learning outcomes?

The school will use the following sources to regularly analyse the improvement of the strategic direction.

- SCOUT
- Teaching and Learning Programs/Feedback Sheets
- Teacher Timetables
- Teacher Performance and Development Plan
- Tell Them From Me Survey
- People Matters Survey

Regular analysis and review of these data sources will be evidence to provide clarity around whether we are on track to meet the intended improvement measures. After analysing the data, a determination will be made as to the future direction of Collaborative Practice, in collaboration with school staff, students and community.

Strategic Direction 3: Wellbeing

Purpose

To ensure that all of our students are able to connect, succeed, thrive and learn. There will be a planned approach to developing whole school wellbeing processes.

Improvement measures

Target year: 2022

Percentage of Primary students attending school 90% or more will increase by 8%.

Percentage of Secondary students attending school 90% or more will increase by 16.5%.

Target year: 2022

There will be an increase in the positive responses to the Tell Them From Me Survey aligned to belonging, advocacy and positive learning climate by 5%.

Target year: 2024

Tell Them From Me Survey increased 'I feel good about my culture' for Aboriginal students by 5%.

Initiatives

Wellbeing

Promote positive wellbeing of all students by implementing evidence based whole school practice to ensure every student is known, valued and cared for in an environment that is responsive to their needs.

Success criteria for this strategic direction

Wellbeing

Utilise the Wellbeing Framework to develop a positive, safe and supportive learning culture focused on the social, emotional, behavioural and academic outcomes for all students.

Whole school systematic processes are implemented and reviewed to promote a positive school environment, to reflect school values and expectations.

Regular planning, monitoring and evaluation of student wellbeing and engagement by the external and internal wellbeing team.

Create an environment that nurtures all cultures and cultural backgrounds and that all Aboriginal and non-Aboriginal student's have a sense of belonging.

Evaluation plan for this strategic direction

How effective has the school's wellbeing and engagement process been to increase student outcomes?

The school will use the following sources to regularly analyse the improvement of the strategic direction.

- Attendance
- Tell Them From Me Survey
- School based wellbeing data
- Internal surveys

Regular analysis and review of these data sources will be the evidence to provide clarity around whether we are on track to meet the intended improvement measures. After analysing the data, a determination will be made as to the future direction of Wellbeing, in collaboration with school staff, students and community.