

Strategic Improvement Plan 2021-2024

Molong Central School 2590



School vision and context

School vision statement

Our vision is to be partners in learning and to empower all students to become confident, resilient, self-directed and successful learners.

Molong Central School is committed to "providing opportunities for personal achievement" in a supportive quality learning environment. The school is dedicated to promoting life long learning across K-12 and success is valued and recognised.

We believe that every student should be challenged to learn and continually improve in a respectful, inclusive and high expectation environment.

School context

Molong Central School has an enrolment of 467 students from K-12 with 12.3% being Aboriginal. The students come from a diverse range of socio economic backgrounds and as a result, equity is of the utmost importance to the school community.

The school offers a wide curriculum and its unique K-12 environment allows staff and students to share opportunities across Primary and Secondary sections of the school. The school's results reflect consistency in all Key Learning Areas (KLAs) and an emphasis is placed on personal achievement. The school is well renowned for its ability to offer a diverse academic pattern of study in the senior years, including Extension Mathematics and English.

Extra-curricular opportunities in sport, agriculture, debating and the arts are embraced and are seen as significant for students from a small rural community.

The proportion of Aboriginal students in the school has increased and as a result, the school will look to improve the delivery of education to Aboriginal students and ensure all students have significant exposure to Aboriginal perspectives through all KLAs.

The school currently has 50 teachers and 22 administration and support staff, which includes additional temporary staff employed through school-based funding to better support the learning needs of all students.

As a result of the school's situational analysis, it has been determined that we need to focus on explicit differentiated teaching. This will involve:-

- Increasing the capabilities of staff to analyse student performance data through formative and summative assessment practices to improve teacher effectiveness, system-negotiated target intervention and improve student outcomes.
- Supporting ALL students to self-reflect and engage with their educational commitments.
- Developing High expectations across all areas of the school community to improve the abilities of students to be motivated to give their best and continually improve.
- Having wellbeing approaches which enable students to engage to the greatest extent possible with their learning.

Strategic Direction 1: Student growth and attainment

Purpose

To improve student achievement and growth in literacy and numeracy across K-12 through effective data use, developing a deep understanding of the progressive nature of the learner and establishing a culture of life long learning.

Improvement measures

Target year: 2022

Improvement in the percentage of students achieving in the top 2 bands in reading with a minimum of the lower bound system-negotiated targets.

Year 3 and Year 5: 41.9% of students in the top 2 bands

Year 7 and Year 9: 13.9% of students in the top 2 bands

Target year: 2022

Improvement in the percentage of students achieving in the top 2 bands in numeracy with a minimum of the lower bound system-negotiated targets.

Year 3 and Year 5: 23.6%

Year 7 and Year 9: 16.3%

Target year: 2022

Increased the percentage of students attending school more than 90% of the time by 15.25% or above.

Target year: 2024

Increase by 5% the number of students achieving in the top 3 bands in the HSC.

Target year: 2024

Initiatives

Data informed teaching and learning

Increase the capabilities of staff to analyse student performance data through formative and summative assessment practices to improve teacher effectiveness, system-negotiated target intervention and improve student outcomes. To achieve this:

- Intensive Literacy and Numeracy professional learning and teaching practice is informed by data as well as research including 'What works best' and High Impact Professional Learning.
- Leaders drive teaching practice to ensure all teachers respond to data in programming, planning and lesson delivery.
- Sourcing or developing appropriate tools to assess students within their zone of proximal development and in turn provide individualised, explicit, differentiated and responsive learning opportunities.

Student Driven Academic Excellence

Supporting ALL students to self-reflect and engage with their educational commitments.

- Support Aboriginal students to develop a strong connection to education and future prospects.
- Expose students to academic opportunities which broaden their understanding of high achievement.
- Develop student's understanding of higher level band achievement across Years 3-12
- Student's identify their own high order personal academic goals and strive to achieve these with specific goal setting and a clear understanding of success criteria.

Explicit Teaching Driving Academic Excellence

Teachers will use explicit teaching strategies to demonstrate clearly what is required to be successful in completing course outcomes. They will provide opportunities for students to practice skills and

Success criteria for this strategic direction

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data.

The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels.

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes

Evaluation plan for this strategic direction

Question Data Analysis Implication

Questions:-

1. How has the increased capabilities of staff to analysis data improved the outcomes of students?
2. How has leaders driving data driven practice, changed the programming and teaching in the classroom?
3. How have students identifying their own goals effected the outcome and engagement of the students?

Strategic Direction 1: Student growth and attainment

Initiatives

demonstrate understanding.

- Evidence based best practice implemented K-12 in numeracy and reading
- Use High Impact Professional Learning around What Works Best focusing on explicit teaching.

Evaluation plan for this strategic direction

Data

1. TTFM survey, focus group, SENTRAL data, Teaching programs, minutes from meetings, lesson observations, NAPLAN results, Best Start Data, Check Up Assessment Data

Analysis

1. Students have improved their outcomes in NAPLAN with target bands being met or exceeded.
2. Staff have (by analysis of data) adjusted their programs and levels of explicit differentiated instruction.
3. Staff have engaged students to push and understand what is required for higher quality responses.

Implications

1. Students have improved their responses to assessment items and engaged with the process of striving for excellence.
2. Staff have developed their ability to use data led instruction in the classroom, to engage students and improve engagement and outcomes.

Strategic Direction 2: Excelling through High Expectations

Purpose

To encourage growth in all aspects of the school by developing a culture across the whole school community of High Expectations. These high expectations in Leaders, Teachers, Students and community provide opportunity for students to feel supported in their aspirational goals.

Improvement measures

Target year: 2023

Tell Them From Me Surveys indicate improved levels of student engagement, with an uplift of 17% of students who are interested and motivated.

Tell Them From Me Surveys indicate improved levels of student sense of belonging. With an uplift of 15% in students with a positive sense of belonging.

Target year: 2024

Increase parent and carer engagement through participation in formal educational opportunities throughout the year

Target increase of:-

- K-Year 6 by 30%
- Year 7-12 by 50%

Target year: 2024

Specific, structured programs are in place which explicitly teach and empower students in developing resilience and wellbeing and self-management tools. This will see a decrease in referrals to the Wellbeing house by 10%.

Target year: 2024

An uplift of 15% in retention rates from Year 10 to Year 11.

Initiatives

Developing a learning culture of growth through high expectations.

Develop high expectations across all areas of the school community to improve the abilities of students to be motivated to give their best and continually improve.

Leading:- Develop a strong instructional leadership team which can then develop staff to understand the continuum of skills and knowledge specific to their KLA.

Teaching:- Engage in evidence based teaching strategies, based upon a thorough knowledge of each student in order to plan, implement and review their Learning and Teaching programs and assessment.

Students:- Promote deep engagement in learning in order to broaden knowledge of options and increased educational and employment aspirations.

Parents:- Identify, initiate and build on opportunities that engage parents and carers in both the progress of their children's learning and in the educational priorities of the school.

Explicit wellbeing approaches to enhance student engagement.

Use wellbeing approaches that enable students to engage to the greatest extent possible with their learning.

Leading:- Lead and implement wellbeing management initiatives to assist staff to broaden their range of strategies which meet the specific needs of all students.

Teaching:- Recognise all students have specific learning and wellbeing needs and adjust their teaching strategies and classroom management accordingly in order to achieve high levels of engagement.

Students:- Develop student resilience and their ability to seek out appropriate support and self management techniques which allow them to engage fully in their learning.

Success criteria for this strategic direction

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.

There is school-wide evidence based on collective responsibility 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.

The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease.

Evaluation plan for this strategic direction

Question Data Analysis Implication

Questions:-

1. To what extent has the high expectation learning culture increased engagement and educational aspirations?
2. How effective are the wellbeing strategies in increasing students ability to engage fully in their learning?
3. How is evidence based strategies and instructional leadership embedded across the school to enable measurable learning progress?

Data

Strategic Direction 2: Excelling through High Expectations

Initiatives

Parents:- Engage with parents and carers as active partners to support their child's learning and wellbeing, as well as provide them with advice, tools and information about how students learn.

Evaluation plan for this strategic direction

1. TTFM survey, focus group, SENTRAL data, (Bounce Back/PDHPE data), Teaching programs, minutes from meetings, attendance

Analysis

1. Improved wellbeing strategies have increased attendance rates., reduced wellbeing referrals, increased retention rate into Stage 6, student outcomes are values added through instructional leadership.

Implications

1. Strong Assessment strategies enable all students to value add to their learning.
2. Students and parents are engaged in the learning process with high aspirations resulting in a greater percentage of students completing the HSC.