

Strategic Improvement Plan 2021-2024

Peak Hill Central School 2848



School vision and context

School vision statement

Every student, every teacher, every day engages in quality learning with High Expectation Relationships. The school fosters a strong sense of self and identity based on an authentic foundation of culture and connection to Country and community. Students will access a varied and differentiated curriculum to find success through effort in all that they do. Through high expectations in everything we do at Peak Hill Central School, Students become respectful, responsible, safe and successful lifelong learners and leaders.

High impact quality teaching, wellbeing and extracurricular programs are implemented to ensure all learning needs are met. Students connect, succeed, thrive and engage in school life to assist in successful post school transitions.

School context

Peak Hill Central School is located in the Central West of New South Wales and serves a rural community of approximately 1000 people. The school is located on the Newell Highway between two major rural centres; Dubbo and Parkes. We are located on Wiradjuri country of the First Nation's people, with the Bogan River close by. There is a changing demographic within the school community.

Peak Hill Central School is a nurturing and supportive school with approximately 131 students. Approximately 80% of our students identify as Aboriginal or Torres Strait Islander. The school aims to embrace the local Wiradjuri culture and language.

Due to the community's proximity to larger regional centres, the availability of employment opportunities has declined, resulting in a change to the economy of the town and a high level of complexity with a high Family Occupation & Education Index (FOEI).

The school has exceptional facilities and resources, including well maintained classrooms, state of the art Trade Training Centres (Hospitality, Metals and Timber) and Science Lab, an indoor gym and vibrant and dynamic outdoor learning spaces, including an agricultural farm. All classrooms are fitted with Smart Interactive TVs and all students have access to multiple technology spaces. The school utilises multiple Science, Technology, Engineering and Maths (STEM) resources, including coding kits and virtual reality technology.

Stage 6 students participate in the Western Access Program to complete their Higher School Certificate, utilising the expertise of teachers across multiple sites, including Peak Hill, Yeoval, Trundle, Tottenham and Tullamore. The program involves the use of innovative multi-modal technologies to deliver quality curriculum.

The school currently has 22 teaching staff with 19 administrative and support staff which include an Aboriginal Education Officer, designated Aboriginal Student Learning and Support Officers, as well as a local Aboriginal Elder. In addition, a number staff employed above establishment using school based funding to better support the needs of all students. This includes the employment of a Deputy Principal and Head Teacher Student Growth and Attainment. The school has a working partnership with *Western Student Connections* to employ a full time onsite facilitator of the *Links to Learning* Program, which supports student wellbeing and attendance. Students have the benefit of accessing specialist teachers and specialised classrooms to support their learning, utilising whole school staffing supplementation to allow for teaching across Primary and Secondary.

Peak Hill Central School is involved in the Early Action for Success (EAFS) strategy since its inception. This strategy is led by an Instructional Leader. Additional resources, including a Head Teacher Student Attainment, Corrective Reading, Multi Lit, Macq Lit, whole school reading circles as well as literacy and numeracy teams for all students in Kindergarten to Year 12.

Students are taught in staged classes from Year 1 to Year 10. Kindergarten is taught as a standalone class, supported by the expertise of two classroom teachers.

School vision and context

School vision statement

School context

The school has a focus on high expectations, leading to high achievement, with students engaged in a broad range of cultural education programs including the Premiers Priority Pirru Thangkuray (Dream Strong), Nanyaburra, John Moriarity Football Foundation, and the Activate Program - Outdoor Recreation, STEM, Agriculture, Creative Arts, Wiradjuri Language and Culture and Food Technology.

Peak Hill Central School is committed to the partnership agreement Walking Together-Working Together between the NSW AECG Inc and the Department of Education and continuing to strengthen its partnerships with the local community and the local AECG. This partnership has a strong focus on raising expectations, promoting literacy and numeracy and providing opportunities for post school destinations.

A collaborative approach was utilised to develop the situational analysis. As a result, it was determined that the whole school community is required to achieve improvement in student performance. This approach will include:

- Increase student attendance/ engagement
- Improve student performance in literacy and numeracy
- Improve proportion of Indigenous students completing their Higher School Certificate
- Build staff capacity for quality teaching and the delivery of an inclusive curriculum
- What Works Best Research and methodology underpins the School's Improvement Plan

Strategic Direction 1: Student growth and attainment

Purpose

Maximise student achievement, growth and performance in Reading and Numeracy within a culture of high expectations data driven quality teaching practices that cater to the learning needs of all students.

Improvement measures

Target year: 2022

Target year: 2022

Increase the % of **Year 9 students** in the **Top 2 bands** or above in Numeracy as measured by NAPLAN assessment from baseline of 3.7% to lower bound target to **12.1% by 2022** and working towards upper bound target of 17.1% by 2024

Target year: 2022

Increase the % of **Year 9 students** achieving in the **Top 2 Bands of Reading** as measured by NAPLAN From a baseline 6.3% to lower bound target of **13.6% by 2022** and working towards Upper bound target of 18.6% by 2024

Target year: 2022

Increase the % of Year **3&5 students** achieving in the **Top 2 Bands of Reading** as measured by NAPLAN from a baseline of 8.3% to lower bound target of **16.9% by 2022** and working towards upper bound target of 21.9% by 2024.

Increase the % of Year **3&5 students** achieving in the **Top 2 Bands of Numeracy** as measured by NAPLAN from a baseline of 8.3% to lower bound target of **13.5% by 2022** and working towards upper bound target of 18.5% by 2024.

Target year: 2022

Increase % of Aboriginal Students achieving top 3 bands in Reading and Numeracy in Years 5, 7 & 9 as measured by NAPLAN to be reflective of and align with overall

Initiatives

Effective Classroom Practice - Literacy

All teachers are committed to identifying, understanding and implementing the most effective evidence based explicit teaching methods to improve literacy (reading) outcomes for all students, and teaching and learning strategies as presented in the What Works Best Framework.

Effective Classroom Practice - Numeracy

All teachers are committed to identifying, understanding and using most effective evidence based explicit teaching methods to improve numeracy and teaching and learning outcomes as presented in the What Whats Best Framework.

Data Skills and Use

A culture is established where student assessment data is regularly used to identify student achievements and progress to reflect on teaching effectiveness, program achievement and to inform future numeracy and literacy directions

Success criteria for this strategic direction

Effective classroom practice in every classroom: a whole school approach to developing a learning culture is established using evidence based teaching methods optimising learning progress for all students, across a full range of abilities to achieve targeted growth based on the What Works Best Framework.

Literacy and Numeracy Focus: a whole school approach supports teachers to explicitly teach literacy and numeracy across all courses to ensure that targeted growth is achieved, NAPLAN targets are met and that all students meet Minimum Standards for the HSC.

Data Skills and Use: all staff contribute to gathering and analysing data. Data is used collaboratively to inform planning, identifying interventions and modifying practices to suit specific courses and students needs to achieve targeted growth.

Evaluation plan for this strategic direction

As a school, we will be evaluating the improvement measures of Strategic Direction 1 through the use of the QDAI (Questions, Data, Analysis, and Implications) model.

In using this model, we endeavor to meet our targets due to:

- strong data analysis to support measures
- growth mindset of all staff
- collective efficacy in attaining goals
- building staff capacity to take ownership

Questions used to evaluate the effectiveness of the initiative:

To what extent has the use of the What Works Best Framework eg Explicit Teaching, Effective feedback lifted student growth and attainment?

Strategic Direction 1: Student growth and attainment

Improvement measures

school targets

Target year: 2022

Increase % **top 2 band** attainment in courses across the **Western Access Program** as measured by HSC from a base line of 7.4% to lower bound target of **13.2% by 2022** and working towards upper bound target of 18.2% by 2024.

Target year: 2022

Increase % **top 3 band** attainment in courses across the **Western Access Program** as measured by HSC from a base line of 21.3% to lower bound target of **29% by 2022** and working towards upper bound target of 34% by 2024.

Evaluation plan for this strategic direction

To what extent has data informed practice in teaching and learning positively impacted student growth and attainment?

Data Sources used to measure effectiveness of the initiative:

Best Start K & 7

Running Records

Check in Assessment

Student Work samples

Focus group data

Intervention strategies data

NAPLAN & HSC

Teaching Programs

Classroom Observations

Ongoing data will cyclically inform future shifts in planning and practice.

Strategic Direction 2: Engagement-Student & Community for Growth and Attainment

Purpose

In order to maximise student and community engagement for improved student outcomes, the school creates an engaging environment that promotes student attendance, wellbeing, learning and community participation.

Improvement measures

Target year: 2022

Increase the proportion of students with school attendance over 90% of the time or more by 2022 by 10.8% to the schools lower bound system negotiated target of 62.8%.

Working towards the upper bound target of 67.8% or more by 2024.

Target year: 2022

Primary Wellbeing: Increase the proportion of primary students reporting Expectations of Success, Advocacy and Sense of Belonging at school by 1.8% to the lower bound target of 93.8% in 2022 and working toward the upper bound target of 98.8% in 2024

Secondary Wellbeing: Increase the proportion of secondary students reporting Expectations of Success, Advocacy and Sense of Belonging at school by 5.6% to achieve the lower bound target of 59.3% or more by 2022 and working towards the system negotiated upper bound Target of 64.3% by 2024

Target year: 2023

Increase the proportion of Aboriginal students attaining the HSC while maintaining their cultural identity and contributing to the Mitchell Network Target to at least the lower bound target of 57.1% in 2023 working towards the upper bound target of 62.1%

Initiatives

Engagement and Wellbeing

A strategic and planned approach to develop and implement wellbeing programs.

Attendance practices and processes across the school to improve the number of students attending greater than 90% of the time.

Opportunities provided for students and the community to fully engage in education and school life.

Planned strategies to support Aboriginal students in attaining the Higher School Certificate with improved attainment in the top bands for all students.

Identified staff facilitate the creation and implementation of Stronger Smarter processes within the primary and secondary environments.

Student learning needs are supported through an organised and systematic approach through records and individualised support. Student learning needs are identified through effective data analysis using formative assessment data.

Success criteria for this strategic direction

Wellbeing: All students have regular opportunities to meet with an identified staff member who can provide advice, support, and assistance to help students fulfill their potential.

High impact evidence-based practices are implemented in a proactive coordinated fashion resulting in measurable improvements in wellbeing and engagement to support learning.

Positive respectful high expectation relationships are widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning

Engagement: All staff are committed to ensuring that all students make learning progress. Partnerships with parents and students are strengthened so clear improvement aims and planning for learning are established.

The school is recognised as excellent and responsive to the Peak Hill community because it uses best practice to embed a culture of high expectations and caters for the range of equity issues in the school.

The school has a planned approach to provide opportunities for students and families to further engage in school life

Planned approach to Attendance: Staff, Students and community recognises the importance of student attendance as fundamental to student outcomes and post school opportunities.

Attendance data is regularly analysed and is used to inform planning. Whole school and personalised attendance approaches are improving regular attendance for all students including those at risk.

Cultural Safety: All Aboriginal students and their families feel culturally safe at school .

There is at least a 50% increase in the number of Aboriginal students staying on to complete their HSC with

Strategic Direction 2: Engagement-Student & Community for Growth and Attainment

Success criteria for this strategic direction

personalised student pathways.

Evaluation plan for this strategic direction

As a school, we will be evaluating the improvement measures of Strategic Direction 2 through the use of the QDAI (Questions, Data, Analysis, and Implications) model.

In using this model, we endeavor to meet our targets due to:

- strong data analysis to support measures
- growth mindset of all staff
- collective efficacy in attaining goals
- building staff capacity to take ownership

Questions

Were the planned strategies implemented?

Did we meet our targets?

Is there evidence of ongoing reflection. throughout the year?

Are our systems and processes sustainable and part of school culture?

Are the current systems and processes still best practice? What needs to be modified?

Do staff need additional training to support the implementation of processes?

Data:

Sentral, attendance, wellbeing, suspension, focus groups, community surveys and evaluation, participation rates at school events, TTFM survey, HSC Completion Rates.

What does the data show?

Strategic Direction 2: Engagement-Student & Community for Growth and Attainment

Evaluation plan for this strategic direction

Which goals or targets do we need to re-evaluate?

Strategic Direction 3: Building Staff Capacity- For Growth and Attainment

Purpose

Build effective teacher capacity to engage with growth focused opportunities including a systematic embedded approach of staff performance and development ensuring students outcomes improve every year.

Improvement measures

Target year: 2024

All staff are developed in their understanding of Aboriginal Education, Culture and Histories. This understanding will be embedded in the learning culture through teaching pedagogy and whole school programs

Target year: 2024

All staff undertake professional learning in Literacy (Reading) and Numeracy and implement this understanding in whole school and KLA Teaching & Learning programs.

Target year: 2024

All staff have Performance and Development Plans that articulate their plan for professional growth each year and are able to reflect on their performance and development. Staff demonstrate impact and learning that spans all professional teaching standards.

The leadership team has participated in capacity development programs and implements principles of evaluative thinking, continually monitors the impact of programs and approaches used by all teachers, and improves practice as required.

Target year: 2024

Quality Teaching Rounds are established to ensure collective efficacy in teaching and learning, resulting in high impact best practice based on What Works Best research.

Target year: 2024

Initiatives

Planned Approach to Collaboration and Professional Learning

High Impact teaching and learning strategies are researched, trialed and embedded through collaborative learning groups (Quality Teaching Rounds) enhancing collective efficacy across all stages and all KLA K-12 .

Embedding a culture of teacher led structured professional learning through Faculty Meetings, Staff Meetings, Executive Meetings and Quality Teaching Rounds to enhance student growth and attainment.

Professional Learning of staff to enable implementation of literacy and numeracy programs across the school and within KLA programs.

Building staff capacity in Aboriginal education, culture and histories.

The school has a high performing teaching staff as measured against the Australian Professional Standards, whose capacities are continually built to ensure every student experiences high quality teaching. A strengthened Performance and Development process implemented for all staff across the school.

Success criteria for this strategic direction

A Planned Approach to Collaboration and Professional Learning: The Leadership Team has developed a focus on distributed instructional leadership to sustain a culture of effective evidence based teaching and ongoing improvement so that every student makes measurable progress. Every student grows every year.

All students are taught by high performing teachers. All teachers grow every year.

The school develops an embedded Quality Teaching Rounds structure and learning community.

There is a systematic approach to ensure all new staff staff are inducted into the high expectations of the school.

All staff partake in Professional Learning in Literacy, Numeracy and Aboriginal education/Cultural awareness to ensure student learning outcomes are maximized.

Strengthened PDP process is embedded into the learning culture of the school.

Evaluation plan for this strategic direction

As a school, we will be evaluating the improvement measures of Strategic Direction 2 through the use of the QDAI (Questions, Data, Analysis, and Implications) model.

In using this model, we endeavor to meet our targets due to:

- strong data analysis to support measures
- growth mindset of all staff
- collective efficacy in attaining goals
- building staff capacity to take ownership

Questions:

Do Performance and Development plans across the school reflect the SIP and if so to what extent?

Strategic Direction 3: Building Staff Capacity- For Growth and Attainment

Improvement measures

All new staff participate in a comprehensive induction program which establishes high expectations for teaching at Peak Hill Central School.

Evaluation plan for this strategic direction

To what extent do staff feel the establishment of Quality Teaching Rounds has developed their capacity as a teacher individually and the collective efficacy of the staff?

To what extent have new staff found the induction program supported their understanding of the high expectations around Teaching and Learning, Interpersonal relationships, duty of care with respect to maintaining a positive learning environment?

To what extent do staff believe their PL in Aboriginal Education, cultures and histories has assisted with their understanding of students and best practice for improving student engagement and learning outcome?

To what extent do staff feel PL has equip them to teach Numeracy and Reading across the curriculum?

To what extent do students identify a shift in how teachers deliver learning, assessment and feedback?

Data:

Reciprocal Teacher observations

Instructional rounds

PDP

Staff Satisfaction surveys

What Works Best tool

SEF Self assessment

Analysis:

Implications