

Strategic Improvement Plan 2021-2024

The Rock Central School 2976



School vision and context

School vision statement

The Rock Central Schools vision, is that every student will achieve their full potential, by being partners in their learning and empowering them to be confident and respectful members of our community.

School context

The Rock Central School is situated 33km south of Wagga Wagga in the Riverina and on the land of the Wiradjuri peoples.. We are a comprehensive K-10 school, and service the community of The Rock township and surrounding areas. We are staff on 189 students, with 15% identifying as Aboriginal and/or Torres Strait Islander. We employ 29 teaching and non-teaching staff, who provide excellent support for all students at our school. The school's P&C is an active dedicated group of families who support all aspects of the school, and strive provide students with resources and activities to improve their learning

The school has excellent facilities and resources and is continually looking at improving the learning environment for our students and staff., for example, the recently completed Sensory Garden, our outdoor fitness area and access to technology. In addition to this we provide a wide range of extra curricula activities including , performing arts, debating and public speaking, leadership, sports, cultural and environmental education as well as wellbeing activities.

As a result of our Situational Analysis we were able to define two areas needing improvement, in addition to the Student growth and attainment Strategic Direction, these are:

- * Whole school use and analysis of data to inform student improvement, and.
- * Whole school leadership to bring about school improvement.

Data skills and use, to drive student improvement.

All teaching staff need to know how to understand data, be able to analysis it and know how to adjust their teaching and learning program to meet the learning needs of each student in their class, based on it. There needs to be a whole school approach and include professional learning, modelling, monitoring and collaboration. Data analysis will enable teachers to know their students and how they learn, as well as monitor their teaching via student growth.

Educational leadership to drive whole school improvement.

Every teaching and non-teaching staff members needs to be a leader of themselves, their position and their contribution to the school. Without whole school leadership school improvement can be inconsistent. and not adequately monitored. It needs to be shared with a common vision of what leadership looks like at our school. Leadership can be innate, or learnt, but either way all staff can improve their leadership skills via professional learning, personal research, mentoring and modelling. The Leadership Team needs to better manage the needs of the Department, the students and staff, as well as develop secession planning across the school, if improvement is to result.

Strategic Direction 1: Student growth and attainment

Purpose

All students deserve to grow in their learning each year and it is the responsibility of the school to ensure this occurs. Reading and Numeracy are particular areas of focus, as are Attendance and Student Wellbeing. Students can not learn if they are not in attendance or if their wellbeing is effecting them. For All students to reach their potential, all of these factors need to work together.

Improvement measures

Target year: 2022

Improvement in the percentage of students in the top 2 bands in reading to meet our targets.

Year 3 and 5 at 46.2%

Year 7 and 9 at 17.9%

Target year: 2022

Improvement in the percentage of students in the top 2 bands in numeracy to meet targets.

Year 3 and 5 at 44.4%

Year 7 and 9 at 13.8%

Target year: 2022

Improvement in the percentage of students attending in primary and infants to meet our target.:

Primary students at 87.8%

Target year: 2022

Improvement in the percentage of students with positive wellbeing to meet targets.

Primary at 95.3%

Secondary at 61.9%

Target year: 2024

Initiatives

Embedding Personalised Learning and Quality Teaching across the school enables teachers to fulfill student learning goals. Quality teaching is the conduit to quality learning. Quality teaching involves explicitly teaching high impact teaching strategies to engage students in their learning, and bring about growth and attainment. To achieve this initiatives we must provide:

- Professional Learning on; Indigenous Culture and learning improvement strategies; Personalised Learning; Quality Teaching; as well as Literacy and Numeracy progressions.
- Learning annotations on teaching programs indicating learning adjustments for students.
- Quality and timely intervention in Reading and Numeracy.
- Quality and timely extension work for students with Potential and Gifts
- All students with Indigenous culturally knowledge
- Metalanguage development across the whole school.
- Feedback to students and their families about student learning and progress.
- A culture of collaboration, observations and evaluation
- A continuation of explicitly teaching quality mathematics including; number talks, metalanguage and consistently applied K-10.
- Time and resources to staff to enable these to occur.

Having a positive attitude to school effects students attendance, learning, engagement. and wellbeing. When students know their Wellbeing needs will be meet by the school, they have a sense of belonging and advocacy. A Positive Attitude Culture will address attendance as well as wellbeing on a whole school basis. With a whole school consistent approach attendance improvement can be addressed. As a leadership opportunity an Attendance Co-Ordinator will have the carriage of providing this consistency and whole school approach. By developing a breakfast program; continuing with Reach Your Potential; increased family contact; more inclusion of outside

Success criteria for this strategic direction

Student assessment data indicates student growth is evident across all years for all students in the areas of reading and numeracy.

Differentiated/Personalised learning is evident in all programs and assessment schedules across the whole school.

Quality teaching practices and strategies are evident in all programs and classrooms as indicated by PDP observations and program accountability.

All teaching programs incorporate Aboriginal and Torres Strait Islander culture.

Semester based attendance data indicates improved attendance for students of concern; students attending greater than 85% of the time, and Aboriginal and Torres Strait Islander students.

Student and families Tell Them From Me data is above the state average in the following areas; positive relationships; high expectations, positive advocacy, cultural inclusion and teacher understanding.

Evaluation plan for this strategic direction

Question: What has been the impact on student learning due to implementing high impact quality teaching strategies that addresses differentiated/personalized learning across the whole school?

Data: Data analysis from DoE and School Based sources (SB), including: Best Start; Check In Assessments; NAPLAN; VALID.;attendance data; Tell them from me; MultiLit, Renaissance and ALAN; as well as, teachers annotated programs and scope and sequences; classroom observations and student work samples.

Analysis: Analyse the data to measure the impact on learning in reading and numeracy, attendance and wellbeing of students across the whole school.

Implications: Student learning growth should be evident across other aspects of literacy and numeracy, in all key

Strategic Direction 1: Student growth and attainment

Improvement measures

90% of Aboriginal and Torres Strait Islander students have attendance rates; learning growth and at least equal to non-indigenous students.

Initiatives

agencies and playground programs to keep students focused on constructive pursuits, we can improve on attendance and wellbeing to meet our targets..

To achieve this initiative we must provide:

- Staff to develop and implement playground and breakfast programs
- an Attendance Co-Ordinator
- Increased and meaningful contact with families about student learning
- a Community consultation team
- links and contacts for students and families with regards to community based services

Evaluation plan for this strategic direction

learning areas, and this growth can be measured.

Strategic Direction 2: Data skills and use, to drive student improvement.

Purpose

All teaching staff need to know how to understand data, be able to analysis it and know how to adjust their teaching and learning programs to meet the learning needs of each student in their class. There needs to be a whole school approach and include professional learning, modelling, monitoring and collaboration. Data analysis will enable teachers to know their students and how they learn, as well as monitor their teaching via student growth

Improvement measures

Target year: 2022

100% of classroom teachers use a variety of data collection programs to enter student information.

Target year: 2024

100% of classroom teachers analysis student data and adjust programs to reflect student learning needs.

Target year: 2024

95% of students are showing improvement in their learning in the focus areas of reading and numeracy.

Initiatives

To ensure effective strategies and procedures for the collection of Literacy and Numeracy data and analysis are in place, teaching staff require the following:

- Explicit ongoing professional learning in the areas of
 - * data collection
 - * analysis
 - * navigating data collection sites
 - * developing focus areas
 - * embedding data collection and analysis into authentic practice
 - * literacy progressions
- Time for Professional Collaboration with colleagues to ensure consistent teacher judgement, accuracy of data analysis, and mentoring of less experienced or confident staff to build capacity.
- Determination of which data collection platforms are going to supply the best information

Improved student learning will be evident by internal and external data sources. To achieve this teaching staff will need to:

- collect, and analysis data, which informs changes to teaching programs on a needs basis to reflect students learning
- have consistency of literacy and numeracy data entry across all platforms
- review time management, organisational processes and focus areas on a regular basis
- review and adapt practice to ensure reliable formative and summative assessment tasks are used to collect student data
- analysis internal student data and evaluate growth

Success criteria for this strategic direction

- All teaching programs show annotations as evidence of review, based on the analysis of student data.
- All teaching staff have time to regularly input data, analysis data and collaboratively reflect on student learning.
- Valid and reliable assessment data is collected and all teachers have an excellent understanding of student assessment, and use this to inform planning, identify interventions and extensions and to modify teaching programs.
- All teachers engage in data use, and analysis professional learning, and use this to change practice, update programs and teaching strategies to result in improved student performance.

Evaluation plan for this strategic direction

Question: How has student learning improved due to teachers basing they teaching on student data analysis?

Data: Data collected as part of the evaluation include:

- NAPLAN , Best Start, and Check In Assessments (DoE)
- MultiLit (SB)
- Renainssence (SB)
- ALAN (SB)
- Essential Assessment (SB)

Analysis: Staff are analysing data, to make adjusting to their teaching programs, on a 5 week basis, then repeating the cycle. Student learning improvement should be evident by the analysis.,

Implications: Data entry, analysis and program adjustments are evident in non-focus key learning areas.

Strategic Direction 2: Data skills and use, to drive student improvement.

Initiatives

over time

Strategic Direction 3: Educational Leadership, to drive whole school improvement

Purpose

Every teaching and non-teaching staff members needs to be a leader of themselves, their position and their contribution to the school. Without whole school leadership school improvement can be inconsistent. and not adequately monitored. It needs to be shared with a common vision of what leadership looks like at our school. Leadership can be innate, or learnt, but either way all staff can improve their leadership skills via professional learning, personal research, mentoring and modelling. The Leadership Team needs to better manage the needs of the Department, the students and staff, as well as develop secession planning across the school, if improvement is to result

Improvement measures

Target year: 2023

A School Based Target of 100% of staff improving their leadership skills as indicated by a self rate survey each year.

Target year: 2023

A School Based Target of 20% improvement in our Tell The From Me surveys, in the areas of leadership, communication. collaboration and overall school satisfaction.

Target year: 2024

A School Based Target of 50% of teachers participating in the Schools Aspiring Leaders Program.

Target year: 2024

A School Based Target of 50% of teachers are engaged in coaching/mentoring, with 100% of teachers actively engaged in high quality collaboration.

Initiatives

A School Based Aspiring Leaders Program will provide a condute to the Departments Aspiring Leaders Program, by developing capacity, confidence, and direction for all staff, regardless of age, gender or experience in teaching. However, for The Rock Central School, this program will mean improved leadership across the whole school as well as in the classroom, which will improve student management, parent communication, promote professional interaction and collaboration, as well as improvement to our overall school satisfaction data. For this initiative to succeed staff must:

- Participate in extra professional learning, and implement high impact leadership skills across the whole school, and facilitate professional learning to the staff
- Be able to articulate and act on, their leadership direction, or leadership skills requiring development
- Mentor/Coach other staff
- Be willing to lead a whole school initiative
- Be able to mentor a Teacher in Training.

Leadership skills and qualities can be inherent or learnt, however, all staff can develop leadership skills and qualities that are important in their areas of professional responsibilities. Overall school improvement in leadership, however, is driven by all staff committing to high order leadership skills across the whole school, on a daily basis. To achieve this Strategic Direction staff need to:

- Engage in Leadership Professional Learning, including; coaching, difficult conversations, finance, implementing high order leadership skills, improving communication skills, and individual staff identified skills.
- Participate in audits, surveys and collaborative discussions
- Participate in Curriculum and Performance meetings, and implement suggestions for improvement and advancement.
- Identify and act on their own leadership direction and goals.

Success criteria for this strategic direction

Tell Them from Me data indicates whole school improvement in Leadership as indicated by the staff and our families.

Classroom management is of a high standard and behaviour issues are reduced by half, as indicated by our Sentral data.

Performance and Development Plan, teacher observations, indicate leadership skills are evident in classroom practice.

Teaching staff become part of the Departments Aspiring Leaders Program.

Evaluation plan for this strategic direction

Question: How has improved leadership skills across the whole school, impacted on student learning and how can we genuinely measure this?

Data: Data collected will mainly take the form of self assessment surveys and observations. This data will then be compared to baseline data, to measure the improvement.

Analysis: The analysis of the data will give us information about areas of success; skills needing further development and improvement needed in the School Based Aspiring Leaders Program.

Implication: Succession planing is required to ensure all leadership positions are filled now, and in the future. Leadership skills and aspiring leaders program, have developed these leaders.

Strategic Direction 3: Educational Leadership, to drive whole school improvement

Initiatives

- Facilitate professional learning/colleague discussions
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