Strategic Improvement Plan 2021-2024

Trangie Central School 3254

School vision and context

School vision statement

Trangie Central School is an inclusive educational community, empowering students to succeed, develop resilience and make positive contributions to society. Our vision is to build strong literacy and numeracy foundations with a focus on educational attainment to achieve personalised post-school pathways.

School context

Trangie Central School is an inclusive school which has a student population of 192 students, ranging from Kindergarten through to Year 12. Our school is a growing rural school, located amongst the cotton and wheat fields, 72km west of the major NSW regional centre of Dubbo. 55% of our students identify as Aboriginal.

The staff, students and community have high expectations for academic attainment and foster a culture of acceptance, tolerance and kindness. The school's Wellbeing structures are underpinned by positive value expectations to be Safe, Respectful Learners. They include successful programs to develop resilience from Kindergarten through to Year 12. We strive to offer opportunities for each student to find their strengths, allowing them to excel.

The focus on Quality Teaching and Learning has led to a strong school culture of learning. The school also has a fundamental belief in the importance of early intervention with Early Action for Success and our Early Birds Transition to School Program providing a strong foundation for Kindergarten students.

Strong community connections are integral to all that we do. The P&C are active in supporting the school in improving facilities for our students. Our school has a long and proud history of being a true community resource. Trangie Central School has a strong working relationship with the Local Aboriginal Land Council (LALC) and our local community Elders.

A comprehensive situational analysis has been conducted which led to the development of the 2021-2024 Strategic Improvement Plan, both of which involved genuine consultation with student, staff, parents and our local community. The majority of the school's equity funding will be used to support initiatives developed in the 2021-2024 Strategic Improvement Plan.

The school is committed to continually improving effective high level classroom practices by developing efficient and common systems across the school which promote collaboration, grow innovation and promote a growth mindset in students, staff and our community. Staff professional learning and dedicated meeting times will be key to ensuring this becomes embedded in our practice. This learning will ensure that both literacy and numeracy levels can be enhanced through improved data collection, analysis and use which underpins our belief in individualised and differentiated learning.

Our situational analysis identified that we need to build closer networks with a broader range of post-school pathways for students as well as building connections with external wellbeing support services to ensure students are connected to our community. The school is committed to lifting student achievement in literacy, numeracy and the general capabilities framework skills needed for post-school success.

Trangie Central School (3254) -2021-2024

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to improve student achievement, growth and performance in literacy and numeracy through research informed and evidence-based teaching and data analysis across K-12. Using a consistent, reflective and collaborative approach to practice, teachers will grow their capacity to improve student results and attainment.

Improvement measures

Target year: 2022

- The percentage of Year 3 and Year 5 students achieving NAPLAN top 2 bands in numeracy increases by 7.6% to achieve the school's lower bound system-negotiated target.

Target year: 2022

- The percentage of Year 3 and Year 5 students achieving NAPLAN top 2 bands in reading increases by 7.7% to achieve the school's lower bound system-negotiated target.

Target year: 2022

- The percentage of Year 9 students achieving NAPLAN top 2 bands in numeracy increases by 7.4% to achieve the school's lower bound system-negotiated target.

Target year: 2022

- The percentage of Year 9 students achieving NAPLAN top 2 bands in reading increases by 6% to achieve the school's lower bound system-negotiated target.

Target year: 2023

- The percentage of Year 5 students achieving expected growth in NAPLAN numeracy increases to 60% to achieve the school's lower bound system-negotiated target

Initiatives

Using data effectively

In order to track and monitor student achievement, we will:

- Develop evidence based practices which support staff to access, understand and use data effectively
- Implement and embed practices which support reflection and collaboration
- Use data to to inform and identify gaps in current teaching program, practices and pedagogies

Student growth in literacy and numeracy

To support student progress in literacy and numeracy, we will:

- Tailor measurable interventions to lift middle and upper students to develop essay writing and extended responses in writing strategies
- Embed Instructional Leadership across the school to support staff to align syllabus areas and outcomes
- Develop clear scope and sequence documents that reflect K-12 continuum of syllabus outcomes
- Prioritise staffing for intervention groups, supporting student growth
- Create a clear focus on reading skill development and intervention strategies to lift student achievement
- Embed explicit literacy and numeracy strategies in all KLA programs

Success criteria for this strategic direction

- All teachers analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.
- Student learning goals are set by the analysis of internal and external student progress and achievement data. Progress towards goals are monitored through collection of quality, valid and reliable data.
- Teachers clearly understand and develop a full range of assessment strategies - assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.
- All teachers clearly 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 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.
- Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes.

Evaluation plan for this strategic direction

Question:

- To what extent have we achieved our purpose and can we demonstrate impact and improvement of student outcomes in reading and numeracy, and K-12 collaborative practice?

Data: Data sources will include:

Trangie Central School (3254) -2021-2024

Strategic Direction 1: Student growth and attainment

Improvement measures

Target year: 2023

- The percentage of Year 9 students achieving growth in NAPLAN numeracy increases by 11.6% to achieve the school's lower bound system-negotiated target.

Target year: 2023

- The percentage of Year 5 students achieving expected growth in NAPLAN reading increases to be above 60% the school's lower bound system-negotiated target.

Target year: 2023

- The percentage of Year 9 students achieving expected growth in NAPLAN reading increases by 8.3% to achieve the school's lower bound system-negotiated target.

Target year: 2023

- Contribute to increasing the percentage of Aboriginal students attaining the HSC whilst maintaining their cultural identity to a minimum of the system-negotiated network lower bound target of 55.3%.

Target year: 2022

- The percentage of HSC students achieving the top 3 bands increases to 25% to achieve the school's the lower bound system-negotiated target.

Target year: 2024

- All teachers demonstrate high quality skills in explicit teaching and differentiation.

Target year: 2024

Evaluation plan for this strategic direction

- Internal testing and data - PAT test, NAPLAN, VALID, HSC, running records, number sense assessment, classroom teacher observations and assessments, Best Start K and Year 7, PLAN2 data
- Collaboration - meeting agendas, team teaching, observations, collaborative programming, Instructional Leadership collaboration
- Small group tuition data
- K-12 scope and sequence implementation into teaching programs
- Timetable and costings of interventions

Analysis

Ongoing analysis and triangulation of data will measure the success of initiatives and identify areas for improvement or modification.

Implications

Consolidation of practice and culture - ensure data collection, analysis and collaborative planning become the new school norm. The findings of the analysis will inform future directions, and ensuring students grow in their learning.

Improvement measures

- All students engage in self-assessment and peer assessment using success criteria for their literacy and numeracy goals.

Strategic Direction 2: High Expectations and a collaborative school culture

Purpose

Our purpose is to continually improve whole school practices by developing efficient and common processes and systems that promote high level staff collaboration, grow innovation and promote a growth mindset in students, staff and community.

Improvement measures

Target year: 2024

- All KLA teaching and learning programs, assesment processes and curriculum structures are mapped and aligned across K-10.

Target year: 2024

- All Stage 5 students have a deep understanding of post-school pathway options and have a personalised learning plan in place.

Target year: 2024

- All students receive quality teacher feedback that allows for growth, development and greater school success.

Target year: 2024

- The proportion of students who are proficient with using ICT, Microsoft applications and digital technologies increases to 95% by the time they complete Year 12.

Target year: 2024

- 100% of staff identify in the People Matters Employee Survey that the school is committed to their professional development and provides support for them to do their job well.

Target year: 2024

- All school curriculum structures will be evaluated and redesigned to support student academic and

Initiatives

Collaborative school culture

In order to grow a united and seamless K-12 collaborative school culture, we will:

- Evaluate and redesign school systems and structures to build in regular times for whole school collaboration and planning

- Plan staffing resources across K-12 to strengthen foundation skills in all students by utilising all staff expertise

- Regularly and consistently gather and analyse student baseline and exit data, collaboratively identifying strategies which can be incorporated into programs or target individual student support

- Collegially develop a K-12 assessment policy, focusing on assessment for, as and of learning to ensure assessment is fair, consistent and reliable for all students.

- Build staff capacity for professional reflection, professional growth and professional improvement, by ensuring a supportive, safe and collaborative school environment

Systems Efficiency

In order to improve operational efficiency and support high expectations across the school, we will:

- Investigate strategies that effectively utilise school resources, improve curriculum structures, timetabling, wellbeing and leadership opportunities to support students across K-12

- Specialise in Microsoft applications and platforms in order to improve school consistency, student and staff accessibility and collaboration, data analysis and efficient electronic filing systems through SharePoint across K-12

- Effectively utilise the opportunities available in the RAG (Rural Access Gap) program to evaluate our technological structures and upskill staff in

Success criteria for this strategic direction

- Whole school targeted evidence-based strategies to advocate for and enhance student progress and achievement.

- Effective partnerships with school stakeholders to improve student support and motivation.

- Teaching and learning programs and lessons are dynamic and consistently evaluated and adjusted to enhance student learning and progress.

- Assessment and feedback are transparent, systematic and consistent, and are used to inform and evaluate teaching and learning practices.

- Student progress and achievement is supported through curriculum provisions and high expectations to challenge and maximise learning.

- The school leadership team supports and encourages professional learning for all staff that facilitates continuous improvement for both students and the school in general.

Evaluation plan for this strategic direction

Questions: What has been the impact of using consistent, explicit enquiry-based teaching protocols on student performance? How effective are the structures which allow teachers to collaborate, evaluate, reflect on and adapt teaching practice?

Data: Data sources will include:

- External student performance measures (NAPLAN), internal student performance measures (Literacy and Numeracy Progressions), teaching and learning programs, classroom observations, student work samples, coaching records.

- Stakeholder survey results

- ACER Results K-12

- Meeting minutes and Sentral Data

- Professional learning sessions

Strategic Direction 2: High Expectations and a collaborative school culture

Improvement measures

personal success.

Target year: 2024

- 10% increase in the number of staff who feel that they receive effective feedback to improve their work performance as indicated by the People Matters Employee Survey results.

Initiatives

implementing technology in the classroom, leading to support and technology advancement for all students

Building capacity for high expectations

In order to ensure that new staff and students at Trangie Central School are supported into a culture of building high expectations, we will:

- Review processes, procedures and programs around the induction for new staff and students at Trangie CS

- Provide opportunities for all staff to build their leadership capacity and support those teachers aspiring for accreditation in the higher levels of the NSW Professional Standards for Teachers

Supporting innovative curriculum

In order to ensure that we are providing innovative curriculum and effectively utilising resource allocation for all students, we will:

- Map K-12 wellbeing and curriculum programs to ensure that there is a smooth transition and consistent expectations as students move from Kindergarten to Stage 6

- Objectively evaluate system structures to ensure they support and promote students success

- Update and evaluate technology requirements to ensure that learning is innovative and meets post-school technology requirements

- Ensure the General Capabilities Framework is mapped across K-12, with teachers leading community project-based learning opportunities and entrepreneurial mindset

- Create supportive environments where students feel as though they can excel at achievable levels and are encouraged to engage/grow/experiment without fear of failure

- Utilise specialty staff to teach students across Key Learning Areas across K-12

Evaluation plan for this strategic direction

- PAT test data
- All staff using Microsoft applications in their teaching
- All classes have an online platform set up where some tasks are allocated
- Teacher and student technology confidence surveys
- Wellbeing meeting minutes reflect peer support opportunities
- PAT test data
- People Matters Survey employee results
- Student career surveys

Analysis: Analyse the data to determine if the schools systems and processes are enabling more efficient, flexible, innovative and effective learning options for students and staff.

Implications: Ensure data collection, analysis and collaborative planning are transparent and well communicated. The findings of the analysis will inform future school planning to provide continuous improvement, ensuring student and staff growth.

Strategic Direction 2: High Expectations and a collaborative school culture

Initiatives

- Provide student reports on their developmental progress against the general capabilities framework

Developing a growth mindset for staff and students

In order to improve student and staff growth mindset we will:

- Provide opportunities for staff and students to develop their talents and abilities where they see adversity and feedback as a method of gathering information they can use to help themselves

- Maintain and grow programs such as Science, Technology, Engineering and Mathematics and Micro2Macro, which are designed to develop students general capability skills

- Deliver explicit teaching in soft systems skills to improve student confidence, resilience and performance

Trangie Central School (3254) -2021-2024

Strategic Direction 3: Wellbeing through stronger relationships

Purpose

Our purpose is to grow and cultivate effective whole school communication, strong relationships between staff, students, parents and our community. This will ensure strong student connection and wellbeing with effective educational support structures for students.

Improvement measures

Target year: 2024

- Increase to 100% the number of Stage 6 students who move from school to either employment or further education pathways.

Target year: 2022

- The percentage of K-6 students attending school over 90% of the time will increase by 7.5% to achieve the school's lower bound system-negotiated target.

Target year: 2022

- The percentage of Years 7-12 students attending school over 90% of the time will increase by 7.9% to achieve the school's lower bound system-negotiated target.

Target year: 2024

- All K-12 wellbeing programs will be aligned to student support needs based on internal wellbeing data.

Target year: 2022

- The percentage of Years 3-6 students reporting Expectations for Success, Advocacy, and Sense of Belonging at School in the TTFM wellbeing data will increase by 4.5% to achieve the school's lower bound system-negotiated target.

Target year: 2024

Initiatives

Student Belonging

In order to ensure all students have a sense of belonging, we will:

- Evaluate communication strategies and opportunities for parents and students to be a part of the school culture
- Increase parent, community and teacher interaction in order to build closer and stronger partnerships
- Identify and critically analyse the issues which prevent students from feeling a sense of belonging
- Implement emotional regulation programs to build resilience among student body
- Ensure Year Adviser and Wellbeing team have identified and structured role statements to ensure all students needs are explicitly addressed
- Strengthen partnerships with the local community to ensure that we embed culture and allow students to explore and embrace their identity

Staff Wellbeing

In order to ensure that staff wellbeing is supported by the school, we will:

- Focus on building strong supportive relationships between staff, ensuring that the focus is on growth and development, to encourage reflection and supported risk taking with their teaching
- Embed support structures that allow time for consolidation of professional and collaborative learning

Building strong connections

In order to ensure that all students feel valued and share a strong sense of connection to the school and community, we will:

- Evaluate School Representative Council structures

Success criteria for this strategic direction

- The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.
- The school is organised so that 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.
- There is school-wide, collective responsibility for student learning which is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.
- Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.
- Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.
- Teachers, parents and the community work together to embrace and develop positive cultural perspectives and sense of identity as well as inform and support continuity of learning for all students at transition points.
- Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.

Evaluation plan for this strategic direction

Questions:

What has been the impact of targeted wellbeing programs and creating authentic leadership opportunities for all students?

How are local community connections and networks helping students to be more successful?

Strategic Direction 3: Wellbeing through stronger relationships

Improvement measures

- 100% of students are involved in extra-curricular or leadership development.

Target year: 2022

- The percentage of Years 7-12 students reporting Expectations for Success, Advocacy, and Sense of Belonging at School in the TTFM wellbeing data will increase by 1.8% to achieve the school's lower bound systems-negotiated target.

Initiatives

and strategies

- Develop leadership opportunities for all students
- Link curriculum and extra-curricular activities to community links and mentoring
- Build resilience and positive rapport between staff and students through student voice, building relationships and focus on the importance of ensuring students are known, valued and cared for
- Evaluate student wellbeing support structures and role statements for all Year Advisers
- Investigate opportunities for peer support systems across the school
- Strategically develop collaborative partnerships with community stakeholders, targeted from pre-kindergarten to Year 12, in order to develop local support networks, build a sense of community and provide positive developmental and educational outcomes for students

Evaluation plan for this strategic direction

How effective are post-school pathway connections in helping students to be employed?

How effective are wellbeing programs and supports for students and staff helping to improve their wellbeing?

Data: Data sources will include:

- ACER Results K-12
- Sentral data
- Meeting minutes
- Demerit points
- Student survey results
- People Matters Employee Survey results
- Student career surveys
- Tell Them From Me results
- Community and parent surveys

Analysis: Analyse the data to determine if students are showing greater connections to school, family and the local community. Identify if students are making more informed choices in career aspirations and taking on leadership opportunities with professionalism and confidence.

Implications: Evaluation of the programs already implemented will determine where the school needs to focus next. The findings of the analysis will inform future school planning to provide continuous improvement, ensuring student growth.