

Strategic Improvement Plan 2021-2024

Walcha Central School 3340



School vision and context

School vision statement

Walcha Central School is committed to creating a culture of continuous improvement through the provision of high quality and engaging teaching and learning. Creating flexible, resilient and active learners equipped with skills and pathways to meet the challenges of an ever-changing world. This will be achieved through collaborative, relevant and innovative approaches to education.

School context

Walcha Central School promotes a journey of learning K-12. Established in 1859, it is situated in the rural New England community of Walcha. The student enrolment is 264 of whom 57% are K-6 and 43% are 7-12, with 26% of the student population identifying as Aboriginal or Torres Strait Islander.

Walcha Central School, in partnership with its community, provides a quality and progressive education in a safe and supportive environment based on the values of respect, engagement, achievement and leadership learning as reflected in the school's values.

Professional learning is responsive to the identified needs of staff and students. A teams approach to improving teaching and learning complements school identified targets, supports innovative practice and well-being.

The school encourages leadership for students and staff, Instructional leadership K-12 and research-based practices to support progressive pedagogies that promote student choice and achievement in learning.

As a result of a thorough situational analysis the school has identified the following areas for improvement:

Assessment

Data Skills and use

Student performance measures

Belonging for students

Parent communication

Collaboration and professional feedback

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student growth and attainment K-12 through data driven practices, leading to personalised learning to build strong foundations for success.

Improvement measures

Target year: 2022

Top two bands (or equivalent) NAPLAN reading increase uplift of 6% in Primary and 4.6% in Secondary.

Target year: 2022

Top two bands (or equivalent) NAPLAN Numeracy increase uplift of 5.4% in Primary and 7.3% in Secondary.

Target year: 2023

Increase uplift percentage of students achieving expected growth in NAPLAN Reading by 4.6% in Primary and 3.3% in Secondary.

Target year: 2023

Increase uplift percentage of students achieving expected growth in NAPLAN Numeracy by 3.4% in Primary and 4.2% in Secondary.

Target year: 2023

Increase the percentage of Aboriginal students achieving top three NAPLAN bands in reading and numeracy, to be at or above the schools lower bound system negotiated targets.

Target year: 2023

Increase the percentage of Aboriginal students attaining the HSC whilst maintaining their cultural identity to a minimum of the system negotiated lower bound target.

Target year: 2023

Improve the percentage of HSC course results in the top three bands at or above the lower bound system

Initiatives

Data driven practices

Embed sustainable whole school practices and structures for collecting, analysing and progress tracking internal, external, informal and formal data to inform effective teaching practice.

The evaluation of this data will be regularly used to inform;

- individual progress in reading and numeracy
- shared collective accountability and responsibility incorporated into daily practice
- selection of effective teaching strategies in relation to differentiated student learning needs
- teacher professional learning and resourcing.

Personalised learning

Embed a learning culture that enables students to identify and understand their learning goals. Students take responsibility for this personalised learning by receiving feedback and, taking action to improve. Students are provided with targeted support to address their individual needs such as reading and numeracy, language, communication, social/emotional, behaviour, health care, attendance, and their personal and cultural context.

Focus:

- Expert use of student assessment data to facilitate explicit, differentiated and responsive learning opportunities
- Enhancing student goal setting and monitoring
- Inspire students to strive to attain and developing learning stamina to continue.
- Access to external support services

This is supported by teachers and support staff through professional Learning in literacy and numeracy, assessment, High Potential and Gifted and Aboriginal education to identify and establish personalised student learning.

Success criteria for this strategic direction

- All teachers understand and explicitly teach literacy and numeracy to students of all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data. (SEF-Professional standards)
- Assessment data is collected in reading and numeracy on a regular and planned basis. This is used responsively as an integral part of classroom instruction.
- The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. (SEF-Assessment)
- The school has processes in place to support teachers' consistent, evidence-based judgement and moderation of assessment. (SEF-Assessment) Moderation to develop consistent teacher judgement is evident across the school.
- The school has an integrated approach to quality teaching, curriculum planning and delivery and assessment promotes learning excellence and responsiveness to meeting the needs of all students. (SEF-Curriculum)
- Student assessment data is regularly used school wide to identify student achievement and progress, in order to reflect on teaching effectiveness and inform future school directions.(SEF-Data Skills & Use)
- Staff engage collaboratively in professional learning with supervisors, colleagues and external providers to build capacity.

Evaluation plan for this strategic direction

Question: In what ways and what extent have assessment practices evidenced student improvement in reading, numeracy and HSC?

Data:

- NAPLAN,

Strategic Direction 1: Student growth and attainment

Improvement measures

negotiated target of 38.3%.

Evaluation plan for this strategic direction

- HSC RAP data
- Check-in Assessment,
- PAT tests,
- Best Start (K & year 7),
- Essential Assessment,
- Progressions K-10,
- student observations,
- student feedback,
- teacher moderation,
- teaching programs,
- PDPs,
- student learning goals,
- faculty/stage goals,
- reflection and implementation of professional learning
- TTFM surveys

Analysis: Scheduled and timely evidence gathering to identify the facts using schools established data protocols.

Implications: The findings of the analysis (facts) will inform further direction and reporting on school progress measures

Strategic Direction 2: Quality Teaching

Purpose

To establish a culture of quality teaching practice, enhanced teacher performance and high expectations through collaborative learning communities and continuous high impact professional learning.

Improvement measures

Target year: 2024

The quality of teaching is improved in line with the Quality Teaching Model (QTM).

Target year: 2024

All teachers undertake targeted and relevant research-informed professional learning, driven by teacher and student needs.

Target year: 2024

All teachers engage in professional collaboration through regular Quality Teaching Rounds to collectively analyse and refine their practice.

Target year: 2024

All teachers embed a range of quality teaching elements into their planning and teaching including Quality Teaching Model, Critical and Creative Thinking, Visible Thinking Routines and Aboriginal pedagogies.

Target year: 2024

All teachers regularly engage in Professional Learning Communities to collectively analyse data on student performance that informs improvements in teaching and learning.

Initiatives

Innovative Practice

Quality Teaching is recognised by the DoE as a high impact approach to professional development. QTR is underpinned by the Quality Teaching Model (QTM), which supports schools in developing a shared vision of quality teaching and learning.

* Teachers will consistently strive for excellence in classroom practice by embedding pedagogy that is shown through research to improve the quality of teaching and student outcomes.

* Teachers will engage in collaborative professional learning focusing on pedagogy (QTR).

* Teachers will collaboratively analyse and discuss their own and each other's teaching in QTR professional learning communities (PLCs).

* Teachers actively engage with the QTM throughout the teaching and learning cycle.

Professional learning is considered as important collective work of all teachers, with deep collaboration enabling authentic peer review and feedback.

Collaborative Action Groups

Collaborative Action Groups (CAG) are modelled on Professional learning communities (PLCs) as an approach to school improvement where groups of teachers work collaboratively at the school level to improve student outcomes.

It involves collaboration, sharing and ongoing critical interrogation of teaching practices. CAGs are learning-oriented and promote the growth of teachers and students.

Collaborative Action Group and Professional Learning Community (PLC) schools start from a simple idea: students learn more when their teachers work together.

Success criteria for this strategic direction

- An understanding that teachers are critical in ensuring excellence in teaching in every classroom to meet the learning needs of every student. (Walcha CS)
- In schools that excel, professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice. The school leadership team and teacher are supported by school structures and processes to collaborate and explore relevant and evidence-based research in teaching, and apply and test this in their teaching practice. (High Impact Professional Learning)
- 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. (SEF-Learning and Development)
- Teaching staff demonstrate and share their expertise within the school and with other schools. All teachers have expert contemporary content knowledge and deploy effective teaching strategies. The school trials innovative practices and has processes in place to evaluate, refine and scale success. (SEF-Expertise and innovation)
- The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning. Teachers collaborate with staff in other schools to share and embed good practice. (SEF-Learning and development).

Evaluation plan for this strategic direction

Questions:

In what ways and to what extent has teaching practice improved as a result of targeted professional learning and

Strategic Direction 2: Quality Teaching

Initiatives

Building a CAG is a proven way for schools to increase student learning by creating a culture that is:

- focused on continuous teacher and student improvement
- links the learning needs of students with the professional learning and practice of teachers
- committed to professionalism
- fueled by collaborative expertise
- supported by school structures and processes to collaborate and explore relevant and evidenced-based global, national, and local research in teaching, and apply this in their teaching practice.
- based on professional learning models to build teacher capabilities and collective pedagogical practice.

Evaluation plan for this strategic direction

implementation of professional learning communities?

Data:

- Lesson observations
- TTFM student survey data,
- Student growth measures (PATs, NAPLAN, HSC, internal assessments, reading ages).
- QTR participation with evidence of process
- Professional learning logs
- PLC participation with evidence of process and impact (student data)
- Staff surveys -Pre and Post QTR survey, TTFM Teacher survey
- Evidence of inclusion of QTM, CCT, Visible Learning routines and Aboriginal pedagogy concepts and language in teaching programs and implemented.

Analysis:

Analyse the data to determine the extent to which the purpose has been achieved using Walcha CS data protocols and the evidence of Reflect and Reset evaluation of each activity.

Implications:

The findings of the analysis (facts) will inform further direction and updates to program checklists/templates and refine professional learning schedules.

Strategic Direction 3: Partnerships for learning

Purpose

To establish, promote and utilise partnerships that celebrate, support and extend student learning.

Improvement measures

Target year: 2022

Improve the proportion of students attending 90% of the time or more, by an uplift of 3% in primary and 8% in secondary.

Target year: 2023

Student voice is increased through varied learning and leading opportunities.

Target year: 2024

Students transition and graduate school with respect, cultural identity and self-management options for the future.

Target year: 2024

Systems that support technology are embedded in processes and practices of everyday teaching and learning.

Target year: 2024

Teachers and students engage in learning alliances such as interschool networks, external providers and community links which provide options, pathways and connections for student learning.

Initiatives

Pathways for learning

When teachers, staff, parents, business, nonprofit work together, it makes a difference in the lives of our students. Collaboration with schools complements and reinforces values, culture and the learning opportunities that schools can provide for their students.

Learning opportunities for students that:

- extend and integrate learning
- provide pathways for transition points K-12
- identify essential career self-management actions as options for school to work and further study.
- promote a strong sense of belonging and cultural identity
- provide options and choice.

Connected learning

Connected learning opportunities that:

- utilise technology to communicate, connect and challenge students
- connect school with community and inform parents about student learning
- expand on evidence of best practice from COVID remote learning
- promote student voice.

Success criteria for this strategic direction

The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points, including highly mobile students and students with atypical enrolment. (SEF - Learning Culture)

The school's curriculum provision supports high expectations for student learning. The curriculum is enhanced by learning alliances with other schools or organisations, where useful and practicable. Students' learning and courses of study are monitored longitudinally (for example K-2; K-6; 7-12) to ensure continued challenge and maximum learning. (SEF - Curriculum)

The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school. (SEF - Educational leadership)

The leadership team measures school community (parent and student) satisfaction and shares its analysis and actions in response to the findings with its community. (SEF - Management practices)

The Student Pathways Plan (SPP) enables students to identify essential career self-management actions and planning skills. The program utilises student voice to inform individual career conversation. The evidence-based data allows students to analyse their responses and provides guidance on accessing career advice.

Student voice is students actively participating in decision-making at school on things which shape their educational experiences. To be successful student voice must value the perspectives and opinions of students and act on them in a genuine way.(Amplifying Student Voice)

The future of education will see students learn on their own terms, and their education will be personalised and flexible. Their teachers will be given the career support, skills, and resources they need to deliver a richer learning experience. Students will have modern, connected and constructive learning spaces equipped to support engaged, personalised learning. (Schools Digital

Strategic Direction 3: Partnerships for learning

Success criteria for this strategic direction

Strategy)

Evaluation plan for this strategic direction

Question:

- How have partnerships between school and home or community supported student learning?
- To what extent has enhanced access and connectivity improved student learning and pathway options?
- Has cultural identity and belonging been supported through enhanced partnerships?

Data:

- parent and student feedback from transition days
- number of students accessing careers adviser and resources
- change in teaching as a result of increased technology access
- number and range of digital and/or online resources for parents and students to use outside school
- inclusion of cultural identity in teaching and learning
- student surveys
- parent feedback
- distribution of information and support with applying for a greater range of programs, scholarships and apprenticeships, especially targeting Indigenous students

Analysis:

Analyse the data to determine the extent to which the purpose has been achieved using Walcha CS data protocols and the evidence of Reflect and Reset evaluation of each activity.

Implications:

Strategic Direction 3: Partnerships for learning

Evaluation plan for this strategic direction

The findings of the analysis (facts) will inform further direction for increased connection with all stake holders and greater pathway options.