

# Strategic Improvement Plan 2021-2025

## 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 258 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 for 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 and involvement

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 and differentiated learning as strong foundations for success.

## Improvement measures

### Numeracy growth Primary

Achieve by year: 2023

Students demonstrate one year growth in numeracy using *Essential Assessment* - Common Grade Assessment.

### Reading growth Primary

Achieve by year: 2023

Students demonstrate one year growth in reading using *Essential Assessment* - Objective A Reading and Viewing Assessment.

### Numeracy growth Secondary

Achieve by year: 2023

Students demonstrate one year growth in numeracy using *Essential Assessment* - Common Grade Assessment.

### Aboriginal student HSC attainment

Achieve by year: 2023

Increase the percentage of Aboriginal students attaining the HSC in Year 11 and Year 12 to 50% whilst maintaining their cultural identity.

### HSC achievement - top 3 bands

Achieve by year: 2023

Improve the percentage of HSC course results in the top three bands to 38% lower bound system negotiated target.

### HSC achievement - top 2 bands

Achieve by year: 2023

Improve the percentage of HSC course results in the top two bands to 16% as the lower bound system negotiated

## Initiatives

### Data driven practices

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

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, with a focus on literacy and numeracy.

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 develop 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 data practices evidenced student improvement in reading, numeracy and Higher School Certificate?

**Data:**

NAPLAN; HSC; RAP data; Check-in Assessment, Best

# Strategic Direction 1: Student growth and attainment

## Improvement measures

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target.

### **Reading growth Secondary**

Achieve by year: 2023

Students demonstrate one year growth in reading using *Essential Assessment* - Objective A Reading and Viewing Assessment.

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## Evaluation plan for this strategic direction

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Start (K & year 7),

Essential Assessment; PAT tests; Progressions K-10,;

student observations,; student feedback; teacher moderation; teaching programs,

Personal Learning Pathways, student learning goals, faculty/stage goals, reflection on implementation of professional learning; Tell Them From Me 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, high expectations and enhanced teacher performance through continuous high impact professional learning, actioned by collaborative professional practice.

### Improvement measures

#### SEF Effective Classroom Practice

Achieve by year: 2025

Teachers consistently demonstrate excellence in lesson planning, explicit teaching, feedback and classroom management incorporating some different pedagogies and frameworks, across K-12. Resulting in the school validating itself as Excelling in the Element of Effective Classroom Practice using the School Excellence Framework.

#### Learning and Development

Achieve by year: 2025

#### Learning and Development

Teachers consistently demonstrate excellence in explicit systems for collaborative practice, coaching & mentoring, professional learning, expertise & innovation. Resulting in the school validating itself as Excelling in the Element of Learning and Development using the School Excellence Framework.

### Initiatives

#### Towards Innovative Practice

The quality of teaching that students receive has the single biggest influence on their achievement - an influence that the teacher can control. Quality teaching increases the effectiveness of teaching through innovative teaching practice focused on:

- student-centred pedagogies
- extending learning beyond the classroom to
- include knowledge building and problem solving in today's world

These frameworks support innovative practice:

- Quality Teaching Model
- Aboriginal pedagogies and
- research based 'Thinking' frameworks for learning.

Teachers will:

- consistently strive for excellence in classroom practice by embedding research based pedagogy and utilising 'thinking' frameworks to improve the quality of teaching and student outcomes.
- engage in professional learning and discussions focusing on professional practice.
- actively engage with the different frameworks throughout the teaching and learning cycle.

#### Collaborative Action Teams

Collaborative Action Teams (CATs) are modelled on Professional Learning Communities (PLCs) and the Spirals of Inquiry Model as an approach to school improvement. Groups of teachers work collaboratively to improve student outcomes utilising ongoing critical interrogation of teaching practices against student data and feedback. CATs are learning-oriented and promote the growth of teachers and students. and Professional Learning Communities (PLC) and therefore Collaborative Action Groups (CATs) work from a simple idea: **students**

### 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

#### *learn more when their teachers work together.*

Building a CAT using the Spirals of Inquiry 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 through connections and pathways.

## Improvement measures

### Attendance - Primary (>90%)

Achieve by year: 2023

Improve the proportion of students attending 90% of the time or more, to the lower bound target of 83.9% .

### Attendance - Secondary (>90%)

Achieve by year: 2023

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

### Wellbeing (Primary)

Achieve by year: 2023

Improve the proportion of primary students identifying a sense of wellbeing- sense of belonging, advocacy at school and expectations for success to 85%

### Wellbeing (Secondary)

Achieve by year: 2023

Improve the proportion of secondary students identifying a sense of wellbeing- sense of belonging, advocacy at school and expectations for success to 67%.

Achieve by year: 2025

Students graduate from school with respect, purpose and cultural identity to transition with self-determined options for the future.

Achieve by year: 2025

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 enhances academic achievements and career success by linking students to the world beyond school through technology, career opportunities and communication. Connected learning enables students to generalise, understand and apply their learning across varied contexts.

Connected learning opportunities for students include:

- utilising technology to communicate, connect and challenge
- ICT integration in ways that support learning goals, not as a goal in itself.
- connecting students with community
- enhancing learning success through personal and cultural context.
- promoting a strong sense of belonging and cultural identity

Connected learning enhances links with the school community by:

## 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

### Improvement measures

Achieve by year: 2025

### Initiatives

- expanding on and utilising evidence of best practice from COVID Learning from Home
- informing parents about current practices in teaching and student learning
- promote a strong sense of belonging and cultural identity between school and community

### Success criteria for this strategic direction

Strategy)

### Evaluation plan for this strategic direction

#### Question:

- In what ways and to what extent have learning pathways increased opportunities for students?
- 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 and parent surveys and 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:

The findings of the analysis (facts) will inform further direction for increased connection with all stake holders



## Strategic Direction 3: Partnerships for learning

### **Evaluation plan for this strategic direction**

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and greater pathway options.