

Strategic Improvement Plan 2021-2024

Manilla Central School 7305



School vision and context

School vision statement

Our vision is to be partners in the learning and sociological growth of our students. Through high yielding teaching and wellbeing practices, our students will become resilient self regulated learners.

School context

Manilla Central School places the highest priorities on student learning, wellbeing and continuous improvement in order to produce to create resilient self-sufficient learners. Focus areas for the school include visible learning, building teacher capacity through professional learning and evidence based data driven practice, and fostering productive relationships with the community.

Manilla is categorised as a Low Socio Economic Status school. We strive to be leaders in the application of visible learning. We place a high emphasis on high yielding teaching strategies and professional learning in order to provide our students with highly engaged learning. Our community has high expectations and we are committed to meet and exceed those expectations.

We have a well-established P&C with a supportive parent body. We are a split site school, which means that our primary and secondary schools are on separate campuses. As a K to 12 school, Manilla offers students the opportunity to complete all their school education in their local community and guarantees choice from an expansive and inclusive secondary curriculum. The school has a strong tradition of providing a quality educational experience to all students from a diverse rural community.

Manilla Central is a Phase 2 Early Action for Success school. We provide extensive professional learning opportunities and encourage our staff to working closely with our Instructional Leaders in the primary and secondary for targeted individual professional development as well as meeting whole school goals. We are a well-resourced, supportive school that is an important focal point of the community of Manilla.

Strategic Direction 1: Student growth and attainment

Purpose

The purpose of our assessment is to gather relevant information that measures student performance in order to ensure improved student outcomes at higher levels on external and internal school performance measures.

We gather explicit data in order to plan for successful learning.

Improvement measures

Target year: 2022

The proportion of Year 3 and 5 students achieving the top two bands in NAPLAN reading increases from 20.7% to at least 27.8% (lower bound system-negotiated target).

The proportion of Year 3 and 5 students achieving the top three bands in NAPLAN reading increases from 31% to at least 38.2% (lower bound system-negotiated target).

The proportion of Year 5 students achieving expected growth in NAPLAN reading increases from 43.4% to at least 54.7% (lower bound system-negotiated target).

The proportion of Year 7 and 9 students achieving the top two bands in NAPLAN reading increases from 2.1% to at least 8.9% (lower bound system-negotiated target).

The proportion of Year 9 students achieving expected growth in NAPLAN reading increases from 54.2% to at least 61.5% (lower bound system-negotiated target).

The proportion of Year 12 students achieving the top two bands in the HSC subjects increases from 9.2% to at least 15.3% (lower bound system-negotiated target).

The proportion of Year 12 students achieving the top three bands in the HSC subjects increases from 33.8% to at least 40.2% (lower bound system-negotiated target).

Increase the % of Aboriginal students attaining the HSC whilst maintaining their cultural identity.

Target year: 2022

Initiatives

Highly effective practices

Embed a learning culture that enables highly effective practices in measuring student achievement.

- Expertly use student assessment data to reflect on teaching effectiveness and provide individualised, explicit, differentiated and responsive learning opportunities..
- Agreed practices in assessment and reporting are documented, QR coded resulting in common deliberate practices K-12.

Data Informed Practice

Embed Learning Systems that enables teachers to gather data in order to drive their teaching and measure student performance.

- Gather and analyse data at our seven crucial transition points to inform us of student performance. The assessment and data gathering regime is clearly documented K-12.
- Staff and students have a clear understanding of what success looks like at each transition point through the use of exemplars.
- PL in data literacy, data analysis and data use in teaching for all staff.
- Use the instructional leaders to work with teachers using data to monitor and assess student progress, evaluate and record growth and report on student achievement.

Success criteria for this strategic direction

- Teachers expertly apply a range of informative and summative assessment strategies to inform teaching and learning that lead to measurable improvement.
- All teachers have a sound understanding of students assessment and data concepts and use this to inform planning, identify interventions and modify teaching practice.
- Data and feedback inform teaching practice and inform students of their progress in learning.
- All students can articulate their understanding in order to achieve their English, Numeracy and subject specific learning goals.
- Support systems such as the LST teams, interventionist teacher, LaST, SLSO's, tutors and Tier 2 wellbeing team collaborate with teaching staff for the purpose of building capacity in all teachers thus enhancing student learning.

Evaluation plan for this strategic direction

Question:

Are more than 75% of our students achieving their stage appropriate performance levels at their crucial transition points?

Data Sources:

The school will use the following data sources to regularly analyse the effectiveness of the initiative in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

- NAPLAN data
- Check-in assessments
- Scout data
- Teaching Sprint analysis
- Student Work Samples

Strategic Direction 1: Student growth and attainment

Improvement measures

The proportion of Year 3 and 5 students achieving the top two bands in NAPLAN numeracy increases from 13.5% to at least 20.6% (lower bound system-negotiated target).

The proportion of Year 3 and 5 students achieving the top three bands in NAPLAN numeracy increases from 33.3% to at least 38.2% (lower bound system-negotiated target).

The proportion of Year 5 students achieving expected growth in NAPLAN numeracy increases from 49.2% to at least 57% (lower bound system-negotiated target).

The proportion of Year 7 and 9 students achieving the top two bands in NAPLAN numeracy increases from 2.2% to at least 9.1% (lower bound system-negotiated target).

The proportion of Year 9 students achieving expected growth in NAPLAN numeracy increases from 65.9% to at least 70.4% (lower bound system-negotiated target).

The proportion of Year 12 students achieving the top two bands in the HSC subjects increases from 9.2% to at least 15.3% (lower bound system-negotiated target).

The proportion of Year 12 students achieving the top three bands in the HSC subjects increases from 33.8% to at least 40.2% (lower bound system-negotiated target).

Target year: 2022

Increase the number of staff trained in HSC marking from 3 staff to 4

Increase the number of staff trained in NAPLAN marking in writing 75% to 80%.

Evaluation plan for this strategic direction

- Literacy and Numeracy progressions - Data Walls
- Literacy and Numeracy progressions - PLAN2 data
- Student Feedback Meetings
- PLP's
- Student Voice - focus groups
- SEF SaS
- RAP data
- Regular professional discussion around the School Excellence Framework elements and themes.

Analysis:

We will analyse the data gathered from the above data sets and determine whether we are achieving what we have set out to achieve.

Implications:

- Where to from here?
- Future Directions.
- Next Steps.

Strategic Direction 2: Teacher Clarity

Purpose

We are committed to teachers identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidenced based teaching strategies.

Improvement measures

Target year: 2022

The proportion of Year 5 students achieving expected growth in NAPLAN reading increases from 43.4% to at least 54.7% (lower bound system-negotiated target).

The proportion of Year 5 students achieving expected growth in NAPLAN numeracy increases from 49.2% to at least 57% (lower bound system-negotiated target).

The value added data from Years 5 to 7 students in NAPLAN reading increases from Delivering to Sustaining and Growing.

The value added data from Years 5 to 7 students in NAPLAN numeracy increases from Delivering to Sustaining and Growing.

The proportion of Year 9 students achieving expected growth in NAPLAN reading increases from 54.2% to at least 61.5% (lower bound system-negotiated target).

The proportion of Year 9 students achieving expected growth in NAPLAN numeracy increases from 65.9% to at least 70.4% (lower bound system-negotiated target).

Target year: 2022

Student on task behaviour in the primary classrooms increases from 75% to 80%.

Student on task behaviour in the secondary classrooms increases from 67% to 70%.

Target year: 2022

Increase the percentage of staff using the non-

Initiatives

Quality Teaching

Embed a learning culture that enables highly effective teaching and learning practices.

- Embed explicit systems for teacher collaboration, observation and feedback to sustain quality teaching practices K-12.
- Embed explicit systems for ongoing professional learning that involves the review and trialling of high yielding teaching strategies.
- Students are self regulated and engaged in their learning.

Pedagogical Framework

Establish a whole school pedagogical framework which embeds practices and procedures that:

- Establish and embed a culture of agreed practices in the delivery of high yielding teaching strategies and reporting are documented, QR coded resulting in common deliberate practices K-12 .
- Student expected growth increases due to schoolwide systems that embed quality teaching, teaching and learning cycle and NESA compliancy.
- All teachers meet or exceed level of proficient as described in the Australian Teaching Standards Teacher accreditation process.
- Targeted literacy programs for identified students from low socio-economic backgrounds and students performing below the expected level of their stage.

Success criteria for this strategic direction

All teachers explicitly demonstrate their understanding of Teacher Clarity in their teaching.

Enhanced teacher practice is evident through classroom observations and improvement in student engagement and achievement.

Teacher programs and classroom practice across all KLA's K-12 demonstrate the whole school focus on improving student student learning in each subject area.

Teachers collaborate to share student data, curriculum knowledge and effective teaching strategies in order to enhance student performance.

The 'agreed practices' of our pedagogical framework are published in our completed Teaching and Learning handbook.

Evaluation plan for this strategic direction

Question: What does effective teaching look like in the classroom?

Data sources will include:

External Assessment: NAPLAN, HSC, Check-in assessments, Short assessments, MyPL registration of courses.

Internal Assessment:

- Teacher Observation sheets
- TLC registrations for PL
- Learning Progressions - PLAN2
- Learning Progressions - Data Walls
- Pre and Post test
- CPM checklist + standard exemplars.
- PDP

Strategic Direction 2: Teacher Clarity

Improvement measures

negotiables in their class from 70% to 80%.

Evaluation plan for this strategic direction

- Regular professional discussion around the School Excellence Framework elements and themes.

Analysis:

We will analyse the data gathered from the above data sets and determine whether we are achieving what we have set out to achieve.

Implications:

- Where to from here?
- Future Directions.
- Next Steps.

Strategic Direction 3: Every Student is Known and Cared For

Purpose

We are committed to implementing and further developing systems and practices in place in order to develop resilient self regulated students and have transparent processes and a culture of high expectations with our school community.

Improvement measures

Target year: 2022

The primary attendance data increases from 68.7% to at least 73.8% (lower bound system-negotiated target).

The secondary attendance data increases from 43% to at least 51.5% (lower bound system-negotiated target).

Target year: 2022

The primary wellbeing data increases from 89.1% to at least 91.8% (lower bound system-negotiated target).

The secondary wellbeing data increases from 61.6% to at least 66.1% (lower bound system-negotiated target).

Target year: 2022

The number of primary students attaining gold awards increases by 5%. 86 Gold students increases to 90.

The number of primary students attaining Platinum awards increases by 10%. 25 Platinum students increases to 27.

The number of secondary students attaining gold awards increases by 5%. 22 Gold students increases to 23.

The number of secondary students attaining Platinum awards increases by 10%. 11 Platinum students increases to 11.

Target year: 2022

The number of total suspensions decreases by 5% from 95 to 91.

Initiatives

K-12 Wellbeing

Students develop the skills required to be self regulated resilient student who are ready to learn.

Wellbeing initiatives are integrated into explicit practices, that support the ongoing improvement of positive and meaningful behaviour outcomes for students, staff and community partnerships.

Parents, student and staff have an invested shared interest in their learning progressions.

Students are supported at every level by a system that is cohesive and responsive to identify and plan for future learning needs.

Attendance sprints, students engagement, individual interventions and constant monitoring of attendance data will increase student engagement with learning.

Community Partnerships

Students connect to their learning, forge respectful relationships and experience a sense of belonging to their school through community partnerships .

Parents actively participate in the wholistic education of their students.

Students engage in community service projects and acquire life skills and humility, as well as provide a service to those who need it most within our community.

Success criteria for this strategic direction

There is a planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can, connect, succeed, thrive and learn.

There is a school-wide, collective responsibility for student learning and success, which is shared by parents and students.

The school has implemented evidenced based change to whole school practices, resulting in measurable improvements in wellbeing, attendance and engagement to support learning.

Evaluation plan for this strategic direction

Through our coordinated wellbeing strategy.

Question: Are our teachers capturing our students being Safe, Respectful, Responsible learners?

Data Sources:

- Sentral entries bronze, silver, gold and platinum.
- PBL meeting minutes.
- Wellbeing meeting minutes - pastoral care.
- Suspension data
- Sentral entries - behaviour referrals (positive and negative)
- Attendance data

Analysis:

We will analyse the data gathered from the above data sets and determine whether we are achieving what we have set out to achieve.

Implications:

- Where to from here?
- Future Directions.

Strategic Direction 3: Every Student is Known and Cared For

Evaluation plan for this strategic direction

- Next Steps.

Question: How has parents and community interaction impacted the growth in student engagement and learning?

Data Sources:

- attendees at information evenings.
- focus group surveys
- TTFM
- Student and Parent Feedback Meetings

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Analysis:

We will analyse the data gathered from the above data sets and determine whether we are achieving what we have set out to achieve.

Implications:

- Where to from here?
- Future Directions.
- Next Steps.