School plan 2018-2020

Lake Cargelligo Central School 2359
Lake Cargelligo Central School is building an inclusive culture of mutual respect and learning.

In 2018 Lake Cargelligo Central School (LCCS) has an enrolment of 246 students including 98 Aboriginal students and 6 students from language backgrounds other than English.

Underpinning all programs across the school is a continued focus on Quality Teaching and Learning. Early Action for Success is making a significant impact upon K–2 student outcomes at LCCS.

Our school experiences a high percentage of teacher turnover and offers the early career teachers considerable support through a core of more experienced teachers and Executive committed to Quality Teaching and Learning.

There is a limited supply of casual relief teachers to cover professional learning and leave.

LCCS is a Positive Behaviour for Learning school. The school continues to pursue and consolidate partnerships with the community and benefits from close relationships with the AECG and P&C.

The school offers VET elective options to senior students. School infrastructure includes both Hospitality and Construction Trade Training Centres. Project Based Learning and STEM are a focus in the middle years of schooling.
School strategic directions 2018–2020

**STRATEGIC DIRECTION 1**
Positive School Culture

**Purpose:**
Our purpose is to develop positive attitudes towards learning, promoting equity and excellence for all students.

**STRATEGIC DIRECTION 2**
High Expectations of student performance

**Purpose:**
Our purpose is to improve student learning and commitment to learning through quality teaching practices to achieve state–wide benchmarks.

**STRATEGIC DIRECTION 3**
Building School Leadership

**Purpose:**
Our purpose is to provide opportunities for future leaders across our school community.
## Strategic Direction 1: Positive School Culture

### Purpose

**Our purpose is to develop positive attitudes towards learning, promoting equity and excellence for all students.**

### Improvement Measures

<table>
<thead>
<tr>
<th>People</th>
<th>Processes</th>
<th>Practices and Products</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students</strong></td>
<td><strong>School Culture</strong></td>
<td><strong>Practices</strong></td>
</tr>
<tr>
<td>Develop and enhance knowledge, understanding and application of school values. Students develop critical thinking, problem solving and collaborative learning skills K–12.</td>
<td>Sustaining the school values of respect, responsibility and learning to reduce referrals and the number of students in the top two tiers, while rewarding positive behaviour.</td>
<td>There is ongoing Professional Learning for staff in values systems and practices, which are implemented consistently across the school</td>
</tr>
<tr>
<td><strong>Staff</strong></td>
<td><strong>Student Wellbeing</strong></td>
<td>The Wellbeing Framework is enhanced and refined annually to reflect changing student needs, and implemented to reward positive behaviours.</td>
</tr>
<tr>
<td>Through ongoing professional learning, staff develop and enhance their knowledge of and implementation of whole school wellbeing systems.</td>
<td>Improving attendance and retention rate through the implementation of policy and procedures, and data analysis.</td>
<td>Development of pathways and mentoring for students to improve retention.</td>
</tr>
<tr>
<td><strong>Parents/Carers</strong></td>
<td><strong>Evaluation Plan</strong></td>
<td></td>
</tr>
<tr>
<td>Actively support the learning culture of the school and engage with the school more frequently.</td>
<td>Progress towards improvement measures will be evaluated through:</td>
<td></td>
</tr>
<tr>
<td><strong>Community Partners</strong></td>
<td>• Data analysis of parental/guardian attendance and participation at scheduled meetings and school events, to be monitored by the strategic team.</td>
<td></td>
</tr>
<tr>
<td>Display school values in local businesses, and work with the school to effectively utilise and work with community services.</td>
<td>• Values and Tier Teams meet regularly and analyses positive and negative data to determine if the school is on–track.</td>
<td></td>
</tr>
<tr>
<td><strong>Leaders</strong></td>
<td>• Ongoing analysis of attendance data to ensure school processes and procedures are followed to determine where to next.</td>
<td></td>
</tr>
<tr>
<td>Deliver professional learning to support systems and policy implementation. Leaders collect and analyse summative and holistic data to make informed decisions about the future directions of the wellbeing systems, and driving the learning culture of the school.</td>
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</tr>
</tbody>
</table>
## Strategic Direction 2: High Expectations of student performance

### Purpose

**Our purpose is to improve student learning and commitment to learning through quality teaching practices to achieve state-wide benchmarks.**

### Improvement Measures

- Increase student growth in all internal and external assessments.
- Increase the number of students meeting minimum standards on internal and external assessment measures.
- Increasing the quality teaching practice of staff according to the Australian Professional Standards for Teachers through mentoring or professional learning by experienced staff.

### People

#### Students

Develop knowledge and understanding of HOW2Learn habits and act upon assessment feedback to improve learning outcomes.

#### Staff

Understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas. All teachers have a sound understanding of student assessment and data concepts and provide effective feedback to enhance learning. All teachers engage inactive coaching support to ensure the ongoing development of all teachers.

#### Parents/Carers

Support school values and expectations of student learning.

#### Leaders

Comprehensively analyse student progress and achievement data to inform planning and resourcing. Leaders provide a strong, visible culture in the school that promotes and supports the attainment of higher level accreditation.

### Processes

#### Performance

Targeted programs including: Lake Maths; L3; Guided Writing lessons; Maqilt; Quicksmart; and A Learning and Responding Matrix (ALARM) are implemented and continually developed to improve student learning.

#### Data

Teachers collaboratively use data to inform planning, identify interventions and modify teaching practice.

### Evaluation Plan

- Progressive Achievement Tests used to measure annual growth in students
- Analysis of results in the Reporting and Assessment Package SMART package
- Strategic Direction 2 Team monitors OnTrack for increase in positive learning entries.
- Analysis of Tell Them From Me data for increases in attitude to learning and application in learning, and participation in extra-curricular activities.
- Executive procedures are in place and monitored to ensure the Australian Professional Standards for Teachers are at the core of PDPs and professional discussions.

### Practices and Products

#### Practices

- All students are mentored by staff to provide study planning strategies for future development.
- Literacy and Numeracy progressions in conjunction with formative assessments are used to inform teaching and learning across K–10.
- The school has a high performing teaching staff as measured against the Australian Professional Standards for Teachers, whose capacities are continually built to ensure every student experiences high quality teaching.

#### Products

- Students consistently perform at high levels on external and internal school performance measures.
- Student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.
- The Australian Professional Standards for Teachers are a reference point for whole school reflection and improvement.
## Strategic Direction 3: Building School Leadership

### Purpose

Our purpose is to provide opportunities for future leaders across our school community.

### Improvement Measures

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<tbody>
<tr>
<td>Students</td>
<td>Instructional Leadership</td>
<td>Practices</td>
</tr>
<tr>
<td>The student leadership teams provide a proactive voice in the decisions concerning the school. Students actively participate and succeed in academic and cultural opportunities provided by the school.</td>
<td>Provide all staff with opportunities to lead professional learning at staff/faculty/stage meetings.</td>
<td>The leadership team leads a professional learning community which is focused on continuous improvement of teaching and learning.</td>
</tr>
<tr>
<td>Staff</td>
<td>Student and Community</td>
<td>The school collaborates with key stakeholders on decisions about school assets, resourcing, community events and learning.</td>
</tr>
<tr>
<td>Undertake leadership opportunities through professional learning and school based roles and responsibilities.</td>
<td>Develop, embed and sustain a whole school student leadership team in which authentic student voice debates issues and creates proposals for consideration by the executive.</td>
<td>Academic and cultural extra-curricular activities are embraced by students and embedded in the practice of the school.</td>
</tr>
<tr>
<td>Community Partners</td>
<td>Student leadership group groups establish and sustain relationships with community groups, with students attending/speaking at meetings.</td>
<td>Products</td>
</tr>
<tr>
<td>Work with the school to enhance leadership opportunities for students.</td>
<td>Academic and Cultural Achievement</td>
<td>The Principal and school leadership team model instructional leadership and support a culture of high expectations.</td>
</tr>
<tr>
<td>Leaders</td>
<td></td>
<td>The student voice is valued and is an integral part of planning for teaching and learning.</td>
</tr>
<tr>
<td>Maintain a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement.</td>
<td></td>
<td>Students are proud of their achievements and lead the way for the next generation.</td>
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</tbody>
</table>

### Evaluation Plan

- Executive monitor the number of staff recruited to lead each leadership opportunity in the school
- Student leaders and executive monitor the number of decisions students are involved in making.
- Data analysed for the number of students participating in academic and cultural extra-curricular activities.

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Lake Cargelligo Central School 2359 (2018-2020) Printed on: 11 April, 2018