

School plan 2018-2020

Lightning Ridge Central School 2395



School background 2018–2020

School vision statement

At Lightning Ridge Central School we create positive, safe and respectful learning environments that engage students in quality lessons, celebrate success and promote lifelong learning.

School context

Lightning Ridge Central School is in the north–east corner of the Western NSW Region. It is 350 km from the New South Wales Department of education Dubbo Office. The school is in a unique Opal mining location, with a population drawn from all over the world. The school uses its unique environment as a feature in many of its learning activities and studies.

Lightning Ridge Central School is vibrant and inclusive with around 400 students from more than 28 nationalities. Approximately 44% of students identify as Aboriginal or Torres Strait Islanders and the school strives to embrace the local Yuwaalaraay culture and language as well as acknowledging and celebrating the wide diversity of non indigenous cultures in the school. The school has excellent facilities, which include well–maintained classrooms in pleasant, green surroundings. The school has a superb library, very high levels of technology for student learning, with all classrooms fitted with interactive whiteboards and every student from Year 5 to Year 12 having access to a school laptop. The school plays a significant role in its community, aiming to be an inclusive community facility, used and respected by the whole community.

The learning environment is positive, energetic and caring. The members of the teaching staff are leaders in the use of the Quality Teaching Framework as well as the implementation of the Early Action for Success (EAFS) strategy in which an instructional leader and interventionists have been appointed. Our school is embracing the Syllabus Success strategy from Year 3 to Year 10 and this is being supported by a Head Teacher/ AP Assistant Principal Teaching and Learning. Additional resources are allocated to provide tiered support to improve literacy and numeracy outcomes for all students in Kindergarten to Year 10.

Across the school there is a strong support staff focused on the needs of individual students. A Head Teacher Welfare works with secondary students and an active, effective Learning and Support Team operates K–12.

School planning process

We sincerely apologise for the poor formatting of this document. This is a failing of the DoE software and completely out of our control.

Our school vision was created in 2013 after extensive consultation with staff, students and the community this was a process led by our PBL team.

The 2018–2020 School planning process began with consultation with parents invited to attend meetings to talk about the future for their students and their expectations of their children's education. After discussion a series of questions were asked including "what do you want your child to be like at the conclusion of Year 12". The parent groups reiterated that as well as a successful HSC they wanted their children to enjoy learning, to continue learning after–school, to be happy and to be community minded. As well as this meeting a wider response was gathered from questionnaires collected by our Welfare Officer and Secondary Deputy Principal as well as Tell Them From Me surveys were completed by Parents, Staff and Students . staff and community members; analysed School Performance results from internal and external testing data; used data from our Learning Support Team; analysed our HSC and ROSA results; analysed our Personal Learning Plans and reviewed our own Personal Professional Learning Plans. This deep analysis of all of this data and information has led us to plan for our three strategic directions: Learning, Wellbeing and Productive Partnerships.

This analysis informed executive discussion around planning goals and strategic directions. During the year further discussions were held with P&C, AECG, students and staff about the directions our school should take into the future. Extensive discussion have been held with the school executive and feedback sought from faculties and stages to ensure that the original goals of the plan are still evident within the evolving plan.

A Draft plan was then publicised to parents, students and Staff seeking feedback before final editing and adoption of the completed plan.

School background 2018–2020

School vision statement

School context

There is a small but positive sector of parent body, working closely with the school in achieving the shared goals of the school and community.

The school is active in the Lightning Ridge hub, which is comprised of one state primary school and two central schools. The school continues to deliver quality teaching and learning programs in a 21st century educational environment, in order to improve student outcomes in literacy, numeracy and engagement. We also provide a broad range of activities from performing arts, cultural, leadership and sports, to environmental and academic pursuits.

Our students are engage in positive behaviour and are encouraged to become responsible citizens at school and in the wider community To facilitate this and contribute to our community we have developed strong links with community groups including St. Vincent De Paul, Food for Families, LR Men's Shed, LR Rotary, Australian Opal Centre and LR CWA. Our students travel to Nepal biennially to volunteer in a Community Development Project.

It is the belief of parents and staff that 1 of our our greatest strengths is having high expectations for our students. Lightning Ridge Central School is characterised by motivated and enthusiastic students, highly qualified and dedicated staff, as well as fantastic parental and community support. We aim to offer the best education possible by providing a quality, comprehensive education in a caring environment, as we strive to educate the whole child.

School planning process

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 Learning

Purpose:

At Lightning Ridge Central School, we value evidence based teaching practice that maximises learning, growth and improvement for all students. Our purpose is to create and develop a professional learning environment where educational practice is based on evidence, innovation and evaluation, supported by explicit systems of collaboration and feedback. We will sustain our focus on the explicit teaching of literacy and numeracy across all subjects and accurately identify our student's ability using Syllabus Success markers, PLAN 2 data and other tools in the coming years.

STRATEGIC DIRECTION 2 Wellbeing

Purpose:

At Lightning Ridge Central School, every student is important every day. Our purpose is to plan for students' learning and wellbeing to ensure all are engaged in developing their skills as learners and citizens. We intend to focus community attention onto student engagement. Our staff develop appropriate individual learning and wellbeing plans so our students are challenged, enthusiastic and continually improving across all subject areas and personal development.

STRATEGIC DIRECTION 3 Productive Partnerships

Purpose:

At Lightning Ridge Central School our purpose is to strengthen and build sustainable partnerships where our whole school community collaborates to enhance learning, and support continuous improvement..

Strategic Direction 1: Learning

Purpose

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Improvement Measures

An increased proportion of students will achieve in the top two bands in NAPLAN in Literacy and Numeracy.

Increase the professional development of teachers to embed best practice into their teaching and learning.

All students will demonstrate growth across the learning progressions in both literacy and numeracy and teachers will accurately plot students on these progressions.

People

Staff

Staff will actively engage in professional development and systematically implement effective strategies to improve teaching and learning, implementing new syllabus documents, for whole of life education with a sustained focus on literacy and numeracy.

Leaders

Leaders will coordinate, liaise and support staff in Syllabus Success, Learning Progressions/ PLAN 2 and Explicit Instruction.

Leaders will facilitate professional dialogue, collaboration, classroom observations, modelling of effective practice and provide timely feedback to teachers

Parents/Carers

Parents will be encouraged to attend child-centred meetings to enable them to support student learning in the home. Further, to become informed participants in Syllabus Success, Learning Progressions/PLAN 2 and Explicit Instruction information evenings.

Processes

Implement a whole school framework approach for every student to be literate and numerate and achieve success every day through the implementation of Syllabus Success.

All staff will be provided with professional learning in Explicit Instruction to provide innovative best practise in teaching, learning and assessing.

Develop best practice in the teaching of literacy and numeracy by professional development in, and implementation of, the National Literacy and Numeracy Learning Progressions and the electronic tracking of student growth on PLAN 2.

Evaluation Plan

Analysis of this Strategic Direction will include a variety of appropriate tools to measure the effectiveness of:

- Classroom observations and critical/supportive feedback.
- Program supervision that identifies differentiation in teaching, learning and assessing for all students.
- Modelling of effective practice and mentoring and/or coaching
- Student performance data (internal and external) will be analysed.
- Formal and Informal professional development opportunities for all staff.

Practices and Products

Practices

All participating teachers use Syllabus Success to track student academic achievement and intervention, and further direct their teaching learning and assessing.

Whole school participation and implementation of Explicit Instruction in all learning areas.

Whole school implementation of the National Literacy and Numeracy Learning Progressions, and the subsequent electronic tracking of student growth using PLAN 2 (see milestones for timeline)

Products

Increase proportion of students working at 'expected' and 'above' zones of Stage outcomes, reducing the need for intervention.

- Documented explicit instruction strategies in teaching and learning programs.
- Increased growth in student academic performance measured through improved assessment results.
- Videoed peer coaching sessions
- Students accurately tracked on PLAN 2 demonstrating an increased proportion of students in Stage appropriate levels.
- Teaching staff capacity built through professional learning opportunities.

Strategic Direction 2: Wellbeing

Purpose

At Lightning Ridge Central School, every student is important every day. Our purpose is to plan for students' learning and wellbeing to ensure all are engaged in developing their skills as learners and citizens. We intend to focus community attention onto student engagement. Our staff develop appropriate individual learning and wellbeing plans so our students are challenged, enthusiastic and continually improving across all subject areas and personal development.

Improvement Measures

Increase proportion of students indicating a positive sense of well-being and engagement in schoollife, as evidenced in 'Tell Them from Me' survey and selected specific data.

All teachers demonstrate evidence of the Aboriginal 8 Ways pedagogy in programs and actively promote local culture in their classrooms. This includes displaying student work based on indigenous art and the Yuuwaalaraay language around their rooms. Yuuwaalaraay is voiced and is evident right across the school.

To increase community participation in the Tell Them From Me Survey – we will support community with technology and literacy skills.

People

Community Partners

Our community partners will be encouraged to focus on student wellbeing as a path to enhanced learning and cultural awareness in our students.

Our school will also work collaboratively with our Hub (Lightning Ridge, Goodooga and Weilmoringle), in building and sharing the capacity of our students, staff and community.

We will work collaboratively with our local AECG, P&C, Lands Council, Community Working Party, Prime Minister and Cabinet and E-Beacon as well as many other community and support organisations to enhance student learning and wellbeing.

Parents/Carers

Parents will be actively involved in regular information sharing across our school.

Regular community days and open classroom days will be a feature of our school over the three years of this plan.

Students

Students will be actively involved in our SRC, promoting our school to the community and supporting others by creating opportunities for student involvement and leadership.

Students will be offered opportunities to participate in leadership roles as well as community, cultural and sporting activities.

Staff

Processes

Develop staff understanding of the Aboriginal 8 Ways of learning and their capacity to authentically embed this into their teaching practice. Specifically by explicit sharing of knowledge within the staff, and by developing processes for implementation and evaluation.

Whole school wellbeing initiatives align to the Department of Education's Wellbeing Framework, and strategies developed for measurement and improvement.

Identify and implement strategies to further promote and celebrate student learning and achievement throughout the school and community.

Evaluation Plan

Stakeholders will be surveyed to measure the effectiveness of the programs and strategies implemented throughout this process.

Attendance and behaviour data will be monitored for ongoing adjustments to planning.

PBL data will be analysed to ensure that wellbeing across the school is positive.

Measure Student engagement and attendance change.

Parents, community members and interagency organisations will increase involvement in our school and contribute more deeply to student wellbeing.

Practices and Products

Practices

All staff demonstrate an increased knowledge of and confidence in the Aboriginal 8 Ways of Learning. These practices of 8 Ways knowledge are embedded into learning programs.

The school will use a variety of strategies to regularly consult and gather information from the whole school community so that all plans and programs are developed utilising a consultative approach and transparency is evident.

Staff will receive training in awareness of and response to mental health. We invest in supporting cultural awareness development for staff and students.

Products

The Aboriginal 8 Ways of Learning practices are incorporated into all teaching and learning programs. Valuable programs could include; Bro and Sista Speak, Connecting to Country, Journey to Respect; Yuuwaalaraay lessons, staff inductions in cultural awareness and other appropriate activities.

Classrooms display local cultural artworks, stories, information reports and language around their rooms, promoting pride and belonging.

Classroom environments promote pride and belonging, with student work, language and well-being posters displayed throughout the School.

Strategic Direction 2: Wellbeing

People

Staff will engage with the local community to develop their understanding of local culture and language. They will continue to increase their capacity to implement the 8 Ways of Learning in all curriculum areas.

Staff will utilise software to record welfare and discipline issues as well as positive behaviours.

Positive behaviours will be reported to families on a regular basis.

Teachers will ensure students are prepared for all significant transitions throughout their education.

Leaders

Leaders will ensure that authentic community engagement is at the forefront of wholeschool planning.

Leaders will facilitate community involvement and ensure all staff have the appropriate level of cultural awareness to perform their role.

School Leaders will continually model the positive, supportive and engaged behaviours that we expect of our students

Strategic Direction 3: Productive Partnerships

Purpose

At Lightning Ridge Central School our purpose is to strengthen and build sustainable partnerships where our whole school community collaborates to enhance learning, and support continuous improvement..

Improvement Measures

Wellbeing programs including Every Day Counts and Ikifit will be implemented to increase the proportion of students who are engaged and provide a safe school environment.

The community is engaged as part of school decision making.

Community consultation and ongoing training has developed the capacity of our community team to contribute to staff and student welfare. This will be measureable utilising the logic model for analysis.

People

Students

Students will develop their social and emotional intelligences to be better able to work collaboratively.

Students will develop relationships with other schools, community organisations and internationally to enhance their communication skills.

Staff

Staff will seek out and develop effective partnerships with outside organisations or other schools to enhance student outcomes K to 12.

Staff will work collaboratively to learn and employ effective pedagogies and assessment strategies to support learning and facilitate growth in the areas of literacy and numeracy.

Staff will be vigilant in utilising the wellbeing programs of Positive Behaviours for Learning and Ikifit in their classrooms while working within the LRCS Wellbeing and Discipline Policy.

Leaders

School leaders and aspirants will work in collaboration to develop their capacity to drive school change by strengthening their supervisory practices, coaching/mentoring abilities and knowledge of the NSW DoE reform agenda.

Parents/Carers

Parents and carers will maintain open and honest dialogue with the school and both

Processes

Collaboration of whole school (K–12) in establishing partnerships to support students. Develop high expectations and achievement throughout the school.

Work collaboratively across the school and with external sources including LR Hub, to implement a consistent K–12 assessment protocol with a focus on consistent teacher judgement, supported with resources and explicit teaching strategies.

Development of effective partnerships with outside agencies to facilitate a K to 12 career transition planning and expose students to a wide range of inspirational and motivating career options.

Evaluation Plan

All staff are trained by John Fleming in the pedagogy of Explicit Instruction and the use of this pedagogy is evident in all programs and classroom activities.

All staff 3 to 12 use internal and external assessments, including Syllabus Success, to measure student growth and the effectiveness of their learning programs.

A consistent K–12 assessment protocol is implemented. Evidence is documented for individual students.

Students 9–12 will have ASPIRE and eBeacon as part of programmed lessons and or extension activities in all KLAs.

Utilisation of the Tell Them From Me survey to measure student engagement and community attitudes.

Community consultation, along with

Practices and Products

Practices

Develop a culture of high expectations K–12 in partnership with home and community.

Develop partnerships which promote evidence based innovation in pedagogy as well as ongoing assessment and consistent teacher judgement.

Foster a safe and harmonious working environment where all parents/carers and staff value each other's input.

Products

Assessment data will show improvement in student outcomes across all KLAs.

Clearly communicated systems and strategies will be in place to address WHS issues.

Improved communication strategies between the school and the community.

Strengthen community partnerships to provide a measurable improvement in student learning outcomes.

Strategic Direction 3: Productive Partnerships

People

partners will be supportive in efforts to provide appropriate educational and social opportunities for students to maximise individual development.

Community Partners

Community partners will establish an ongoing and reliable relationship with the school.

Processes

ongoing staff training will develop the capacity of our community teams.