

School plan 2018-2020

Uralla Central School 3864



School background 2018–2020

School vision statement

Uralla Central School aims to be the best educational setting in the New England region and one of the finest in New South Wales. The school motto 'Resurgam' literally means 'I arise', which we interpret as 'I am getting better', this ideal along with the notions of 'Enrichment, Innovation, Opportunity and Success' encapsulate the school ethos.

We are about learning and the power of learning – whether alone or with others; being critically self-aware; working through difficulties; being accountable for our actions and perhaps most importantly knowing what to do when we don't know what to do.

The school community is committed to preparing 21st century citizens; citizens who are Responsible, Reflective, Resourceful, Reciprocal and capable of Self-Regulation; lifelong learners empowered, adaptable and ready for all that life throws at them.

School context

Uralla Central School, situated 25km from Armidale in the New England region of NSW, is a proudly public, rural and coeducational school catering for students from K–12. Public education has played a role in the Uralla community since 1862 and we have been on our current site since 1868. The school has approximately 320 students including 23% Aboriginal and Torres Strait Islander students. Uralla Central School provides a quality education that offers inclusive, relevant and integrated curriculum; high quality educational programs across the full range of academic ability; a range of Vocational Education Training (VET) opportunities; and quality creative and performing arts, co-curricular, sporting and personal development programs. The school has implemented a compressed HSC delivery model which broadens and strengthens school curriculum, and increases its relevance for students. The school enjoys strong and effective links between parents, carers and the wider community. The school community embraces innovation and forward thinking vision, and in 2016 completely restructured the school organisation and executive roles. Faculties were abolished. Heads of School now oversee the Junior (K–4), Middle (5–8) and Senior School (9–Academy II). The remaining executive oversee Wellbeing and Administration/Organisation. Staff work collaboratively in Professional Learning Teams whose membership covers the K–12 progression and all subject areas. Classroom teachers work across schools individually and in teaching teams. As a school community we expect everyone to

School planning process

Widespread consultation with staff, students and community members took place over a six month period in a variety of formats. This consultation included use of the Survey Monkey tool –

- Middle School students (Years 5–8)
- Teachers
- Parents


Staff worked together and in smaller focus groups at;

- two discrete School Development Days
- staff meetings
- stage meetings
- and Professional Learning Team meetings,

to analyse collected data and then to develop and refine our three key strategic directions and key improvement measures.

At each stage the school leadership team has engaged in professional dialogue and learning to further advance the collaborative decision making process.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1 Learning Smart

Purpose:

To empower students to be active and reflective learners who are engaged, challenged, flexible, creative and critical thinkers who are cooperative in their learning in preparation to be informed, responsible citizens in the digital era.



STRATEGIC DIRECTION 2 Learning Leaders

Purpose:

To develop teachers as leaders of learning who continually improve their own professional capacity in order to continually enhance classroom practice and effectiveness in delivering improved student learning outcomes.



STRATEGIC DIRECTION 3 Learning Environment

Purpose:

To further develop a student-centred, creative, flexible, stimulating and safe learning environment that supports a culture of excellence and equity.

Strategic Direction 1: Learning Smart

Purpose

To empower students to be active and reflective learners who are engaged, challenged, flexible, creative and critical thinkers who are cooperative in their learning in preparation to be informed, responsible citizens in the digital era.

Improvement Measures

Increased student attendance

Decreased negative incidents on Sentral

Increased positive incidents on Sentral

Increased retention rates at key transition points

Increased participation in extra-curricular experiences

Increase the percentage of students demonstrating growth in literacy and numeracy

People

Students

Students build skills around safe and secure online learning tools.

Develop student voice which encompasses curiosity, prior knowledge, wonderment, questioning and constructing in all areas of the curriculum

Staff

Through the development of a positive learning culture that is modelled continually to all students across all learning environments, allowing students to develop a greater sense of belonging

Parents/Carers

Contribute to student learning through being regularly invited to school functions and supported in confidently contributing to their children's learning

Community Partners

Wider community to student learning through greater engagement in school functions and providing expertise to students in a variety of learning environments

Leaders

Support and develop sustainable growth of students, staff and school through research and implementation of targeted learning programs

Processes

Implement whole school approach to safe online learning practices

Expansion of Early Action for Success program from Junior School into Middle School

Develop whole school approach to the use of and understanding of the Literacy and Numeracy progressions

Evaluation Plan

Progress toward improvement measures will be evaluated through; analysis of attendance/retention and Sentral data; analysis of SMART data; use of the 'Tell Them From Me' and School generated Survey data

Practices and Products

Practices

Individual interviews with all students to create a learning goal per subject per semester

Students and staff regularly assess progress towards learning plan goals – adjusting when and where required

Literacy and Numeracy Progression data regularly updated to reflect student progress – staff involved in regular professional dialogue around this

Products

Classroom practices of teachers reflect a comprehensive understanding of the progressions and the use of knowledge gained to enhance student learning

Provision of relevant learning plans and goals for all students that clearly indicate either consistent progress towards or attainment of set learning goals

All students are known, valued and cared for

Strategic Direction 2: Learning Leaders

Purpose

To develop teachers as leaders of learning who continually improve their own professional capacity in order to continually enhance classroom practice and effectiveness in delivering improved student learning outcomes.

Improvement Measures

All staff K–8 proficient in mapping Literacy and Numeracy targets to progressions using PLAN2

All staff participate in targeted, needs-driven professional learning

Increase percentage of students demonstrating expected growth in literacy and numeracy

At least 80% of students demonstrating expected growth per semester across DoE Literacy and Numeracy progressions relevant to expected timeframes

People

Students

Students develop skills to self-assess using the literacy and numeracy progressions focusing on building growth mindset culture

Staff

All staff are provided with opportunities to learn professionally with external providers and teaching staff with the Instructional Leader

Parents/Carers

Develop a greater understanding of the school's educational philosophy. They support the school and their children in embedding this philosophy into the school culture

Leaders

Teachers and school leaders provide valuable opportunities for learning. School leaders develop a coordinated approach to identifying relevant professional learning opportunities for staff

Processes

Instructional Leader will provide ongoing training and support in the implementation of the Literacy and Numeracy progressions and the tracking of students using PLAN2

Implement opportunities for 'teacher walks' within school and across other schools/networks

Evaluation Plan

Progress towards improvement measures will be evaluated through; evaluation of staff participation in professional learning opportunities; analysis of student achievement data; parent and community satisfaction surveys

Practices and Products

Practices

All staff use data to inform and differentiate their teaching and learning by tracking student progress on the Learning Progressions

Staff provided opportunities to regularly model professional learning to colleagues

Shared school-wide responsibility is evident through purposeful leadership, quality teaching and learning and community engagement

Products

All students are tracked on the Literacy and Numeracy Progressions and this informs all Teaching and Learning Programs

Teaching and Learning programs are data based and differentiate individual student learning needs

Strategic Direction 3: Learning Environment

Purpose

To further develop a student-centred, creative, flexible, stimulating and safe learning environment that supports a culture of excellence and equity.

Improvement Measures

Improved student attendance

Increased student enrolment/retention

Positive student feedback through consultation; SRC and surveys

All learning spaces are fit for purpose in a future focused learning environment

People

Students

Develop capacity to approach learning in a creative, flexible and dynamic way that enhances collaboration and critical thinking skills

Staff

Develop a future focused approach centred on transferable learning skills not content and its retention

Parents/Carers

Support a student-centred and flexible learning environment

Leaders

Plan, budget resources to sustain a future focused vision of learning spaces

Processes

Conduct an audit of all facilities and grounds to identify and target areas that need refurbishment to enhance student learning.

Establish a timeline and budget for any refurbishment of learning areas

Investigate structure of the school day to identify optimal learning structure

Evaluation Plan

Progress towards improvement measures will be evaluated through; analysis of attendance, enrolment and retention data; analysis of survey tool data; feedback from observational rounds

Practices and Products

Practices

School leadership team continually identifies internal and external areas for re-purposing to meet future focused vision

Every staff member takes responsibility for monitoring student attendance and regularly engages with the Wellbeing Team

All staff regularly self-reflect and collaborate with peers around teaching and learning in each others classrooms

Products

All learning spaces are future focused and encourage student-centred collaborative learning

All students report a greater sense of belonging to the school and the school vision