

Strategic Improvement Plan 2021-2024

Wilcannia Central School 3442



River of Knowledge and Learning · Ngurta Ngurtaana Paakna-na

School vision and context

School vision statement

Wilcannia Central School's vision reflects our motto 'River of knowledge and learning ~ Ngurtaana Paakna~na'. A dedicated community provides a dynamic education for all students instilling a life-long love of learning and growing the leaders of tomorrow.

In our school, excellence in learning, in teaching and in building respectful relationships across the community is paramount.

Our school vision aligns with the NSW Department of Education priorities and performance targets in Reading, Numeracy, Attendance, Wellbeing and HSC results.

Historical evidence provided through the Situation Analysis, provides guidance to a contextualized pathway forward for the students of Wilcannia CS.

"We are safe, we are respectful, we are learners.

School context

Wilcannia Central School is defined by strong community engagement and leadership. We deliver tailored learning pathways for students from Pre-school to Year 12. Located in western NSW on the Darling River, we create a positive educational environment for our 83 students, of which 95 per cent are Aboriginal.

As a Connected Communities school we are part of a supportive network that builds strong partnerships with Aboriginal leaders, our school community, parents and external agencies to provide a holistic approach to education for our students.

Our small school setting means we know and care for every child as an individual. We develop innovative curricula and teaching practices in order to meet each child's specific needs, in close partnership with our school colleagues, families and our local community. Our specialist school-wide programs foster engagement and boost literacy and numeracy outcomes.

Staffing comprises of a full range of teaching experience with an age range between 25-45 years for the majority of staff. A 2 year 'Incentive Transfer' entitlement for permanent teaching staff contributes to a high percentage of staff turn-over.

Wilcannia CS staff are committed to achieving the best possible options for all students by developing strong links with parents, community groups, NSW AECG and organisations to enable the realisation.

We work hand-in-hand with the community at all stages of their child's schooling, supporting their health and wellbeing as they grow to become the leaders of tomorrow.

Strategic Direction 1: Student growth and attainment

Purpose

To improve student achievement, growth and performance in literacy and numeracy through establishing a culture of high expectations and quality teaching practice.

Improvement measures

Target year: 2023

Target year: 2023

Reading:

Improvement in the percentage of students achieving expected growth to be above the school's lower bound system-negotiated target in reading of;

K- Year 6 80% expected growth by 2023

Year 7-12 80% expected growth by 2023

Numeracy:

Improvement in the percentage of students achieving expected growth to be above the school's lower bound system-negotiated target in numeracy of;

K- Year 6: 80%

Year 7-12: 80%

Target year: 2022

By 2022- An increase of 20% of students (Years 3 ,5,7 and 9) performing in the top two bands in Reading and Numeracy, as measured in NAPLAN.

Stage 6 - HSC:

A minimum 50% of Stage 6 Aboriginal students achieving HSC. whilst maintaining their cultural identity.

An increase of above 33% of Stage 6 students achieving results in the top 2 bands within the HSC.

Initiatives

Monitoring Reading & Numeracy Data

- determine whole school approach for base-line data collection
- Create data analysis and monitoring systems for Reading & Numeracy data (LST)
- Create a 3 weekly interventionist approach for students not achieving expected growth in Reading & Numeracy (to include AEOs, SLSOs community volunteers and teaching staff.
- Implement, evaluate and determine the impact of the interventionist approach

Whole school professional learning & targeted teaching:

- baseline data collected from staff (teaching and non-teaching) to determine knowledge, understanding and confidence to explicitly teach Reading & Numeracy.
- Create and implement targeted sequence of professional learning for up-skilling staff.
- Ongoing evaluation and refinement. Evaluate impact of PL
- ATSIMA strategies embedded in Numeracy programs

Retention & Support of Stage 6 students

- * Ongoing support and mentoring of HSC students
- * Develop and enhance Stage 6 student support within Wilvandee Access Program

Success criteria for this strategic direction

- *Teaching and non-teaching staff undertake professional learning and implement strategies across the P-12 years.
- * Highly effective data collection and analysis is shared with staff and observable within teaching practices.
- * School determined targets are met or exceeded in Reading
- * School determined targets are met or exceeded in Numeracy
- * Students are engaged and Personalized Learning Pathway goals are achieved.
- * A minimum 50% retention of Stage 6 students completing HSC.
- * A minimum 33% of students achieving HSC results in the top 2 bands in HSC.

Evaluation plan for this strategic direction

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

- * Scout
- * NAPLAN
- * Best Start Kindergarten
- * Best Start Year 7
- * Check-in Assessments
- * Waddingtons

The evaluation plan will involve:

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.

Strategic Direction 2: Wellbeing

Purpose

To develop a dynamic wellbeing process that is reflective of current individual student's needs and facilitates greater engagement in learning.

Improvement measures

Target year: 2023

Wellbeing:

*A 15% increase of students reporting advocacy, belonging and high expectations as measured in TTFM surveys.

Target year: 2024

Wellbeing:

*School Excellence Framework (SEF) classifies Assessment as 'Sustained and Growing'

* SEF-SAS classification within Wellbeing (A planned approach to wellbeing) as 'excelling'.

Target year: 2022

Attendance:

*A growth of 10% of students achieving 90% attendance or more.

Initiatives

Attendance Administration:

* Transparent daily processes that are undertaken by DoE staff and community agencies with specific role statements which provide a support network around the student and family.

* Inter-agency transference of information/actions co-ordinated through the school.

* Ensure effective strategies and processes of Attendance data collection and analysis are used for responsive actions.

* Recognition and celebration of identified successes.

Positive Wellbeing Environment

* establish a genuine process for students' voice to be encouraged with respectfully responses provided.

* provide genuine processes for individual and group student feedback to inform teacher practice

* physical environment- Provide a physical environment that is reflective of current student needs in a P-12 school setting.

* develop and embed a culturally rich curriculum that is reflective of current student and community needs and expectations

Success criteria for this strategic direction

Student attendance level data indicates a positive growth towards, or excels targets set within the SIP.

A agreed memorandum of understanding(MOU) is established between school and agencies to establish transparent role statements to maximise resources in improving individual student and group attendance rates.

Frequent opportunities exist to recognise and celebrate improved student attendance data.

Collated feedback from students/parents and teachers provide comparable data which indicate increasingly positive student wellbeing.

Curriculum structures and an embedded culturally-rich content is evident in the P-12 school setting.

Physical learning environment developed to reflect current student/community and teachers needs.

Formalised student meetings established with recognised committees provide a genuine 'voice' .

Evaluation plan for this strategic direction

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

* Student attendance data

* Scout- attendance data

* Tell Them From me survey data (student/parent/teacher) indicates increasing growth in student engagement and belonging

* Student Representative Council (SRC) meeting minutes

The evaluation plan will involve:

Evaluation plan for this strategic direction

Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.

Strategic Direction 3: Explicit teaching using evidence-based practices

Purpose

Incorporate a school-wide and proven effective, informed teaching practice, through the inclusion of student data.

Improvement measures

Target year: 2024

Professional Learning:

* 100% of teaching staff complete professional learning in 'Explicit Teaching' strategies.

* SEF- SAS classification within Effective Classroom Practice (Explicit Teaching) as 'excelling'.

100% of teaching staff complete professional learning in effective data collection, analysing data and establishing a professional response.

SEF-SAS classification within Data Skills and Use(data use in teaching) as 'excelling'.

Target year: 2022

Initiatives

Whole school professional learning & targeted teaching:

Explicit Teaching

* baseline data collected from teaching staff to determine knowledge, understanding and confidence to utilise 'Explicit Teaching' strategies

* A lead group of teachers co-ordinate the annual professional learning of 'Explicit Teaching' strategies to all teaching staff.

* The LST establishes an online resource 'Explicit Teaching' for teachers to access ongoing professional learning.

* Create and implement targeted sequence of professional learning for up-skilling staff.

* Ongoing evaluation and refinement. Evaluate impact of PL

Evidence-based practices

* Teaching staff upskill in 'Explicit Teaching' pedagogy from DoE resources

* baseline data collected from teaching staff to determine knowledge, understanding and confidence in 'effective use of data'

* A lead group of teachers co-ordinate the annual professional learning in 'effective use of data' to all teaching staff.

* The LST establishes an online resource 'effective use of data' for teachers to access ongoing professional learning.

* Create and implement targeted sequence of professional learning for up-skilling staff.

* Ongoing evaluation and refinement. Evaluate impact of

Success criteria for this strategic direction

* On an annual basis, 100% of teaching staff complete identified professional learning related to 'Explicit Teaching'.

* On an annual basis, 100% of teaching staff complete identified professional learning related to 'Effective Use of Data'

* Established a lead group of teaching staff to delivery PL related to 'Explicit Teaching'

* Established a lead group of teaching staff to delivery PL related to evidence-based practices.

* 100% teaching staff programming includes evidence of 'Explicit Teaching' and evidenced-based practices.

* 100% teaching staff classroom observations demonstrate evidence of 'Explicit Teaching' and evidenced-based practices.

* A professional learning online library established within the school by term 4, 2021.

Evaluation plan for this strategic direction

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

* Staff registration in identified PL

* Scout data depicts increasing student attendance rates

* TTFM Surveys - increase in positive wellbeing feedback (student/parents/ teachers) indicates increasing growth in student engagement and belonging

* SENTRAL- Reduction in negative behavior data

The evaluation plan will involve:

Strategic Direction 3: Explicit teaching using evidence-based practices

Initiatives

PL

Evaluation plan for this strategic direction

Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.

The evaluation plan will involve:

Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.