School plan 2015 – 2017

Lake Cargelligo Central School 2359

- Positive school culture
- High expectations of student performance
- Building school leadership
Lake Cargelligo Central School aims to provide a safe, caring and supportive environment in order for our students to become respectful, responsible learners. Our goal is to embed positive behaviour qualities in all students and encourage them to achieve to the best of their ability so they can become actively engaged in lifelong learning. They will fulfil their own aspirations as well as contributing effectively to their local community and society.

In 2015 Lake Cargelligo Central School (LCCS) had an enrolment of 268 students including 112 Aboriginal students and 2 students from language backgrounds other than English. The 2014 FOEI Index of the school was 142. 73% of the students at LCCS come from the lowest (most disadvantaged) quarters. Underpinning all programs across the school is a continued focus on Quality Teaching and Learning. In 2013 and 2014 the Early Action for Success program has made a significant impact upon K-2 student outcomes at LCCS. Our school experiences a high percentage of teacher turn over 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. In response to student achievement data there is continued focus in the school on literacy, numeracy, Aboriginal Education and the retention, engagement and attendance of students in our school. In 2015 LCCS will launch Positive Behaviour for Learning.

The school continues to peruse partnerships with the community and benefits from close relationships with the AECG. The school offers VET elective options to senior students. School infrastructure includes both Hospitality and Construction Trade Training Centres.

### School vision statement

Lake Cargelligo Central School aims to provide a safe, caring and supportive environment in order for our students to become respectful, responsible learners. Our goal is to embed positive behaviour qualities in all students and encourage them to achieve to the best of their ability so they can become actively engaged in lifelong learning. They will fulfil their own aspirations as well as contributing effectively to their local community and society.

### School context

In 2015 Lake Cargelligo Central School (LCCS) had an enrolment of 268 students including 112 Aboriginal students and 2 students from language backgrounds other than English. The 2014 FOEI Index of the school was 142. 73% of the students at LCCS come from the lowest (most disadvantaged) quarters. Underpinning all programs across the school is a continued focus on Quality Teaching and Learning. In 2013 and 2014 the Early Action for Success program has made a significant impact upon K-2 student outcomes at LCCS. Our school experiences a high percentage of teacher turn over 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. In response to student achievement data there is continued focus in the school on literacy, numeracy, Aboriginal Education and the retention, engagement and attendance of students in our school. In 2015 LCCS will launch Positive Behaviour for Learning.

The school continues to peruse partnerships with the community and benefits from close relationships with the AECG. The school offers VET elective options to senior students. School infrastructure includes both Hospitality and Construction Trade Training Centres.

### School planning process

- School self-evaluation team established term 4, 2014.
- Regular meetings scheduled with an agenda of data collection and analysis.
- AECG consultation.
- Student consultation through TTFM surveys and staff
- Staff consultation and information sessions regarding the NSW DEC reform agenda.
- Community focus group consultation through the Community Liaison Officer.
- Reform agenda and school planning discussed at Parents & Citizens.
- DEC Reform agenda explained to parents through the schools newsletter -(172 families).
- Parent / Community Survey attached to Newsletter -(172 families).
- Staff consultation on key issues and student performance and attendance data trends at staff meetings.
- School self-evaluation team analysis of focus group and survey data.
- School planning team consideration and assessment of key drivers for school development;
  - NAPLAN, ROSA, HSC and school achievement data
  - Focus group / survey data
Purpose:
To develop respectful, responsible learners who are actively engaged within the school and the broader community. These students are independent and self-motivated to reach their full potential as lifelong learners.

The school is seeking to develop itself as a dynamic and engaging organisation where students are explicitly taught skills for success.

Purpose:
To develop learning processes that actively involve students in deep and logical thinking. Teachers will teach higher-order thinking skills so that students can achieve their full potential by being actively engaged in their education.

Students will be able to transition into work/further educational settings through having confidence in their ability to learn and achieve.

Quality systems at the school level guarantee continuity and consistency in curriculum delivery.

Purpose:
To embed and implement explicit and targeted leadership and professional learning practices.

Creating a culture that inspires collaboration, engaged communication, empowered leadership and organisational practices to raise our students' learning outcomes.

Enhanced organisational effectiveness will underpin improvements in teacher performance and development.
## Strategic Direction 1: Positive school culture

### Purpose
Why do we need this particular strategic direction and why is it important?

To develop respectful, responsible learners who are actively engaged within the school and the broader community. These students are independent and self motivated to reach their full potential as life long learners.

The school is seeking to develop itself as a dynamic an engaging organisation where students are explicitly taught skills for success.

### Improvement Measures
- Student attendance to be increased from 83% to 90% with all absences explained.
- Reduction of referrals on a term basis to the Reflection Centre from 201 in Term 1 2015 by 20% per term.
- Reduction of Long Suspensions by 20% per year

### People
How do we develop the capabilities of our people to bring about transformation?

- **Students:** Understand expectations and exhibit behaviours and values which allow them to access learning in a friendly supportive collaborative environment.
- **Staff:** Exhibit consistent use of language, rules and utilise appropriate welfare rewards systems. Respond to student welfare data in a positive and solutions focused manner.
- **Parents/Carers:** Understand the use of PBL and its implementation across the school. Parents to embrace a mutual understanding of expectations of student behaviour.
- **Community Partners:** Lake Cargelligo Central School values and expectations to be shared regularly with the broader community.
- **Leaders:** Leaders to embrace, promote and practice the school values.

### Processes
How do we do it and how will we know?

- Development of a comprehensive welfare system aligned to PBL which all staff, students and parents can easily navigate and utilise.
- Professional Learning for both students, staff and parents in relation to PBL (lessons across the school).
- Ongoing monitoring of the wearing of school uniform.
- Welfare system to be reviewed and redrafted to cater for newly established PBL, anti-bullying and attendance processes.
- Use of a digital platform to consistently record relevant student data.

### Products and Practices
What is achieved and how do we measure?

#### Product:
- Student attendance to be increased from 83% to 90% with all absences explained.
- Reduction of referrals on a term basis to the Reflection Centre from 201 in Term 1 2015 by 20% per term.
- Reduction of Long Suspensions by 20% per year

#### Practice:
- PBL and the associated systematic changes adopted by all staff as evidenced in regular School Evaluation Tool data reviews.
- Attendance policy to be implemented and embedded across all years as evidenced in attendance referral data.
- Student achievement acknowledged regularly as evidenced through welfare systems including Vivo miles.
- Re-engagement class to cater for students at risk of disengagement with the education process. Effectiveness to be monitored by the Learning Support Team during term reviews.

### Evaluation Plan
- PBL team and executive to analyse “Tell them from Me” survey data to inform PBL focus areas.
- PBL team and executive to analyse, extract and report data from Sentral /Vivo every term.
- “School Culture Accountability Team” established to measure and evaluate the impact of Strategic Direction 1.
### Strategic Direction 2: High expectations of student performance.

<table>
<thead>
<tr>
<th>Purpose</th>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Why do we need this particular strategic direction and why is it important?</strong></td>
<td><strong>How do we develop the capabilities of our people to bring about transformation?</strong></td>
<td><strong>How do we do it and how will we know?</strong></td>
<td><strong>What is achieved and how do we measure?</strong></td>
</tr>
<tr>
<td>To develop learning processes that actively involve students in deep and logical thinking. Teachers will teach higher order thinking skills so that students can achieve their full potential by being actively engaged in their education. Students will be able to transition into work / further educational settings through having confidence in their ability to learn and achieve. Quality systems at the school level guarantee continuity and consistency in curriculum delivery.</td>
<td><strong>Students:</strong> Students develop their ability to work independently and collaboratively to explore learning to master core subjects. Think deeply and critically and make relevant connections. Students are involved in self-assessment practices that assist them to best understand how they learn. <strong>Staff:</strong> Staff will be actively engaged in professional development driven by identified student achievement data. Staff will develop a deep understanding of where the students’ achievement levels are and where they want them to be and how to get them there. <strong>Parents/Carers:</strong> Parents will engage with their children’s learning. <strong>Community Partners:</strong> Knowledge of student work destinations and how to build career aspirations. <strong>Leaders:</strong> Professional development for leaders to build on the skills required.</td>
<td><strong>Individual Literacy and Numeracy tracking sheets for each student.</strong> <strong>An Individual Education Plan (IEP) for each child identified for not achieving End of Stage benchmarks in Literacy and Numeracy with observable, measurable, achievable and timely targets.</strong> <strong>Whole class embedded assessment practice in Mathematics with what to teach next to each student clearly articulated (K-6).</strong> <strong>L3 (K-2) and L3 model (3-4) explicit teaching for reading, writing and comprehension.</strong> <strong>Data from evidence based assessment entered in PLAN every five weeks (K-2) and at the end of each term (Years 3-6).</strong> <strong>Foster active community partnerships and work collaboratively.</strong> <strong>Embed practice which ensures the continuity of student learning.</strong></td>
<td><strong>100% students achieving End of Stage benchmarks unless on IEP’s (including confirmed disability) for Years K-6.</strong> <strong>Improve expected growth in Number Patterns and Algebra by 7% as measured in SMART data in Years 5/7/9.</strong> <strong>Aboriginal growth scores in Literacy to meet or exceed growth scores of non Aboriginal students in Years 5/7/9 as measured by NAPLAN SMART data.</strong> <strong>Increase students involvement and engagement in own learning – as measured by TTFM survey data.</strong></td>
</tr>
<tr>
<td><strong>Improvement Measures</strong></td>
<td></td>
<td><strong>Evaluation Plan</strong></td>
<td></td>
</tr>
<tr>
<td>- 100% students achieving <em>End of Stage</em> benchmarks unless on IEP’s (including confirmed disability) for Years K-6.</td>
<td><strong>Staff consultation through the Professional Development Framework.</strong></td>
<td><strong>Practice:</strong></td>
<td></td>
</tr>
<tr>
<td>- Improve expected growth in Number Patterns and Algebra by 7% as measured in SMART data in Years 5/7/9.</td>
<td><strong>“Student Performance Accountability Team” established to measure and evaluate the impact of Strategic Direction 2.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Percentage of students in Years 7-10 working at sound or above in overall English to increase by 5%.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Aboriginal growth scores in Literacy to meet or exceed growth scores of non Aboriginal students in Years 5/7/9 as measured by NAPLAN SMART data.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- <strong>Parents/Carers:</strong> Parents will engage with their children’s learning.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- <strong>Community Partners:</strong> Knowledge of student work destinations and how to build career aspirations.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- <strong>Leaders:</strong> Professional development for leaders to build on the skills required.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Lake Cargelligo Central School 2359

Page 5
### Strategic Direction 3: Building school leadership

#### Purpose

**Why do we need this particular strategic direction and why is it important?**

To embed and implement explicit and targeted leadership and professional learning practices.

Creating a culture that inspires collaboration, engaged communication, empowered leadership and organisational practices to raise our students' learning outcomes.

Enhanced organisational effectiveness will underpin improvements in teacher performance and development.

#### Improvement Measures

- Increase in participation in the SRC and the Aboriginal Leaders Group with a proactive focus on initiating and enhancing leadership capabilities as measured by meeting attendance data.
- Staff Professional Learning targets are being met and surpassed as measured by PDF.
- Early Career Teachers are identified and supported and achieve accreditation ahead of schedule as measured through accreditation processes.

#### People

**How do we develop the capabilities of our people to bring about transformation?**

**Students:** Students demonstrate leadership skills and capabilities through the SRC, Aboriginal Leadership team, Leadership camps, mentoring programs, peer support and the school curriculum.

**Staff:** Staff professional learning driven by strategic directions and student needs as a part of their Performance Development Framework. Staff demonstrate the ability to plan collaboratively and differentiate learning for their students.

**Parents/Carers:** School supports P&C and Aboriginal community involvement in school activities and planning.

**Community Partners:** Community partners encouraged to be involved with the development of student leadership programs such as careers days.

**Leaders:** Increase community involvement in school based projects.

#### Processes

**How do we do it and how will we know?**

- PDF and strategic directions guiding professional learning goals.
- Support for new and experienced staff through a range of processes.
- 10% on top student mentoring program to be implemented.
- Student leadership teams to access a variety of leadership programs and opportunities, including PBL and Peer Mentoring.
- Leadership program and individual professional growth and development (Performance Development Framework).
- Junior student leadership program including programs such as AECG and SRC.
- Implement an agreed leadership framework.

**Evaluation Plan**

- Analysis of students surveys.
- Professional Development Framework.
- "Leadership Accountability Team" established to measure and evaluate the impact of Strategic Direction 3.

#### Products and Practices

**What is achieved and how do we measure?**

**Product:**

- Increase in participation in the SRC and the Aboriginal Leaders Group with a proactive focus on initiating and enhancing leadership capabilities as measured by meeting attendance data.
- Staff Professional Learning targets are being met and surpassed, as measured by PDF.
- Early Career Teachers are identified and supported and achieve accreditation ahead of schedule, as measured through accreditation processes.
- Stage and faculty leaders demonstrate strong educational leadership and support of staff, as evidenced through curriculum planning practices and record of support and mentoring.
- Staff Executive have purposeful leadership roles based on expertise and analysis of whole school needs, as evidenced in role statements and teacher support.

**Practice:**

- Leadership program implemented for SRC and Aboriginal Leadership Group to develop leadership capability as monitored by the Learning Support Team.
- Staff provided with opportunities to develop purposeful leadership roles based on their professional expertise as monitored by the PDF.
- Professional learning programme reflects the PDF as well as student achievement levels.

---

Lake Cargelligo Central School 2359

Page 6