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| **School vision statement** |  | **School context** |  | **School planning process** |
| The vision of Lockhart Central School is to equip our students with the skills to be respectful, responsible and resilient citizens, who strive to achieve their potential. They will do this within a learning environment that is safe, positive, respectful, inclusive and welcoming. |  | Lockhart Central School caters to the learning needs of students from Years K-12 and has an enrolment of 110 students, including 23 Aboriginal students. It is located 60 km south-west of Wagga Wagga and is a member of the Riverina Access Partnership and Greater Kengal Learning Community. Students are encouraged to achieve their personal best underpinned by a Positive Behaviour for Learning model in which our core values are Respect Self, Respect Others, Respect Property. The school has a strong commitment to student engagement, quality teaching and maximising learning outcomes in literacy and numeracy.  Lockhart Central School is well supported by an active Parents and Citizens’ Association. |  | The development of this school plan is the result of an extensive process of data analysis and consultation with key stake holders including students, staff, parents and community members.  Students were surveyed and invited to give their perspective on the current position of the school and their desired future directions. This occurred over a series of meetings with members of the Student Representative Council (SRC) and student leadership group. This communication is ongoing.  All members of the community were invited to partake in the development of the strategic directions for the school, which has taken place over a period of twelve months.  Regular communication with parent and community members occurred over a twelve month period through the school newsletter and at formal assemblies. Parent representatives were involved with staff planning during School Development Days and at staff meetings. Regular feedback was provided through the P&C.  All staff, teaching and non-teaching were actively involved in every stage of the planning process.  The previously developed school vision was reaffirmed and strengthened.  **.** |
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| **Purpose:**  Our shared purpose is to develop strong leadership at all levels of the school to ensure ongoing growth and improvement of the school.  The development of leadership skills in staff and students is critical to ensure a self-sustaining and self-improving school community. Developing the expertise and professional capabilities of leaders and teachers to deliver quality education for children and young people, and lead improvement in outcomes. |  | **Purpose:**  Our shared purpose is to embed a system of values and positive culture to encourage a high social conscience that improves communication, student engagement, resilience and well-being of our 21st century learners based on: Respect Self, Respect Others, Respect Property. |  | **Purpose:**  Our shared purpose is to create a positive learning environment that engages students and results in lifelong learning through the commitment of expert staff to deliver quality personalised learning opportunities. |

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| Strategic Direction 1: Leadership | | | | | | |
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| **Purpose** |  | **People** |  | **Processes** |  | **Products and Practices** |
| Our shared purpose is to develop strong leadership at all levels of the school to ensure ongoing growth and improvement of the school.  The development of leadership skills in staff and students is critical to ensure a self-sustaining and self-improving school community. Developing the expertise and professional capabilities of leaders and teachers to deliver quality education for children and young people, and lead improvement in outcomes. |  | **How do we develop the capabilities of our people to bring about transformation?**  **Students:** Students participate in leadership teams across all year groups. They develop their effective learning skills.  **Staff:** Staff set learning goals and actively participate in professional learning sessions.  **Parents/Carers:** Parents support their child’s development of leadership and effective learning skills.  **Community Partners:** Provide opportunities for coaching, mentoring, volunteering and leadership skill development.  **Leaders:** Develop their capacity to engage with and provide high quality mentoring and coaching activities. They will foster a school-wide culture of high expectations and a shared sense of responsibility for student engagement. |  | **How do we do it and how will we know?**   * All staff are part of a professional learning team focussed on evaluating their impact on learning. * Succession planning and distributed leadership is evident in the school’s leadership strategy * Shared school-wide responsibility is evident through leadership, teaching, learning, and community evaluations to review learning improvements. * Staff continually re-examine the extent to which their practices support the learning of all their students.   **Evaluation Plan**  Ongoing feedback from peers, school leaders and students shows advancement in improvement measures compared with base-line data. This will include evaluations of professional learning plans and monitoring of individual professional learning and levels of involvement.  Analysis of PBL data will be used to evaluate success of student leadership program. |  | **What is achieved and how do we measure?**   * All staff participate in coaching and/or mentoring activities to facilitate excellence in teaching practices and assessment of student learning outcomes through an ongoing formalised program of professional learning. * More than 50% of students are involved in leadership activities.   **Product:**   * A culture of collaborative teacher professional learning is embedded into the school organisation and teachers learn from each other. * A student leadership program is developed K-12 which will encompass Peer Support and Student Buddy programs.   **Practice:**   * Performance and Development Framework becomes embedded in the culture of learning and improvement with a focus on ongoing staff professional learning * All staff at various stages of experience taking active leadership roles in school strategic planning and delivery * A culture of mentoring is demonstrated * There is evidence of a highly visible feedback and monitoring process. * Student-student and student-staff relationships across the school promote belonging and well-being. |
| **Improvement Measures** |  |
| * All staff participate in coaching and/or mentoring activities to facilitate excellence in teaching practices and assessment of student learning outcomes through an ongoing formalised program of professional learning. * More than 50% of students are involved in leadership activities. |  |

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| Strategic Direction 2: Ethical engagement - Building Positive Relationships | | | | | | |
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| **Purpose** |  | **People** |  | **Processes** |  | **Products and Practices** |
| Our shared purpose is to embed a system of values and positive culture to encourage a high social conscience that improves communication, student engagement, resilience and well-being of our 21st century learners based on: Respect Self, Respect Others, Respect Property. |  | **How do we develop the capabilities of our people to bring about transformation?**  **Students:** will be given opportunities to voice their opinions and to contribute constructively in decision making processes. The student leadership team will engage with the Principal on a regular basis.  **Staff:** will develop their skills in building positive relationships within the community.  Staff will undergo professional learning on providing feedback and utilise these skills in their communication with the community and students. They will communicate with parents and carers on a regular basis  **Parents/Carers:** will have increased opportunities to participate in learning opportunities alongside staff in matters concerning the education and wellbeing of their students.  **Leaders:** will participate in ongoing professional learning on giving and receiving feedback. They will ensure that appropriate time is given to develop relationships beyond a lip-service level. |  | **How do we do it and how will we know?**   * Students will participate in a variety of curriculum and extra-curriculum activities with the assistance of the additional equity funding available through the Resource Allocation Model (RAM) * Allocation of staff will enable the school web-site to be maintained and to include all current communications. This will be integrated with our social media communications. * Staff professional learning in public relations and building positive community relationships * Increase in staff professional learning with better access to our learning partners across Greater Kengal and RAP   **Evaluation Plan**  Data analysis will indicate an increase in student participation rates in all school activities and school attendance. Anecdotal evidence will reveal an increase in the amount of positive community feedback.  Student and parent surveys will indicate a stronger sense of engagement with the school. |  | * 25% increase in attendance rates including partial as well as full days. * Positive relationships among students,   staff and community will increase on task activity; decrease disruption (Respect Self); decrease bullying and non-compliance (Respect Others) and improve appreciation for school resources (Respect Property)  **Product:**   * 25% increase in student school attendance rates each semester.   **Product:**   * 10% decrease in negative Sentral entries in disruption, bullying, non-compliance and property damage     **Practice:**   * Positive and respectful relationships across the school community underpin a productive learning environment   **Practice:**   * There is a school-wide responsibility for student learning success with high levels of student, staff and community engagement   **Practice:**   * School members demonstrate increased resilience, engagement and respect |
| **Improvement Measures** |  |
| * 25% increase in attendance rates including partial as well as full days. * Positive relationships among students, staff and community will increase on task activity; decrease disruption (Respect Self); decrease bullying and non-compliance (Respect Others) and improve appreciation for school resources (Respect Property) |  |
| Strategic Direction 3: Quality Teaching and Learning | | | | | | |
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| **Purpose** |  | **People** |  | **Processes** |  | **Products and Practices** |
| Our shared purpose is to create a positive learning environment that engages students and results in lifelong learning through the commitment of expert staff to deliver quality personalised learning opportunities. |  | **Students:** Provided with opportunities to develop skills in goal; setting and personal assessment.  Will be provided with quality teaching in all lessons.  Will have the opportunities to participate fully in all aspects of the school life regardless of their background.  **Staff:** All staff participate in professional learning both internal (school driven) as well as their own PL plan derived through the Performance and Development Framework.  All staff develop expertise in data analysis and take responsibility for the improvement of student outcomes of every student in the school.  **Parents/Carers:** Need to be kept informed on the teaching and learning practices of the school.  Ensure there are the capabilities to be actively involved in their child/children’s learning.  Will be actively involved in the development of Personalised Learning Plans  **Leaders:** Develop their own skills in leadership and mentoring in order to build the collective capacity of the staff and school community for data usage, classroom observations, effective feedback.  Professional Learning needed on Strengthening family and community engagement and improving community consultation |  | * Structured strategic in-school Professional Learning program including mentoring and mandatory compliance including ESES. * Regular meetings timetabled for Performance and Development Framework concentrating on staff PL * Data driven programs such as FOR2LS, mentoring, HOW2Learn, and others that may be developed as need arises to be implemented across the school * Survey/audit of parent/carer capabilities and at home access to various facilities. Steps taken depending on the result of the survey to minimise inequity.   **Evaluation Plan**  PBL and other SENTRAL data used to inform student engagement. Assessment for, as and of learning fully utilised and indicate improvements. Evaluation of students movement along the L & N continuums as well as NAPLAN indicate growth. |  | * 85% of students K-10 achieve Stage Benchmarks in the Literacy and Numeracy continuums * Student growth in externally derived data is at expected or greater than expected for at least 85% of students.   **Product:**   * 100% of staff show evidence of numeracy and literacy in all Teaching and Learning programs     **Product:**   * All staff develop a Performance Development Plan that is reviewed regularly and focuses on improved learning outcomes for students   **Product:**   * Individual Learning Plans developed for every student K-12 as well as Personalised Learning Plans for all Indigenous students.   **Practice:**   * Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidenced based teaching practices   **Practice:**   * Performance and Development Framework becomes embedded in the culture of learning and improvement with a focus on ongoing staff professional learning |
| **Improvement Measures** |  |
| * 85% of students K-10 achieve Stage Benchmarks in the Literacy and Numeracy continuums * Student growth in externally derived data is at expected or greater than expected for at least 85% of students. |  |