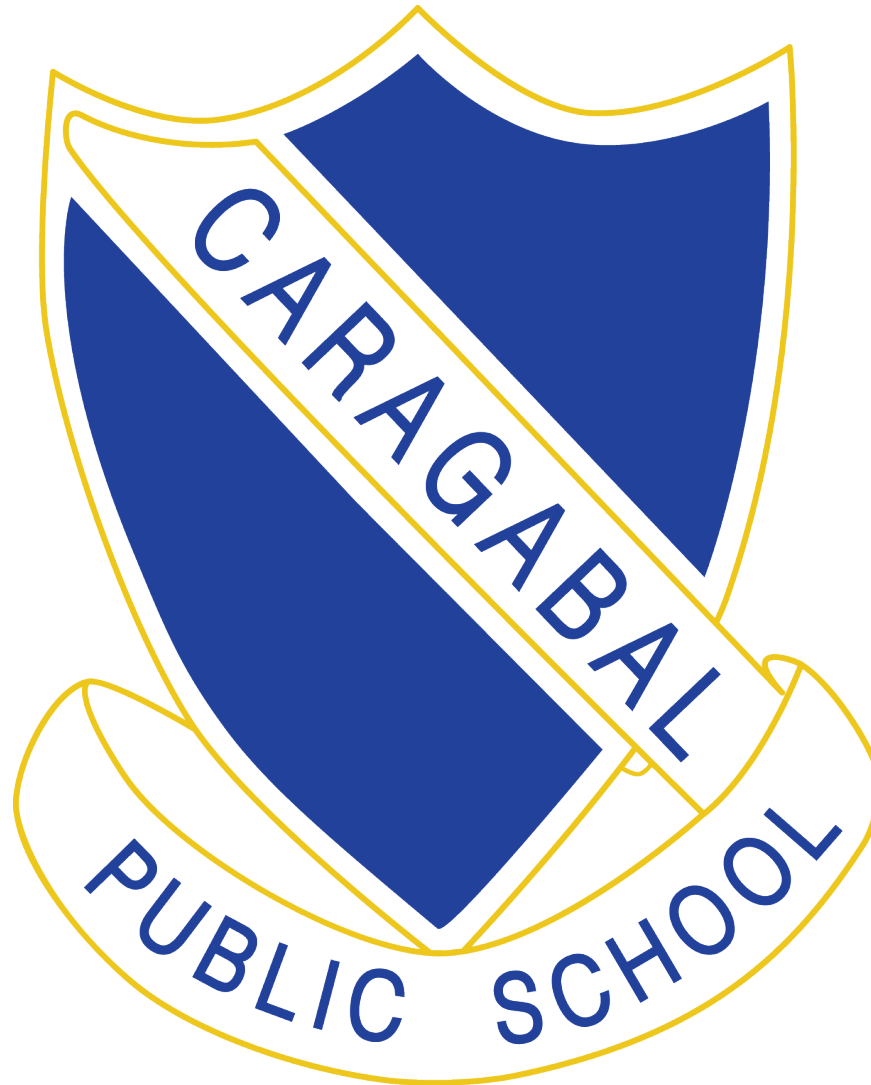


School plan 2018-2020

Caragabal Public School 1503



School background 2018–2020

School vision statement

At Caragabal Public School we are all learners – students, staff, parents, community.

We take risks and are ready for the challenges of learning.

We are responsible and respectful citizens preparing for life within and beyond Caragabal.

School context

Caragabal Public School is a small, rural school located within the village of Caragabal, on the Mid–Western Highway. The school belongs to the Forbes Small Schools Network where students interact in sporting and cultural activities and teachers provide collegial support across five small schools. Caragabal Public School is the focus of the community, it provides a quality education, which caters for approximately 27 students in the Kindergarten to Year 6 setting. The school ensures a safe, caring and positive learning environment, where every student is known, cared for and valued. Caragabal Public School has a strong focus on quality teaching and learning. The staff are highly committed to ensuring students have a strong foundation in all learning areas, deep content knowledge and confidence in their ability to learn. A mobile pre–school operates at the school two days per week and is highly utilised. The school community is active, extremely supportive and strongly committed to the education of students at Caragabal Public School.

School planning process

In 2017, the school sought the opinions of staff, students, parents and the community about what is currently working within the school, what needs improvement and their vision for the future of the school.

* Students were asked to identify members of the school community whom they can confidently turn to for advice and assistance at school. They collated ideas of what is currently working in the school and their ideas for improvement and also worked with staff to revise and rewrite the School Vision statement to reflect the needs of all stakeholders.

* Parents and Community members participated in a survey which addressed the needs identified in the 2016 external validation process. At a meeting they prioritised areas for improvement and discussed how they could be included in the school plan.

* Staff worked collaboratively within the school to collect and collate baseline data and with the Forbes Small Schools Network to streamline our planning process and to align our school plans.

School strategic directions 2018–2020

**Purpose:**

To provide a collaborative approach to student learning and a commitment to raise student achievement at all levels and all stages.. Students, parents and staff are working in partnership so every student is engaged and challenged through goal setting, planning, assessing and reporting on improving the learning.

**Purpose:**

To maintain a positive and collaborative culture where teachers demonstrate contemporary content knowledge and deploy innovative and effective teaching strategies, under which quality teaching and learning thrive. Maintaining focus on the explicit teaching of literacy and numeracy and support continuous improvement.

Strategic Direction 1: Engaged and challenged continuous learners

Purpose

To provide a collaborative approach to student learning and a commitment to raise student achievement at all levels and all stages.. Students, parents and staff are working in partnership so every student is engaged and challenged through goal setting, planning, assessing and reporting on improving the learning.

Improvement Measures

Increase the percentage of students demonstrating expected growth in literacy and numeracy.

Increase the proportion of students who are able to articulate their learning progression in literacy and numeracy.

Increase parent satisfaction in the student reporting process.

People

Staff

Staff have a deep understanding of learning progressions.

Communicate effectively with students and parents about student progress.

Explicitly teach students how to track their progressions and link to goals.

Use feedback from students and parents to inform their teaching.

Develop a deep understanding and implement best practice reporting.

Students

Students understand the progressions and how they can track their own learning.

Learn to give constructive feedback to staff about their learning.

Parents/Carers

Build confidence and understanding of how students learn.

Provide constructive feedback to staff about student learning progress.

Leaders

Investigate best practice in reporting processes to lead its implementation.

Embed explicit systems that facilitate parent engagement in their students' learning.

Processes

Student Goal Setting

Engage staff, students and parents in the curriculum progressions where all stakeholders can identify and articulate ongoing student improvement in literacy and numeracy.

Reporting to Parents

Enhance the reporting process to effectively engage parents in understanding their students learning.

Evaluation Plan

Progression data

Measures of collaboration (student and teachers)

Naplan, Best Start, PAT, Boehm,

Work samples

Student goal books

Reporting to parent systems

Student feedback on teaching

Practices and Products

Practices

Students are able to articulate their learning progression and demonstrate to their parents what they have achieved and identify the next step.

Feedback is used to inform parents about their student's learning growth, next steps and improvement measures.

Products

The school culture is strongly focused on learning, with explicit systems for staff, students and parents to share their understanding of student learning in literacy and numeracy.

Reporting to parents is clear, timely and accurate and provides information that supports further progress and achievement for student learning.

Strategic Direction 2: Teaching culture of collaboration, innovation and evidence-based practice

Purpose

To maintain a positive and collaborative culture where teachers demonstrate contemporary content knowledge and deploy innovative and effective teaching strategies, under which quality teaching and learning thrive. Maintaining focus on the explicit teaching of literacy and numeracy and support continuous improvement.

Improvement Measures

Increase the percentage of students demonstrating expected growth in literacy and numeracy.

Teaching programs and lesson observations indicate all teachers use evidence based literacy and numeracy strategies to improve student learning.

Teaching programs and lesson observations indicate all teachers incorporate critical and creative thinking skills into their teaching and learning programs.

All students demonstrate growth in critical and creative thinking assessment.

People

Staff

Confidently select the most appropriate strategy to support and progress student learning.

Develop skills to collaborate across the network through the use of technology and innovative practices.

Embed critical thinking skills and quality teaching practices into teaching programs and classrooms.

Students

Learn to give constructive feedback to staff about their teaching.

Collaborate and innovate with students from other small schools, via technology and face to face learning opportunities.

Leaders

Instigate and support professional learning opportunities for staff.

Lead respectful, professional dialogue within the school and network.

Community Partners

Establish effective processes to trial innovative practices where students are engaged in critical and creative thinking skills.

Understand protocols for working in schools and with students.

Processes

Literacy and Numeracy

Through professional dialogue and collaboration develop a deep understanding of and deliver evidence based literacy and numeracy strategies to improve student learning.

21st Century across the FSS

Develop and implement a collaborative small schools network approach to the delivery of 21st century learning in which students engage in innovative learning experiences.

Evaluation Plan

Teaching programs

Lesson observations

Collaboration between staff and network

Teacher reflection

Minutes from staff meetings

Professional learning

Naplan, Best Start, PAT, Boehm

Progressions English and Mathematics

Critical and Creative Thinking Assessments

Practices and Products

Practices

There is an integrated approach to professional learning, quality teaching, curriculum planning, delivery and assessment to meet the needs of all students.

Teaching staff demonstrate and share their expertise within their school and across the network to ensure consistency of curriculum delivery and employ creative and critical thinking skills.

Products

Systems to monitor, evaluate and reflect on how teachers identify, understand and implement explicit teaching methods, with priority given to evidence-based teaching strategies.

There are explicit systems for collaboration and to trial innovative practices within the school and other associated school networks.