

Strategic Improvement Plan 2021-2025

Carool Public School 1515



School vision and context

School vision statement

At Carool Public School, we continually strive for whole school improvement ensuring our students have access to high quality evidence-based teaching practices. Student needs are supported through differentiated learning programs, as well as, supportive and inclusive environments.

Our school provides contemporary and future focused learning to ensure all students continually make strong personal growth and feel connected to their learning and school environment.

School context

Carool Public School is a rural and remote school located in the Far North Coast. School numbers have remained relatively consistent over the past 5 years, with student numbers ranging from 12 to 18. We anticipate that this trend will continue in the future. Our Aboriginal student population has remained consistent over the past 5 years. In 2020 12% of students identified as Aboriginal. Our FOEI is 170 and ICSEA 915 identifying us as a low socio-economic rural school demographic.

Through our situational analysis, we have identified the need for a continued emphasis on embedding quality teaching practices in literacy and numeracy. Implementing high impact teaching strategies will provide opportunities to improve teacher practice and ensure students achieve growth and attainment in their learning. This will be achieved through highly effective self-directed learning opportunities for all students and through staff collaboration to develop feedback strategies in order to deeply reflect on teaching and learning.

Building on the school's existing school culture will be underpinned by evidence informed practices in place to support a strong focus on student wellbeing. Carool Public School will continue to support wellbeing through practices that promote social, emotional and behavioural engagement and by fostering positive relationships across the school community. We will work with families to create and modify strategies to support students to connect, succeed, thrive and learn.

The school undertook a rigorous self-assessment process which identified the need to move towards deeper reflective practices based on quality data analysis. A focus will be to embed school wide reflective practices in all areas to drive continual school improvement. This reflective practice will involve a collaborative approach to develop a deeper understanding of analysing data to drive teaching and learning.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise the learning outcomes for every student, all staff will use data to understand the learning needs of individual students and inform differentiated teaching for all students.

Improvement measures

Reading growth

Achieve by year: 2023

The proportion of Year 4 and 6 students demonstrating growth in reading by correctly answering questions in the Check-in Assessment will be at or above the average of Year 3 and 5 2022 data.

Numeracy growth

Achieve by year: 2023

The proportion of Year 4 and 6 students demonstrating growth in numeracy by correctly answering questions in the Check-in Assessment will be at or above the average of Year 3 and 5 2022 data.

Initiatives

Reading

A school wide strategic approach to build the capacity of teachers to deliver explicit and differentiated teaching instruction in reading through evidence informed practices. A culture of high expectations will be fostered by supporting students at their point of need to then determine the where to next.

- Expertly use student assessment data to reflect on teaching effectiveness and provide individualised, explicit, differentiated and responsive learning opportunities
- High impact professional learning on the literacy progressions.
- Embed and use high impact professional learning structures to build teacher capabilities and collective pedagogical practice.

Numeracy

A school wide strategic approach to build the capacity of teachers to deliver explicit and differentiated teaching instruction in numeracy. A culture of high expectations will be fostered by supporting students at their point of need to then determine the where to next.

- Expertly use student assessment data to reflect on teaching effectiveness and provide individualised, explicit, differentiated and responsive learning opportunities
- High impact professional learning on the numeracy progressions.
- Embed and use high impact professional learning structures to build teacher capabilities and collective pedagogical practice.

Success criteria for this strategic direction

All teaching, learning and Personalised Learning and Support Plans are responsive to the needs of all learners, showing evidence of teacher reflection to refine future teaching directions.

Teachers expertly apply a range of informative and summative assessment strategies to inform teaching and learning that lead to measurable improvements.

Valid and reliable assessment data is regularly collected, monitored and deeply analysed in reading and numeracy.

Teachers, learning and support team and the principal collaborate formally twice per term to discuss assessment data and adjust teaching programs and learning and support programs accordingly and to identify students who are not making expected growth.

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:

- NAPLAN data
- Literacy and numeracy progressions data tracking student growth
- Student work samples
- Student PLaSPs
- Pre and post data - Essential Assessment

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.
- Regular professional discussion around the School Excellence Framework elements and themes.
- Whole staff reflective sessions.

Strategic Direction 2: Wellbeing

Purpose

To create a whole school environment that supports and prioritises wellbeing. Students will be equipped with the social, emotional, and mental wellbeing skills to enable them to be resilient and responsible learners.

Improvement measures

Attendance >90%

Achieve by year: 2023

The proportion of Year 1 to 6 students attending school at least 90% of the time will be at or above the system-negotiated lower bound target of 70%.

Achieve by year: 2025

A strategic and planned approach is used to develop whole school processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

Initiatives

Positive Whole School Culture

Fostering the wellbeing of our students we will work in partnership with our school community to deepen positive and respectful relationships among all students.

- Select and develop strategies and utilise student voice to improve overall student wellbeing and to support the areas of resilience and self-regulation.
- Develop a strategic and planned approach to support whole school wellbeing.
- Strengthen the collective responsibility between school and parents for student learning and wellbeing success.

Data Driven Practice

The collection and analysis of data to inform the school's work in Wellbeing will be key in determining the overall impact that the activities will have on students. Data analysis will guide future planning to ensure all students can connect, succeed, thrive and learn.

- The school has systems in place to enable the school attendance target to be achieved.
- Staff will be involved in the analysis of data to determine the extent to which the purpose has been achieved.

Success criteria for this strategic direction

Regular and ongoing planning, monitoring and evaluation of the whole school approach to student wellbeing.

Planning and provision for learning is informed by holistic information about student's wellbeing needs in consultation with families.

Staff can clearly see a whole school improvement in all students and their understanding of wellbeing has significantly increased.

Positive, respectful partnerships are evident in the wider school community and students are at the centre of all decision making.

Expectations of behaviour are co-developed with students, staff and the community and are designed to ensure effective conditions for learning. They are explicitly and consistently applied across the school.

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 information will guide the school's future directions:

- SEF SaS (The wellbeing element and all themes).
- Student and parent focus groups.
- Tell Them From Me (TTFM) DoE Survey.
- Anecdotal evidence.
- Internal school data.

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.
- Regular professional discussion around the School Excellence Framework elements and themes.

Evaluation plan for this strategic direction

- Whole staff reflective sessions.