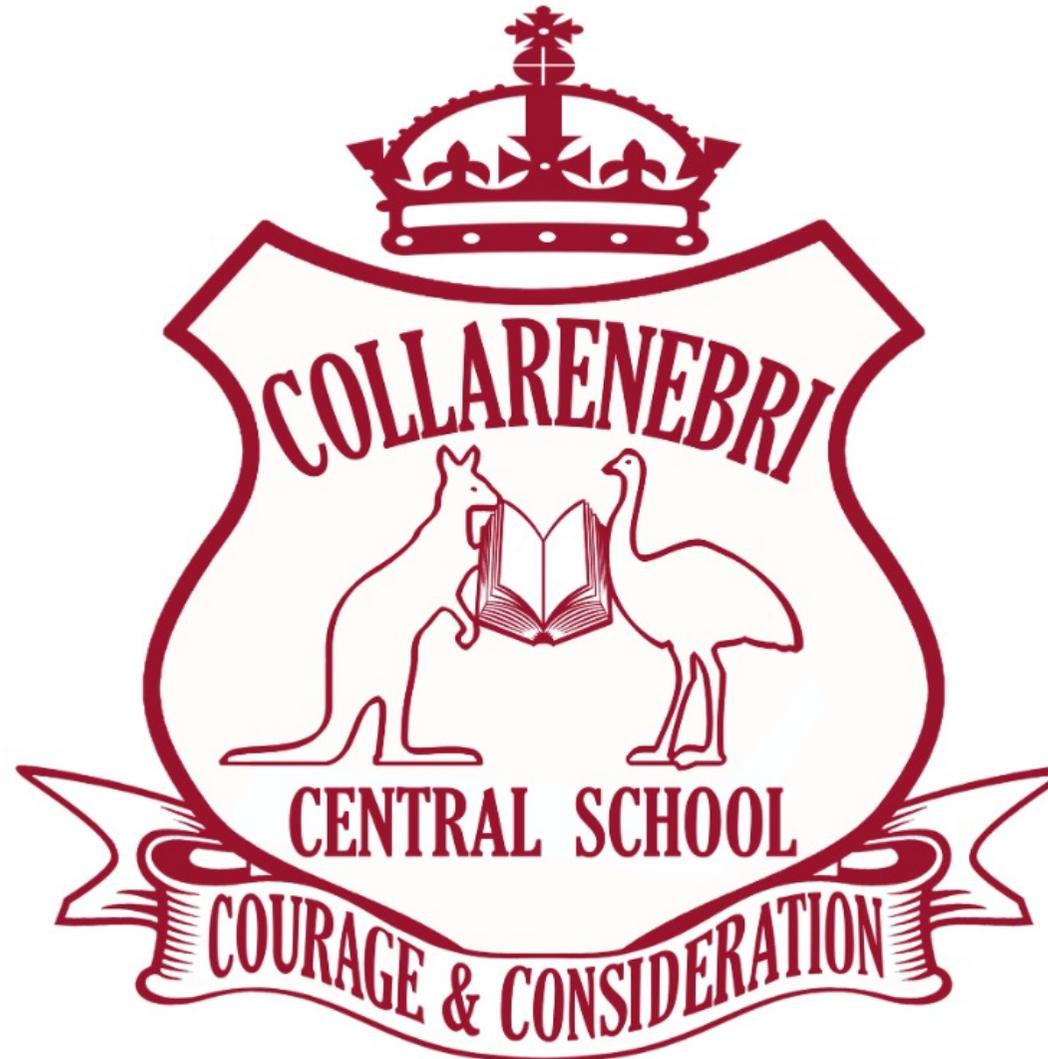


Strategic Improvement Plan 2021-2024

Collarenebri Central School 1589



School vision and context

School vision statement

Collarenebri Central School is committed to building an educational setting where students are happy, engaged in learning and striving to do their best at all times. The focus is on high expectations in a safe, respectful welcoming environment underpinned by community partnerships. Academic, cultural, sporting and creative learning opportunities ensure that the school recognises individual learning needs as we prepare our students for life beyond school.

School context

Collarenebri Central School is set in a small rural and isolated community servicing students K-12. It is located 75km north east of Walgett and 142km west of Moree. Students are drawn from the township and surrounding farms. A high proportion of students (86%) identify as being of Aboriginal background.

The school accesses the Aboriginal Language Nest and endeavours to embrace the local Gamilaraay culture and language. The school has modern facilities, which include well-maintained classrooms, a comprehensive library and very high levels of technology for student learning. All classrooms are fitted with multimedia LED panels and every student K to 12 has a laptop or iPad.

The school currently has 14 teachers and 12 administration and support staff, which includes additional temporary staff employed through school-based funding to better support the learning needs of all students. There is significant turnover of staff each year.

The school has been involved in the Early Action for Success (EAFS) strategy since its inception. This strategy is led by an Instructional Leader. Additional resources are allocated to provide tiered support to improve literacy and numeracy outcomes for all students in Kindergarten to Year 12. The school is a member of the Northern Borders Senior Access program, allowing Stage 6 students to access a broad curriculum during their senior years.

Collarenebri Central School is committed to continuing to strengthen its partnership with the local community and the local AECG. These partnerships require a strong focus on seeing the school as the "hub" of the community and the school facilities are readily available for community use and is regularly used by a number of groups and organisations.

As a result of the school's situational analysis, it has been determined that a whole school approach, including with all members of the school community, is required to achieve improvement in student performance.

This approach will include:

- Cross faculty and stage collaboration. Including with NBSA schools
- The evaluation, development and application of strong pedagogical practices K-12
- The development of a strong professional learning community, which includes evaluation of impact across teaching and non-teaching staff
- The development of staff evaluative practices, data skills and use.
- Aligning internal data with external data, refinement of assessment practices across K-12
- The development of comprehensive staff induction processes, including NBSA induction for secondary teachers
- The development and implementation of systems that identify, record and manage the needs of every student

School vision and context

School vision statement

School context

- Strategic collection of relevant data and the development of systems that support the tracking of individual student performance from K-12.
- Valuing culture and diversity as an acknowledged driver of students' engagement and success
- Developing and embedding whole school and community practices to improve student attendance.

Strategic Direction 1: Student growth and attainment

Purpose

To improve student achievement in literacy and numeracy we will develop and sustain whole school processes for collecting and analysing data, ensuring all students are accessing a differentiated curriculum within a culture of high expectations and quality teaching practices.

Improvement measures

Target year: 2022

NAPLAN top two bands

- Improvement in the percentage of students achieving in the top 2 bands in reading with a minimum of the lower bound system-negotiated targets being achieved:

Year 3 and Year 5: 13.10%

Year 7 and Year 9: 9.70%

- Improvement in the percentage of students achieving in the top 2 bands in numeracy with a minimum of the lower bound system-negotiated targets being achieved:

Year 3 and Year 5: 13.10%

Year 7 and Year 9: 9.70%

Target year: 2023

HSC

- Achieve the lower bound system negotiated target of the number of Aboriginal students in the top 3 Bands of HSC.
- Increase the percentage of Aboriginal students attaining the HSC whilst maintaining their cultural identity.

Target year: 2023

Expected Growth

Initiatives

Data Driven Practices K-12

A culture of agreed practices, processes and strategies delivers improved quality teaching practices through effective implementation of data skills and use in reading and numeracy.

- Establish and embed a culture of agreed practices in the delivery of quality teaching focused on the improvement of all students' reading & numeracy skills.
- Establish collaborative support for teacher performance development, cross-faculty/stage collaborations and evidence-based programs and lessons.
- PL in data literacy, data analysis and data use in teaching for all staff.
- Establish and use IL position to work with teachers using data to monitor and assess student progress and design future learning on a whole class, group and individual level.
- Review and adapt practice to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement.
- Embed data informed formative assessment practices as an integral part of daily instruction in every classroom.

Student Progress and Achievement

Curriculum delivery is tailored to support every student P-12 in meeting both school and community aspirations.

- Deep understanding of curriculum delivery supports differentiated teaching and learning programs K-12.
- Guiding effective teaching and learning cycle ensures all students meet expected growth targets
- Whole school literacy/numeracy focus to regularly assess, collate and analyse student progress to inform teaching. A whole school assessment schedule is embedded that uses formative

Success criteria for this strategic direction

Student assessment data is explicitly used school-wide to identify student achievement and progress and inform teaching practice.

Teaching programs and classroom practice across all KLAs K-12 demonstrate the whole school focus on improving student literacy and numeracy.

All staff Performance and Development Plans (PDPs) explicitly demonstrate a focus on genuine improvement in teacher practice and data literacy skills.

Teachers collaborate within and across stages and key learning areas to share student data, curriculum knowledge and effective teaching and classroom management strategies.

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in reading and numeracy, to post school destinations?

Data:

Data sources will include:

- Internal assessment, e.g. PLAN2
- External assessment, e.g. NAPLAN/HSC
- Check in Assessment
- HSC Minimum Standards
- Best Start Kinder
- Best Start Year 7
- Surveys TTFM
- Observation
- Focus Group

Strategic Direction 1: Student growth and attainment

Improvement measures

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

Year 5: 37%

Year 9: 37.5%

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

Year 5: 20%

Year 9: 50%

Target year: 2024

Improvement as measured by the School Excellence Framework

Learning Culture - validated at sustaining and growing but themes within are excelling

Data Skills and Use - validated at sustaining and growing but themes within are excelling

Initiatives

- assessments linked to the progressions to assess student progress and facilitate change in teacher practice.
- Establish partnerships with parents, students and community to support clear improvement aims and planning for learning.

Evaluation plan for this strategic direction

- Student voice
- Interview
- Document Analysis

Analysis:

Ongoing analysis will measure the success of initiatives and identify areas for improvement or modification.

Implications:

The findings of the analysis will inform:

- Future directions and budget allocation

Strategic Direction 2: Community Connections and Partnerships

Purpose

To improve student engagement, achievement and attendance through the provision of a culturally inclusive and rich learning programs, in partnership with the whole community.

Improvement measures

Target year: 2022

Attendance

Increase the percentage of students attending > 90% of the time to be at or above the lower bound system negotiated target of 50.9%

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

Target year: 2023

Learning Pathways

Each student K-12 has a Personalised Learning Pathway (PLP) developed in collaboration with parents/carers that is regularly monitored and articulates and guides their learning goals, wellbeing and aspirations including post school.

Target year: 2024

Improvement as measured by the School Excellence Framework

Educational Leadership - validated at sustaining and growing, with a significant focus on community engagement moving towards excelling

Initiatives

Collaborative Partnerships

The Aboriginal Learning and Engagement Centre provides personalised support to increase the proportion of Aboriginal students attaining Year 12 by 2023, while maintaining their cultural identity.

- Regular collaboration with the AECG occurs, a genuine partnership delivers improved outcomes for students and their families.
- Clear pathways are defined at each stage of school and quality post school options are embedded as goals throughout the learning journey.
- Educational outcomes and well-being of Aboriginal students is discussed widely at identified points in time so they excel and achieve in every aspect of their education.
- Collaborative decision making with parents and carers, families and their communities occurs regularly.
- Stage 6 strategy providing support and clear pathways for individual students to achieve an HSC (including ATAR options) and positive post school pathways, links with stage 5 learning.

Success criteria for this strategic direction

Families, community, students and staff feel a sense of belonging in the school and see the school as the hub of the community.

Effective partnerships with Aboriginal Elders, students, parents, Aboriginal community, the AECG and the DoE Aboriginal Education team supports the development of learning programs that are relevant, challenging and reflect the high expectations of the school community.

All students 5 - 12 have an individualised learning pathway that sets high expectations and clearly articulates and supports students' learning and post school goals.

Evaluation plan for this strategic direction

Question

To what extent have we improved student attendance?

Have we created strong lasting connections with the entire school community?

Data

The following data sources will be used to determine success.

- Student attendance data
- Post school destination data
- TTFM student survey
- Feedback
- Engagement with the Learning and Engagement Centre
- Records of attendance at school events
- PLP conversations and documents
- TTFM parent survey
- Anecdotal parent/carers conversations

Strategic Direction 2: Community Connections and Partnerships

Evaluation plan for this strategic direction

- Parent/community survey feedback
- Transition statements

Analysis

Using data sources to measure the success of the initiatives and identify areas for improvement and modifications.

Implication

The findings of the analysis will inform the future directions and budget allocated to initiatives.

Strategic Direction 3: Quality Teaching and Collaboration

Purpose

To ensure staff develop a practical understanding of the structures to improve teaching practice by working collaboratively within and across faculties and with the community.

Improvement measures

Target year: 2022

Effective Classroom Practice

Explicit teaching strategies and feedback are exhibited in all classes K-12.

Teaching sprints are undertaken twice a term to engage in evidence informed high impact professional learning.

Target year: 2023

Quality Transition and Continuity of Learning

School liaises with parents/carers, students and the community to inform and support the continuity of learning for all students. P-12

Target year: 2024

Improvement as measured by the School Excellence Framework

Effective classroom practice - validated at sustaining and growing, themes explicit teaching, feedback and classroom management. moving towards excelling.

Initiatives

Highly effective teaching practices

Effective classroom practice through a focus on explicit teaching practice, formative assessment, progressions and teaching sprints leads to whole school improvement.

- Create an online and face to face procedure to induct staff in how assessment, data analysis and well-being informs quality teaching practices.
- Embed the use of formative data collection, use of progressions for goal setting leading to changes to explicit teaching practice.
- Establish collaborative support for teacher performance development, cross-faculty collaborations and evidence-based programs and lessons.
- Change & adjust practice using the progressions, explicit individual student goals, formative feedback to plot students and differentiated teaching
- Analyse NAPLAN, HSC and minimum standard, Best Start 7 and check in assessment data to identify target areas.
- Review and improve the use of formative data sources, monitoring and reflecting on teaching effectiveness.
- Implement teaching sprints to drive professional learning activities. In a 5 week cycle driven by data.

Transition and Continuity of Learning

Meaningful transition system/process allows students to have the best chance to succeed at each stage of learning.

- Invest in the **Strong and Successful Start** to School initiative by creating a 4 year old pre-school program utilising the play based learning approach, 2 days a week staffed by an ECT.
- Supported playgroup to cater for children aged 0-5 years, for 2 hours each week engages parents and

Success criteria for this strategic direction

All staff understand through a comprehensive induction learning plan how they can be successful in their role at the school.

Student assessment data is explicitly used school wide to identify student achievement and progress and inform teaching practice

Teachers track and collaborate across stages and KLA's using PLAN 2.

Teaching programs and practice across all KLA's K-12 demonstrate the whole school focus on improving student learning outcomes against the progressions

All staff participate in learning sprints that directly influence their professional practice, measured during classroom observations and in teaching and learning programs

Students will feel successful in their transition to school and will feel equipped to adjust to further emotional, social and academic demands as demonstrated in TTFM data.

Parent engagement with school as a deeper understanding of school purpose as indicated in TTFM.

Evaluation plan for this strategic direction

Question:

Have teachers responded to teaching sprints and PL and implemented quality teaching practices?

Are we engaging the parents/carers and community in the learning journey of their children?

Data:

The following data sources will be used to determine success.

- Staff PDP's and observations

Strategic Direction 3: Quality Teaching and Collaboration

Initiatives

- community to establish, promote and develop home school relationships.
 - Early years transition committee that supports school staff, preschool, health, other key agencies and community connections.
 - Stage 3 into 4 transition is a collaborative process that develops contentedness between home and school as an engagement strategy.
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Evaluation plan for this strategic direction

- Scope and sequence documents
- Teaching and learning programs
- Assessment schedules
- Feedback
- Coaching and mentoring of staff, anecdotal records
- Records of attendance at playgroup
- TTFM parent survey
- Anecdotal parent/carer conversations
- Parent/community survey feedback
- Transition statements
- AEDC data

Analysis:

Using data sources to measure the success of the initiatives and identify areas for improvement and modifications.

Implications:

The findings of the analysis will inform the future directions and budget allocated to initiatives.