Strategic Improvement Plan 2021-2025

Coolah Central School 1621

School vision and context

School vision statement

Coolah Central School is an inclusive school where all students, parents and staff are valued and supported. All students and staff will strive passionately to do their best while setting high standards, increasing performance expectations and establishing consistent positive behaviour. Through supporting one another, students of Coolah Central School will become empathetic, well rounded, and creative members of the broader community, well suited to contribute to 21st Century life.

School context

Coolah Central School caters for students from Kindergarten to Year 12. The school has a student population of 195 (95 Primary and 100 Secondary) including 46 students who identify as Aboriginal and are supported by equity programs. Coolah Central School is located in the upper Central West Region 1 hour from Mudgee, 90 minutes from Dubbo and 3 hours from Newcastle. It is part of the Warrumbungle Shire.

Coolah Central School is well resourced with the library, computer rooms and music room recently undergoing significant refurbishment and the construction of a new Industrial Arts Trade Training Centre complementing the existing Hospitality Trade Training Facilities. Technology infrastructure has also been upgraded with the addition of some STEM related hardware.

The school currently has 26 teaching staff and 12 support staff, which includes additional temporary staff employed using school based funding to better support the diverse learning and welfare needs of all students. Many staff have been at the school for a significant amount of time. We have one beginning teacher.

A comprehensive situational analysis has been conducted which led to development of the 2021-2024 Strategic Improvement Plan, both of which involved consultation with students, staff, parents and the AECG. Through our situational analysis, we have identified a need to use the majority of the school's equity funding to support a range of initiatives.

The school is committed to continually improving effective classroom practices with staff professional learning being the key to ensuring this. This learning will ensure that both literacy and numeracy levels can be enhanced through improved data analysis and use to support individualised and differentiated learning.

The school will focus on developing future-focused learning practices and protocols for Project-Based Learning (PBL) and STEM (Science, Technology, Engineering and Mathematics) programs in order to improve student engagement in all Stages. Both programs further develop effective classroom practices that research shows will lead to enhanced learning outcomes.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

Improvement measures

Reading growth Primary
Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for reading in Years 3 and 5 for 2023 compared to Years 3 and 5 in 2022.

Reading growth Secondary
Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for reading in Year 9 for 2023 compared to Year 9 in 2022.

Numeracy growth Primary
Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for numeracy in Years 3 and 5 for 2023 compared to Years 3 and 5 in 2022.

Numeracy growth Secondary
Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for Numeracy in Year 9 for 2023 compared to Year 9 in 2022.

Reading growth Primary
Achieve by year: 2023

An increase in the number of Year 3, 4, 5 and 6 students achieving above the state average in reading Check-in Assessment in 2023 compared to 2022.

Reading growth Secondary

Initiatives

Using Data to Inform Explicit Teaching Practice

- Develop improved consistency in explicit teaching strategies across the school through backward mapping of literacy and numeracy skills K-12

- Build staff capacity to collect and analyse data to inform teaching practice and student support (NAPLAN, Best Start, check-in assessments, class assessments)

- Enhance staff ability to engage with effective assessment practices (Protocols, marking rubrics, scope and sequence, online, differentiation)

- Develop staff and student capacity to provide and utilise effective feedback

Catering for Individual Student Learning Needs

- Develop improved curriculum accessibility options catering for a diverse range of student abilities in literacy and numeracy

- Enhance staff capabilities in providing individual and small group support for lower ability and high potential students

- Expand student use of the Learning Centre in response to data analysis and feedback.

- Practices and processes will be put in place in all settings to support students at all levels of ability.

Success criteria for this strategic direction

The school analyses student progress and achievement data and teachers respond to student achievement to inform practice. The school uses systematic and reliable assessment information to evaluate student learning and to implement changes. (Learning - Assessment)

Teaching across the school shows evidence that work is adjusted to address individual student learning needs. (Learning - Curriculum - Differentiation)

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement. (Learning - Curriculum - Teaching and Learning Programs)

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

* Scout - Value added data

* Check in assessment data

* Teacher assessment and student work samples

* Literacy and numeracy PLAN 2 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

Strategic Direction 1: Student growth and attainment

Improvement measures

Achieve by year: 2023

An increase in the number of Year 7, 8 and 9 students achieving above the state average in reading Check-in Assessment in 2023 compared to 2022.

Numeracy growth Primary
Achieve by year: 2023

An increase in the number of Year 3, 4, 5 and 6 students achieving above the state average in numeracy Check-in Assessment in 2023 compared to 2022.

Numeracy growth Secondary
Achieve by year: 2023

An increase in the number of Year 7, 8 and 9 students achieving above the state average in numeracy Check-in Assessment in 2023 compared to 2022.

Evaluation plan for this strategic direction

* Executive team and whole staff reflective sessions

.* Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

After analysing the data a determination will be made as to the future of the four years' work and 'Where to Next?'

Strategic Direction 2: Engagement

Purpose

Students learn best when they are happy, safe and supported developing a strong sense of belonging. All students are known, valued and cared for. The school has strong and meaningful links with parents, caregivers and the community.

Improvement measures

Attendance (>90%)
Achieve by year: 2023

Increase the % of primary student attending 90% of the time or more, by 8.6%

Increase the % of secondary student attending 90% of the time or more, by 9.6%

Wellbeing
Achieve by year: 2023

Increase primary student wellbeing measures by at least 1.8%

Increase secondary student wellbeing measures by at least 5.4%

Achieve by year: 2025

Increase community engagement with school online applications by 17.5% including Facebook, Skoolbag and participation in online surveys.

Aboriginal student HSC attainment
Achieve by year: 2023

Increase the percentage of Aboriginal students attaining the HSC whilst maintaining their cultural identity to a minimum of the system-negotiated lower bound Mudgee network target.

Initiatives

Communication and Collaboration

Create a shared community ownership of student achievement and wellbeing.

- Increased community involvement in school decision making processes will lead to a shared school vision
- Authentic communication of school achievements and activities with the Coolah community promotes positive engagement in student learning
- Increased parental involvement in school activities and increased interaction of students with the wider community

Students Connect, Succeed and Thrive

Create a safe and supportive learning environment catering for all students.

- Student mental health and wellbeing will be supported through a range of programs and strategies
- Aboriginal students are supported to attain their final school qualifications at the same rate as non-Aboriginal students. This is an important part of fostering equality of opportunity for Aboriginal people.
- Build the capacity of students to engage in enhanced student leadership opportunities
- Develop facilities to support increased engagement of students in STEM Centre/ future focused learning space

Success criteria for this strategic direction

Teacher, students and community work collaboratively to improve student attendance (Learning-Learning Culture-Attendance)

Students are articulate and active in school life and effective partnerships in learning means students are motivated to deliver their best and continually improve (Learning- Learning Culture- High Expectations)

Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes (Learning- Reporting- Parent Engagement).

The school engages in strong collaborations between parents, students and the community (Learning- Learning Culture- Transitions of continuity and learning)

The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning (Learning-Wellbeing- A planned approach to wellbeing)

All staff respond to individual student learning needs of Aboriginal students through effective PLPs that demonstrate:

- a shared responsibility for high student achievement

- differentiated learning approaches ,and

- data-informed decision making

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:

* Attendance data

Evaluation plan for this strategic direction

* Scout - attendance data

* Tell them from me surveys

* PLPs

* Termly network audits of student performance

* HSC Minimum standards

* School parent and student surveys

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

* Executive team and whole staff reflective sessions

* Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions

After analysing the data a determination will be made as to the future of the four years' work and 'Where to Next?'

Strategic Direction 3: Teacher Practice

Purpose

All teachers are supported through ongoing professional learning opportunities to continually improve their ability to provide high impact teaching and learning experiences for all students. Staff collaborate sharing their expertise with colleagues.

Improvement measures

Achieve by year: 2025

All staff K-12 are actively engaged in increased high impact professional learning that supports improved student learning outcomes.

Achieve by year: 2025

Students express 30% greater satisfaction and efficacy for the school as measured by Tell Them from Me and other surveys.

Initiatives

Building Teacher Capacity

Supporting the continued development of high impact teacher practice.

- Providing opportunities for staff to design and participate in increased effective and sustainable professional learning opportunities including individually identified learning and whole school developed activities
- Creating opportunities for teacher collaboration in the development of high impact teaching and learning practices
- Developing mentoring scaffolds and supporting peer coaching through high performance school leadership
- Establishing a whole school focus on supporting teachers in their use of technology as a means of engaging students in the classroom
- Providing opportunities for staff to receive quality feedback on their classroom practice from colleagues and students and the ability to use this feedback to enhance performance
- Enhancing opportunities for leaders within the school to provide whole school professional learning

Success criteria for this strategic direction

The school uses embedded and explicit systems that facilitate professional dialogue, collaborations, classroom observation and the modelling of effective practice. (Teaching- Learning and Development- Collaborative practice and feedback)

The leadership team establishes a professional community which is focused on continuous improvement of teaching and learning (Leading- Educational Leadership- High Expectations culture)

All classrooms and other learning environments are well managed within a consistent school wide approach (Teaching- Effective classroom practice- Classroom management)

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. (Learning-Learning Culture-High Expectations)

Technology that supports learning is available and expertly integrated into lessons by teachers. Administrative staff are expert users of available technology and systems. (Leading-School Resources-Technology)

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:

* Teacher Professional Learning diaries

* Teacher surveys

* Tell Them From Me student data

The evaluation plan will involve:

Strategic Direction 3: Teacher Practice

Evaluation plan for this strategic direction

* 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

* Executive team and whole staff reflective sessions

* Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

After analysing the data a determination will be made as to the future of the four years' work and 'Where to Next?'