

Strategic Improvement Plan 2021-2024

Coolamon Central School 1624



School vision and context

School vision statement

Coolamon Central School works in partnership with parents to build a positive learning environment based on being respectful, being responsible, and being ready to learn. Our students are involved in collaborative learning, demonstrating an appreciation for diversity and nurturing inclusivity.

At Coolamon Central School our students are supported to become life-long reflective learners and resilient individuals who show initiative and take responsibility for their actions. Students are encouraged and supported to engage in leadership opportunities and have a voice in the school's educational journey.

Coolamon Central School staff are an effective educational team with a commitment to further develop their teaching practices to cater for an ever-changing learning environment, fostering student skills and supporting emotional development for lifelong success.

School context

Coolamon Central School is located approximately 40km North West of Wagga Wagga in the Riverina on Wiradjuri land. It is a comprehensive K - 12 school with an enrolment of 330 students, including 9% Aboriginal students. Primary has seven staged classes, whilst Secondary are in staged cohorts in Years 7 to 10 and Years 11 and 12 are provided a broad curriculum driven by student needs. Our students come from diverse backgrounds, reflecting our large and varied catchment area.

The school strives to foster a proactive partnership with parents and the community in a rural environment and collaborates with its partner Primary schools. The wellbeing of all students and staff is a key focus. Coolamon Central School has a highly professional and enthusiastic staff. The school is well resourced with future orientated and modern technological facilities.

Coolamon Central School students are supported through strong wellbeing and learning initiatives. The school has a focus on quality differentiated teaching and learning through a broad range of flexible strategies and programs to cater for diverse student needs. All students are catered for in a mainstream learning environment with an emphasis on inclusivity, individual learning support and extension as required. Our students are provided with the opportunity to participate and actively engage in an extensive range of academic, sporting and extra-curricular activities.

The school has evaluated its current practices and consulted with parents, staff, students and the Aboriginal Educational Consultative Group. From this, the school has identified that a focus on using assessment data to understand student progress, enhancing teacher quality and wellbeing is essential for ongoing school improvement.

The school will continue to evaluate our progress in supporting students based on our values of being respectful, responsible and ready to learn.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes all students reach or exceed their expected growth in reading and numeracy through explicit evidence based teaching informed by data.

Improvement measures

Target year: 2022

Primary:

Percentage of students in the top two bands of reading increases by 4%.

Percentage of students in the top two bands for numeracy increases by 5%.

Target year: 2023

Primary:

Percentage of students achieving expected growth in reading increases by 8%.

Percentage of students achieving expected growth in numeracy increases by 3%.

Target year: 2022

Secondary:

Percentage of students in the top two bands for reading increases by 7%.

Percentage of students in the top two bands for numeracy increases 6%.

Target year: 2023

Secondary:

Percentage of students achieving expected growth in reading increases by 6%.

Initiatives

Use of data to inform teaching practice

Student assessment data is regularly used school-wide to identify and grow student achievement and progress.

Effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery.

Professional learning in data literacy, analysis and use in teaching for all staff.

Regular monitoring and assessing of student progress to inform the next steps in learning.

Curriculum delivery

An integrated approach to quality teaching, curriculum planning, delivery and assessment will be utilised to meet the needs of all students.

Embed a learning culture that enables students to create and receive feedback.

Reflect on teaching effectiveness and provide individualised, explicit, differentiated and responsive learning opportunities.

Embed and use professional learning to build teacher capabilities and collective pedagogical practice.

Success criteria for this strategic direction

Use of data to inform practice

Data and feedback will be utilised to inform teaching practice and direct student learning.

Teachers analyse, interpret and extract data and use it collaboratively to inform and modify their teaching practice.

Teachers use data to check and understand what level of learning students have achieved and to plan the next steps.

Curriculum delivery

All students articulate, understand and achieve their literacy and numeracy learning goals.

Sustained learning, teaching and leadership behaviours which show evidence of adjustments to meet individual learning needs.

Data is used to measure the success of the implementation of explicit teaching strategies and study platforms.

Evaluation plan for this strategic direction

How does the school use a variety of data sources to regularly analyse the effectiveness of initiatives on student progress?

What impact has teachers being able to clearly explain to students why they are learning something, how does it connect to what they already know, or what they need to learn, had on student outcomes?

The school will use a variety of data sources to evaluate its progress. These include external and internal student performance data, teaching and learning programs, the School Excellence Framework and observation of practice.

Strategic Direction 1: Student growth and attainment

Improvement measures

Percentage of students achieving expected growth in numeracy increases by 4%.

Target year: 2022

HSC attainment

Percentage of results in Top 3 Bands HSC increases by 7%.

Evaluation plan for this strategic direction

The school will analyse the effectiveness of methods that have been used and modeled. The analysis of qualitative and quantitative data will guide the school's future directions.

Strategic Direction 2: Quality teaching practice

Purpose

Continuous teacher growth and improvement is achieved through collaborative and measurable approaches to quality teaching, curriculum planning, assessment and delivery.

Improvement measures

Target year: 2024

Collaboration

School survey data through participation in the LEED project will increase above 80% confidence in the use of data and collaborative practices.

Tell Them From Me survey data will show a positive increase in staff collaboration

Target year: 2024

HSC Completion

The percentage of students successfully completing of HSC and curriculum requirements will increase annually.

Target year: 2023

Aboriginal HSC attainment

Percentage of Aboriginal students obtaining their HSC while maintaining their cultural identity in the Narrandera network increases by 22%.

Initiatives

Collaboration

Professional learning is aligned with the Strategic Improvement Plan and its impact on the quality of teaching and student learning outcomes is evaluated.

Maintain a regularly dedicated time for collaborating with colleagues to plan, develop and refine teaching and learning programs.

Initiate and engage in ongoing professional dialogue and debate in the context of mutual trust, collective growth and collective efficacy. Implement effective processes to share ideas, practices and resources and use them on a regular and ongoing basis.

All teachers participate in Aboriginal Cultural Professional Learning sessions to develop a stronger understanding of Aboriginal culture and history.

High Expectations

Evidence based strategies will be identified and implemented to ensure the whole school community demonstrates aspirational expectations of learning progress and achievement of all students.

Effective partnerships in learning with parents and students results in students being motivated to maximise learning.

The school facilitates diverse opportunities to further expand learning pathways in response to individual needs.

Success criteria for this strategic direction

Collaboration

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers.

The leadership team maintains a focus on delivery of high quality professional learning to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable growth.

Teachers are skilled at explicit teaching techniques to identify student learning needs and use explicit strategies to break down the process, including clear learning intentions and success criteria.

High expectations

The school engages in collaboration between parents, students and the community so that students are able to demonstrate their skills and understanding in a K-12 environment.

Aboriginal culture and perspectives are embedded across the curriculum to support understanding for all staff and students.

Post school student destination indicates successful outcomes for the students participating in further study or employment.

Evaluation plan for this strategic direction

How effective has the targeted professional learning been in enhancing teacher capacity to meet the diverse needs of students?

To what extent have partnerships between the school and community enhanced student engagement and participation?

Strategic Direction 2: Quality teaching practice

Evaluation plan for this strategic direction

The school will use a variety of data sources to evaluate its progress. These include the School Excellence Framework , school surveys, Tell Them From Me survey, People Matter survey and observation of practice.

The school will analyse the effectiveness of methods that have been used and modeled. The analysis of qualitative and quantitative data will guide the school's future directions.

Strategic Direction 3: Wellbeing for all

Purpose

All members of the school community are able to engage with the school for a collective purpose to provide a safe, accepting learning environment that enables students to succeed.

Improvement measures

Target year: 2022

Attendance

Percentage of students attending for greater than 90% of the time increases by 6% in secondary and primary.

Target year: 2024

Wellbeing

Percentage of students demonstrating an increased sense of belonging, high expectations and advocacy increases by 4% in secondary and primary.

Initiatives

Building resilience

There is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students.

Develop collaborative strategies to proactively teach healthy coping, resilience and self-regulation.

Positive respectful relationships are evident and widespread among students and staff to ensure optimum conditions for student learning across the whole school.

Staff wellbeing

Staff are provided with strategies which support their capacity to engage meaningfully and effectively with all aspects of the school community.

Build positive and safe learning environments with a focus on supportive relationships across the whole school community.

The leadership team develops processes to build on collegiality and encouragement for all staff to support each other.

Success criteria for this strategic direction

Building resilience

There are measurable improvements in whole school wellbeing and engagement to support learning.

Planning for learning is informed by holistic information about each student's wellbeing and learning needs in consultation with parents and carers.

Staff wellbeing

Staff have worked together to build a resilient K-12 environment where both Secondary and Primary teachers support and collaborate with each other.

Evaluation plan for this strategic direction

How has the school measured improvements in student wellbeing and what do these results show?

What is the impact of the staff wellbeing strategies that have been introduced?

The school will use appropriate data sources to analyse the effectiveness of wellbeing programs and interventions including Tell Them From Me surveys, school based information and the Every Student Matters data base.

Has this resulted in positive, respectful relationships being evident and widespread among students, staff and school community?

The school will analyse the effectiveness of methods that have been used and modeled. The analysis of qualitative and quantitative data will guide the school's future directions.