

# Strategic Improvement Plan 2021-2024

## Carenne School 5610



# School vision and context

## School vision statement

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Carenne School aims to be a centre of excellence where all staff collaborate to provide quality education towards independence with high expectations for all. School culture is strongly focused on the building of educational aspiration and ongoing performance improvement as well as well-being, student voice, academic growth and success; so that students will achieve the best outcomes as lifelong learners.

## School context

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Our school is highly regarded by its students, staff and community and each person's unique qualities are known, valued, nurtured and celebrated. Carenne School is a large School for Specific Purposes (SSP) located in Bathurst with an enrolment of 114 students. There are 14 support classes on one site and 3 support classes at the Macquarie Tutorial Centre (MTC) which is located off site. The school caters for students from preschool to Year 12 with moderate to severe intellectual disabilities, autism and other additional learning needs. Additionally, the MTC provides specialist targeted behaviour support to primary and secondary students from local schools within the Bathurst district. Of the student enrolment 24% identify as Aboriginal or Torres Strait Islander.

Carenne's school motto is "Quality Education Towards Independence". This is exemplified by the strong focus on technology, student welfare and individualised education programs. The school is well resourced with a hydrotherapy pool, creative and performing arts programs, STEM equipment and a school bus. Staff are committed to delivering high-quality education for all students and our focus on well-being continues to be a priority with Positive Behaviour for Learning, Zones of Regulation and Trauma Informed Care incorporated across all areas of school.

We have undertaken an extensive reflection on data through the situational analysis and have identified several key areas for improvement that will drive our next school plan. Through authentic consultation with our community and the local AECG we have determined that the drivers for improvement will include growth and attainment, high expectations, well-being, attendance and professional practice.

The school has a very strong sense of community with parents and carers playing a vital role in the shaping of their children's education, with a focus on individual student needs. The introduction of individual literacy and numeracy targets as well as regular consistent assessment practices, explicit teaching and consistency of teacher judgement are major areas of focus with an overall aim of ensuring high expectations for all. Ongoing and regular communication with families is fundamental for our school community and this will continue to be an area for development into the future.

Strategic resourcing will be aligned to the initiatives of the school plan to ensure the maximum impact on students' outcomes and will be used effectively to achieve high quality service delivery. We will monitor the impact of the resourcing through both the finance team and the school improvement team and will report regularly to our school community.

The school will continuously evaluate the effectiveness and impact of the initiatives of the school plan each term and celebrate successes with both the school team and the community.

# Strategic Direction 1: Student growth and attainment

## Purpose

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To ensure that every student maximises their learning potential and improves every year, we will continually challenge through individual learning targets.

## Improvement measures

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### Target year: 2022

All students will achieve or exceed their individual targets in literacy as determined by appropriate assessments for each student.

### Target year: 2022

All students will achieve or exceed their individual targets in numeracy as determined by appropriate assessments for each student.

## Initiatives

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### Use of data to inform practice

Teachers use data to analyse and understand where their students are in their learning and to plan future focus. We will:

- deliver professional learning in the collection and analysis of data/evidence to ensure literacy and numeracy progress is planned and achieved.
- use data to adjust teaching practice to drive improvement for all students.
- make collecting and using data a routine and regular part of teaching practice and then engage in collaborative analysis of data with colleagues.

### Assessment

Teachers use assessment to evaluate, measure and document learning progress, skill acquisition and educational needs of all students to direct future learning goals. We will:

- use assessment flexibly and responsively as an integral part of daily classroom instruction.
- use assessment to provide students with learning opportunities.
- design and deliver high-quality assessment tasks.

## Success criteria for this strategic direction

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The learning goals for students are informed by analysis of internal student progress and achievement data and progress towards goals is monitored through the collection of quality, valid and reliable data.

Teachers clearly understand, develop and apply a full range of assessment strategies - assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.

## Evaluation plan for this strategic direction

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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.

- individual student targets
- teaching and learning programs
- individual assessment data (benchmarking, SWANS, check-in assessments, etc)
- data wall

The evaluation plan will involve:

- regular review every term 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. Planned and timetabled executive team and whole staff reflective sessions each term.
- term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

Deep analysis of the data will guide future school planning

# Strategic Direction 1: Student growth and attainment

## **Evaluation plan for this strategic direction**

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to provide ongoing improvement to maximise student learning outcomes.

# Strategic Direction 2: Connect, Succeed, Thrive and Learn

## Purpose

To ensure the whole school community demonstrates aspirational expectations in all areas of school life.

## Improvement measures

### Target year: 2024

Increase the attendance of students attending school more than 90% of the time by 10%.

### Target year: 2024

By the end of 2024 90% of teachers are implementing the five Berry Street Domains within their classrooms (Body, Relationships, Stamina/Engagement and Character).

### Target year: 2024

School self-assessment of the School Excellence Framework (SEF) element *Learning Culture* indicates improvement from Sustaining and Growing to Excelling.

## Initiatives

### High Expectations

All students need to be challenged and engaged in order to fully develop their potential. We will:

- develop a culture of high expectations where the whole school community demonstrates aspirational expectations of learning progress and achievement to challenge all students.
- embed a culture where regular attendance is valued and encouraged by all. We will regularly analyse attendance data and use it to inform planning.
- maintain a focus on distributed instructional leadership to sustain a culture of effective evidence based teaching and ongoing improvement.

### Well-being

For students to Connect, Succeed, Thrive and Learn a whole school approach to student well-being where there is a collective responsibility for student learning and success is vital. We will:

- implement well-being practices that promote social, emotional, behavioural and intellectual engagement
- develop strategies to proactively teach healthy coping strategies, resilience and self-regulation.

## Success criteria for this strategic direction

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence.

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

The school has implemented evidence based change to whole school practices, resulting in measurable improvements in well-being and engagement to support learning.

There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's well-being and learning needs in consultation with parents/carers.

## 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.

- school/community voice
- focus groups and parental engagement
- suspension, behaviour trends, PBL
- Individual Education Plans, Behaviour Management Plans
- post-school destination data
- teaching and learning programs
- attendance plans and data

The evaluation plan will involve:

- regular review every term of these data sources to provide clarity around whether we are on track for achieving the intended improvement

### Evaluation plan for this strategic direction

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measures.

- regular professional discussion around the School Excellence Framework elements and themes. Planned and timetabled executive team and whole staff reflective sessions each term.
- term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

Deep analysis of the data will guide future school planning to provide ongoing improvement to maximise student learning outcomes.

# Strategic Direction 3: Professional Practice

## Purpose

To ensure that all staff have opportunities to learn from colleagues, share knowledge and expertise and embed best practice so that all students will achieve the best outcomes as lifelong learners.

## Improvement measures

### Target year: 2024

School self-assessment of the School Excellence Framework (SEF) element *Learning and Development* indicates improvement from Sustaining and Growing to Excelling.

### Target year: 2024

School self-assessment of the School Excellence Framework (SEF) element *Effective Classroom Practice* indicates improvement from Sustaining and Growing to Excelling.

## Initiatives

### Collaboration

Effective collaboration requires teachers to recognise their own expertise and feel comfortable in offering it, while also being open to accepting the advice and feedback of others. We will:

- embed a strong culture in which collaborative planning, reflection and peer coaching are evident in everyday school life.
- regularly participate in structured lesson observations that focus on how different teaching approaches impact on student learning and give and receive feedback that discusses the effectiveness of strategies observed during lessons.
- seek professional learning opportunities to share and gain expertise in evidence based teaching practices and regularly dedicate time throughout the school year for working with colleagues to plan, develop and refine teaching and learning programs.
- demonstrate personal responsibility for maintaining and developing professional standards which are a reference point for whole reflection and improvement.

### Explicit Teaching

Explicit teaching helps students develop sophisticated and well organised ways of thinking, understanding and doing. We will:

- embed effective classroom practice through a focus on explicit teaching, feedback and quality assessment.
- develop teaching practices where students experience greater learning gains.
- use a range of data from different types of assessment to plan, modify and deliver lessons to meet the learning strengths and needs of students, and to monitor

## Success criteria for this strategic direction

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

Whole school and/or inter-school relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers.

Whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across a full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrated growth.

Student feedback is elicited by teachers and informs their teaching. Student errors and misunderstandings are explicitly addressed.

## 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.

- analysis of student growth, engagement and work samples
- participation in learning walks, classroom observations and provision of specific and timely feedback
- evidence of effective teaching strategies in teaching programs
- processes are in place for collaboration, observation and feedback protocols

The evaluation plan will involve:

## Initiatives

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and evaluate the effectiveness of lessons.

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## Evaluation plan for this strategic direction

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

Deep analysis of the data will guide future school planning to provide ongoing improvement to maximise student learning outcomes.