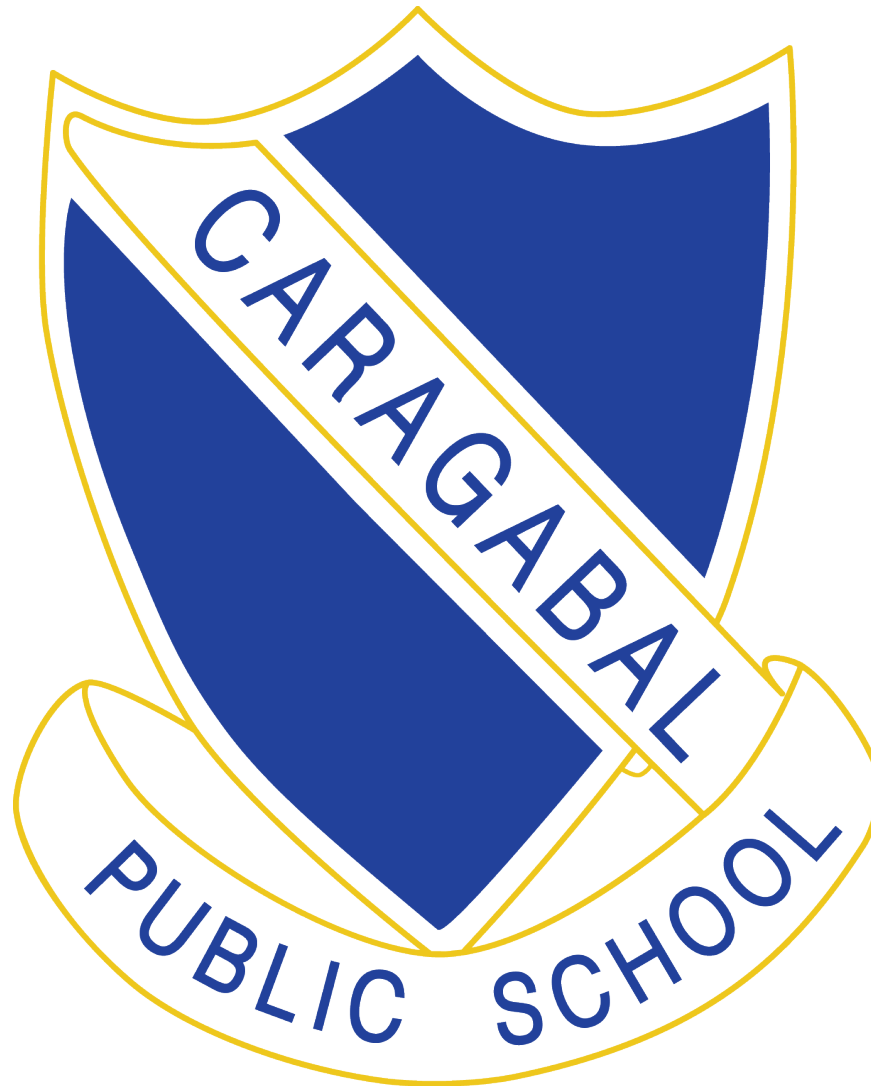


# Strategic Improvement Plan 2022-2026

## Caragabal Public School 1503



# School vision and context

## School vision statement

At Caragabal Public School we are positive learners - students, staff, parents and community. We take risks and are ready for the challenges of learning. We are responsible, respectful, resilient citizens preparing for life within and beyond Caragabal.

## School context

Caragabal Public School, with a current enrolment of 22 students, is a rural and remote school located on Wiradjuri country in the north of the Temora network, 160 kilometres west of our nearest regional centre, Orange. This plan has been developed in consultation with the Forbes AECG.

School numbers have fluctuated over the past eight years, with student numbers ranging from 22 to 38. It is anticipated that this trend will continue in the future. Enrolment of Aboriginal students at the school have slightly fluctuated over the past four years. Historically the Caragabal area is not known as an area occupied by Aboriginal communities but seen as a place to pass through. The school's FOEI, 107, has remained consistent for the past five years. Since 2018 the number of enrolments, identified as coming from lower socioeconomic backgrounds, has doubled.

The school has received additional funding through staffing allocations due to drought support. The school has used these funds to enable small class sizes, co-planning, co-teaching and catering for the individual needs of each and every student. The learning programs are personalised, supporting a range of diverse learners.

The school has developed a strong transition program with the Grenfell Pre-School. Students are able to attend pre-school at Caragabal Public School for two days per week from the age of two and a half. The school and pre-school work together to plan collaborative experiences for the students.

Caragabal Public School engages in many learning and sporting networks, including the Temora Small Schools network, the Temora Principal network and the Forbes Small School network. Each network provides the staff and students with an avenue to collaborate, share and learn from a variety of academic, social and cultural experiences.

Based on the outcome of our Situational Analysis, Caragabal Public School needs to continue to adapt to the changing needs of the school community to ensure there is a school-wide approach to continual improvement for our students, staff and community, which is reflected in our vision. Staff will continue to address the individual needs of students, confidently tracking and reporting their growth using evidenced-based teaching practices and analysed data. Collaboration was recognised as a key component to successful teaching in a small school and opportunities will be afforded to staff to work together at a whole-school level and access teaching networks outside Caragabal to ensure their ongoing knowledge and development. To build on the strong sense of community a culture of high expectations and collective responsibility for students' wellbeing will be supported through clearly defined and communicated processes. The school and community will work together to ensure all members of the school community continue to improve in all aspects of school.

Caragabal Public School aims to prepare students for a life of learning, making valuable contributions as responsible citizens within and outside the Caragabal community.

# Strategic Direction 1: Student growth and attainment

## Purpose

There is a consistent, school-wide approach to quality, evidenced-based teaching strategies which address the individual needs of students. Data will identify student progress and inform future school directions to evaluate student learning and lead to measurable improvement.

## Improvement measures

### Numeracy growth

Achieve by year: 2023

All students are able to demonstrate growth and achievement in multiplicative over the year, using the learning progressions.

### Reading growth

Achieve by year: 2023

All students are able to demonstrate growth and achievement in understanding text over the year, using the learning progressions.

## Initiatives

### Reading and Numeracy Strategy

Teachers use data to meet the individual needs of students through the selection and implementation of evidence-based strategies to explicitly teach literacy and numeracy.

\* Teachers identify through rigorous data analysis the most effective literacy and numeracy teaching strategies to suit the individual needs of each student.

\* All teaching programs reflect an integrated approach to quality programming and differentiation for student learning.

\* Embed and use high professional professional learning models to build teacher capabilities, high expectations and collective pedagogical practice.

## Success criteria for this strategic direction

### Reading and Numeracy Strategy

Teacher observations and teacher programs will explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.

Staff use systematic and reliable assessment information to evaluate student learning over time and implement changes in teaching that lead to measurable improvement.

## Evaluation plan for this strategic direction

Question :

How is our explicit focus on data informed practice having an impact on student learning?

Data :

NAPLAN data, external measures (Best start, check-in assessment), internal measures (Essential Assessment, progression data)

Analysis :

The evaluation plan will involve: Five weekly review of data sources (using data wall) to provide clarity around whether we are on track for achieving the intended improvement measures.

Weekly whole staff case management meetings to identify students at risk and appropriate interventions.

Determination of where to next after analysis of data for individual students.

Termly triangulation of data including qualitative and quantitative, internal and external data sources.

Implications:

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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Are the results as expected? Why or why not? What are the next steps in the process to achieve this strategic direction?

## Strategic Direction 2: Leading collaboration through innovation

### Purpose

Model instructional leadership through the provision of mentoring and coaching support which ensures the ongoing development and improvement of all teachers. Through explicit systems that facilitate collaboration for staff and students within the school and wider networks, this will drive ongoing, school-wide improvement in both teaching practice and student results.

### Improvement measures

#### Reading growth

Achieve by year: 2023

Increase the mean scaled score of Years 3 and 5 students from 2022 to 2023 in the Reading Check-in assessment.

#### Numeracy growth

Achieve by year: 2023

Increase the mean scaled score of Years 3 and 5 students from 2022 to 2023 in the Numeracy Check-in assessment.

### Initiatives

#### Excellence in collaborative practice

Teachers demonstrate a commitment to continually improve their practice through collaboration and professional learning measured by growth against the teaching standards.

\* Systems are embedded that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers.

\* Staff access and evaluate professional learning opportunities to identify and implement the most effective strategies to improve teaching and learning.

\* Staff collaborate with others within and outside their school to share and embed exemplary practice.

### Success criteria for this strategic direction

Teachers and supervisors use the Australian Professional Standard for Teachers to identify goals, inform PDPs, implement classroom observations and provide feedback.

Skills learnt at professional learning activities are being evaluated for effectiveness and implemented in the classroom, as evidenced in teaching programs, student growth and documented observations.

### Evaluation plan for this strategic direction

Question :

How can the school determine if collaborative practice has positively impacted on individual students attaining their expected growth and outcomes in their learning?

Data: NAPLAN data, external measures (Best start, check-in assessment), internal measures (Essential Assessment, progression data)

The evaluation plan will involve: Teaching staff collaborative five weekly review of data sources to provide clarity around whether we are on track for achieving the intended improvement measures.

Determination of where to next after analysis of data for staff.

Termly triangulation of data including qualitative and quantitative, internal and external data sources.

Analysis: Analyse how staff are collaborating and how effective it is in improving teaching and learning. Analyse how professional learning is contributing to effective classroom practice.

Implications: Is the school achieving the stated improvement measures? Why or why not? What are the next steps to take to achieve this strategic direction?

## Strategic Direction 3: Culture of success

### Purpose

Build a strong culture of high expectations and aspirations through embedding a school-wide collective responsibility for student learning needs and wellbeing through effective partnerships with parents and students. This will result in sustained and measurable whole school improvement.

### Improvement measures

#### Attendance (>90%)

Achieve by year: 2023

#### Attendance

Increased percentage of students attending school more than 90% of the time, maintaining or improving upon the school-level uplift target of 85% or above.

#### Student Wellbeing

Achieve by year: 2026

Based on the areas of Sense of Belonging, Advocacy and High Expectations for success a minimum of 90% of the students will report positively.

### Initiatives

#### High Expectations and Aspirations

Staff work with the school community to establish processes, practices and initiatives that support student wellbeing and promotes a supportive environment of high expectations across the whole-school.

\* A whole-school system is in place where students have regular opportunities to meet with their staff mentor who provides support to the student to help them fulfil their potential.

\* Student wellbeing is supported by practices that foster students' sense of belonging, and which value student voice and promote engagement.

### Success criteria for this strategic direction

A whole-school approach to implementing, recording and tracking student wellbeing.

Students participating in wellbeing groups being led by teacher mentors where they have an opportunity to share their ideas and make decisions about school practices relating directly to the school vision.

Parents and carers working with staff and students to set high expectations around student learning and understand and support student wellbeing.

### Evaluation plan for this strategic direction

How can the school determine that it's systems and processes for enhancing student wellbeing have been successful?

Data: Parent notifications of issues, TTFM, data, Student Collaboration data - STEM, Wellbeing groups data, ACARA Personal and Social Capability framework.

The evaluation plan will involve: Teaching staff collaborative five weekly review of data sources to provide clarity around whether we are on track for achieving the intended improvement measures.

Weekly whole staff case management meetings to identify students at risk and appropriate interventions.

Determination of where to next after analysis of data for individual students.

Termly triangulation of data including qualitative and quantitative, internal and external data sources.

Analysis: Measure the impact the activities have made against the baseline data.

Implications: What does the data say? Was that the expected outcome? How will it impact our planning in the following year?