

Strategic Improvement Plan 2023-2026

Carcoar Public School 1504



School vision and context

School vision statement

At Carcoar Public School we strive for excellence and equity and embrace a culture of high expectations so that all students and staff improve consistently. The school community will celebrate success and achievements together as we connect, thrive and succeed to reach our full potential.

Out of the Past | Into the Future as we strive for Excellence and Equity as a School Community.

School context

Carcoar Public School is situated in the historic village of Carcoar within walking distance to the small but growing village nestled on the banks of the Belubula River. We are located 13km from the nearest township of Blayney and 50km from Bathurst.

We have historic school buildings and spacious school grounds to learn and play in. In 2020 all classrooms were updated with modern and flexible furniture to better meet the needs of students. Our school library is well resourced and utilise Google Chromebooks and touch panels to engage with technology.

Our school community values our work that we complete everyday as we embrace a culture of high expectations and ensure our students are at the centre of all decisions.

Over the past five years our school has seen significant change in the student population, socio-economics of our families, out of area enrolments and inclusive education. We have an enrolment of 16 students with 3 identifying as Aboriginal.

We embrace a range of extracurricular activities such as Amplify Music, Specialist Dance Teacher, OZ Harvest Cooking Initiative, Sporting Schools Australia and Before & After School Care to provide a holistic approach to learning.

We work in partnerships to build collaboration and engagement across education communities such as the Bathurst Learning Alliance, Heritage Country Schools and other small school alliances.

In authentic consultation and conversation with our community and local AECG we have identified that we need to improve data to inform our planning and explicit teaching so that all students improve in reading and numeracy. We have also identified that as a school community we need to improve student attendance, learning expectations and build a greater sense of culture through collaborative practices.

As a result, our school will work towards the following direction for the next four years:

Strategic Direction One: Student Growth and Attainment

Strategic Direction Two: High Expectations and Collaborative Practices

We have committed our financial and human resources to student individual needs and the professional learning for our teachers so that our students exceed the system and network negotiated targets for improvement. This funding will be regularly monitored by the small but dedicated finance team to ensure we are having the desired impact on student growth and achievement.

We will evaluate and monitor our progress towards improvement for both students and staff each term and communicate and share our successes regularly with our school community

The school undertook External Validation in 2021. This opportunity allowed for further

School vision and context

School vision statement

School context

collaboration through in-depth discussions, based on the analysis of information collected to determine what the growth areas of the school will be moving forward.

"Out of the Past | Into the Future as we strive for Excellence and Equity as a School Community"

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student achievement and ensure consistent growth for every student in reading and numeracy we will employ explicit, research-informed teaching strategies and use data to inform and evaluate practice.

Improvement measures

Reading growth

Achieve by year: 2023

Increase the proportion of Year 5 students demonstrating growth in Reading from the 2022 Term 4 Check in assessment data.

Numeracy growth

Achieve by year: 2023

Increase the proportion of Year 5 students demonstrating growth in Numeracy from the 2022 Term 4 Check in assessment data.

Initiatives

Highly Effective Teaching

Explicit Teaching & Data to Inform

To prepare for explicit teaching we will explain, model and guide learning. To monitor student progress, we will:

- Plan the scope and sequence of learning from the English and Mathematic syllabi to systematically build student understanding of skills, concepts and content knowledge in reading and numeracy so that they progress towards mastery.
- Design and deliver high quality assessment tasks part of everyday practice so that students can improve their learning processes and enhance their understanding and performance on the task. We will use rubrics, marking guidelines and work samples to support students with self-assessment and enhance visible learning across the school.
- Provide specific feedback based on the success criteria and give students opportunities to reflect on and apply the feedback so they can help refine learning goals to improve their learning.

By using data effectively teachers will understand how students are progressing and adjust teaching accordingly. We will:

- Prioritise professional learning in effective and efficient use of data.
- Collect and use a range of data to determine next steps in teaching and to improve individual and collective teaching practice by modifying teaching programs and implementing classroom strategies as part of an ongoing improvement cycle.
- Use data to evaluate individual learning programs to inform goal setting to ensure that all students are challenged and successful. Formative and summative assessment data will be used to highlight individual student strengths and weaknesses in Reading and Numeracy

Success criteria for this strategic direction

Whole School Monitoring - The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement.

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

Data skills in Planning - School staff collaborate with the school community to use student progress and achievement data to identify strategic priorities, and develop and implement plans for continuous improvement. Strategies implemented reflect research on best practice and include ongoing monitoring of success.

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 data
- Check-in Assessment
- PLAN2 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 through whole staff reflective sessions
- Term by term review and triangulation of data

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

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 learning outcomes for all.

Strategic Direction 2: High Expectations & Collaborative Practices

Purpose

In order to maximise a culture of high expectations and collaboration, we are focused on building educational aspirations for all - students, staff and community to improve every year.

Improvement measures

Attendance >90%

Achieve by year: 2023

Increase the proportion of students attending >90% of the time.

Wellbeing

Achieve by year: 2026

The School Excellence Framework Self-assessment Survey is maintained at Excelling in the element of Wellbeing.

Initiatives

Wellbeing & High Expectations

By using collaborative strategies and shared high expectations with staff across, the school community, and other agencies we will support the wellbeing of students by:

- Embedding a whole-school approach to student wellbeing and engagement where there is a collective responsibility for student learning and success.
- Modelling healthy coping strategies in the classroom, support the development of self-regulation skills and establishing mentoring programs that identify strengths and success as well as building resilience.
- Regularly analysing attendance data to inform planning and personalising attendance approaches to improve regular attendance rates for all students.

When the whole school is empowered as learners and leaders, actively contributing to both their own education and to whole school initiatives, self-efficacy is enhanced and they experience significant growth in motivation, wellbeing and achievement. We will achieve this by:

- Guiding and supporting students towards meeting expectations with improved engagement from parents and carers to encourage them to hold high expectations of their children so that children can connect, thrive and succeed as emerging citizens.
- Working in partnership with colleagues to achieve shared collaboration goals by seeking professional learning opportunities to share and gain expertise in evidence-based teaching and wellbeing practices.

Success criteria for this strategic direction

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

Collaborative Practices: 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. This drives ongoing, school-wide improvement in teaching practice and student results.

High Expectations: The school team establishes a professional learning community which is focused on continuous improvement of teaching and learning.

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:

- Scout data (Attendance)
- Life Skills GO
- PDPs
- School 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 through whole staff reflective sessions
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions

Strategic Direction 2: High Expectations & Collaborative Practices

Evaluation plan for this strategic direction

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