**Collarenebri Central School 1589**

**Quality Teaching and Succession Planning**

**Wellbeing of Students and Staff**

**Community Engagement**

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| **School vision statement** |  | **School context** |  | **School planning process** |
| **Collarenebri Central School focuses on excellence in a safe, respectful and welcoming environment. The school and the community are committed to working in partnership to build a positive and supportive school culture. Effective communication is seen as critical.**  **Our school and community are committed to building an educational setting where students are happy, attending, engaged in learning and striving to do their best at all times.**  **We are dedicated to embedding cultural awareness within the curriculum. A partnership in guiding the school is highly valued as a vehicle for enhancing quality teaching and learning.** |  | **Collarenebri Central School is set in a small rural and isolated community servicing students K-12. It is located 75km north east of Walgett and 142km west of Moree. Students are drawn from the township and surrounding farms.**  **Collarenebri Central School, with Mungindi Central School, Boggabilla Central School and Goodooga Central School comprise the Northern Borders Senior Access program for students in Years 11 and 12, providing access to a wider curriculum for our senior students.**  **Our student body comprises 86 students, 78.7% of whom identify as Aboriginal. Family and Educational Index (FOEI) is179 and is in the 100% range.** |  | **This plan was developed and written in consultation with the school and wider community during a series of scheduled community meetings and meetings with focus groups. Consultation took place through verbal communication and written surveys, meetings and written responses.**  **The school and wider community directly influenced the development of the strategic directions and school vision. The improvement measures were completed by the school’s teaching and learning team.**  **At the completion of the 5P planning phase, a draft document was produced and shared with the wider community for final consultation. Once this phase was completed, the final school plan was shown to the community and the Collarenebri AECG to be ratified** |
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| **Purpose:**  Quality teaching practices engage students in learning. They increase student skills, knowledge and understanding of the content within each course studied from Kindergarten to Year 12. Succession planning is vital in a school such as Collarenebri Central School (CCS) to mitigate the disruption to schooling brought about by a transient staffing model. A baseline curriculum embedded with quality teaching practices and Aboriginal perspectives is necessary to help ensure a purposeful and successful schooling experience for CCS students. |  | **Purpose:**  To support all students to become self-regulated learners. Achieved through the development of systematic whole school programs, increasing teacher capacity and engaging students by making learning irresistible with meaningful learning opportunities. |  | **Purpose:**  CCS has a large government presence in Collarenebri. It is one of the largest employers of local residents and has the highest rate of interaction with community members of any other town-based organisation. Positive community engagement is essential to build positive attitudes within students towards their education and to provide special learning experiences unique to CCS that inculcates a deep sense of pride in who they are and where they are from. |

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| **Quality Teaching and Succession Planning**  Strategic Direction 1: | | | | | | |
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| **Purpose** |  | **People** |  | **Processes** |  | **Products and Practices** |
| **Why do we need this particular strategic direction and why is it important?**  Quality teaching practices engage students in learning. They increase student skills, knowledge and understanding of the content within each course studied from Kindergarten to Year 12. Succession planning is vital in a school such as Collarenebri Central School (CCS) to mitigate the disruption to schooling brought about by a transient staffing model. A baseline curriculum embedded with quality teaching practices and Aboriginal perspectives is necessary to help ensure a purposeful and successful schooling experience for CCS students. |  | **How do we develop the capabilities of our people to bring about transformation?**  **Students:**   * Engage in developing their own learning goals in respect to what and when they achieve them. * Understand that there are consequences for non-compliance and reward for effort that is applied fairly and consistently. * Have explicit teaching of learning intentions and are provided timely feedback from all learning opportunities. * In ES1 and S1 engage in EAFS, L3 and Targeted Early Numeracy strategies. * Have individual learning needs addressed * Have exposure to specialist teachers from a range of subject areas * Will focus on Aboriginal languages as their LOTE experience. * Will engage in meaningful and relevant excursions. * Have exposure to a well-equipped and maintained Agriculture plot. * Have access to playing fields that are grassed. * Have access to a well-resourced curriculum * Build capacity of VET teachers to deliver FSK.   **Staff:**   * Staff utilise in-school and out of school networks (such as NBSA and ACCESS) to develop a sustainable base-line school curriculum. * Educate staff on Instructional Practices and create a graduated implementation of these across all classes. * Utilise the experience and expertise of individual staff to lead or co-lead change. * Engage in meaningful professional development and be prepared to lead colleagues in embedding positive change into the school. * Promote excellence by publishing outstanding student work on school website and Social Media sites.   **Parents/Carers**:   * Develop PLP/ILP’s in consultation with parents. * Clarify reporting process for both formal and informal parent/carer reports. * Make parent feedback relevant and accessible. |  | **How do we do it and how will we know?**   * A whole school k-12 base-line curriculum will be developed to ensure continuity of education of students regardless of staff turnover. * Staff will submit electronic resources onto central server. * Aboriginal perspectives to be embedded in whole school curriculum. * Students will participate in their PLP/ILP to direct their learning together with staff involving the AEA. * Redevelop the discipline policy to ensure simpler and more transparent processes. * Review the merit policy and monitor its implementation to ensure all students have fair and equal access to rewards. * Utilise Instruction Practice strategies to increase learning engagement and outcomes. * Implement EAFS, L3 and TEN strategies in K/1/2. Staff will continue to partake in TPL opportunities to deepen and strengthen their skills. * Employ enrichment and remediation programs where appropriate for Literacy and Numeracy using SMART data analysis to target and shift students into higher performance bands. * Utilise the training of individual staff members to implement whole school teaching and learning strategies. * Staff will have active networks within and outside the school and utilise VC technology to share ideas. * Train staff on Instructional Practice strategies. Create a schedule for graduated implementation. Build a team to monitor its implementation. * AEO and staff to engage parent/carers in the PLP/ILP process. * Review current reporting procedures and develop a “communicating with parents/carers” policy to give staff minimum practice guidelines. * LAST to head attendance team. * Staff will take advantage of centralised attendance tracking system to make communications with parents/carers and liaise with the HSLO and ASLO. * Targeted staff to be trained in Student Engagement Audit. * Excursion Policy to be reviewed * Automated watering troughs to be investigated and installed. * Install an irrigation system into the rear oval. * FSK will be running at CCS as a VET framework   **Evaluation Plan**   * Attendance data analysed each term. * Instructional Practice Survey completed each term * Student Engagement Audit completed each Term |  | **What is achieved and how do we measure?**   * 10% increase in full time attendance and a 50% decrease in partial absences. * Student assessment will indicate growth for 100% of students. (eg SMART and RAP data analysis, Course Grade Band Descriptors) * 100% of Stage 6 students to exit secondary school either with a credential or into the work force. * Increased retention of Stage 6 students from Year 11 to Year 12. * Increased retention of Primary students into the secondary department. * 100% of students who exit Stage 6 move onto a productive pathway. * 100% of ES1 and S1 students who have been pre-schooled, to meet stage appropriate Reading Recovery Levels. * Some students achieve results in the top two bands. * Increased retention of students between stage 3/4, 5/6 and School to work.   **Practice:**   * Learning and Support team will analyse attendance data and provide directions on actions. * School celebrates improved attendance. * Assessment policy reviewed and implemented. * Student pathways embedded in ILP/PLPs and inform teaching. |
| **Improvement Measures** |  |
| * 10% increase in full time attendance and a 50% decrease in partial absences. * Student assessment will indicate growth for 100% of students. * 100% of Stage 6 students to exit secondary school either with a credential or into the work force. * Increased retention of Stage 6 students from Year 11 to Year 12. * Increased retention of Primary students into the secondary department. * 100% of ES1 and S1 students who have been pre-schooled, to meet stage appropriate Reading Recovery Levels. |  |

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| Strategic Direction 2: **Quality Learning Experiences for Students** | | | | | | |
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| **Purpose** |  | **People** |  | **Processes** |  | **Products and Practices** |
| To support all students to become self-regulated learners. Achieved through the development of systematic whole school programs, increasing teacher capacity and engaging students by making learning irresistible with meaningful learning opportunities. |  | **How do we develop the capabilities of our people to bring about transformation?**  **Students:**  Our students will regulate their learning via formative and summative self and peer assessment techniques.  **Staff:**  To deliver a viable curriculum through targeted learning via our teacher learning communities.  Implement highly effective teaching practices.  **Parents/Carers:**  Participate in forums and meetings to actively engage with their students’ learning.  **Community Partners:**  Participate in the Central Schools’ Project ‘How2Learn’, thus produce resilient, resourceful, reflective, collaborative learners.  **Leaders:**  To ensure sustainability by entrenching the qualities of delivering a guaranteed curriculum within all teachers. |  | **How do we do it and how will we know?**   * Executive to coordinate schedule of targeted program of special programs. * Audit list of available services * Formation of a consortium involving FACS, Police, Health, CCS, AECG, AMS, Walgett Paediatrician and MPS to coordinate services to families and students requiring support. * Build wellbeing into PLPs and ILPs. * Professional Learning for staff based around the impact of cultural awareness and its relevance to well-being. * Mind Matters Sessions timetabled K-12 * Develop a strong code of ethics for student body through teacher/student and student/student mentoring with a strong sense of school pride and belonging. * Refine and develop a purposeful transition program. Building on Pre-School to Kindergarten and extending this to between stages transition. * Develop coordinated Breakfast Club/Green Lunch and Hygiene program. * Publically celebrate success on school assemblies. * Merit Day Assemblies |  | **What is achieved and how do we measure?**   * An active SRC with regular meetings and a purposeful agenda. * Students will have regular access to leadership groups and accessed broader networks such as NBSA. * Students, community and staff will all be able to clearly articulate discipline/rewards procedures as well as other aspects to student wellbeing management. * Decline in low level anti-social behaviour such as non-compliance of students with staff. * Kids’ Matter philosophy will be apparent throughout relevant school policies and negotiated school and class rules. * All staff enacted complaints handling procedures correctly in accordance with broader DoE policies such as the Code of Conduct. * Average Attendance increase by 10% * Active interagency Consortium * Reduced HSLO referrals * Improved retention Stage 5 to HSC * Increased participation rate of families in the PLP process.   **Evaluation Plan**   * Data harvested off EBS4 for discipline, suspension and wellbeing notifications * Parent contact data monitored * Interagency contact monitored |
| **Improvement Measures** |  |
| * An active SRC with regular meetings and a purposeful agenda. * Students will have regular access to leadership groups and accessed broader networks such as NBSA. * Students, community and staff will all be able to clearly articulate discipline/rewards procedures as well as other aspects to student wellbeing management. * Decline in low level anti-social behaviour such as non-compliance of students with staff. * Kids’ Matter philosophy will be apparent throughout relevant school policies and negotiated school and class rules. * All staff enacted complaints handling procedures correctly in accordance with broader DoE policies such as the Code of Conduct. * Average Attendance increase by 10% * Active interagency Consortium * Reduced HSLO referrals * Improved retention Stage 5 to HSC * Increased participation rate of families in the PLP process. |  |

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| Strategic Direction 3: **Community Engagement** | | | | | | |
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| **Purpose** |  | **People** |  | **Processes** |  | **Products and Practices** |
| This plan was developed and written in consultation with the school and wider community during a series of scheduled community meetings and meetings with focus groups. Consultation took place through verbal communication and written surveys, meetings and written responses. The school and wider community directly influenced the development of the strategic directions and school vision. The improvement measures were completed by the school’s teaching and learning team.  At the completion of the 5P planning phase, a draft document was produced and shared with the wider community for final consultation. Once this phase was completed, the final school plan was shown to the community and the Collarenebri AECG to be ratifie. |  | **How do we develop the capabilities of our people to bring about transformation?**  **Students:**  Students develop strong connections with the local community and its Aboriginal history and have a clear sense of their identity and a strong sense of belonging.  Students take advantage of the education and employment opportunities both from within and outside the local community.  Students are self-aware, build positive relationships and actively contribute to the school and the community.  **Parents:**  Parents are regularly engaged in productive dialogue to enhance the quality of student learning outcomes.  An active Parents & Citizens Committee provides a forum for parents, community and staff to communicate and to discuss issues that impact on quality education.  **Staff:**  Have a connectedness to the local community. They know the culture of Collarenebri and its people.  Utilising expertise to provide opportunities for transition purposes in the community. |  | **How do we do it and how will we know?**  Staff and students are engaged and active learners in curriculum-based activities rich with Aboriginal perspectives involving the active participation of community members  Systematically engaging in the practice of self-assessment and reflection of school practices against the school excellence framework  Community-based programs developed to further develop interpersonal skills, confidence and empathy for community issues.  Ongoing review and reflection of school-community communication, information sharing and community engagement practices.  Increase and improve the opportunities for parents/carers to participate in school activities.  Localised agreement with the AECG will be formulated.  Implement co-ordination roles for staff with community groups.  Whole staff training and implementation of Mindmatters Program  **Evaluation Plan:**  Collection of evidence which demonstrates systematic improvement of the school as compared to the identified elements with SEF;  Parent and student satisfaction surveys  Monitoring attendance and engagement of parents in school activities. |  | **Product:** At least 50% of parents/carers attend planned information and or consultation process.  **Product:** All teachers have a copy of the DEC SEF and regularly refer to this in stage teams, project teams and whole-school professional learning activities building over time a deep knowledge of its content and its relationship to their day-to-day work.  **Practice:** Community input is valued through a process of consultative decision making and is reflected in the school plan and in school life.  **Practice:** The School Excellence Framework forms the basis for ongoing whole-school reflective and self-assessment practices and the systematic collection of evidence. |
| **Improvement Measures** |  |
| * At least 50% of parents/carers attend planned information and or consultation process. * All teachers have a copy of the DEC SEF and regularly refer to this in stage teams, project teams and whole-school professional learning activities building over time a deep knowledge of its content and its relationship to their day-to-day work. * Community input is valued through a process of consultative decision making and is reflected in the school plan and in school life. * The School Excellence Framework forms the basis for ongoing whole-school reflective and self-assessment practices and the systematic collection of evidence. |  |