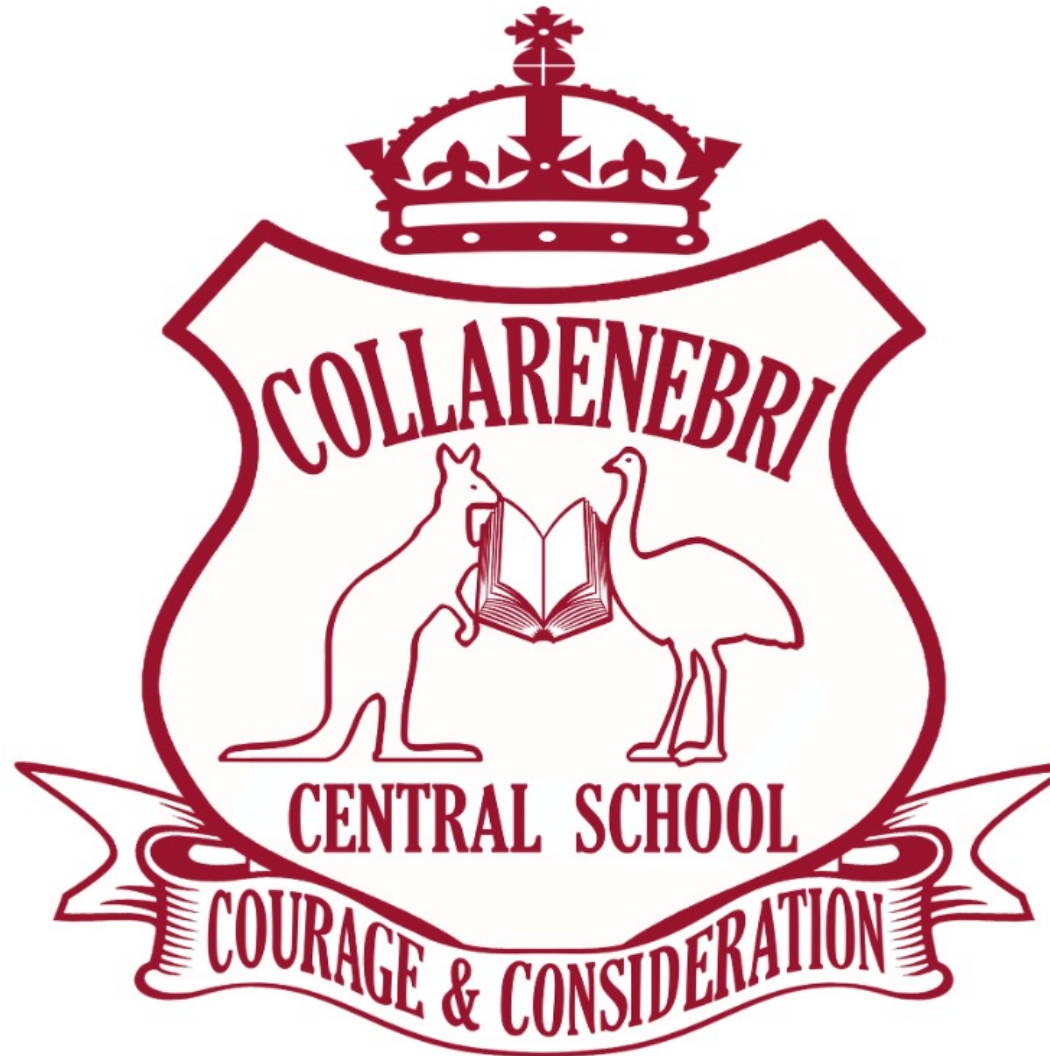


School plan 2018-2020

Collarenebri Central School 1589



School background 2018–2020

School vision statement

Our school community is committed to building an educational setting where students are happy, engaged in learning and striving to do their best at all times.

The focus is on high expectations in a safe, respectful welcoming environment underpinned by community partnerships. Academic, cultural, sporting and creative learning opportunities ensure that the school recognises individual learning needs as we prepare our students for life beyond school.

School context

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. A high proportion of students identify as being of Aboriginal background.

The school has a strong focus on quality teaching and learning, student wellbeing and community engagement. Key initiatives include EAfS, teaching Gamillarray language, Northern Border Senior Access program Stage 6 and links with tertiary education.

School planning process

This plan was developed and written in response to community feedback, formal and informal discussions with local AECG, parents and caregivers, staff, other agencies and students.

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.

The theme of this plan was identified as acknowledging all members of the school community as learners who demonstrate courage and consideration of others.

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.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Courage and consideration

Purpose:

Courage and consideration underpins the work of the school by supporting the school community on their learning journey. This work is evidenced by students' preparedness to accept learning challenges, demonstrate resilience and consideration of differences. Students will strive to achieve their best, identify positive futures and be active contributors in their community.

STRATEGIC DIRECTION 2

Learning journey and direction

Purpose:

Our students will be engaged in their learning, identifying new projects, challenges and interests that evolve throughout life. They will be active responsible learners in a supportive environment that nurtures and inspires.

STRATEGIC DIRECTION 3

Visible Learning and evidence of informed teaching

Purpose:

Quality teaching practices build enthusiasm for life long learning, supporting staff, students and community members to be proactive in their learning journey. An engaging well rounded curriculum will provide opportunity for setting high expectations in the delivery of learning.

Strategic Direction 1: Courage and consideration

Purpose

Courage and consideration underpins the work of the school by supporting the school community on their learning journey. This work is evidenced by students' preparedness to accept learning challenges, demonstrate resilience and consideration of differences. Students will strive to achieve their best, identify positive futures and be active contributors in their community.

Improvement Measures

Structures established to support student self-regulation and wellbeing.

The school is assessed as Excelling in the Wellbeing element of the School Excellence Framework, as determined through self assessment.

Stronger links with all school community stakeholders as indicated by TTFM data.

People

Staff

Understand the need for consistency in responding to student behaviour and have the skills and capacity to identify and respond to students requiring additional social, emotional, academic and behavioural support.

Students

Understand the importance of working collaboratively and cooperatively as an active participant in a community of learners.

Students value learning where ever it fits in their world.

Parents/Carers

Understand the positive outcomes associated with directly and positively engaging with the school to support learning, behaviour and wellbeing practices.

Support students to be "school ready" everyday

Community Partners

Capacity building based on appreciating that support is required, valuing and respecting others.

Leaders

Have the capacity to establish and maintain productive relationships with the school community, LAECG, LALC, interagencies and other service providers.

Processes

Implement a whole school approach to building positive, respectful and connected relationships to ensure the best environment for student learning and engagement.

Through consultative partnerships: promote a culture of collaboration, connection and open communication and provide the best possible educational experience for our students.

Evaluation Plan

Data from the following sources will be analysed to evaluate the achievement of this work.

- Tell Them From Me and school survey data
- ebS4 data
- student leadership and voice
- Partnerships – AECG, LALC, NBSA, Boomarli, Beacon Foundation

Practices and Products

Practices

The school community consistently display and acknowledge respectful, responsible, resilient and positive behaviour and citizenship qualities.

School wide collective responsibility for student learning and success; shared by parents and carers, and students; informed by students wellbeing and learning needs.

Student Wellbeing focuses on the needs of every student, provides support for classroom and playground management and is consistently implemented throughout the whole school..

Communication channels are positive, varied and flexible to ensure the school and community have opportunities to engage in ongoing and open discussions to increase student and school success.

Products

Positive, respectful relationships are reflected in a whole school and community responsibility for student and staff wellbeing, learning and success.

The school and its community regularly engage in consultative decision making practices and come together to learn and celebrate.

Strategic Direction 2: Learning journey and direction

Purpose

Our students will be engaged in their learning, identifying new projects, challenges and interests that evolve throughout life. They will be active responsible learners in a supportive environment that nurtures and inspires.

Improvement Measures

Increase parent and carer participation and engagement in the development of Personalised Learning Plans (PLPs).

Processes for regular individual student learning conferences are used and evaluated K–12, for consistent implementation.

Student attendance profile for all years to be 85% or higher.

People

Students

Understand the importance of personalised learning, goal development and feedback and have the confidence to participate in critical, creative and challenging learning experiences.

All students learning language and 7–12 students participate in Sista Speak and Bro Speak.

Staff

Understand the need to engage with students, staff, parents and carers, and community by sharing skills and seeking advice from others.

Parents/Carers

Recognise their contribution to school life when feeling appreciated as valued and essential partners in their child's educational future.

Appreciate that learning never stops.

Community Partners

Recognise the value of working with the school as sharing their expertise and skills, and the benefits it brings to the school and wider community.

Processes

Develop strong partnerships between students, parents and carers to plan learning goals that are aspirational and data driven.

Implement a whole school approach to community engagement where staff, parents and carers, community members and interagencies work collaboratively to broaden student learning opportunities.

Evaluation Plan

The following data sources will be analysed to evaluate the success of the work.

- Personalised Learning Plans
- School community members attaining Gamillarray Language Certificate 1 and 2
- Bro Speak and Sista Speak
- "We are one" song verse in language
- Extra curricula – debating, drama, chess, Moorambilla, School Spectacular
- ebS4 – attendance data

Practices and Products

Practices

Students engage in a range of activities, including extra curricular activities, that broaden their experiences within and out of the school context.

Gamilaraay language will be taught from K – 12 and common words reinforced in classrooms by teachers.

Every student articulates their learning needs, collaboratively sets clear goals and provides teachers with on going feedback on their progress.

Products

Quality learning experiences for students including wellbeing and resilience

There is a collective responsibility for student learning and success which is shared by all members of the school community and supporting agencies.

Students are active, contributing participants in learning.

Respect and commitment to cultural learning is strongly evidenced through the integration of the language program.

Strategic Direction 3: Visible Learning and evidence of informed teaching

Purpose

Quality teaching practices build enthusiasm for life long learning, supporting staff, students and community members to be proactive in their learning journey. An engaging well rounded curriculum will provide opportunity for setting high expectations in the delivery of learning.

Improvement Measures

All teachers can articulate "what works best", and can demonstrate improved practices through collaboration and classroom observation.

All students will show growth in literacy and numeracy against the learning progressions.

90% of students K–2 will be reading at or above the following: Kindergarten – Level 8; Year 1 – Level 18; Year 2 – Level 26; and 90% of Year 2 students demonstrating Facile strategies by end of 2020.

20% of Year 3, 5, 7 and 9 students in the top two bands in reading and numeracy NAPLAN 2020.

People

Staff

Have the understanding and skills to implement evidence-based teaching and learning; and to plan, adjust and differentiate learning.

Staff value opportunities for ongoing professional learning to build their skills, expertise, and understanding of effective classroom practices.

Students

Build skills to self-assess and set goals to improve their own learning, with the ability to provide feedback to teachers in order to drive future learning directions

Parents/Carers

Understand effective literacy and numeracy practices and have the knowledge and skills to assist their child with their learning.

Leaders

Have the capacity to create a coordinated approach to the delivery, assessment and monitoring of literacy and numeracy, to evaluate and respond to student learning over time.

Understand the importance of distributed, instructional leadership and succession planning and have the knowledge to build capacity of staff.

Processes

Implement and embed evidenced based learning and teaching practices in the delivery of curriculum, with a focus on visible learning.

Review and further develop a whole school approach to capacity building where every teacher, support staff and leader improves every year.

Evaluation Plan

The following data sources will be analysed to evaluate the success of the work.

- The following interventions embedded in teaching practice to improve literacy and numeracy outcomes of students. L3 and TEN (K–3), Multi-Lit and Quick Smart (Year 3 – 6).
- Analysis of PLAN2, NAPLAN and school based data
- Project based learning
- Observational rounds

Practices and Products

Practices

Professional learning is used to build the capacity of teaching and support staff to provide, or support those providing, high quality educational opportunities for students.

Consistent data analysis and collaborative planning time is used to track student progress, develop differentiated teaching and learning programs in partnership with our school community.

Staff engage in peer observation and mentoring/coaching sessions to build capacity and expertise.

Products

Hattie's Visible Learning and "What works best" (GSCE) are embedded in teaching practice.

School Professional Learning Plans focuses on continual improvement in literacy and numeracy teaching practice and is linked to Australian Professional Standards for Teachers.

K–10 Literacy and Numeracy programs and assessment tools are data based, cater for individual learning needs and are driven by program reviews, student feedback and student work samples.

Planned teaching and learning experiences are individualised, targeted, differentiated, responsive and challenging, resulting in continuous improvement for all students.