

Carraragarmungee Primary School 1704
Strategic Plan 2017-2020

Endorsement		Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal:	Marie de Prada March 21 2017	Marie de Prada Principal 18 December 2017 (Vision &[name].....[date]
School council:	Celine Muir March 21 2017	Values update)[name].....[date]
Delegate of the Secretary:	Albert Freijah Senior Education Improvement Leader[name].....[date][name].....[date]
	NEV Region[name].....[date]	

School vision	School values	Context and challenges	Intent, rationale and focus
<p>Vision: Carraragarmungee connecting: To self To school To community To environment</p> <p>Mission: Carraragarmungee nurtures curiosity, creativity and confidence to empower all children to become world class citizens.</p>	<p>Courage</p> <p>Aspire</p> <p>Respect</p> <p>Relate</p> <p>Achieve</p>	<p><i>Carraragarmungee Primary School is located in an isolated rural setting, surrounded by farmland, 16 kilometres from the rural city of Wangaratta.</i></p> <p><i>In 2017, our 26 students learn in two multi-aged classes, Year Foundation to Year 2 and Year 3/4/5 in a modern BER building opened in 2012.</i></p> <p><i>Our school is set on a large, well-maintained block with active and passive areas, raised vegetable beds and shade trees for summer. Students have access to play equipment, an undercover basketball/netball court, manicured lawns and a small oval. An outdoor learning area is currently being developed with extended vegetable beds to increase food production, including bush tucker plants produced.</i></p> <p><i>The school consists of a Building Education Revolution (BER) building, a two classroom portable, and an older portable classroom. The BER building has two classrooms, an office staff and administration area and a library area. Our Out of Hours School Care (OHSC) program operates from the single portable building.</i></p> <p><i>The guaranteed and viable curriculum provided covers all learning domains of Victorian Curriculum standards. Students participate in art, music, library and Indonesian as specialist subjects with opportunities for learning beyond the classroom within the community and as part of the Ovens Learning Community cluster. Our sustainable food program initiative supports children in developing entrepreneurial skills and community connections in growing and marketing produce.</i></p> <p><i>The challenge for our school into the future is to continue to build parent and community confidence in our school, develop collaborative teaching practices and to improve student learning gain between years 3 to 5.</i></p> <p><i>Our 2016 Panorama Report, Parent Opinion Survey indicated 86% of our parents were happy with the school overall in 2016. The views of parents expressed in a parent forum as part of the Peer School Review related to declining enrolments and parent engagement. Parents articulated that there had been a decline in community and parental perceptions of the school. This was supported by POS data. Themes, which resonated as areas for improvement, included communication, role clarity and behaviour management. Parents expressed a desire to have enhanced communication relating to student learning and they raised the possibility of having more informal feedback opportunities. The implementation of clear and efficient lines of communication is required to create positive connections with our community. Hence our focus on Community Engagement in learning by building communities. .</i></p> <p><i>The analysis of NAPLAN growth by band data was considered during panel discussions related to student point of need learning. It was evident from this data analysis that there was a strong trend of higher achieving students making low gain in literacy and numeracy.</i></p>	<p>The major focus for our 2017-2020 is rebuilding our community with our smaller cohort of students, increasing parent confidence in our school to retain and build student numbers and making our school a real point of difference in our community.</p> <p>Our recent Peer School Review report recommended:</p> <ul style="list-style-type: none">• Establishing clear processes for excellent home school communication will support student and family engagement with the school.<ul style="list-style-type: none">○ The panel suggested that the school audit its current communication processes and procedures.○ Greater positive parent perceptions of the school would result if clear and transparent lines of communication were in place.○ Accurate and timely information to parents was required for effective communication.• Developing opportunities for parents to be involved in their child’s learning will increase parental engagement.<ul style="list-style-type: none">○ The panel view was that opportunities for parents to be more actively engaged with their child’s learning should be considered.○ A school culture, which encouraged ongoing communications, was required to support parents to help their child with their education. <p>Our second, (but not secondary), focus is on improving student learning gain in reading, writing and number in mathematics, particularly between Year 3 and Year 5. The School Peer Review panel highlighted the need for accuracy and consistency of teacher judgment, moderation of assessment across the school and use of pedagogical approaches to support all students to make greater growth.</p> <ul style="list-style-type: none">• Developing collaborative teaching practices will support richer learning activities and improved student outcomes.<ul style="list-style-type: none">○ Student outcomes would be enhanced if there was a greater emphasis on a collaborative approach to professional learning and the sharing of expertise.○ The panel considered the continued development of teacher capacity through peer observation and open and transparent practices to be an area for future focus.• Establishing processes and procedures relating to the consistent implementation and analysis of data will support teachers to cater for all student needs.<ul style="list-style-type: none">○ Continued development of teacher’s skills to analyse data to provide a student with learning targeted to their point of need was recommended.○ The panel highlighted the need for a collective responsibility for all student data, with teachers sharing and moderating assessment tasks.○ It was the panel view that the performance of both higher and lower achieving students would be enhanced by consistent and collective assessment practices.



Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)																																																		
<i>Build parent and community confidence in the school</i>	Community engagement in learning Building communities	<ul style="list-style-type: none">Establish processes and procedures to ensure excellent home-school communication.Develop opportunities for parents to be involved in their child’s learning.	<u>Parent Opinion Survey</u> <ul style="list-style-type: none">general satisfaction at or above state meansclassroom behavior at or above state meansstaff moral above state means. <u>School developed survey</u> <ul style="list-style-type: none">increasing trends in community satisfaction.																																																		
<i>Improve student learning gain</i>	Excellence in teaching and learning Curriculum planning and assessment	<ul style="list-style-type: none">Develop and implement consistent data analysis and assessment processes and procedures.Build teacher capacity in data literacy.	<u>NAPLAN</u> Increase the percentage of high (H) and medium (M) gain from 2016 scores. <table border="1"><tr><th colspan="10">NAPLAN Growth by domain (Year 3- 5)</th></tr><tr><th></th><th colspan="3">reading</th><th colspan="3">writing</th><th colspan="3">numeracy</th></tr><tr><th></th><th>H</th><th>M</th><th>L</th><th>H</th><th>M</th><th>L</th><th>H</th><th>M</th><th>L</th></tr><tr><td>2016</td><td></td><td></td><td>100%</td><td></td><td>50%</td><td>50%</td><td></td><td>100%</td><td>0%</td></tr><tr><td>Target</td><td>50%</td><td>50%</td><td>0%</td><td>50%</td><td>50%</td><td>0%</td><td>50%</td><td>50%</td><td>0%</td></tr></table> <u>Victorian Curriculum</u> All students to make at least 12 months gain in reading, writing and number. At least 50 per cent of students to be in top two bands for reading, writing and number.	NAPLAN Growth by domain (Year 3- 5)											reading			writing			numeracy				H	M	L	H	M	L	H	M	L	2016			100%		50%	50%		100%	0%	Target	50%	50%	0%	50%	50%	0%	50%	50%	0%
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<i>Build excellence in teaching practice</i>	Excellence in teaching and learning Building practice excellence	<ul style="list-style-type: none">Develop collaborative teaching practicesProvide opportunities for sharing and observing teaching and learning	<u>ATSS</u> <ul style="list-style-type: none">learning confidence at or above 75th percentilestimulating learning at or above 75th percentilestudent motivation at or above 75th percentile. <u>SOS</u> <ul style="list-style-type: none">collective efficacy above 85.00collective responsibility above 88.00teacher collaboration above 85.00.																																																		

