



# Caningeraba State School Strategic Plan 2022 - 2025

*Success through Challenge*

## Our Beliefs

- The health and well-being of our school community is key.
- Literacy is the foundation for success in the 21<sup>st</sup> century.
- Students come first in all that we do.
- Every child deserves the opportunity to improve and succeed.
- Every community member is a learner and can improve and succeed.
- Parents and community play a vital role.
- 21<sup>st</sup> century learning requires a renewed focus on pedagogy and a movement from teaching to learning where we teach the way children learn.

"Through students' eyes"



Looking from their perspective

## Our Vision

***Caningeraba is a community committed to educating happy, healthy, confident 21<sup>st</sup> century learners.***



## Our Values

Caningeraba State School fosters the National Program "Nine Values of Australian Schooling"

- Care and compassion
- Doing Your Best
- Fair Go
- Freedom
- Honesty and Trustworthiness
- Integrity
- Respect
- Responsibility
- Understanding, Tolerance and Inclusion

## Our Culture

A whole school community culture that through high expectations "*lives and breathes*":

- Continuous improvement
- Consistency
- Clarity
- Celebration of success

Supported through:

- A Safe and Collaborative Culture
- Effective Teaching in Every Classroom
- A Guaranteed and Viable Curriculum



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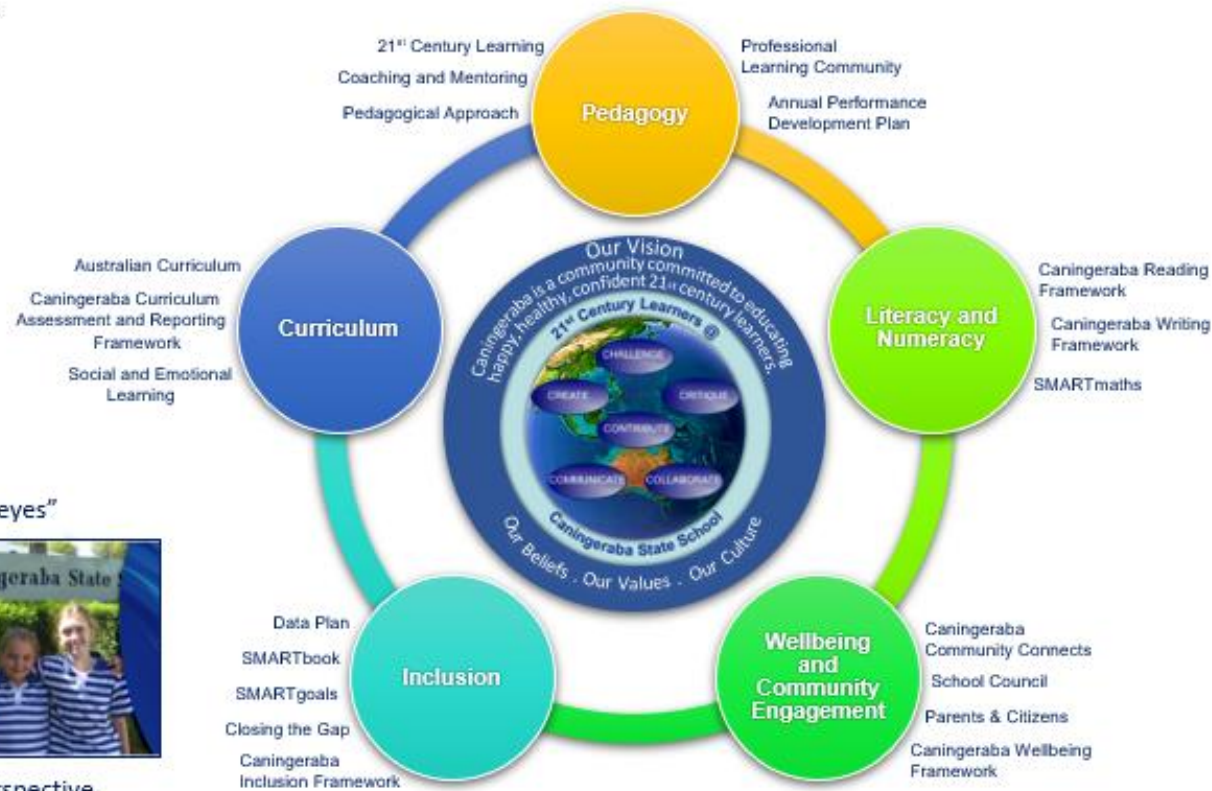
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## SUCCESS THROUGH CHALLENGE



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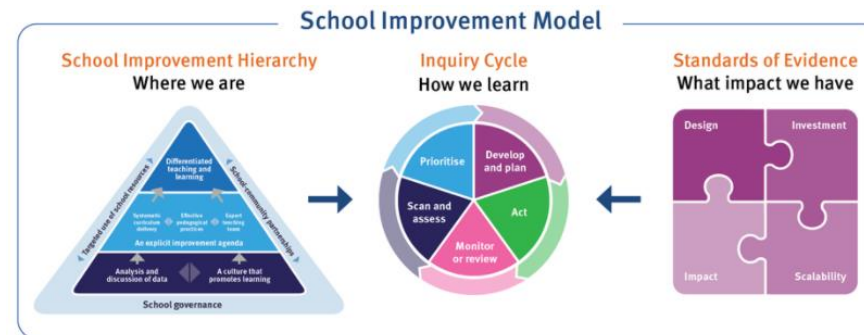
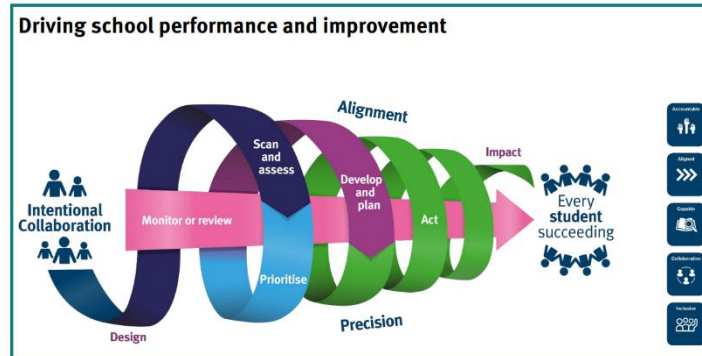
Safe and Collaborative Culture

Effective Teaching in Every Classroom

Guaranteed and Viable Curriculum



# Caningeraba State School Strategic Plan 2022 - 2025



## School Improvement Agenda 2022- 2025

1. Enhance teacher efficacy and capability through a continued commitment to delivering **effective teaching in every classroom** while responding to the needs of 21<sup>st</sup> century learners, based on consistent and deliberate **research based pedagogical practices**. This will be supported through a **professional learning community** and a **coaching and mentoring framework** designed to move beyond theory into authentic practice.
2. Familiarise, implement and embed the revised **Australian Curriculum** through Prep to Year 6. Ensuring a **Guaranteed and Viable Curriculum** across the learning areas and promoting **STEM** strategies will be key improvement agendas.
3. Build teacher capacity in a systematic collection and **analysis of data** including **formative, summative and diagnostic assessment** to inform teaching and learning through timely and effective **feedback** and student owned **SMARTgoals**. Ensure **every student is succeeding** through whole school **inclusive practices**.
4. Improve student outcomes in English and Mathematics with an explicit focus on **Reading, Writing and Number** by embedding *Strive to Achieve Reading Success (STARS)*, *Caningeraba State School's Writing Framework*, *Crack the Code* and *SMARTmaths* as key improvement strategies.
5. Positively influence the health and wellbeing of staff, student, parent and community through the implementation of the **Caningeraba Wellbeing Framework** designed to actively promote, educate and support the attainment of balance in all aspects of life. This will be enriched by an authentic **Parent and Community Engagement Framework** to foster communication, learning partnerships, community collaboration, decision making and participation. *Caningeraba Community Connects (CCC)* and *MidCoast Community of Schools* will be key partnership frameworks.
6. Partner with the P&C, School Council and Education Queensland through *Direct to Market* to provide high quality, value for money and sustainable enhancements to **school facilities, infrastructure and resources** to directly benefit the school community.



# Caningeraba State School Strategic Plan 2022- 2025

PEDAGOGY

School Priority	Pedagogy					
SMARTgoal	Strategy	2022	2023	2024	2025	Measure/ Target
<b>1.1 Professional Learning Community</b> Embed a sustainable commitment to a vibrant professional learning community which prioritises and focuses on the ongoing professional growth of all staff to develop a school-wide, self-reflective and collaborative improvement culture.	Continue to grow a professional learning community which values a deep collaborative culture and a collective responsibility for continuous learning. Embed the <i>Caningeraba Professional Learning Model</i> based on 'The Agile Improvement Cycle' (Simon Breakspear) to further engage professional learning teams, continue to support the whole staff and implement 'agreed to' practices. Ensure consistency of alignment across the school through a range of professional development initiatives.			 	 	Marzano High Reliability Schools Survey – Safe & Collaborative Culture School Opinion Survey Full School Review 'A culture that promotes learning'
<b>1.2 21<sup>st</sup> Century Learning</b> Respond to the needs of 21 <sup>st</sup> century learners and provide an explicit and intentional focus on the knowledge, understanding, skills and mindsets required to contribute positively to and thrive in a constantly evolving world.	Further develop, integrate and immerse the 21 <sup>st</sup> century learning skills (the 6Cs) across all aspects of school life to enhance learning opportunities and better equip students as confident 21 <sup>st</sup> century learners. Continue to harness the 21 <sup>st</sup> Century Learning Team to draw upon current research, inform best practice, facilitate innovation and build whole staff confidence and expertise.	 	 	 	 	Full School Review 'A culture that promotes learning' Marzano High Reliability Schools Survey – Guaranteed and Viable Curriculum
<b>1.3 Coaching and Mentoring</b> Build and support teacher confidence, efficacy and expertise in evidence-based pedagogies to ensure a consistent and sustained culture of reflective practice, collaboration and innovation.	Strengthen our whole school culture of continuous improvement which supports all teachers through coaching, mentoring and feedback cycles aligned to systemic and school strategic priorities. Embed a collegial engagement framework premised upon a strong culture of mutual respect, trust and the development of self-reflective professional practice in a personalised context.	 	 	 	 	Full School Review 'An expert teaching team' 'Effective pedagogical practices' 100% staff engagement
<b>1.4 Pedagogical Approach</b> Enhance teacher levels of expert pedagogical knowledge of high yield, evidence-based teaching strategies to progress student learning based on a clear, consistent, school-wide pedagogical approach.	Further strengthen teacher expertise to deepen effective teaching in every classroom reflective of current research based best practice (Marzano, Archer, William, Hattie and Clarke). Harness the <i>Pedagogy Learning Team</i> to clarify, incubate and amplify consistent and deliberate practice, specific strategies and a common language of instruction which transforms theory into authentic classroom practice.	 	 	 	 	Full School Review 'Effective pedagogical practices' Marzano High Reliability Schools Survey – Effective Teaching in Every Classroom
<b>1.5 Annual Performance Development Plan</b> Enhance teacher capacity and skills in actualising self-reflective practice aimed at achieving continual professional growth aligned to systemic and school improvement agendas and personal goals.	Continue to embed our renewed process for the Annual Performance Development Plan, which aligns with the Australian Professional Standards for Teachers, Collegial Engagement, and the Developing Performance Framework. Further support staff to engage with the three phase process: Reflection and goal setting, Professional practice and learning, and Feedback and review.		 	 	 	100% staff engagement School Opinion Survey Full School Review 'An expert teaching team'
<b>Inquiry Cycle</b>	Scan and Assess	Prioritise	Develop and Plan	Act	Monitor and Review	



# Caningeraba State School Strategic Plan 2022 - 2025

CURRICULUM

School Priority	Curriculum					
SMARTgoal	Strategy	2022	2023	2024	2025	Measure/ Target
<b>2.1 Australian Curriculum</b> Familiarise, implement and embed the revised Australian Curriculum from Prep to Year 6. Identify critical content and skills in all learning areas to develop an increasingly Guaranteed and Viable Curriculum, with a focus on deepening student learning.	Familiarise and implement Version 9.0 of the Australian Curriculum, according to state identified timelines, to embed quality teaching, assessing and reporting. Review units of work across all learning areas to prioritise the teaching and learning of critical content and transferable skills. Continue to build every teacher's capacity and develop their efficacy in the teaching of STEM through intentional collaboration at a regional, cluster and school-based level and engagement in the #qldtechschools initiative. Further engage with school-based expertise to extend student opportunities for engagement with extra-curricular robotics programs.					Full School Review 'Systematic curriculum delivery' School Opinion Survey Marzano High Reliability Schools Survey – Guaranteed and Viable Curriculum
<b>2.2 Caningeraba Curriculum, Assessment and Reporting Framework</b> Further build teacher capacity in developing consistent, valid, reliable and transparent assessment and reporting practices which provide timely, consistent and appropriate feedback to students and parents.	Continue to review and moderate consistent, guaranteed and viable summative assessment practices across the school to optimise opportunities for students to demonstrate depth of knowledge, understanding and skills. Build teacher capacity to create, analyse and use summative assessment to inform teaching and learning.					Full School Review 'Systematic curriculum delivery' School Opinion Survey Marzano High Reliability Schools Survey
<b>2.3 Social and Emotional Learning</b> Embed an explicit Social and Emotional Learning curriculum to develop students' ability to become self-regulated and emotionally aware citizens, optimising opportunities for academic and life success.	Further prioritise, guide, and support the whole staff to implement the <i>MindUp</i> curriculum comprised of social and emotional learning, neuroscience, mindfulness and positive psychology. Continue to build capacity and support <i>MindUp</i> Coordinators to champion Social and Emotional Learning (SEL). Increase and foster community and family involvement, and training in the curriculum, to optimise opportunities for academic and life success. Measure staff and community perceptions to evaluate the effectiveness of the whole school implementation plan and success of the SEL program.					Full School Review 'Systematic curriculum delivery'  School Opinion Survey
<b>2.4 Cultural Connections</b> Provide opportunities for students to further develop and experience cross cultural understandings and understand the importance of languages in a global context.	Further enhance opportunities for students to engage in rich, meaningful cultural and language-based activities to include: <ul style="list-style-type: none"> <li>St Jean Baptiste Sister School Exchange Program, Noumea, New Caledonia</li> <li>MLTAQ Speech Contest</li> </ul>					MLTAQ Awards Successful Sister School exchange program.  School Opinion Survey.
<b>Inquiry Cycle</b>	Scan and Assess	Prioritise	Develop and Plan	Act	Monitor and Review	



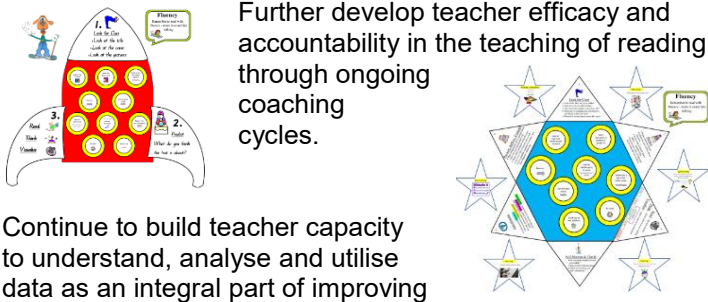

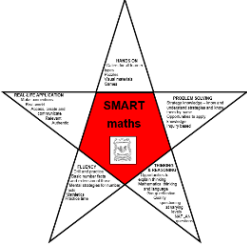
# Caningeraba State School Strategic Plan 2022 - 2025

School Priority	Inclusion					Measure/ Target	
	SMARTgoal	Strategy	2022	2023	2024		2025
INCLUSION	<b>3.1 Caningeraba Data Plan</b> Further develop teacher capacity to understand, interpret and utilise whole school, cohort, class and individual student data to inform teaching and improve student learning in a sophisticated, consistent and meaningful way.	Continue to utilise the <i>Inquiry Cycle</i> to review whole school approaches to data analysis to prioritise problems of practice, narrow and sharpen our explicit improvement agenda and provide a clear line of sight to the targeted improvement of student learning outcomes. Further develop the data literacy skills of teachers to enable effective use of assessment data for student learning.					Full School Review 'Analysis and discussion of data' School Opinion Survey
	<b>3.2 Caningeraba Inclusion Framework</b> Maximise differentiated opportunities for every student to be able to access and participate in a high-quality education, and fully engage in the curriculum, with the expectation that they will achieve successful outcomes.	Align whole school practice with Education Queensland's vision of <i>Every Student Succeeding</i> , and <i>Every Student with Disability Succeeding Plan</i> , within the Inclusive Education Policy. Implement, refine and adapt the Caningeraba Inclusion Support Framework through policies, everyday practices, and an inclusive culture. Ensure utilisation of the <i>OneSchool</i> platform to document and track differentiation and adjustments to reflect student access to curriculum, health and wellbeing.					Full School Review 'Differentiated teaching and learning' 'Targeted use of school resources'
	<b>3.3 SMARTbook</b> Develop self-reflective practice and enhance teacher efficacy in data literacy, data analysis, and the development of <i>SMARTbook</i> to record explicit goals, targets and strategies to improve student learning outcomes.	Review and align the use of <i>SMARTbook</i> as a data analysis tool to inform next steps in the development of writing skills. Further build teacher capacity to use data to regularly monitor the effectiveness of their teaching strategies to meet cohort, small group and individual student writing <i>SMARTgoals</i> .					Full School Review 'Analysis and discussion of data' 'Differentiated teaching and learning'
	<b>3.4 SMARTgoals</b> Develop capacity for students to co-create, achieve and reflect upon their own individual goals for personalised growth in reading, writing and mathematics.	Continue to develop teacher expertise in embedding <i>SMARTgoal</i> processes and strategies which increase student ownership of their learning progress. Build teacher capacity to provide timely and effective feedback which develops each student's ability to identify what they know and can do, make clear their next steps in learning, track their own progress and celebrate their success.					Full School Review 'Differentiated teaching and learning' 100% of students co-construct SMARTgoals in reading, writing and mathematics
	<b>3.5 Closing the Gap</b> Continue to develop and embed whole school strategies to Close the Gap between indigenous and non-indigenous students in the areas of academic achievement, cultural awareness and attendance.	Continue to collaborate with community networks to develop strategies and programs to ensure ATSI students are supported in their academic success, build a sense of belonging and connection to culture. Build staff knowledge and confidence in embedding ATSI history and cultures in learning. Embed academic intervention and enrichment programs to promote links with indigenous families.					Indigenous student attendance rates equal to non-indigenous. Indigenous student English A to E achievement equal to non-indigenous.
	<b>Inquiry Cycle</b>	Scan and Assess	Prioritise	Develop and Plan	Act	Monitor and Review	



# Caningeraba State School Strategic Plan 2022 - 2025

LITERACY AND NUMERACY

School Priority	Literacy and Numeracy					
SMARTgoal	Strategy	2022	2023	2024	2025	Measure/ Target
<p><b>4.1 Caningeraba Reading Framework</b> Continue to embed and refine a consistent whole school reading framework. Share collective and individual accountability for consistency of pedagogical practice in reading to ensure sustained growth in reading outcomes for students.</p>	<p><b>Strategy</b></p>  <p>Further develop teacher efficacy and accountability in the teaching of reading through ongoing coaching cycles.</p> <p>Continue to build teacher capacity to understand, analyse and utilise data as an integral part of improving reading outcomes for students.</p>	<p>Act</p> <p>Monitor and Review</p>	<p>Act</p> <p>Monitor and Review</p>	<p>Act</p> <p>Monitor and Review</p>	<p>Act</p> <p>Monitor and Review</p>	<p>Year 3 &amp; 5 NAPLAN Reading Mean Scale Score, Below NMS, U2B, Effect Size Gain &amp; Student Relative Gain compared to State, SQSS and Nation. English A to E data.</p>
<p><b>4.2 Caningeraba Writing Framework</b> Continue to embed and refine a consistent whole school writing framework and further develop teacher capacity in the effective teaching of writing to improve student outcomes across a diverse range of domains, text types and multi-modal platforms.</p>	<p>Further engage with evidence-based research and school-based expertise to support every teacher to develop their capacity and confidence to implement a consistent whole school approach to the effective teaching of writing across learning areas. Continue to build teacher capacity to identify and implement effective strategies to support students' next steps in learning through the analysis of student writing.</p>  <p>Extend and embed <i>Crack the Code</i> as a consistent approach to the teaching of spelling across the school. Engage the <i>Crack the Code</i> author and consultant to continue to deliver personalised student intervention programs and teacher professional development.</p>	<p>Act</p> <p>Monitor and Review</p>	<p>Act</p> <p>Monitor and Review</p>	<p>Act</p> <p>Monitor and Review</p>	<p>Act</p> <p>Monitor and Review</p>	<p>Year 3 &amp; 5 NAPLAN Writing/Spelling/G&amp;P Mean Scale Score, Below NMS, U2B, Effect Size Gain &amp; Student Relative Gain relative to State, SQSS and Nation. A to E data.</p>
<p><b>4.3 SMARTmaths</b> Continue to embed a consistent whole school pedagogical approach to improve student outcomes in Mathematics through mathematical thinking, reasoning and problem-solving strategies.</p>	 <p>Continue to build teachers curriculum and pedagogical knowledge and efficacy in the teaching of mathematics through focused whole school and year level professional development.</p>	<p>Act</p> <p>Monitor and Review</p>	<p>Act</p> <p>Monitor and Review</p>	<p>Act</p> <p>Monitor and Review</p>	<p>Act</p> <p>Monitor and Review</p>	<p>Year 3 &amp; 5 NAPLAN Numeracy Mean Scale Score, Below NMS, U2B, Effect Size Gain &amp; Student Relative Gain relative to State, SQSS and Nation. A to E data.</p>
<p><b>Inquiry Cycle</b></p>	<p>Scan and Assess</p>	<p>Prioritise</p>	<p>Develop and Plan</p>	<p>Act</p>	<p>Monitor and Review</p>	



# Caningeraba State School Strategic Plan 2022 - 2025

WELLBEING AND COMMUNITY ENGAGEMENT





























































School Priority	Wellbeing and Community Engagement					Measure/ Target
SMARTgoal	Strategy	2022	2023	2024	2025	
<p><b>5.1 Caningeraba Community Connects</b> Investigate opportunities to reconnect with the wider community to re-ignite our Caningeraba Community Connects and to develop effective strategies to engage in genuine partnerships to maximise student learning outcomes whilst managing the 'new normal' of ongoing pandemic restrictions.</p>	<p>Continue to communicate and promote, to our wider community, our CCC vision: <i>To empower and support families to raise healthy and resilient children in the local community.</i> Further develop mutually beneficial and sustainable partnerships with ECEC providers, local allied service providers and support agencies to support families in the wider community of Burleigh Waters, Burleigh Heads and Varsity Lakes.</p> <p>Develop appropriate COVID safe guidelines and timelines to re-launch and activate the CCC community hub and generate strategies to ensure continued alignment of the vision with the CCC 'Petals'.</p>					<p>Australian Early Development Census (AEDC)</p> <p>Full School Review 'School community partnerships'</p> <p>School Opinion Survey</p> <p>Marzano High Reliability Schools Survey – Safe and Collaborative Culture</p>
<p><b>5.2 Caningeraba Wellbeing Framework</b> Raise awareness of mental health and wellbeing with students, staff and throughout the community through the implementation of the Caningeraba Wellbeing Framework, designed to positively impact, educate and support the attainment of balance in all aspects of life.</p>	<p>Build upon Caningeraba's strong foundations and legacy as a KidsMatter school and continue to prioritise, develop and implement the Caningeraba Wellbeing Framework. Empower the Wellbeing Team to develop, and advocate for the knowledge, skills, strategies and mindsets needed to build the wellbeing capability of our students, staff and wider school community. Provide accessible and equitable pathways to information, resources and support systems to maximise wellbeing opportunities and outcomes. Utilise the <i>Be You</i> framework to access support, guidance, online evidence-based tools and resources which drive positive change and promote mental health.</p>					<p>Be You Surveys - Educators - Families - Children</p> <p>School Opinion Survey</p> <p>Marzano High Reliability Schools Survey- Safe and Collaborative Culture</p>
<b>Inquiry Cycle</b>	Scan and Assess	Prioritise	Develop and Plan	Act	Monitor and Review	





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## SCHOOL ENHANCEMENTS

School Priority	School Enhancements					Measure/ Target
SMARTgoal	Strategy	2022	2023	2024	2025	
<p><b>6.1</b> Facilitate ongoing whole school capital works, minor works and maintenance program in alignment with the Strategic School Infrastructure Plan (SSIP) to ensure high value for money, high quality and sustainable public assets.</p>	<p>Prioritise and manage planned responses to aging facilities, ongoing Day 8 school enrolment growth and OSHC licensed facilities considerations.</p> <ul style="list-style-type: none"> <li>Complete Teaching Block 5 refurbishment.</li> <li>Continue partnership with Gold Coast City Council to construct Kiss and Go undercover shelter adjacent to council carpark utilising GCCC and State Government land resources.</li> <li>Utilise Refresh Program to leverage maintenance of classrooms and grounds.</li> <li>Manage and plan ongoing civil drainage works to assist overflow of groundwater during extreme weather events.</li> <li>Coordinate with Regional Infrastructure team to prioritise roof replacement in older teaching blocks to include removal of box gutters and repair eastern eaves affected by stormwater.</li> <li>Upgrade Whistler drive driveway entrance affected by stormwater to facilitate construction services access.</li> </ul>	    	    	    	    	<p>All budgeted Scope of Works successfully tendered and completed in accordance with Direct to Market guidelines &amp; Asbestos Management Plan.</p>
<p><b>6.2</b> Provide a comprehensive age appropriate play space to increase participation and access for approximately 900 students from Years 1 to Year 6 to further develop body strength, agility, coordination, and social play-based behaviour.</p>	<p>Develop and implement staged concept plan for Middle Adventure Playground (approximately \$300,000) on original copper log site. Raise community support, secure funds through community grants, fundraising and sponsorship, and manage tendering process and progress scope of works.</p>	   	   	   	   	<p>Scope of Works completed according to budgeted funds from P&amp;C fundraising, grants and annual recurrent budget.</p>
<p><b>6.3</b> Promote enhanced community pride and public confidence in Caningeraba State School as a well maintained, aesthetically attractive and modern education facility.</p>	<p>Facilitate comprehensive beautification project through landscape concept plan. Entry aspect to main entrance and via carpark to refurbished school hall and general rejuvenation of 35 year old gardens are key priorities.</p>	   	    	    	    	<p>Scope of Works progressed according to staged concept plan.</p>
<b>Inquiry Cycle</b>	 Scan and Assess	 Prioritise	 Develop and Plan	 Act	 Monitor and Review	



# Caningeraba State School Strategic Plan 2022 - 2025

## Endorsement

This plan was developed in consultation with the school community and meets school needs and systemic requirements.

Handwritten signature of Ray McConnell in blue ink.

Ray McConnell

**Principal**

Handwritten signature of Emma Porter in black ink.

Emma Porter

**School Council Chair**

Handwritten signature of Darren Scott in black ink.

Darren Scott

**Assistant Regional Director**