

# School plan 2018-2020

## Corrimal Public School 1661



# School background 2018–2020

## School vision statement

Corrimal Public School is teaching today's students the skills to succeed in tomorrow's world.

## School context

Corrimal Public School is a small school located in the northern suburbs of Wollongong. The school has a diverse student population, with many nationalities coming together to make the unique school environment of Corrimal (8% Aboriginal and 33% English as an Additional Language or Dialect). There are currently 218 students in nine K–6 mainstream classes. The school has grown significantly in previous years, reflecting the changing status of the Corrimal Community, whereby older residents are moving out and younger families are moving into the area.

Corrimal Public School is extremely proud of its social and academic reputation built upon very supportive and caring relationships between children, parents, staff and the wider community. Our happy, vibrant, family school culture of Corrimal Public School is built upon our School Values of Respect, Safety and Learning and our school motto of "Working Together." Corrimal Public School is a small school making a big difference.

Professional development for teachers is a major focus. This will be developed, driven and implemented by utilising the Performance and Development Framework and the Australian Standards for Teachers and Principals.

Corrimal Public School has strong links with its local Community of Schools (CoS) and will continue to share and develop student and teacher knowledge and skills within the Corrimal CoS.

Corrimal Public School is committed to being a pillar of the community. We actively seek to engage our students into their community and encourage the community to be part of Corrimal Public School.

## School planning process

Corrimal Public School has used a wide range of tools and data throughout 2017 to determine the school's future strategic directions. Processes included reviewing many of our current policies, practices and procedures, collecting and analysing a wide range of evidence, including reviewing our 2015–2017 School Plan, completing the External Validation Process, NAPLAN and school-based assessment results. Third party software (Sentral), used to track student welfare and attendance and feedback through surveys from students, parents and staff, have also been used to give a holistic view of our school.

These processes were implemented to provide the school with a thorough understanding of strengths, opportunities and areas for development of Corrimal Public School. A highly collaborative and consultative process that included staff, parents and students has provided the opportunity for reflection and discussion. As a result of this open and genuine consultation, three key strategic directions were identified for the next three years, 2018–2020, as a basis for a shared commitment to the future development and continuous improvement of Corrimal Public School. These are

- 1 Personalised learning
- 2 Innovative and inspiring teaching
- 3 Confident, competent and compassionate leaders

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1 Personalised Learning

### Purpose:

A school wide commitment to outstanding student achievement will be facilitated through collaborative, data informed, innovative learning experiences that encourage students to be critical and creative thinkers and problem solvers.

## STRATEGIC DIRECTION 2 Innovative and Inspiring Teaching

### Purpose:

Innovative teachers will create dynamic learning environments through evidence-based practice, collaboration and reflective processes that facilitate purposeful student learning and maximise student outcomes.

## STRATEGIC DIRECTION 3 Confident, Competent and Compassionate Leaders

### Purpose:

A strong commitment to identifying, developing and celebrating the leadership skills and capacity within our school through ongoing mentoring, quality learning and strengthening existing collaborative networks to enrich the school's standing.

# Strategic Direction 1: Personalised Learning

## Purpose

A school wide commitment to outstanding student achievement will be facilitated through collaborative, data informed, innovative learning experiences that encourage students to be critical and creative thinkers and problem solvers.

## Improvement Measures

- Increase the proportion of students achieving proficiency in line with the Premier's Priorities in Literacy and Numeracy.
- 80% of students will achieve their year appropriate expected growth in Literacy and Numeracy.
- 100% of staff are engaged in collaborative, data analysis and assessment planning to inform teaching and learning programs.
- All students have set learning goals in Literacy and Numeracy that have been personalised through teacher/student conferencing and can articulate their learning objective.
- Parents and carers are provided with once a term feedback on their child's educational progress.

## People

### Students

Students make informed decisions about the direction of their learning. They learn the skills to be critical thinkers and problem solvers and are supported in identifying the next steps in their learning.

### Staff

Staff will develop their skills in analysing data to plan high quality lessons for all students.

### Parents/Carers

Work collaboratively with all stakeholders to enhance student achievement in learning, engagement and wellbeing.

## Processes

Up-skill staff in Visible Learning pedagogy to improve their ability to narrow the focus of success criteria and focussing on deep understanding of one to two skills at a time.

Implement a whole school approach to effectively using data, assessment and feedback.

Develop and embed responsive programming practices across K–6.

## Evaluation Plan

School leaders, teachers and students will work together using appropriate data tools to analyse student progress to inform teaching practice and personalise learning.

Data/processes to be utilised include:

- Student TTFM surveys
- Surveys (school evaluation)
- Personalised Learning data
- PLAN data (reviewed in 3 week cycle)
- Internal student performance data
- Student work samples
- Diagnostic Tools
- Co-planning, co-teaching, co-reflecting
- Peer, teacher and parent conferencing
- NAPLAN
- SCOUT data

## Practices and Products

### Practices

Students are working towards individual goals that are specific to their needs.

Teachers collaboratively analyse data to inform teaching and learning experiences.

Student progress is communicated consistently to parents and carers.

### Products

Students are able to articulate what they are learning and where they need to go next.

Teaching and learning programs are responsive and reflect effective use of data.

Parents and carers will become active and informed participants in their child's education.

# Strategic Direction 2: Innovative and Inspiring Teaching

## Purpose

Innovative teachers will create dynamic learning environments through evidence-based practice, collaboration and reflective processes that facilitate purposeful student learning and maximise

## Improvement Measures

- 100% of teachers are working towards personalised PDPs, reflective of the teaching standards at the appropriate level and priorities as identified in the school plan.
- 100% of teachers are engaged in internal and external learning partnerships to further develop teaching practice.
- 100% of parents/carers attend at least one workshop, conference or interview as active partners in their child's learning each year.

## People

### Students

Students will become independent learners through a classroom environment which promotes student engagement.

### Staff

Staff will provide students with appropriate scaffolding through learning opportunities that foster the development of critical and creative thinking skills.

### Parents/Carers

Parents and carers will actively engage in information sessions and community events to support student achievement in learning, engagement and wellbeing.

## Processes

Teachers use evidence-based high-impact teaching strategies in their daily practice.

All teachers have knowledge of and are aligned to the Australian Professional Teaching Standards. The school actively encourages and supports teachers to achieve higher levels of accreditation.

Instructional leadership maximises staff engagement in self improvement processes.

## Evaluation Plan

School leaders, teachers, parents and students will engage with quality evidence-based professional learning. As a result of increased engagement, student outcomes will be maximised. Data/processes to be utilised include:

- Analysis of PDPs.
- Surveys (school evaluation).
- Achievement and maintenance of teacher accreditation at all levels.
- Analysis of parent/carer attendance data following workshops, conferences and interviews.
- Analysis of coaching notes.
- Professional learning is differentiated, collegially shared and evident in classrooms.

## Practices and Products

### Practices

Students will be immersed in an innovative, future-focused classroom that facilitates creative, critical and higher order thinking.

Staff regularly engage in strategic, high quality professional learning through coaching and mentoring opportunities.

Opportunities provided to parents, carers and the community to broaden their understanding of school based initiatives and programs.

### Products

Students demonstrate skills of collaboration, communication, critical thinking and problem solving in a range of learning situations both inside and outside the classroom.

Staff confidently implement innovative and inspiring learning experiences.

The community engages with established school programs to become better informed about their child's learning and practices within the school.

# Strategic Direction 3: Confident, Competent and Compassionate Leaders

## Purpose

A strong commitment to identifying, developing and celebrating the leadership skills and capacity within our school through ongoing mentoring, quality learning and strengthening existing collaborative networks to enrich the school's standing.

## Improvement Measures

- School self-evaluation data reflects 90% or higher satisfaction rate with school leadership and management.
- 100% of teachers clearly demonstrate alignment to the Professional Teaching Standards with school leaders aligning to Highly Accomplished and Lead levels.
- 100% of parents/carers are involved in supporting the school and its students. This is echoed in survey data collection.
- Student recognition of leadership opportunities is enhanced and reflected on through survey data.

## People

### Students

Students lead initiatives across K–6 that encourage leadership development, promote learning opportunities and enhance well being.

### Staff

Leadership responsibilities will be strategically distributed across the school to support the development of current and future leaders.

### Parents/Carers

Strong partnerships are fostered with external organisations, community members and communities of schools to deliver rich, relevant and meaningful learning experiences.

## Processes

Aspiring leaders, including students and staff, are provided opportunities to build their leadership capabilities through targeted, strategic and differentiated experiences.

CoS partnerships are in place to build the capacity of colleagues.

The school and community work in a collaborative partnership to maximise leadership opportunities for all key stakeholders.

## Evaluation Plan

School leaders, teachers, students and the community will work together to provide opportunities that will build tomorrow's leaders.

Data/processes to be utilised include:

- Surveys (school evaluation)
- Achievement and maintenance of teacher accreditation at all levels.
- Analysis of PDPs
- Analysis of TTFM data
- Analysis of People Matter Employee Survey
- Analysis of parent/carer attendance at school events
- Analysis of parent/carer contributions to school initiatives

## Practices and Products

### Practices

Students participate in leadership opportunities and mentoring to develop the capacity to become confident, competent and compassionate leaders.

Identifying individual strengths of colleagues to facilitate professional learning and build capacity within and across schools.

Strengthening existing and building new relationships with key community partners to support and contribute to whole-school improvement.

### Products

Leadership opportunities are in place and allow for current and aspiring leaders to develop their skills and understanding of leadership.

Staff are empowered to share and build their knowledge and skills in an environment where all staff are teachers and learners.

The school's excellent reputation in the community is further enhanced through its inclusive school culture and engagement with the community.