# Strategic Improvement Plan 2021-2024

## Coraki Public School 1644

# School vision and context

## School vision statement

Coraki Public School's vision is to ensure all students are supported to maximise their learning outcomes. Staff will deliver high quality, explicit teaching practice driven by student data. The individual learning needs of each child are the focus of all staff practice.

The whole school community is in partnership to support each child. Collaborative practices of all stakeholders is visible through the pride, sense of belonging and attitudes to learning demonstrated by all people.

We acknowledge the Bundjalung people, the traditional custodians of the land on which we learn and work together and commit to building relationships, respect and opportunities for all Aboriginal people in our community.

## School context

Coraki Public School, with a current enrolment of 37 students, which includes 40% Aboriginal students and a Transition class two days a week. It is a rural school on the Far North Coast, just south of the city of Lismore. The school offers a comprehensive education for all students K-6. Students Literacy and Numeracy is a focus and is supported by the Departments Early Action for Success initiative and employs an Instructional Leader. Students access a wide range of Positive Behaviour for Learning strategies which focus on the teaching of explicit behaviours in all settings.

We celebrate our diversity and are inclusive of culturally respectful practices, including Stronger Smarter and 8 Ways pedagogy. We engage in all sporting opportunities and provide a comprehensive daily fitness program.

Coraki Public School has undertaken a thorough Situational Analysis and has determined the Strategic Directions and Initiatives that will carry the school forward to 2024. These will be focused on student growth and attainment being supported by data driven practice and quality teaching pedagogy. Student's well being and attendance will be supported through innovative, engaging and well supported strategies. The building of strong foundations with community will ensure the transition points of each child's learning journey are well supported and enhanced whilst the active participation and engagement of the community into school life will bring a richness of experiences to all.

# Strategic Direction 1: Student growth and attainment

## Purpose

To improve the growth and performance of each individual student, resulting in success for all. To develop and maintain a school wide learning culture that recognizes and responds to unique and individual student needs.

## Improvement measures

**Target year: 2022**

The proportion of students achieving in the Top 2 bands NAPLAN Reading meets the system negotiated lower bound target.

**Target year: 2022**

The proportion of students achieving in the Top 2 bands NAPLAN Numeracy meets the system negotiated lower bound target.

**Target year: 2023**

The proportion of students achieving growth in NAPLAN Reading meets the system negotiated lower bound target.

**Target year: 2023**

The proportion of students achieving growth in NAPLAN Numeracy meets the system negotiated lower bound target.

**Target year: 2022**

The school is externally validated against the Sustaining and Growing indicator of the Data Skills and Use element in the Teaching Domain of the School Excellence Framework.

## Initiatives

**Data Driven Practices**

All practices at the school will be driven by data.

Professional learning in the effective use of data to evaluate student understanding and knowledge informs future learning.

- School processes are reviewed and refined to ensure reliable formative, summative and diagnostic assessments.
- Assessments guide student progress, evaluate growth, report student achievement. and guide teaching and learning
- Aboriginal and Torres Strait Islander student data is regularly analysed to monitor growth and achievement of targets. Regular communication of learning growth occurs between teachers, parents and the AECG.
- Student assessment tasks are moderated regularly at both stage and whole school level to ensure consistent teacher judgement.
- Learning Progressions are used to individualise student learning, monitor student growth and plan future learning.

**Quality Teaching**

The school will focus on developing processes that create and support Quality Teachers.

Quality Teaching builds teacher capacity to ensure that pedagogy promotes high levels of Intellectual Quality, establishes a high Quality Learning Environment and generates Significance by connecting students with the intellectual demands of their work. The What Works Best CESE resource provides strategies to support teachers to translate theory into practice.

- Teachers make evidence informed decision to ensure growth in the learning outcomes of students.
- Teachers collaborate to assess the quality of

## Success criteria for this strategic direction

- Teaching and learning programs reflect high expectations of student growth and attainment and these are shared by the whole school community.
- 100% of students have a Personalised Learning Plan (PLP) developed through effective partnerships with parents. A focus for each PLP is the student growth and attainment.
- Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning.
- Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is used by teachers to individualism student learning.
- Feedback from students on their learning derived from assessments informs further teaching.
- Teachers collaborate to support consistent teacher judgement and data is used to differentiate teaching and learning practice.

## Evaluation plan for this strategic direction

Question:

In what ways and to what extent have Data Driven Practices and Quality Teaching improved student growth and achievement?

Data:

- Learning and Support Team data
- Student growth data
- Student achievement data
- Evidence of teacher collaboration
- Personal Development Plans and Professional Learning records

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## Initiatives

teaching and provide feedback to peers in a collaborative way

- Teachers focus on building capacity through High Impact Professional Learning

- Impacts every teacher and every student.

## Evaluation plan for this strategic direction

- Student Learning Plans
- Aboriginal student Personal Learning Pathways
- Staff completion of What Works Best modules

Analysis: Regular data analysis will be used to identify trends and activities to inform student growth and attainment.

Implications: Based on the analysis to inform development of future directions.

# Strategic Direction 2: Wellbeing

## Purpose

To improve the sense of belonging, advocacy and expectation of success of all students and staff  by establishing a positive  culture where everyone feels safe, respectful and responsible.

There is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

## Improvement measures

### Target year: 2022

School based surveys on Wellbeing data (advocacy, belonging, learning expectations) meets the system generated lower bound target.

### Target year: 2022

The proportion of students attending school more than 90% of the time meets the system negotiated lower bound target.

### Target year: 2022

The school is externally validated against the Sustaining and Growing indicator of the Wellbeing Element of the Learning Domain of the School Excellence Framework.

## Initiatives

### Engagement

- Attendance  systems for students and staff are aligned to encourage high attendance.
- Teachers, parents and the community work together to support processes that ensure student absences do not impact learning outcomes.
- Positive Behaviour for Learning processes recognise student engagement.
- 8 Ways of Learning
- Yarning Circle
- Stronger Smarter

### Belonging

- Known valued and cared for check ins are in place across the school.
- Effective Transition processes - Transition to high school, Pre-school transition, Mum's and bubs
- Student individual learning plans
- The school engages in daily fitness
- Community and parents skills are used to broaden the range of activities available to the students.

## Success criteria for this strategic direction

- Thorough check ins all students connect with a staff member who provides advice, support and assistance to help them fulfill their potential.
- Positive Behaviour for Learning data informs whole school practices which result in measurable improvements in well-being and engagement to support learning and ensure optimum conditions for student learning across the whole school.
- There is school-wide, collective responsibility for student learning and success, which is shared by parents and students.
- All students have a written learning plans informed by sound holistic information about each student's well-being and learning needs in consultation with parents/carers.
- 8 Ways of Learning is evident in all teaching and learning programs
- Teaching and learning programs recognise the cultural and diverse learning needs of all students and are differentiated to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning.
- Transition activities for all students are clear and supported by all stakeholders.
- All staff will use the School Health Check to deliver on 150 minutes of physical activity a week.
- All staff are trained in and use Stronger Smarter practices.

## Evaluation plan for this strategic direction

Question:

In what ways and to what extents is Wellbeing improved by the engagement and belonging practices of the school.

Data:

- Tiered Fidelity Inventory

# Strategic Direction 2: Wellbeing

## Evaluation plan for this strategic direction

- Attendance
- Suspension
- Sign in book - Parent involvement survey
- School developed surveys
- Positive Behaviour for Learning rewards

Analysis: Regular data analysis will be used to identify trends and activities to inform implications.

Implications: Based on the analysis to inform development of future directions.