

Strategic Improvement Plan 2021-2025

Coramba Public School 1647



School vision and context

School vision statement

In partnership with the school community, a culture of high expectations leads to academic excellence, student engagement, attendance and wellbeing. Every student learns to connect and thrive. Parents and the wider community are provided with multiple forms of communication and feedback about their child's learning on a regular basis. All staff model and explicitly teach behaviour expectations and actively support students' capacity for self-regulation and resilience.

All teachers work collaboratively to provide quality evidence-based learning opportunities to improve literacy outcomes in reading, writing and spelling, all aspects of numeracy and in every Key Learning Area. There is a whole school, consistent approach to assessment. This is used flexibly and responsively as an integral part of daily instruction. Regular, effective feedback and use of student data informs teaching and learning and promotes differentiation. Continuous and inclusive improvement is led by ongoing, high impact professional learning. Authentic community engagement maximises the learning for all students.

School context

The school is located in a regional north coast area and has a FOEI of 94. The school has 42 students in three classes. The K-2 class comprises of 16 students, the Year 3 class 12 students and the Year 4-6 has 14 students. The distribution of students across grades is relatively even. 23% of students are Aboriginal and there are no EALD students. There is a blend of highly experienced teachers and early career teachers. School enrolment has slowly increased over the past three years.

There is a strong focus on Gumbaynggir culture as part of the physical surroundings. The school grounds are unique and the physical space is highly appealing and welcoming. The school uses resources effectively and learning spaces are maximised. The school employs specialist coaches/tutors in sport and dance.

Parents are supportive and value the school's strong focus on literacy, numeracy and student wellbeing.

Attendance rates of students attending over 90% of the time are above state average at 70%. Attendance rates need to improve. NAPLAN results are below the state average and there has been a downward trend in writing, reading, spelling and numeracy. Historically, the school has been over-represented in the bottom two bands in reading, grammar, punctuation, writing, spelling and numeracy. Of particular concern is spelling.

Reading comprehension, aspects of writing and numeracy are areas for development. The school has developed school wide practices for assessment and reporting and the use of data to inform teaching and learning programs. Teachers will enhance parent engagement and participation in school practices and decision making.

The majority of student's transition from Year 6 to Orara High School. There are strong transition processes in place.

The staff comprises of a teaching principal and three classroom teachers. There has been stability in the school leadership for the past seven years. There has been a history of high teaching staff turnover due to promotion and maternity leave. In recent years the teaching staff have been stable.

The Assistant Principal, Curriculum and Instruction has effectively built on the work of the Instructional Leader and has effectively mentored teachers in quality literacy and numeracy instruction.

The school consulted with students, staff, parents/carers and the broader community through surveys, focus groups and formal meetings to seek input and develop the plan.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes in reading, writing, spelling and numeracy and to build strong foundations for success.

Improvement measures

NAPLAN expected growth - Reading

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for reading in Year 3 and Year 5 for 2023 compared to Year 3 and Year 5 in 2022.

NAPLAN expected growth - Numeracy

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and Year 5 for 2023 compared to Year 3 and Year 5 in 2022.

Achieve by year: 2022

Reading Comprehension

School data shows that student progress and achievement data in reading comprehension against syllabus outcomes is tracking upwards of the school's baseline of 60% at and above stage level.

NAPLAN expected growth - Reading

Achieve by year: 2023

60% or more of students will demonstrate state average growth in year 5 NAPLAN reading.

NAPLAN expected growth - Numeracy

Achieve by year: 2023

60% or more of students will demonstrate state average growth in year 5 NAPLAN numeracy.

Initiatives

Whole school reading, writing and spelling

An integrated whole school approach to quality literacy teaching, curriculum planning and delivery, and assessment will be embedded across the school.

The school will undertake professional learning to enhance:

- teaching and learning programs
- differentiation
- assessment practices
- whole school monitoring of student learning
- feedback
- goal setting

Whole school numeracy

The staff will develop a shared understanding of how numeracy is taught K-6, implement interventions, set clear and transparent learning goals and develop a depth of knowledge and understanding of the mathematics syllabus through professional learning and consistent numeracy teaching practice and routines.

Success criteria for this strategic direction

- A whole school approach in literacy and numeracy pedagogy is evident.
- The syllabus and differentiation are observable in class programs and lesson observations.
- Improved student achievement in the NAPLAN top two bands and their growth in literacy and numeracy
- Valid teacher judgement is evident across the school.
- Teaching Sprints are systematic and targeted to student learning needs.
- Assessments are developed or sourced and used regularly across the school to promote consistent and comparable judgement of student learning, monitor student learning and identify skills gaps for improvement and areas for extension.
- Students complete formative and summative assessments each term and the results are provided to them and their parents to discuss and reflect upon to develop new learning goals.
- Teachers routinely review learning with each students, ensuring students have a clear understanding of how to improve.

Evaluation plan for this strategic direction

The school will use the QDAI process and following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of this strategic direction. This analysis will guide the school's future directions:

- NAPLAN data
- SCOUT value added data
- literacy and numeracy PLAN 2 data
- teaching sprint data analysis
- school based data including reading recovery levels Essential Assessment data in mathematics
- student work samples

Evaluation plan for this strategic direction

- learning goals data

The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures
- Regular professional discussion around the School Excellence Framework and themes
- Whole staff reflective sessions
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions

Strategic Direction 2: Feedback and reporting on student learning

Purpose

Students and parents require reporting that is clear, timely, accurate and supports their progress and achievement across all Key Learning Areas.

Improvement measures

Achieve by year: 2025

Satisfaction with reporting

90% of parents report satisfaction in the annual community satisfaction survey on reporting processes that take multiple forms, are clear and personalised.

Achieve by year: 2025

Student Learning Goals

90% of students can articulate their learning goals and understand what they need to learn next to enable continuous improvement.

Initiatives

Reporting

A culture of continuous reporting will be embedded to ensure personalised, comprehensive, detailed, clear and specific information is provided to students and their parents about their learning, growth, next steps as well as contextual and comparative data.

Teachers will directly and regularly engage with parents to improve their understanding of student learning.

A new, consistent reporting mechanism will be developed in consultation with all key stakeholders along with accurate and reliable recording to allow for more effective monitoring of student progress.

Develop and implement schedule of reporting to parents

Regular and effective feedback

Exemplar practice and programs will be initiated to ensure a range of timely, effective and appropriate feedback strategies are used with students to assist them with their learning.

Staff will undertake high impact professional learning, coaching training and high impact strategies to embed quality feedback practices.

A schedule for feedback will be developed.

Success criteria for this strategic direction

Teachers will report clearly, accurately and respectfully to students and parents about student achievement making use of accurate and reliable records.

The school uses a centralised system for analysing and reporting data on students and school performance.

Student reports are personalised and comprehensive, providing detail, clear and specific information about student learning, growth, next steps as well as student specific data.

Teachers will provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals.

Teachers will demonstrate consistent and comparable judgements of student learning.

Teachers demonstrate a high level of expertise in using and the provision of feedback to both students and parents.

The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

Evaluation plan for this strategic direction

The school will use the QDAI process and the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction:

- annotated assessment and feedback schedule
- school self-evaluation against the School Excellence Framework in the assessment themes of formative assessment, summative assessment, student engagement and whole school monitoring of student learning
- school self-evaluation against the School Excellence Framework in the data skills and use themes of data

Evaluation plan for this strategic direction

analysis, data use in teaching and data use in planning

- school self-evaluation against the School Excellence Framework in the effective classroom practice themes of feedback
- learning goal data, student and parent surveys and student and parent focus groups

The evaluation plan will involve:

- regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures
- regular professional discussion around the School Excellence Framework and themes
- whole staff reflective sessions
- term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions

Strategic Direction 3: Wellbeing and partnerships

Purpose

Student attendance, engagement and wellbeing will be maximised through strong partnerships with parents/carers.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

Attendance

Increase proportion of students attending 90% of the time to 5% above the school's baseline to 70%.

Wellbeing

Achieve by year: 2023

Student Wellbeing

In Tell Them From Me the percentage of students reporting Expectations for Success, Advocacy and Sense of Belonging is above the schools baseline of 91%.

Attendance (>90%)

Achieve by year: 2023

70% or more of students will attend school 90% or above.

Wellbeing

Achieve by year: 2023

90% or more students will report a strong sense of belonging on the TTFM survey annually.

Wellbeing

Achieve by year: 2023

90% or more students will report a strong sense of belonging on the TTFM survey annually.

Initiatives

Student engagement and attendance

A strategic and planned approach will be developed for whole school attendance and wellbeing processes.

Attendance data will be regularly analysed and used to inform planning.

Whole of school and personalised attendance and interventions will be implemented.

Staff will engage in ongoing professional learning on attendance and student behaviour and wellbeing strategies.

The school will continue to revise and align Positive Behaviour for Learning to ensure every student is actively engaged in learning, self-regulating and monitoring their own behaviour and attendance

Community engagement

Systems, structures and processes will be embedded to ensure systematic consultation and collaboration with all members of the school community.

A review and analysis will be undertaken utilising the school community matrix to identify and implement an effective whole school plan for implementation.

A collaborative school community partnerships document will be developed to ensure quality practices are implemented.

Success criteria for this strategic direction

Implement consistent student attendance systems and procedures K-6.

Positive, respectful relationships are evident and widespread among students and staff promote student wellbeing to ensure optimum conditions for learning.

The school is organised so all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to students.

The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school.

The school measures community (parent and student) satisfaction and shares its analysis and actions in response to the findings in its community.

Evaluation plan for this strategic direction

The school will use the QDAI processes following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions: attendance data, TTFM data, student and community focus groups, student and community surveys, EBS data on positive and negative behaviours.

The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures
- Regular professional discussion around the School Excellence Framework and themes
- Whole staff reflective sessions
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions

