

Strategic Improvement Plan 2021-2024

Corindi Public School 1654



School vision and context

School vision statement

At Corindi Public School we believe that every student should be challenged to learn and continually improve in a respectful, inclusive and high expectation environment. Our vision is to be partners in learning and collaboratively empower all students to become confident, resilient, self-directed and successful learners.

School context

Corindi Public School is situated 35kms north of Coffs Harbour, in the village of Corindi Beach.

At census 2021 we had 187 students enrolled.

24% of students enrolled are Indigenous students and 2% have a language background other than English

Our school attendance rate is 88.4%.

There are 7 permanent and 1 temporary classroom teachers, 1 teacher librarian, 5 SLSOs and 5 SASS staff.

All classroom teachers are accredited as Proficient with the National Education Standards Authority (NESA).

Our Family Occupation and Education Index (FOEI) is 122.

The parent community of Corindi Public School is supportive and engaged in a variety of ways with their children's learning. We have strong community involvement in school and community events.

We are a member of the Northern Beaches Community of Schools.

Rigorous External Validation and Situational Analysis processes have driven the development of the school plan.

Strategic Direction 1: Student growth and attainment

Purpose

We will build strong foundations for academic success by further developing and refining data driven practices that are responsive to the learning needs of all students.

Improvement measures

Target year: 2022

NAPLAN Top 2 Bands

There will be an uplift of 6% from baseline data in the number of students achieving in the top 2 bands in NAPLAN Reading.

There will be an uplift of 5.5% from baseline data in the number of students achieving in the top 2 bands in NAPLAN Numeracy.

Target year: 2023

NAPLAN Expected Growth

There will be an uplift of 13.5% from baseline data in the number of students achieving or exceeding expected growth in Reading.

There will be an uplift of 32% from baseline data in the number of students achieving or exceeding expected growth in Numeracy.

Target year: 2024

Numeracy

At least 75% of students completing Year 5 will have achieved the learning indicators (ADS7) within the Additive Strategies element of the Progressions.

At least 75% of students in Years 2-6 will demonstrate a 0.4% growth (calculated through effect size formula) when comparing start of year to end of year scale scores in the Progressive Achievement Test (PAT) in Numeracy.

All students with a Personalised Learning Support Plan

Initiatives

Data driven practices

Ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery.

• PL in data literacy, data analysis and data use in teaching for all staff. This is linked to in-school program analysis data.

• Establish and use Instructional Leader (IL) position to work with teachers using data to monitor and assess student progress and design future learning on a whole class, group and individual level.

• Review and adapt practice to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement.

Personalised Learning

Embed a learning culture that enables students to create, receive feedback and achieve their learning goals.

• PL on use of literacy and numeracy progressions to personalise learning and understanding.

• Expertly use student assessment data to reflect on teaching effectiveness and provide individualised explicit differentiated and responsive learning opportunities.

• Embed and use professional learning models to build teacher capacity and collective pedagogical practice.

Success criteria for this strategic direction

Assessment data is collected in reading and numeracy on a regular and planned basis and used responsively as an integral part of classroom instruction.

Valid teacher judgment is evident across the school.

Data and feedback inform teaching practice and direct learners and learning.

Explicit teaching is evident in all classrooms based on data.

Teachers provide explicit, effective and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning.

Evaluation plan for this strategic direction

Evaluation plan

The school will use the 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:

- NAPLAN data
- Scout - Value added data
- Learning sprint data analysis
- Student work samples
- Literacy and numeracy PLAN2 data
- Student PLPs and PLSPs
- Check-in assessments

QDAI model of evaluation

The evaluation plan will involve:

Strategic Direction 1: Student growth and attainment

Improvement measures

will achieve their SMART goals in Numeracy.

Reading

At least 75% of students completing Year 5 will have achieved within Level 7 of the Understanding Texts elements of the Progressions.

At least 75% of students in Years 2-6 will demonstrate a 0.4% growth when comparing start of year to end of year scale scores in the Progressive Achievement Test (PAT) in Reading.

All students with a Personalised Learning Support Plan will achieve their SMART goals in Reading.

Evaluation plan for this strategic direction

· 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 elements and themes.

· Executive team and whole staff reflective sessions.

· Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

After analysing the data a determination will be made as to the future directions.

Strategic Direction 2: Effective Practice

Purpose

We will further develop and refine data-driven teaching practices that are responsive to the learning needs of individual students. We will develop and maintain explicit systems for collaboration and feedback to sustain quality teaching practices.

Improvement measures

Target year: 2024

High Impact Professional Learning Framework

In the element of Collaboratively and Applied Professional Learning Strengthens Teacher Practice the school will move from Delivering to Excelling.

Target year: 2024

School Excellence Framework

In the elements of Learning Culture, Learning and Development, and Educational Leadership the school will move from Sustaining and Growing to Excelling.

In the element of Effective Classroom Practice the school will move from Delivering to Excelling.

Initiatives

High Expectations

To develop a consistent school-wide approach to effective and positive classroom learning environments.

Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Timely, formative feedback related to defined success criteria supports improved student learning.

High Impact Professional Learning via Collaboration

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers.

- Establish and use Instructional Leader position to facilitate timetabled and structured stage collaboration practices.
- Use the What Works Best in practice document to guide content of the sessions.
- Professional Learning linked to SD1 is delivered to all staff during collaboration sessions and is evidence based, linked to student needs and high impact.

Success criteria for this strategic direction

Learning Intentions and Success Criteria are evident in all classrooms.

A culture of High Expectations is promoted across the school.

Clear and consistent expectations for learning and behaviour are evident.

Parents and carers are provided with positive feedback regularly.

Processes developed to collaboratively review teaching practices.

High level professional dialogue is evident in formal and informal settings within and across stages.

Expertise is shared and skills tailored to the identified goals for whole school improvement in classroom practice.

A 0.5% increase in Expectations for Success in the Tell Them From Me trend data to NSW Government norms.

Expectations for Success in the Tell Them From Me trend data reach or exceed NSW Government norms.

Evaluation plan for this strategic direction

The school will use the 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:

- Classroom walkthroughs
- Classroom Observations
- Class Programs
- What Works Best reflection guide
- Collaboration teacher survey

Strategic Direction 2: Effective Practice

Evaluation plan for this strategic direction

- Student work samples
- **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 elements and themes, High Impact Professional Learning Framework and CESE's What Works Best in Practice.

Strategic Direction 3: Making Connections

Purpose

A planned approach to student wellbeing processes supports the wellbeing of all students so that they can connect, succeed, thrive and learn. Our purpose is to create a school-wide, collective responsibility for student learning. We aim to foster positive connections between students, staff, parents and the wider community so students are motivated to deliver their best and continually improve.

Improvement measures

Target year: 2024

An increase in the following *Drivers of Student Outcomes* elements; Effective learning time, relevance, explicit teaching practices and feedback, advocacy at school, positive teacher-student relations, positive learning climate and expectations for success from the TTFM survey from baseline data to at or above NSW Government Norms.

Target year: 2024

We will increase by 10% the number of students attending greater than 90% of the time from baseline data.

We will decrease by 20% the number of unexplained absences from the baseline data.

Increased proportion of students reporting a sense of belonging, expectations for success and engagement in learning as evidenced in TTFM results.

Initiatives

Connecting through Student Voice

To embed a culture that values the perspectives and opinions of students and acts on them in a way that genuinely shapes learning and decision making at school.

- Support student voice in the school by establishing student led teams. Eg. SRC, Anti-bullying committee.
- Staff establish connections with students external to their class through sporting houses, creative groups and inter-stage subject rotations.
- Enable students to develop and implement projects to change and improve school operations, culture, climate or practices.
- Build a strong sense of connection and community for Aboriginal and non aboriginal students through cultural experiences, creative arts and history by *walking together, working together* (Partnership Agreement 2020-2030)

Connecting through Wellbeing

Ensure our focus is on building individual and collective wellbeing through improved attendance, positive behaviour systems and positive relationships.

- The school fosters a welcoming culture through involvement in school activities and planning.
 - Promote the importance and benefits of regular attendance through school communications, such as the school website, social media and newsletters.
 - Implement whole school approaches for inclusion and positive behaviour
 - Forging strong positive relationships with all students, demonstrating that all students are known, valued and cared for.
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Success criteria for this strategic direction

- Student leadership is more visible and recognised through mentoring, participation in learning and other whole-school opportunities.
- Students can name one teacher (other than their classroom teacher) that they can turn to for advice and support.
- Students regularly meet to implement strategies from their own self-designed action plan on identified area or school need.
- All staff engaged with the Walking together, working together (2020-2030 Partnership Agreement) document and work in collaboration with parents, care givers and community to ensure Aboriginal students achieve these expectations.
- Aboriginal language is taught to all stage 3 students.
- Regular communication through newsletters and social media promoting the importance of regular attendance.

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiative in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school future directions.

- Parent participation in school-based workshops and sporting and cultural activities.
- SENTRAL attendance data
- Wellbeing framework
- TTFM student survey
- Committee minutes