

Strategic Improvement Plan 2021-2024

Corndale Public School 1656



School vision and context

School vision statement

The Corndale Public School's community aims to create a culture of high expectations for its respectful, responsible and involved students, in an environment where they are known, valued and cared for. Teaching and learning programs are personalised to the needs of students and focus is placed on developing the character of students as well as the continuous improvement of every student, every staff member and the school every year. Corndale Public School will continue its historic tradition in partnership with the broader Corndale community to promote inclusiveness, kindness, service and country values.

School context

Corndale Public School, with a current enrolment of 23, is a rural and remote small school located 18 km north of Lismore on the North Coast of New South Wales. Opened in 1889, the school enjoys a long history of providing a quality, country education for its students, strongly supported by an involved, broader community.

We place a strong emphasis on student wellbeing, fostering positive social interaction and self-discipline within a safe, caring and supportive environment. Weekly focus on selected virtues raise awareness of expected behaviours and promote positive character traits. Attendance rates are high with students stating that they enjoy coming to school because they feel valued and cared for.

Student learning is individualised and differentiated to cater for students' needs, enabling students to achieve success and to grow as learners. Experienced teachers and support learning staff, provide small group learning opportunities for students through a range of modes to suit different learning styles. Technology is integrated into classroom practice and is used competently by the students and staff.

Corndale PS strives to provide a broad range of experiences for our students on site through programs including the hiring of expert creative arts teachers, sporting coaches, Aboriginal Bundjalung Language and Culture tutors, visiting Authors, providing cooking classes and reading to dogs as part of the Story Dogs program. We ensure students are involved in community events such as the Lismore Show- entering cooking, garden produce, art and crafts, photography and project designs, entering competitions including Young Archie Art, Threatened Species Art and Language, Spelling Bees, Public Speaking and Performing Arts.

Student Leaders work as a team to organise fortnightly events to engage students to fundraise or raise awareness of those less fortunate or those needing a helping hand. Charity organisations supported include S.E.S., Our Farmers, Our Kids at Lismore Base Hospital and Friends of the Koala. All students share responsibility for weekly tasks including catering to the needs of our 4 friendly chickens.

We have an active and involved P&C, strongly supported by parents and carers of past and present students. The broader Corndale community supports P&C fundraising events through volunteering with set up, catering and serving at District and Zone Cross Country Carnivals hosted by our small school each year and other fundraising BBQs and Raffles.

As a result of undertaking External Validation followed by an extensive Situational Analysis in 2020, we have identified two strategic directions as our school's future directions. They include: Student Growth and Attainment in Reading & Numeracy; and Quality Teaching and Using Data to Inform Practice.

Strategic Direction 1: Student growth and attainment

Purpose

To improve student growth and performance in Reading and Numeracy.

Improvement measures

Target year: 2023

An increase in the proportion of students achieving expected growth in NAPLAN Reading to achieve the system generated target of 60%.

School contributes to the network target increasing the proportion of students achieving in the Top 2 NAPLAN Bands meeting the Lower Bound target for Reading.

Target year: 2023

An increase in the proportion of students achieving expected growth in NAPLAN Numeracy to meet the system generated target of 60%.

School contributes to the network target increasing the proportion of students achieving in the Top 2 NAPLAN Bands meeting the Lower Bound target for Numeracy.

Target year: 2022

Improvement in Student Attendance, attending >90% of the time, exceeds lower bound target of 70%.

Initiatives

Improvement in Reading outcomes for all students

To achieve improvement in student growth and attainment in Reading. Activities within this initiative will include:

- Development of a collaboratively planned whole school Literacy program incorporating all curriculum requirements.
- Develop deep staff understanding and effective implementation of the Reading component of the English Syllabus.
- Intensive, consistent Learning Sprints focusing on Reading through preparing, sprinting and reviewing.
- High Impact Professional Learning based on NSW DoE updates to Reading Documentation, online tools and applications.
- Collaboration with Professional Learning Community to continue literacy learning sprint with targeted aspects of reading K-6.
- Development of a suite of quality, valid, reliable, internal and external assessment tools to improve and monitor student performance.
- Tracking students' reading needs through the use of PLAN2 Literacy progressions.

Improvement in Numeracy outcomes for all students

To achieve improvement in student growth and attainment in Numeracy. Activities within this initiative will include:

- Review and strengthen Numeracy program incorporating all curriculum requirements.
- Employment of expert remedial mathematics teacher using Covid Funding to target identified students for remediation and/or extension.
- Employment of SLSO (as a result of student feedback) to assist students during numeracy activities.
- Development of a suite of quality, valid, reliable, internal and external assessment tools to improve

Success criteria for this strategic direction

Quality teaching practice in Reading and Numeracy is implemented, differentiating curriculum delivery to meet the needs of students identified twice annually by observation of teaching programs and lesson delivery.

All teachers identify, understand and implement the most effective, up to date explicit teaching methodology, observed twice annually in teaching programs and through observation of practice.

Students' learning and courses of study in Reading and Numeracy are monitored longitudinally and updated termly.

Reading and Numeracy assessment data and tracking systems are utilised school-wide and updated termly.

Assessment and reporting is personalised and comprehensive, providing information about student learning, growth and next steps in learning, observed through semester reports, regular student feedback and learning goal folders reviewed each term.

Student attendance data indicates improvement to meet or exceed minimum target 70% of students attend >90% of the time. Systems for supporting and monitoring attendance are evaluated a minimum of twice annually.

Evaluation plan for this strategic direction

Our school intends to use a range of evaluative practices to analysis progress through the Q.D.A.I. model:

Question: What has been the impact of the initiatives used to improve Reading and Numeracy outcomes for all students?

Data: Staff baseline survey prior to commencement, Individual student baseline data- Reading Levels-updated each term, Literacy and Numeracy PLAN2 data- collected through feeder assessments, Student Personalised Learning Plans updated twice annually, Yearly Check-In Assessments, Yearly NAPLAN , PAT Assessments and

Strategic Direction 1: Student growth and attainment

Initiatives

- and monitor student performance.
- Tracking students' Numeracy needs through the use of PLAN2 Numeracy progressions, focus area- Measurement and Geometry.
 - Collaboration with Professional Learning Community to undertake High Impact Professional Learning of Numeracy Documentation, online tools and applications.

Evaluation plan for this strategic direction

Essential Assessment. (Pre and Post- twice annually).

Analysis: Data is analysed and triangulated on termly basis, to determine the extent to which the purpose and improvement measures have been achieved.

Implications: Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring student grow in their learning.

Strategic Direction 2: Quality Teaching

Purpose

To improve quality teaching and data capability through high impact professional learning and collaborative practice.

Improvement measures

Target year: 2024

Improvement measured against the School Excellence Framework Teaching Domain of Effective Classroom Practice and Learning and Development self assessed and validated in 2024 as Excelling.

Target year: 2024

Improvement measured against the School Excellence Framework Teaching Domain elements of Data Skills and Use and Professional Standards, self assessed and validated in 2024 as Sustaining and Growing.

Target year: 2024

Improvement measured against the School Excellence Framework Learning Domain elements of Curriculum and Assessment, assessed and validated as Excelling and Student Performance Measures at Sustaining and Growing in 2024 .

Initiatives

Effective Classroom Practice

To provide high impact professional learning for teachers, enabling continuous improvement in providing effective classroom practice whilst reflecting on teaching effectiveness. Activities within this initiative will include:

- Deep knowledge of the Quality Teaching Framework pedagogy (dimensions and elements).
- Collaborative engagement in the Digital Delivery of Quality Teaching Rounds Research Project to analyse own and others teaching.
- Undertake Professional Learning Modules based on the 8 elements of 'What Works Best' CESE Documentation.
- Undertake Teacher Self Assessment against the Professional Standards for Teachers (aitsl).
- Developing staff knowledge and implementation of Learning Intentions and Success Criteria.
- Use of teacher feedback, self reflection and peer assessment to drive student growth.

Build on Data Capability

To build the capacity of teachers to select and undertake quality, valid and reliable, internal and external data sources, to analyse student progress to inform teaching directions. Activities within this initiative will include:

- Professional Learning on data literacy, PLAN2 and the use of Literacy and Numeracy progressions to personalise learning.
- Develop a school wide assessment schedule evaluating student learning over time.
- Track students through internal and external school performance measures.
- Develop effective system for collation, storage and access of student data.
- Using data to inform practice and student learning pathways by gathering evidence, identifying need,

Success criteria for this strategic direction

Staff have a thorough knowledge and embed the Quality Teaching Framework and What Works Best strategies into their teaching and learning programs and practice as observed through mid and final PDP and programming meetings.

Feedback is evident in teacher Professional Development Plans as observed through beginning, mid and final review PDP meetings.

Learning Intentions (LI) and Success Criteria (SC) are used and displayed in lesson delivery and articulated by students, observed through classroom walkthroughs and discussions with students each term.

School wide student performance measures used to track student learning and updated each term.

Teachers expertly apply a range of formative and summative assessment strategies to inform teaching and learning as observed through classroom observations and teaching and learning programs each term.

Data and feedback inform daily teaching practice and direct student learning.

Evaluation plan for this strategic direction

Our school intends to use a range of evaluative practices to analysis progress through the Q.D.A.I. model:

Question: To what extent has high impact professional learning and collaborative practice improved quality teaching and data capability?

Data: Lesson Coding Recording Sheets, Evidence of QT and WWB in teaching and learning programs, MyPL Evaluations as required, Pre and Post aitsl Teacher Self Assessment Feedback Reports, Teacher Yearly PDPs, Photos of LI/SC in use in daily practice, Video evidence of Student Voice, Termly PLAN2 Tracking, PLP goals twice annually, Assessment Schedule reviewed annually, Essential Assessment Data, PAT (Performance

Strategic Direction 2: Quality Teaching

Initiatives

- targeting teaching, monitoring impact and planning the next steps.
 - High impact professional learning integrating Formative and Summative Assessment into teaching practice.
 - Embed a learning culture where teachers and students create learning goals and plan future pathways for learning.
 - High Impact Professional Learning based on NSW DoE updates to Reading and Numeracy Documentation, online tools and applications.
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Evaluation plan for this strategic direction

Achievement Tests), Best Start, NAPLAN, Yearly Check In Assessments, Student Work Samples.

Analysis: Each term, data is analysed and triangulated to determine the extent to which the purpose and improvement measures have been achieved.

Implications: Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.