

Strategic Improvement Plan 2021-2024

Corrimal Public School 1661



School vision and context

School vision statement

At Corrimal Public School, we work collaboratively to ignite confident and resilient learners, keeping students at the centre of all decisions. All staff are leaders, who ensure that evidence based education and aspirational learning is delivered in a creative and curious environment. We embrace community connections in a positive and cohesive manner with the imperative that every student, staff and leader are challenged to improve.

School context

Corrimal Public School is located in the northern suburbs of Wollongong, between the escarpment and the ocean. Established in 1889, the school has a proud history of being central to its community, enrolling many children who are second or third generation students of our school. Our school culture is inclusive, connected and collaborative with students, staff, parents and the community working together to achieve individual potential and school-wide excellence. The school has an active Parents and Citizens Association.

The school has grown by 56% since 2014 and our student enrolment is currently 255. 17% of our students have a language background other than English. 7% of students identify as Aboriginal. Our students represent a range of socio-economic backgrounds and our Family Occupation and Education Index is 93.

Staff provide quality high quality education including enrichment and extra-curricular activities.

Our situational analysis, in consultation with our school community, including the Northern Illawarra Aboriginal Education Consultative Group, has led to the identification of priority areas and focussed initiatives across three strategic directions:

Strategic Direction 1: Student growth and attainment

Strategic Direction 2: Maximising learning

Strategic Direction 3: Building culture and connections

Our NAPLAN data indicates that our school fluctuates in the top two bands for reading and numeracy and this has been the trend for the last 10 years.

High level areas for improvement include increasing growth between Year 3 and Year 5, for both reading and numeracy, through explicit, differentiated teaching informed by student need. High impact professional learning and collaboration will increase evidence-based teaching practice. Strengthening assessment practice and data skills and use will enhance the monitoring of all student progress and ensure early intervention and extension, where needed.

We will continue to create and refine our systems to support connection to our parents and community. Student leadership and ownership of learning will continue to be promoted and researched through agency and voice opportunities. Embedding learner dispositions for students and staff is an important part of this work.

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student performance in reading and numeracy and ensure every student achieves growth for each year of learning, we will deliver explicit, consistent and research-informed teaching. Our teachers will reflectively adapt their practice, plan and program differentiated teaching and ensure the implementation of appropriate curriculum through high impact professional learning.

Improvement measures

Target year: 2022

7.43% uplift in the percentage of students achieving in the top 2 bands of NAPLAN reading.

6.49% uplift in the percentage of students achieving in the top 2 bands of NAPLAN numeracy.

Target year: 2023

11.65% uplift in the percentage of students achieving expected growth in NAPLAN reading

12.5% uplift in the percentage of students achieving expected growth in NAPLAN numeracy

Target year: 2024

School Excellence Framework Measures:

Learning: Differentiation, Curriculum and Student Performance measures self-assessed at Sustaining and Growing with some Excelling themes evident

Teaching: Effective Classroom Practice self-assessed at Sustaining and Growing with some Excelling themes evident

Initiatives

Highly effective teaching practices

The use of evidence-based practices will underpin continuous improvement through a focus on explicit, differentiated teaching and syllabus review.

Develop, document and embed a consistent school-wide explicit teaching framework that provides a clear, consistent and evidence-based approach to teaching and learning in reading and numeracy.

This includes

- revising and documenting school based guidelines for planning and programming

Build teacher capability in evidence-based teaching practices that meet student need by embedding the conditions necessary for high impact professional learning (time, support, systems, knowledgeable others and documentation).

This includes

- Teaching Sprints as a consistent and collaborative process to provide high impact professional learning

- Embedding explicit protocols for teacher observation and feedback to sustain effective teaching practices.

Deepen teacher knowledge and understanding of the English and mathematics syllabi, through sustained professional learning, to provide planned and sequential instruction, targeted to student learning needs.

Success criteria for this strategic direction

A school-wide explicit teaching framework exists, is documented and embedded.

Teachers collaborate across stages to share curriculum knowledge and other information about student progress and achievement to inform the development of evidence-based programs to meet student need. (SEF-lesson planning)

Teachers are skilled at explicit teaching techniques to identify students' learning needs, and use a range of explicit strategies to explain and break down knowledge. (SEF-Explicit teaching)

Teachers engage in professional discussion, high impact professional learning and collaborate to improve teaching and learning in reading and numeracy. (SEF-Collaborative practice and feedback)

Teaching and learning programs describe expected student progression in knowledge, understanding and skill and the assessments that measure them. (SEF-Teaching and learning programs)

Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. (SEF-Differentiation)

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:

- NAPLAN data
- Best Start Kindergarten data
- Literacy and numeracy PLAN2 data
- Check in assessment
- Interview for Student Reasoning (IfSR)

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- PAT data
- Year 1 Phonics Screening check
- Personalised Learning Pathways
- Teaching Sprint record of impact
- SEF SaS
- Student focus groups
- Internal surveys
- Staff Performance and Development Plan
- Teaching and learning programs

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 What Works Best 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

What are our future steps from the analysis of the data?

Strategic Direction 2: Maximising Learning

Purpose

To ensure all students are maximising learning outcomes in reading and numeracy, we will develop and sustain whole school processes for collecting and analysing assessment and data. All staff will use this to track and understand the learning needs of students and drive teaching practices that are responsive to the learning needs of individual students.

Improvement measures

Target year: 2024

School Excellence Framework Measures:

Learning: Assessment self-assessed at Sustaining and Growing with some Excelling themes evident

Learning: Student Performance Measures self-assessed at Sustaining and Growing with some Excelling themes evident

Target year: 2024

Teaching: Effective Classroom Practice self-assessed at Sustaining and Growing with some Excelling themes evident

Teaching: Data Skills and Use self-assessed at Sustaining and Growing with some Excelling themes evident

Target year: 2024

Every student is tracked in PLAN2 in Quantifying Numbers until they have reached the level required.

Year 3 - Quantifying numbers 8

Year 5 - Quantifying numbers 11

Initiatives

A culture of continuous improvement

Build leader and teacher capability in using assessment and data to plan for and monitor student progress, provide feedback and empower students in their learning to ensure measurable improvement.

Embed sustainable whole school processes for collecting, tracking and analysing data to evaluate the effectiveness of teaching, moderate practice and plan to meet the learning needs of students across the range of abilities. This will include using data to check and understand where students are at in their learning to inform planning, identify interventions and modify teaching practice.

High impact professional learning in the 'Leading Evaluation, Evidence and Data' project for the leadership team to develop and enhance their ability to guide evaluation, evidence informed practice and data use by exploring the themes in the Centre for Education Statistics and Evaluation's 'What works best' documents.

Ongoing professional learning to build teacher capability in the Literacy and Numeracy Progressions and PLAN2 so that they can effectively identify student learning needs, monitor student progress over time and plan next steps for learning.

Review, improve and rigorously construct consistent assessment practices, connected to the curriculum, to ensure responsive differentiated teaching and learning to meet student need.

Build teacher capabilities to ensure formative assessment is embedded in school-wide teaching practices in order for feedback to be student to teacher and teacher to student.

Success criteria for this strategic direction

All teachers contribute to gathering and analysing data and use data effectively to evaluate student understanding of lesson content and identify skill gaps for improvement or extension. (SEF-Data Skills and Use)

The leadership team comprehensively analyses student progress and achievement data and discusses results with the whole staff. (SEF-Data analysis)

Documented school-wide processes and practices support teachers' consistent teacher judgement and moderation of assessments to support the evaluation of student learning over time to respond to student need.

Teachers routinely include a range of formative assessments to inform teaching, adapt their practice and meet learning needs of students (SEF-Assessment)

Feedback to students is specific, explicit and timely, ensuring all students have a clear understanding of how to improve. (SEF-Feedback)

All teachers use PLAN2 data to identify, monitor and plan for reading and numeracy instruction.

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:

- NAPLAN data
- Best Start Kindergarten data
- Literacy and numeracy PLAN2 data
- Check in assessment
- Interview for Student Reasoning (IfSR)
- PAT data
- Year 1 Phonics Screening check

Strategic Direction 2: Maximising Learning

Evaluation plan for this strategic direction

- Personalised Learning Pathways
- SEF SaS
- L&S meeting minutes and records of adjustments for disability
- Assessment Schedule

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 What Works Best 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

What are our future steps from the analysis of the data?

Strategic Direction 3: Curriculum, culture, connection

Purpose

To challenge students and encourage continuous improvement in their learning, we will deepen our knowledge of the curriculum and strengthen connections with all members of our school community, ensuring responsibility for student success is shared by all.

Improvement measures

Target year: 2022

An uplift of 2% or above in Tell Them From Me Wellbeing data (advocacy, belonging, expectations of success)

An uplift in the percentage of the proportion of students attending >90% of the time by 10.73% or above

Target year: 2024

2024

Move to Sustaining in the domains of *Participating and Communicating* in The Family-School Partnerships Framework school assessment tool.

Target year: 2024

School Excellence Framework Measures:

Learning: High Expectations and attendance are self-assessed at Sustaining and Growing with some Excelling themes evident

Leading: Community engagement and Curriculum provision is self-assessed at Sustaining and Growing with some Excelling themes evident

Initiatives

Connected Curriculum and Student Agency

High impact professional learning that deepens teacher knowledge of curriculum content, new syllabi and the High Potential and Gifted Education policy to ensure differentiated, rigorous, relevant teaching and learning programs that reflect student need and interest and act as a bridge to increased student achievement and engagement.

Embed learning dispositions such as grit, persistence, resilience, and curiosity to support students' awareness of the way they learn and strengthen their willingness to persist with learning, especially when tasks or skills are difficult, elusive and/or challenging.

Amplify student voice across the school through informal and formal structures and providing students with authentic opportunities to build their leadership capabilities by collaborating on school and community projects so that students feel connected to the school and their learning.

Culture and Connection

Embed collaborative processes, learning activities and community initiatives that build a culture of welcome, inclusion and belonging that reflects and respects the diversity within the school community and strengthens the capacity of families to assist and encourage their children's learning.

Strengthen Aboriginal family and student partnerships with strong connections to the Northern Illawarra Aboriginal Education Consultative Group to deepen knowledge of Aboriginal heritage and culture.

Success criteria for this strategic direction

To meet the needs of students at different levels the school monitors & reviews its curriculum with teachers differentiating curriculum delivery, including adjustments, to support learning or increase challenge. (SEF-Curriculum provision)

Learning dispositions support students in receiving and acting on feedback, resulting in measurable improvements in wellbeing and engagement to help students fulfil their potential.

There is a demonstrated commitment within the school community that all students make learning progress and partnerships support clear improvement for learning. (SEF-High expectations)

Attendance data is regularly analysed and used to inform planning. and all stakeholders work together to ensure student absences do not impact on learning outcomes. (SEF-Attendance)

Positive, respectful relationships among all school members are evident with the school regularly soliciting, analysing and addressing feedback on school performance to insure continuous improvement. (SEF-Community engagement)

A Reconciliation Action Plan is embedded throughout the school by all staff resulting in Aboriginal students being connected to their culture.

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:

- Family-School Partnership Framework evaluation tool
- Tell Them From Me data
- Scout and Sentral attendance data

Strategic Direction 3: Curriculum, culture, connection

Evaluation plan for this strategic direction

- Student voice focus groups
- Personalised Learning Pathways
- Parent attendance at events, P&C meetings, parent/teacher meetings
- Parent focus groups and surveys
- Internal / external assessment data
- Internal / external surveys
- NSW Quality teaching model

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.
- 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

What are our future steps from the analysis of the data?