

# Strategic Improvement Plan 2021-2024

## Coreen School 5637



# School vision and context

## School vision statement

At Coreen School our vision is to inspire students to be self-reliant, responsible and socially appropriate members of the community. We will equip students with skills to experience personal achievement in managing their emotional and behavioural needs. Our values of excellence, equity, trust, service, integrity and accountability all align with the Department's Strategic Plan.

The students and staff at Coreen School acknowledge the traditional custodians of the Darug land and pay our respects to Elders past and present. We welcome all Aboriginal and non Aboriginal people to our school and believe that when we go gently on Darug land we are all united as one community.

## School context

Coreen School is a School for Specific Purposes that caters for 70 students who present with an emotional disturbance and/or behaviour disorder. Students may also have additional learning needs/diagnosis such as autism and/or a mild intellectual disability. Enrolments come through an access request and the state-wide placement panel process. Students are high school age and engage in a variety of life skills curriculum programs. Students in the Tutorial program are shared enrolments with mainstream high schools and may complete mainstream curriculum. Our school is well resourced with specialised classrooms, a gym, swimming pool and 3 school buses that provide access to the many community based programs we make accessible to our students.

We are located in Blacktown and are part of the Bungaribee Network within the Metropolitan South and West School Performance Directorate. Our Principal is a member of the Blacktown Area Primary Principal's Council within the Primary Principal's Association. We work in partnership with Nurrungingy Local Aboriginal Education Consultative Group.

Coreen School completed External Validation in September 2020 and moved into our Situational Analysis. From these two processes our school executive identified areas of strength in wellbeing and catering to the whole child. Areas for development included the tracking of student outcomes through data collection. Our Strategic Directions in our Strategic Improvement Plan for 2021-2024 therefore are:

1. **Student Growth and Attainment:** We will further develop the Instructional Leadership approach and work in line with the literacy and numeracy progressions. We will refine our assessment processes and our Individual Education Plans for our students will be the focal point for tracking outcomes.
2. **Wellbeing:** We will enhance our quality teaching practices with student and staff wellbeing by engaging in meaningful professional learning. We will formalise our methods in a trauma informed approach to supporting wellbeing.
3. **Community Connections:** Students will be exposed to a variety of ways to engage with the school community and beyond, post school options and work experience. Our specialised staff including our Community Liaison Officer, Student Support Officer and Aboriginal Education Officer will work with students, teachers and our inter-agency networks to enhance students' connection to community.

# Strategic Direction 1: Student growth and attainment

## Purpose

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for success, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

## Improvement measures

### Target year: 2024

Improvement of on-balanced judgement for self assessment in domain Curriculum and Data Skills and Use from Sustaining and Growing to Excelling.

### Target year: 2024

Students demonstrate measurable growth in literacy and numeracy which has been outlined in their Individualised Education Plan .

## Initiatives

### Data Informed Practice and Assessment Processes

Coreen school will successfully implement a centralised system data base, utilised by all staff, containing consistent and reliable data regarding student growth in Literacy and Numeracy.

Professional Learning for all teaching staff to monitor growth and inform teaching, learning, feedback and assessment embedding National Literacy and Numeracy Progressions, enabling teachers to indicate student development,

Data walls (Electronic) - outcome tracking/literacy and numeracy progressions to inform Individualised Education Plan and programming.

Establish and utilise an Instructional Leadership approach to support teachers using data to monitor and assess student progress and design future learning across the school. Use a range of student assessment data, identify interventions, reflect on effectiveness of teaching practice and measure student growth and attainment and inform programming.

Embed the connection with knowledgeable others to strengthen Instructional Leadership practice.

### Individualised Education Plans

All students will have an Individualised Education Plan containing data driven targets to ensure measurable growth in literacy and numeracy. All Individualised Education Plans will be underpinned by evidence from the following focus areas:

- Continuous Formative Assessment, Learning Intentions and Success Criteria, as well as Feedback play a key role in supporting student achievement.
- Expertly use student assessment data to identify student learning needs and opportunities for targeted instruction.
- Engage with National Literacy and Numeracy Progressions to implement individualised goals and

## Success criteria for this strategic direction

School-wide evidence based assessment policy implemented and embedded, facilitating authentic planning for learning.

All substantive teachers demonstrate engagement with PLAN2, through the recording of student attainment of targeted progressions, including the Numeracy Progressions of additive strategies and Literacy Progressions understanding texts and creating texts.

School staff collaborate with the school community to use student progress and achievement data to identify strategic priorities, and develop and implement plans for continuous improvement. Strategies implemented reflect research on best practice and include ongoing monitoring of success.

An evidence based and appropriate assessment tool will be expertly used school-wide. Reliable data will exist and provide evidence that all students will have demonstrated growth in literacy and numeracy.

The school's curriculum provision supports high expectations for student learning. The curriculum is enhanced by learning alliances with other schools or organisations, where useful and practicable (School Excellence Framework, Learning, Curriculum).

Students' learning and courses of study are monitored longitudinally (for example K-2; K-6; 7-12) to ensure continued challenge and maximum learning (School Excellence Framework, Learning, Curriculum).

Teachers clearly understand, develop and apply a full range of assessment strategies - assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness (School Excellence Framework, Teaching, Data Skills and Use). Regularly update Individualised Education Plans resulting in student growth and attainment.

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom

# Strategic Direction 1: Student growth and attainment

## Initiatives

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- provide adjustments where needed.
- Instructional leadership model is used to foster effective planning/Individualised Education Plans and implementation of differentiated teaching in classrooms.

## Success criteria for this strategic direction

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observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school-wide improvement in teaching practice and student results (School Excellence Framework, Teaching, Learning and Development) eg. All student folders on the shared drive to contain current Individualised Education Plans.

## Evaluation plan for this strategic direction

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### Questions

Does the School-wide continuous and timely review of teaching and learning programs, assessment and collaborative practices enable student growth?

### Data

Regular review of school-wide data sources to ensure students are on track for outlined improvement measures eg. growth in reading and numeracy., increased achievement of learning outcomes.

PLAN2, Data wall, work samples, focus groups, Teaching and Learning program evaluations, internal school data, professional learning feedback and evaluation, Life Skills outcome tracking.

### Analysis

The school will use the identified data resources above to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction.

### Implications

Data will inform the effectiveness of initiatives and guide the strategic direction.

# Strategic Direction 2: Wellbeing

## Purpose

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Every student and staff member is known, valued and cared for. Continuous improvement embedding a culture of high expectations ensuring maximum engagement and worth.

## Improvement measures

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### Target year: 2024

Targeted school cohort less than 80%, all demonstrate attendance data improvement of 3.7%.

### Target year: 2024

All students transition to meaningful and individualised post school options.

### Target year: 2024

Uplift in attendance and participation percentage of parents/carers in Individual Transition Plans, Individual Education Plans, and review meetings.

### Target year: 2024

Aboriginal students enrolled attain their HSC whilst maintaining their cultural identity.

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## Initiatives

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### Personalised Learning

All students have Individual Education Plans containing attendance data and an attendance goal along side an educational aspiration through a case management approach.

Continuously monitor and review the impact of the adjustment or support being provided for the student.

Consult and collaborate with parents/carers, support staff and other professionals where required.

All Aboriginal students have a meaningful Personalised Learning Pathway, developed in collaboration with student, family and community. Teachers utilise the Personalised Learning Pathways and Individualised Education Plan tailored approach to wellbeing and learning.

Ongoing professional learning to ensure all staff have the understanding of histories and cultures ensuring inclusivity and capabilities to embed in all curriculum programs.

### Quality Teaching Practices

Enable a self-sustaining and self-improving community that will continue to support the highest levels of learning as a lasting legacy of their contributions..

Trauma Informed Practice framework founded on five core principles - safety, trustworthiness, choice, collaboration and empowerment as well as respect for diversity. Trauma Informed Practice is embedded in curriculum and all programmed activities.

Collaborative & Proactive Solutions (CPS) is the non-punitive, non-adversarial, trauma-informed model of care. Behaviour plans are current and informative for all staff and used daily.

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## Success criteria for this strategic direction

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Coreen has a continued embedded culture of commitment to nurture, guide, inspire and challenge students - to find the joy in learning, to build their skills and understanding, and to make sense of their world.

Staff consider all reasonable adjustments for students to ensure access to equitable and more varied opportunities in school and for post school options.

Student plans will indicate wellbeing/social skills goals as well as curriculum goals which will increase attendance.

Whole school environment encompasses excelling professional practice with a high expectations culture focused to learning and wellbeing.

The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning and increase learning outcomes (School Excellence Framework, Learning, Wellbeing).

There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers (School Excellence Framework, Teaching, Wellbeing).

Positive and respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school (School Excellence Framework, Teaching, Wellbeing).

Attendance data is regularly analysed and is used to inform planning. Whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk (School Excellence Framework, Learning, Learning Culture).

## Evaluation plan for this strategic direction

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### Evaluation plan for this strategic direction

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#### Question

Does the school have an embedded culture of commitment to a holistic approach to each individual student?

#### Data

Tell Them From Me staff surveys, attendance data, outcome tracking, post school option opportunities.

#### Analysis

Students will have adequate supports for work place or other post school options. Students will attend school/programs regularly.

#### Implications

Frequent reviews of transitions will inform professional practice enabling staff to cater specifically to the needs of each individualised student.

# Strategic Direction 3: Community Connections

## Purpose

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To establish and maintain strong community connections that will enrich engagement with the wider whole-school community and provide meaningful and individualised transitions to post-school options

## Improvement measures

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### Target year: 2024

100% of students in Years 11 and 12 engage in work education and/or work experience programs.

### Target year: 2024

100% of students in Year 7-10 engaged in a specialised programs.

### Target year: 2024

100% of students in Year 12 have agreed Individualised Transition Plan goals to support transition to post-school options

## Initiatives

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### Specialised Staff

Strategically investing in human resources through a staffing methodology review to maximise resources to best meet the needs of our students. Employment and engagement of specialised staff supporting our culture of endless opportunities encapsulating our holistic approach to the whole child. Our school structure promotes the effective development of all students in their preparation for their future after graduating from Coreen school. Roles such as a Community Liaison Officer are crucial links between school support and community for student, parents and carers increasing engagement in programs across the school. Inclusive of a specialist Aboriginal role to support improved learning, welfare and wellbeing outcomes for Aboriginal students at Coreen.

Refine individualised student plans to be inclusive of case management practices by creating a broad range of programs supported by staff with an array of specialities and strengths, that offer students a variety of opportunities that engage all students.

An Aboriginal Education Officer to support improved learning, welfare and wellbeing outcomes for Aboriginal students at Coreen. Building a sense of belonging and connections to country for all stakeholders. Embedding an awareness of cultural sensitivity around teaching and learning programs.

Students are provided with inspiring role models of appropriate behaviour from younger males. Continuing solid partnership with associations such as Penrith Panthers Rugby League Football Club.

### Specialised Programs Assisting Transitions

Teachers work collaboratively to implement programs working incorporating the Life Skills curriculum outcomes. Students are also exposed to rich learning environments beyond the classroom. This allows for incidental learning for example: on shopping trips; within excursion planning; creating reward systems.

## Success criteria for this strategic direction

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A successful transition system will be embedded whereby the whole staff will know the student post school aspirations through building strong relationships, understanding and awareness of external factors, and an awareness of career options and pathways.

Coreen staff collaborate with the school community (mainstream High School, parents/carers, caseworkers, etc) to use student progress and achievement data to identify strategic priorities to support the transition, and develop and implement plans for continuous improvement. Strategies implemented include ongoing monitoring of success.

Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. Reporting to parents to be enhanced in response to feedback received.

The school collects and analyses information to inform and support students' successful transitions. The school seeks to collaborate with parents/carers of students whose continuity of learning is at risk (School Excellence Framework, Learning, Learning Culture).

Management practices and processes are responsive to school community feedback. There is a whole school approach to improving service delivery and customer (parent and/or student) experience (School Excellence Framework, leading, Management Practices and Processes).

The leadership team measures school community (parent and student) satisfaction and shares its analysis and actions in response to the findings with its community (School Excellence Framework, Leading, Management Practices and Processes).

## Evaluation plan for this strategic direction

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Question

Has maintaining strong community connections enriched

## Initiatives

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Specific targeted programs engage students in a variety of ways enabling them to select from different experiences catering for each students specific needs.

Supporting transition to work and/or other post school options., students undertake a yearly review of placement, to confirm whether their placement in this support setting continues to best meet their educational needs. The meeting includes a review of the student's Individualised Education Plan.

Setting clear goals for Year 11 and 12 students regarding transition to post-school options. Staff to support include the school counselor, executive, parents/carers support with resume documentation collection and all training to facilitate work.

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## Evaluation plan for this strategic direction

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engagement across the whole school and provided meaningful transitions?

### Data

Individualised Education Plans, post school data, Lesson observations, program reviews, Life Skills Outcome Tracking, PLAN2,

### Analysis

School will use the identified data resources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction.

### Implication

We will use a combination of data sources. Data collection will be systematic and ongoing.