Strategic Improvement Plan 2021-2025

Corrimal High School 8191

School vision and context

School vision statement

Our vision is to empower students to acquire, demonstrate, articulate and value knowledge and skills that will support them, as life-long learners, to participate in and contribute to the global community.

Our vision is to ensure that every student is known, valued and cared for. Every student is inspired and challenged in a safe and inclusive environment so that they can develop their knowledge and skills to be successful in their transition to their future learning and/or employment endeavours.

Our vision is to build a school culture based on a strong foundation of high expectations and consistency in all that we do so that we can change the educational outcomes not just for our students, but for our entire school community.

Our vision is for Corrimal High School to be the school of choice for local students.

School context

Corrimal High School is situated on the northern beaches of Wollongong and provides high quality comprehensive education for 422 students from Year 7 to Year 12. With a strong Learning Hub, the school places a high emphasis on data-informed, personalised learning, including high quality instruction in literacy and numeracy, to enhance the educational achievements of all students, including 93 First Nations students, seven support classes and an increasing number (19%) of students from language backgrounds other than English.

The school enjoys positive relationships within its community of schools and has developed strong networks across the Illawarra. Corrimal High School is one of the Illawarra Academy of STEM Excellence schools as part of the STEM Industry Schools Partnership (SISP) Initiative. A dedicated Aboriginal Learning & Engagement Centre ensures that we are all working towards reducing the gap in education for all of our Aboriginal students. Strong links with the NIAECG have been fostered and will continue to guide the cultural, academic and wellbeing success of our students.

A school Agricultural farm enables the school to cater effectively for student learning and engagement in hands on activities for students in mainstream and support classes. The construction of a new Industrial Arts / Technology building will bring modern teaching infrastructure to the school and will future proof skills based learning for all students with the inclusion of a Trade Training Centre for both Construction and Metals & Engineering.

Our Situational Analysis conducted in 2020 highlighted a need for a consolidated and consistent approach to teaching, learning and assessment in order to deliver school wide high impact curriculum to support academic excellence. The school is a pivotal hub for its community and is operating in the context of significant demographic and pedagogical change, supported by a dedicated, caring staff and an aspirational parent community. Parent consultation has identified student wellbeing as a key priority for their children at Corrimal High School. Significant levels of financial and human resourcing have been allocated to teaching, learning and wellbeing in order to achieve positive outcomes and the holistic development of each child.

Significant improvement in student growth and value add continues to be the trend for NAPLAN at Corrimal High School with outstanding results in Reading in particular. Engagement in the Strategic School Support model for Numeracy will also see Numeracy results strengthen. Ongoing positive changes in student demographics also supports improvement and growth in external testing including NAPLAN & the HSC. The development and implementation of a HSC Improvement Program in Year 11 sees a focused approach to supporting senior students with the provision of a dedicated mentoring / tutoring and wellbeing framework to guide students.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise the learning achievements and growth of every student, by providing individualised and tailored learning programs, designed to engage students in rich learning experiences. The regular use of data driven evidence guides reflection on teaching effectiveness, student progress and improved attendance strategies. Data driven practices will continue to be utilised for ongoing school improvement.

Improvement measures

NAPLAN expected growth - Numeracy
Achieve by year: 2023

Increase the percentage of students achieving growth in Numeracy according to Check-in assessment mean scaled score from 2022.

NAPLAN expected growth - Reading
Achieve by year: 2023

Increase the percentage of students achieving growth in Reading according to Check-in assessment mean scaled score from 2022..

Aboriginal student HSC attainment
Achieve by year: 2023

Increase the proportion of First Nations students attaining the HSC to meet and exceed Premier's Priorities.

HSC achievement - top 2 bands
Achieve by year: 2023

Uplift in the percentage of students achieving in the top 2 bands in HSC to be above the system identified lower bound target, trending towards the upper-bound target.

HSC achievement - top 3 bands
Achieve by year: 2023

Uplift in the percentage of students achieving in the top 3 bands in HSC to be at or above the system identified upper-bound target.

Initiatives

Evidence Informed Practice

Building capacity of staff to analyse student performance data, so that it is consistently used to inform teaching and learning.

- Ongoing professional learning in data literacy, data analysis and data use in teaching for all staff.
- Analysis of HSC data and NAPLAN data. Respond to data by addressing areas for extension and learning gaps in teaching planning and programs.
- The Learning Hub team analyses data to plan for intervention, tailored learning programs and HPGE programs.
- What Works Best Toolkit is used to evaluate the use of data to inform teaching and learning.

Tailored Support for Student Growth

A tailored approach to continue to develop foundation skills in numeracy and literacy to ensure that every student can access the curriculum to their maximum potential. Student assessment data, internal and external, is collected and analysed to identify achievement, progress and gaps, for an individualised and tailored support program to be delivered for maximum student growth.

- Building teacher capacity to ensure the High Potential Gifted Education policy is embedded in teaching and learning programs to ensure students are challenged and engaged and supported to reach their potential.
- Personalised tutoring and support delivered to First Nations students, to improve educational outcomes, support cultural knowledge and identity and increase attainment of HSC for Aboriginal students.
- Fostering and continuing to build the Learning Hub for individualised and tailored support for all students, including students with learning disabilities, EAL/D students, students with complex needs and all students who require support to access the curriculum.

Success criteria for this strategic direction

- Data is regularly used at a school wide level to inform teaching and to map student progress on both internal and external measures
- Positive growth in NAPLAN is evident.
- Positive growth in HSC with higher rates of students achieving top 3 bands.
- Attainment of system negotiated growth targets
- All teaching and learning programs are responsive to the needs of all learners, showing evidence of revisions based on feedback on teaching practices.
- Student expected growth is identified for every student. Students are achieving higher then expected growth in external assessment measures.
- EAL/D, Learning Support and Aboriginal Learning and Engagement Centre teams are collaborative and build capacity of teachers to deliver quality learning programs. These teams are an integral component of whole school approaches to language, literacy and numeracy and Aboriginal learning and engagement programs.

Evaluation plan for this strategic direction

Question:

How have explicit programs and ongoing data collections, strategic teaching mentoring programs and a whole school literacy and numeracy focus affected/impacted on student engagement, growth and attainment? How have teaching practices changed? Has student engagement increased? Has this been effective and had a positive impact? Do students feel supported and challenged in the classroom and at school?

Data:

- NAPLAN
- HSC
- Scout
- Internal subject grades

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Strategic Direction 1: Student growth and attainment

Initiatives

- Strategically developed streamed classes including enrichment and literacy support classes. Develop teacher capacity to plan for, monitor and evaluate student learning needs and differentiated teaching.
- Develop and deliver quality EAL/D professional learning, to build teacher capacity, to ensure learning is accessible and inclusive for EAL/D students.
- Delivery of a personalised tutoring program to build literacy and numeracy skills.

Whole School Literacy & Numeracy Strategy

A school wide literacy and numeracy strategy. Consistent and explicit teaching strategies which are evidenced based. Explicit teaching of literacy and numeracy at all levels
of achievement, with
success that can be measured by improved student progress and achievement data.

- The Literacy team provide professional learning on a school wide level, on evidenced based explicit teaching strategies to build literacy skills of every student.
- The Numeracy team provide professional learning to staff on embedding numeracy strategies in teaching and learning programs.
- Whole school adoption of Literacy and Numeracy progressions. Staff know and are aware of the progressions and how to continue to develop students literacy and numeracy growth according to the progressions.
- Analyse NAPLAN, HSC and Minimum Standard data and use this regularly to identify school wide target areas and identify student achievements and progress and to reflect on teaching effectiveness.

Evaluation plan for this strategic direction

- Tutoring data
- Teaching programs
- Quality teaching rounds
- TTFM
- Student voice groups
- Staff and parent/carer feedback
- Pre and post testing
- Check in Assessments
- Minimum Standards

Analysis:

Analyse internal and external student performance measures to determine the extent to which the purpose has been achieved. Analyse student, staff and community feedback to evaluate success of individual and tailored support measures.

Implications:

Data and feedback determine future directions and next steps with a planned approach.

Data will be used to report on progress measures.

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Strategic Direction 2: High Impact Curriculum and Assessment

Purpose

To create and nurture adaptive, responsive and highly skilled learners who will become influential, informed and active citizens of society in an ever changing environment. This will be achieved by designing and delivering high impact curriculum experiences through responsive, continual and informative assessment which measure impact of learning and drives future learning opportunities.

Improvement measures

Achieve by year: 2025

In the element of Assessment the school is self assessed and validated at Excelling according to the School Excellence Framework.

Achieve by year: 2025

In the element of Curriculum the school is self assessed and validated at Excelling according to the School Excellence Framework.

Initiatives

School Wide Assessment Practices

Improving effective classroom practices through a focus on formative and summative assessment.

- Create an evidence-based, school-wide, formative assessment culture.
- Build teacher capabilities to ensure formative assessment practices are embedded in school-wide teaching practices.
- Ongoing Professional Learning targeting Formative Assessment strategies.
- Collaborative and consistent assessment practices across the school, so that assessment data is shared and utilised to plan, monitor and inform student learning and differentiation in teaching and learning programs. Data is used to identify and target individual student learning needs and to evaluate learning over time.

High Impact Curriculum

Delivery of a broad range of high-quality learning experiences through data-informed and evidence-based practice.

- Build teacher expertise through targeted professional learning.
- Access external providers as well as internal expertise to enrich and provide authentic learning experiences.
- Develop deep staff understanding and effective implementation of the High Potential and Gifted Education policy.
- Deliver a range of quality teaching and learning programs that are data-informed to engage and enhance student learning
- STEM education is fostered through school partnership with the Illawarra Academy of STEM Excellence. The SISP (STEM Industry School Partnership) inspires students to study STEM whilst

Success criteria for this strategic direction

An integrated approach incorporating the Quality Teaching Framework will inform quality teaching, curriculum planning and delivery, and assessment, promoting learning excellence and responsiveness in meeting the needs of all students.

Consistent school-wide practices for assessment are used to monitor, plan and report on student learning across the curriculum. Formative assessment is integrated into teaching practice in every classroom, confirming students learn what is taught.

Students are engaged in rich learning experiences which develop their skills so that they can flourish now and in future years, to make successful transitions into future learning and employment.

Evaluation plan for this strategic direction

Question:

Are formative assessment strategies used consistently and expertly by teachers school-wide? Is data from Formative Assessment used to refine and modify learning sequences in order to address learning needs?

Are teaching programs quality working documents, which reflect a range of teaching strategies and are reflective of adjustments made according to student needs? Do teaching programs reflect future learning skills and do assessment tasks reflect and monitor the development of these skills?

Are there consistent, school-wide practices in place, which promote quality teaching and learning?

Is there an increase in proportion of students engaged in STEM electives?

Data:

Evaluation of teaching programs, Curriculum Support team analysis of evidence, lesson observations, online

Initiatives

also improving expert knowledge of STEM for teachers.

Evaluation plan for this strategic direction

learning data, instructional leader observations, Tell Them From Me survey, student voice groups, staff and parent/carer feedback, NAPLAN and HSC growth data, student surveys, school-based assessment data.

Analysis:

Analyse data, evidence and feedback to determine the extent to which the purpose has been achieved. Analyse student, staff and community feedback to evaluate the success of initiatives.

Implications:

Where do we go from here? Data and feedback used to determine future directions and next steps.

Strategic Direction 3: Building Connections, Capacity and Culture

Purpose

Building the capacity of staff and students through educational leadership and continuous school improvement. Connecting with parents and carers in active learning partnerships to maximise their children's educational outcomes, so that our students can engage in the community as productive, effective and successful citizens.

Improvement measures

Wellbeing
Achieve by year: 2023

Uplift in the proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School from the baseline by 2.7%

Attendance >90%
Achieve by year: 2023

Uplift in the proportion of students attending 90% or greater from the baseline by 5.18%

Initiatives

Building Connections

Building connections with students, staff, parents and community for shared learning partnerships and transition to school, work and further education.

- A planned and strategic approach to transformative changes in attendance patterns. Including partnerships with parents to promote regular attendance of all students.
- Parents as Partners in Learning - engagement of parents in their children's learning with shared learning goals and shared educational commitment.
- Building connections and partnerships with businesses for transition to work and on the job training for students
- Building and nurturing Community of Schools and STEM Industry Schools Partnership connections
- Caring and supporting students through a suite of wellbeing programs and through external support agencies.

Building Culture

Celebrating and understanding cultural diversity, ensuring that classrooms are culturally safe and teaching and learning programs are inclusive and benefit all students.

- Connections and culture is fostered through the Elder in Residence program. Cultural mentors lead programs aimed at teaching and building cultural understanding.
- Aboriginal Learning and Engagement Centre fosters engagement in educational activities, so that First Nations students are engaged and cared for at school.
- Staff engage in Professional Learning opportunities so that Aboriginal perspectives are embedded in teaching and learning activities.
- The Aboriginal Learning and Engagement centre builds connections with Aboriginal students, their

Success criteria for this strategic direction

There is a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement. This extends from the Principal as the primary instructional leader in the school, through to the leadership team, staff, students and the whole school community.

The school continues to grow in numbers, reflecting community trust in the delivery of high quality, inclusive education.

Every student is known, valued and cared for and this is embedded into our school culture, resulting in students feeling connected and taking pride in being part of the Corrimal HS community.

Culture is celebrated and fostered in an inclusive environment, strengthening pride of culture and connection to culture for Aboriginal and EAL/D students.

There are strong Community of Schools partnerships which are functional in developing and supporting transition programs and inter school events.

The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning.

Triangulated data demonstrates that quality relationships are resulting in impactful learning

Evaluation plan for this strategic direction

Question: Are connections with community strong? Is this reflected in Corrimal High School being the local school of choice for local students? Are partnerships with Community of Schools strong? Is this reflected in increased learning opportunities for students and is there a shared responsibility for student learning, fostering strong individualised learning pathways for students from Kindergarten to Year 12? Does every student feel supported and connected and is this reflected through decreased behaviour incidents and suspension rates? Is

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Initiatives

carers and external support providers for education, wellbeing and culture.

- Multicultural activities are embedded in the school calendar to celebrate and recognise the diversity of the community.

Building Capacity

Building capacity of staff and students through targeted professional learning and leadership development strategies.

- Targeted Professional learning and development to equip staff to meet the needs of the school plan initiatives and for student growth

- Leadership development program - ensuring that leadership succession planning and 2IC roles are nurtured.

- Staffing beyond the classroom so that staff are given opportunities to engage in whole school initiatives

- Student leadership development - students are given a broad range of opportunities to build their leadership capacity through leadership teams, student voice teams and a range of other teams.

- Targeted evidence based programs to build capacity in students.

Evaluation plan for this strategic direction

there a school wide culture of continuous improvement, for staff, students and community? How do we know?

Data:

- Internal and external surveys

- Suspension rates and other behaviour incidents rates

- Participation rates in school activities such as SRC and KLC

- Evidence of succession planning and leadership development

- Tell Them from Me surveys

- Parent Teacher nights and other information sessions; attendance, frequency

- Parent & Citizens (P&C) meetings

- School social media platforms; rates of engagement, number of followers

- Performance and Development Plan processes and goal attainment

- Leadership pathways programs

- Community engagement activities and communication process

- Engagement in cultural events including NAIDOC Week and Harmony Day.

Analysis: Analyse the data and evidence to determine the extent to which our purpose has been achieved.

Implications: Where do we go from here? Future directions and next steps.