

Strategic Improvement Plan 2023-2026

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 teaching 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. Our students represent a range of socio-economic backgrounds, and the school has an active Parents and Citizens Association.

Priority areas and focussed initiatives across three strategic directions include:

Strategic Direction 1: Student growth and attainment

Strategic Direction 2: Lifelong learners

Strategic Direction 3: Building culture and connections

The school provides quality high quality education, enrichment and extra-curricular activities. Focused areas for improvement include explicit, differentiated teaching informed by student need. Teachers and support staff will continue to refine and reflect on their professional development with teachers being leaders of learning, working collaboratively to drive our school culture. High impact professional learning will increase evidence-based teaching practice with a focus on strong content knowledge. 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 the 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. Literacy and numeracy will continue to be at the core of our curriculum, maximising student performance and high expectations. We will focus strongly on maintaining and fostering our school as a learning community which values interaction between, and contribution from students, parents, teachers and the wider community.

Strategic Direction 1: Student growth and attainment

Purpose

To achieve student growth and improvement in reading and numeracy with evidence-based curriculum planning, explicit teaching and a consistent approach to assessment data-driven practices.

Improvement measures

Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2024

An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2024 compared with Year 3 and 5 in 2023.

Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2024

An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2024 compared with Year 3 and 5 in 2023.

Initiatives

Literacy and Numeracy

Staff are supported through high impact professional learning to embed a consistent, whole-school approach to the explicit teaching of reading and numeracy which is evidence informed and supports students' growth and attainment.

This will be achieved by:

- Developing, documenting and embedding a school-wide and evidence-based teaching model that provides clear and consistent teaching and learning in reading and numeracy.
- Collaborative planning opportunities using the new English and Mathematics syllabuses to program for explicit, evidence-based teaching.
- Developing school-wide practices for assessment to monitor, plan, analyse and report on student learning with valid and consistent teacher judgement.
- Effective curriculum implementation of new syllabuses with resources and professional learning for planning, programming, assessing and reporting K-6.
- Creating and embedding systems and structures that are manageable and sustainable to support the ongoing collection, analysis and use of data to drive planning and teaching.

Success criteria for this strategic direction

Teaching and learning programs reflect new syllabus content, observable in classroom practice and all staff use the new syllabus documents to further develop their content knowledge in literacy and numeracy.

Teaching practices reflect evidence-based methodology which is identified, promoted and modelled to optimise learning progress for all students, across the full range of abilities.

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback of teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.

All teachers have a sound understanding of student assessment and data concepts and analyse and interpret data to inform planning, identify interventions and modify teaching practice.

Evaluation plan for this strategic direction

Question: To what extent has evidence-based curriculum planning, explicit teaching and a consistent approach to assessment supported student improvement in reading and numeracy?

Data: NAPLAN, SCOUT, Check In Assessment, teaching and learning programs, student work samples, professional learning conversations and surveys, School Excellence Framework, teacher observations.

Analysis: Analysis will be embedded within the initiatives through progress and implementation monitoring. Data will be analysed for insight in relation to Improvement and Progress Measures.

Implications: Evaluation will inform adjustments to activities and future directions. Activities and progress will be reviewed and refined continually. This will guide and drive ongoing initiative implementation and future school planning.

Strategic Direction 2: Lifelong Learners

Purpose

To develop the professional capacity of staff, focusing on a culture of trust and continuous improvement with opportunities for targeted professional development fostering highly effective classroom practice, so students are motivated to achieve their best.

Improvement measures

Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

Achieve an increase of 1.1% in the attendance rate, from 89.37% in 2024 to 90.5% in 2027

School Excellence Framework: Learning Culture

Achieve by year: 2026

Improvement in the element of 'Learning Culture' as measured by the School Excellence Framework.

Initiatives

High Expectations

Develop and maintain a school culture of high expectations, strongly focused on student and teacher learning. Expectations will be consistent across all classrooms and learning dispositions will be embedded across all aspects of the curriculum with every student experiencing high quality, differentiated teaching and learning.

This will be achieved by:

- Developing a supportive learning environment and a culture of curiosity, reflection and resilience where students are engaged, seek challenges, strive high, work through difficulties and act on feedback.
- Collective growth and efficacy embedding systems that facilitate mentoring and coaching support, professional dialogue, collaboration, classroom observation, the modelling of best practice and the provision of timely feedback.
- Embedding a professional learning culture that strengthens teaching practice, ongoing teacher performance and improvement to support growth in student progress and achievement.
- Ensuring all students thrive with High Potential and Gifted Education strategies, curriculum differentiation and inclusion opportunities that both support and challenge individual learning needs and build staff capacity across all Key Learning Areas in all classrooms.
- High Impact Professional Learning (HIPL) in literacy and numeracy, building teacher capacity with sound and consistent evidence to increase student achievement.

Success criteria for this strategic direction

A strong performance and development culture with shared beliefs and commitment to high expectations for leaders, teachers and students.

Mentoring and coaching strategies to ensure the ongoing development and improvement of all teachers and the development of aspiring leaders.

A whole school approach that supports a collaborative learning culture focused on continuous improvement of teaching and learning with effective methods identified, promoted and modeled.

Highly differentiated and individualised teaching and learning programs in literacy and numeracy.

Teachers engage in evidence informed professional learning to support school improvement and enhance the learning outcomes of students.

Evaluation plan for this strategic direction

Question: To what extent has targeted professional development supported effective classroom practice, continuous school improvement and student achievement?

Data: NAPLAN, SCOUT, Check In Assessment, teaching and learning programs, student work samples, professional learning conversations and surveys, School Excellence Framework, teacher observations and PDPs, student voice.

Analysis: Analysis will be embedded within the initiatives through progress and implementation monitoring. Data will be analysed for insight in relation to Improvement and Progress Measures. The school will review the extent to which targeted professional development and effective classroom practice maximises student learning outcomes.

Implications: Evaluation will inform adjustments to activities and future directions. Activities and progress will

Strategic Direction 2: Lifelong Learners

Evaluation plan for this strategic direction

be reviewed and refined continually. This will guide and drive ongoing initiative implementation and future school planning.

Strategic Direction 3: Building Culture and Connection

Purpose

To strengthen student learning and wellbeing outcomes, the school will build a connected culture where all members of the community have a voice and all students are empowered to learn and achieve, experiencing high quality teaching.

Improvement measures

School Excellence Framework: Wellbeing

Achieve by year: 2026

Improvement in the element of 'Wellbeing' as measured by the School Excellence Framework.

Initiatives

Connections and Relationships

Establish an engaged school community, that fosters positive partnerships and cultural awareness, responding to students' opinions, beliefs and perspectives. We will build an inclusive environment and culture where students feel invested in their own learning and connected to their class, school and community.

This will be achieved by:

- Embedding a whole school approach to student wellbeing and engagement with a strong sense of belonging for all. This will include developing and maintaining whole school systems for collecting and analysing wellbeing data in order to identify student needs and evaluate impact.
- Ensuring an inclusive learning culture for all students, with a climate of respect, trust and collaboration, including increased opportunities for student voice to shape learning and decision making.
- Differentiated learning where all students' academic, social, emotional, physical and cultural needs are systematically and authentically identified.
- Building positive relationships to foster connection and belonging, characterised by collaborative, supportive and respectful interactions that provide genuine support for parents and families to authentically connect and engage in the learning of their children.
- Strengthening and broadening connections and interactions for all students through engagement with significant and genuine community partnerships., including our local Aboriginal community.

Success criteria for this strategic direction

Positive, respectful relationships are evident and widespread among students, staff and the community.

A student-centred approach to teaching and shared responsibility of teachers and students to build knowledge skills and dispositions which enact student empowerment, voice, agency and leadership.

All students are empowered to learn and achieve, experiencing high quality teaching practice and the best conditions for learning with the knowledge, skills and dispositions for lifelong learning.

A supportive and productive learning environment promotes inclusion and collaboration with a culture where teachers and students work together and student voice is heard and respected.

Evidenced-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

Evaluation plan for this strategic direction

Question: To what extent has a connected culture, high quality teaching and student empowerment strengthened student learning and wellbeing outcomes?

Data: Attendance data, NAPLAN, SCOUT, Check-in Assessment, IEPs and PLPs, learning support data, Tell Them From Me (TTFM), teaching and learning programs, School Excellence Framework.

Analysis: Analysis will be embedded within the initiatives through progress and implementation monitoring. Data will be analysed for insight in relation to and Improvement and Progress Measures.

Implications: Evaluation will inform adjustments to activities and future directions. Activities and progress will be reviewed and refined continually. This will guide and drive ongoing initiative implementation and future school planning.