

Strategic Improvement Plan 2023-2026

Corrimal East Public School 3877



School vision and context

School vision statement

At Corrimal East Public School, we provide a high quality, future focused learning environment where collaboration, creative thinking and critical reflection flourishes. Students develop the productive learning dispositions required to view learning challenges as a positive and collaborative experience on their journey from Kindergarten to Year 6 and in to life long learning.

We prioritise a strong sense of equity and ensure an inclusive learning community where every student, teacher and leader improves every year. At Corrimal East Public School, staff, students and the community connect, succeed and thrive in partnership.

Development of productive learning dispositions in order for students and teachers to embrace challenges in learning and to understand that learning is not always linear. The learning environment will provide opportunity for collaboration, creative and critical thinking, self and collective efficacy.

School context

Every student is engaged and challenged

Corrimal East Public School is located in the northern suburbs of Wollongong and within walking distance to Corrimal Beach. Our Family Occupation and Education Index (FOEI) of 81 which indicates a change in community. Including 5% Aboriginal students and 12.4% of students are learning English as an additional language. School enrolment numbers have steadily increased each year. Our current enrolment is 298 students, including eleven mainstream and three Autism Support classes.

The school is a member of the Corrimal Community of Schools and has a dynamic partnership with our local feeder secondary school, Corrimal High School.

Our attendance rate is 91.03%. We have an inclusive student wellbeing approach with our school values being Respect, Safety, Excellence.

The school enjoys the support of its parent body. The Parents and Citizen's association meets twice a term and supports the school's future focused Literacy and Numeracy.

After a thorough situational analysis, including the interrogation of data and consultation with all key stakeholders, our priority areas for improvement are moving and extending our middle and high achieving students in both Literacy and Numeracy. Every student is engaged and challenged at their point of need. Targeted support will be provided through intervention and differentiation. Assessment will be a strong focus as we monitor the performance of all students and the use of data will inform teaching and learning practice.

Strategic Direction 1: Student growth and attainment

Purpose

In order to achieve higher levels of student growth and attainment in Literacy and Numeracy, we will build teacher capability in the use of evidence-informed teaching practices and assessment data to plan for student learning across the curriculum, underpinning continuous improvement of student learning.

Staff at Corrimal East Public School will be provided with opportunities to identify, understand and implement effective teaching methods, with a high priority given to evidence-based teaching strategies. The school will develop and prioritise explicit systems for collaboration, feedback, team-teaching and critical reflection to sustain quality teaching practice.

Staff will engage in teaching modes that are evidence-based and will both independently and collaboratively evaluate the effectiveness of their teaching practices, including sophisticated analysis of student engagement, learning, growth and outcomes (data) to plan for the ongoing learning of each student. Teachers will take shared responsibility for student improvement and contribute to a transparent learning culture, including the observation of each other's practices.

Improvement measures

Improved reading outcomes

Increase % of students achieving growth in reading

Achieve by year: 2024

Students will demonstrate growth in Reading using internal and external data measures.

Improved numeracy outcomes

Increase % of students achieving growth in numeracy

Achieve by year: 2024

Students will demonstrate growth in Numeracy using internal and external data measures.

Initiatives

Authentic Use of The Teaching and Learning Cycle

This will be evident through:

Developing, documenting and embedding a school-wide explicit teaching framework that provides a clear, consistent approach to the teaching and learning cycle in reading and numeracy, promoting a shared understanding of effective pedagogy among all teaching staff.

Teachers using evidence-based practices to effectively teach reading and numeracy to students of all levels of achievement.

A consistent school-wide approach to formative and summative assessment practices, with teachers planning and using a range of teaching strategies in response to student strengths, needs and prior learning.

Effective Use of Data to Inform Practice

This will be evident through:

Refining the school's K-6 assessment and reporting schedule to align to curriculum and include valid and reliable assessment tasks that support teachers in selecting strategies matched to student learning needs.

High impact professional learning that builds the capacity of teachers in data literacy, data analysis and data use in teaching, enabling them to monitor learning, and identify the impact of their work on student learning on a whole class, group and individual basis.

Embedding a student progress and achievement tracking system that is technology based, time efficient, accurate, understood by teachers and enables them to determine the stage of learning each child has reached, identify any gaps in skills and knowledge, and plan for next steps in learning.

Success criteria for this strategic direction

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. (SEF Learning Domain - Learning Culture - High Expectations)

Use of systematic and reliable assessment information to evaluate student learning and implement changes in teaching that lead to measurable improvement. Processes are in place to support teachers' consistent, evidence-based judgement and moderation of assessment. (SEF Learning Domain-Assessment - Whole school monitoring of student learning)

School data shows that student progress and achievement is greater than students at statistically similar schools on external measures, and this is consistent with strong student progress and achievement on internal measures. Progress and achievement of equity groups (e.g Aboriginal students) within a school is equivalent to the progress and achievement of all students in the school. (SEF Learning Domain - Student Performance Measures)

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. (SEF - Teaching Domain-Data Skills in Use - Data literacy and data analysis)

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose of data informed teaching practice? Can we demonstrate the impact and improvement of student outcomes in Reading and Numeracy?

Data: We will use a combination of data sources. Such as;

Internal Assessment:

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- K-2 InitialLit assessments
- Running Records/reading behaviours (PM Level 16-21)
- Fountas and Pinnell (Level 21+)
- Maths Online
- PAT Data Years 2-6
- PLAN2
- Focus Groups
- Departmental Assessments eg. IfSR

External assessment:

- NAPLAN
- Check In assessments
- Best Start
- Year 1 Phonics Screening Check

Analysis:

Set systems and processes will ensure that analysis will be embedded throughout the year. Progress and implementation will be monitored termly. We will also conduct an annual review of all progress measures.

Implications:

The findings from the analysis will inform all:

- Future planning
- Annual reporting on progress measures in the ASR which is an outward facing document and will be available for community to view throughout the year via the school website.

Strategic Direction 2: Continuous Improvement Culture

Purpose

In order to stimulate the professional capacity of staff, we will focus on a continuous improvement cycle where every teacher will be provided various opportunities for professional development. We will build a culture of trust and continuous improvement that actively fosters highly effective classroom practice.

Improvement measures

Achieve by year: 2026

Improvement as measured by the School Excellence Framework

Teaching Domain

Effective Classroom Practice

Validated in the theme of Effective Classroom Practice as Excelling.

Achieve by year: 2026

Improvement as measured by the School Excellence Framework

Teaching Domain

Learning & Development

Validated in the area of Learning and Development as Excelling.

Initiatives

Planning for High Quality Teaching Practice

This will be evident through:

Whole school and stage teams regularly participate in professional learning to unpack evidence-based practices, achieve consistent teacher judgement (CTJ), evaluate teaching effectiveness, problems of practice and celebrate success.

Classroom programs that incorporate evidence-based and differentiated teaching practices that extend the knowledge and skills of every student in every class, regardless of their starting point.

Teachers collaborating with schools from within and beyond the network to share expertise and to deepen their understanding of effective curriculum delivery, establishing a professional learning community that is focused on continuous improvement of teaching and learning.

Feedback and Reflection of Quality Teaching Practice

This will be evident through:

Developing point of need PDP (professional development plan) that prioritises the growth of every staff member and reflects a professional commitment to continuous improvement of practice.

Embedding explicit systems for collaboration through formalised communities of practice, utilising peer mentoring processes based on the quality teaching framework.

Assistant Principal, Curriculum & Instruction (APC&I) providing mentorship and coaching to ensure the ongoing development of quality teaching through whole school and inter-school relationships.

Strengthening and documenting school-wide processes and protocols of observation and coaching that ensures teachers receive regular cycles of classroom coaching

Success criteria for this strategic direction

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning, and share expected outcomes. (SEF Learning Domain - Curriculum - Differentiation)

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth. (SEF - Effective Classroom Practice - Explicit Teaching)

The school has a high performing teaching staff as measured against the Australian Professional Standards, whose capacities are continually built to ensure every student experiences high quality teaching. The leadership team has participated in capacity development programs and implements principles of evaluative thinking, continually monitors the impact of programs and approaches used by all teachers, and improves practice as required. (SEF - Teaching Domain - Professional Standards - Improvement of Practice)

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, schoolwide improvement in teaching practice and student results. (SEF - Teaching Domain - Learning & Development - Collaborative Practice and Feedback)

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose of improving teacher capacity and can we demonstrate the impact and improvement of student outcomes in Reading and Numeracy as a result?

Strategic Direction 2: Continuous Improvement Culture

Initiatives

and feedback to support their professional development, improve teaching and encourage reflective practice.

Evaluation plan for this strategic direction

Data: We will use a combination of data sources. Such as;

Internal Assessment:

- QTSS AP lesson observations and feedback sessions
- Instructional peer coaching (modified CEPS QTR) teacher evaluation and micro teaching filmed with Swivl
- Learning Walks
- Internal teacher surveys (DILS and Swivl peer coaching)

External assessment:

- PAT assessments
- TTFM teacher and student
- NAPLAN
- Check-in assessments

Analysis:

Set systems and processes will ensure that analysis will be embedded throughout the year. Progress and implementation will be monitored termly. We will also conduct an annual review of all progress measures.

Implications:

The findings from the analysis will inform all:

- Future teaching goals of teachers
- Annual reporting on progress measures in the ASR which is an outward facing document and will be available for community to view throughout the year via the school website.

Strategic Direction 3: Agency for lifelong learning through an innovative curriculum

Purpose

In order to develop agency for lifelong learning, we will create a collective efficacy where the whole school is actively engaged and connected to learning. A strong culture of high expectations will be embedded within an innovative and challenging curriculum.

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 91.03% in 2023 to 92.1% in 2027.

Achieve by year: 2026

Improvement as measured by the School Excellence Framework

Learning Domain

Learning Culture

Validated in the area of Learning Culture as Excelling.

Initiatives

Curriculum

This will be evident through:

Developing a culture of high expectations for student learning through innovative cross-curricular implementation where culminating activities ensure students can share and be proud of their learning with all key stakeholders of our community.

Embedding opportunities for teachers to work in partnership with colleagues to plan, develop and evaluate dynamic, future focused, innovative and integrated programs within our school context and wider network.

Student Agency

This will be evident through:

Development of productive learning dispositions in order for students and teachers to embrace challenges in learning and to understand that learning is not always linear. The learning environment will provide opportunity for collaboration, creative and critical thinking, self and collective efficacy.

The provision of self, peer and teacher feedback that is specific, accurate and clear, resolves misconceptions and enables them to align their efforts and work to the achievement of individual learning goals.

High expectations of all including HPGE, Aboriginal and Torres Strait Islander and EAL/D students in the pursuit of individual excellence.

Success criteria for this strategic direction

We have implemented evidence-based change to whole-school practices, resulting in measurable improvements in wellbeing and engagement to support learning, so that every student can identify a staff member to whom they can confidently turn to for advice and assistance at school. (SEF - Learning Domain - Wellbeing - Planned approach to Wellbeing & Caring for students)

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning, and share expected outcomes. (SEF - Learning Domain - Curriculum - Differentiation)

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. (SEF - Learning Domain - Wellbeing - Individual Learning Needs)

Our school's curriculum provisions support high expectations for student learning. The curriculum is enhanced by learning alliances with other school organisations. All teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement. (SEF - Learning Domain - Curriculum - Curriculum Provision and Teaching and Learning Programs)

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose of improving agency and engagement? Can we demonstrate the impact and identify improvement in student outcomes?

Data: We will use a combination of data sources. Such as;

Strategic Direction 3: Agency for lifelong learning through an innovative curriculum

Evaluation plan for this strategic direction

Internal Assessment:

- Program Evaluation
- QTSS Observations
- Surveys (student, teacher and community)
- Learning Walks

External assessment:

- TTFM

Analysis:

Set systems and processes will ensure that analysis will be embedded throughout the year. Progress and implementation monitoring will be completed twice per term. We will also conduct an annual review of all progress measures.

Implications:

The findings from the analysis will inform all:

- Future actions
- Annual reporting on progress measures in the ASR which is an outward facing document and will be available for community to view throughout the year via the school website.