

# Strategic Improvement Plan 2022-2026

## Cringila Public School 4037



# School vision and context

## School vision statement

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At Cringila Public School we develop curious and resilient learners who are connected to culture and aspire to and strive for excellence. Our vision is for all students and staff to be leaders of learning, applying what they know with confidence and accepting challenges as they grow and become active global citizens.

We prepare students for success with a focus on wellbeing, academic growth and social and emotional intelligence. In our setting, every child is known, valued and cared for through strong connections with culture, families and the wider community.

## School context

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Cringila Public School is a small primary school with an enrolment of 168 students, situated on Wadi Wadi land, home to the people of the Five Islands Dreaming, beside Lake Illawarra and the escarpment. We support a diverse, multicultural community with students and families from many nationalities contributing to our rich school culture. Currently, 80% of our student population has a language background other than English representing thirteen different language backgrounds. The most commonly spoken languages are Arabic, Macedonian and Turkish and we are proud to be able to provide opportunities for all students to engage in learning these languages. Our school motto, 'A Caring and Cultural Community', underpins all that we do. Students who have English as an additional dialect or language (EAL/D) are supported through tailored, individualised, evidenced-based and differentiated teaching.

Cringila Public School is committed to providing high quality, evidenced-informed educational opportunities for our students. Learning is made visible to all students and we aim to develop resilient, persistent, problem-solving critical thinkers, who are self-regulated learners. Fostering the skills that will serve students well as they progress through school and beyond is of high importance to the whole school community. The explicit teaching of literacy and numeracy is a priority. We have a growth mindset with high expectations for all learners, resulting in a culture of achievement. Our dedicated staff work collaboratively ensuring students are engaged in innovative and differentiated learning. We take a reflective and inquisitive approach to ongoing improvement utilising various forms of action research. Collaboration is embedded in our daily practice and we work closely in stage and whole school teams to deliver for our students and families.

Our students thrive in our positive, encouraging and supportive school environment and are acknowledged for following the school expectations of being safe, responsible and respectful. These expectations underpin our wellbeing and behaviour strategies and there is a consistent focus on rewarding positive student behaviour. We are a community of learners, working diligently to teach the importance of learning dispositions, to enable students to succeed and thrive as life-long learners. The majority of our school's equity funding is used to support initiatives developed in the 2022-2026 Strategic Improvement Plan.

Our well-established partnerships with the Cringila Community Co-op, Wollongong City Council and The Smith Family provide further educational opportunities for our students. We look forward to developing a strong partnership with the Coomaditchie United Aboriginal Corporation and Juborsay - the Aboriginal Education Consultative Group (AECG). Our STEM and Living Classroom programs as well as extra-curricular opportunities enable students to engage in a range of learning experiences. We are widely acknowledged for our living classroom and continue to work closely with the Warrawong Community of Schools (CoS) to implement this initiative.

# Strategic Direction 1: Student growth and attainment

## Purpose

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In literacy and numeracy, we aim to maximise student learning outcomes by building teacher capacity to identify and respond to individual student learning needs.

## Improvement measures

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### 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

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### Literacy and Numeracy

Enhancing all staff's capacity to become adaptive experts who flexibly use an array of pedagogical practices in teaching and learning. This will be achieved by:

- Ensuring a strong emphasis on EAL/D pedagogy across the curriculum
- Ensuring a strong emphasis on developing students' learning dispositions
- Planning inquiry-focused learning sequences in mathematics.
- Planning integrated English units of work with EAL/D enhancements
- Using evidence-informed pedagogy and practices
- Maintaining systems and structures that support teachers to enhance their practice
- Maintaining whole-school processes for data collection and analysis.

## Success criteria for this strategic direction

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- AP and APCI support staff to program using the English and mathematics syllabus documents.
- All students demonstrate increased knowledge and skill in reading, writing, and oral communication across the curriculum through teaching and learning sequences that follow EAL/D pedagogy and practices.
- All students demonstrate increased knowledge of and skills in using the school's learning dispositions to communicate, inquire, reason, and justify across the curriculum.
- Teachers increase their knowledge of and skills in the use of dialogic, investigative and inquiry approaches when planning and implementing teaching and learning sequences for mathematics.
- Teachers increase their knowledge of and skills in planning integrated English units of work that progress students' knowledge, craft and skills in reading, writing and oral communication across the curriculum, using explicit (at point of need), dialogic, and inquiry-based learning through authentic tasks.
- Teachers' capacity to use a range of pedagogical practices that respond to students' points of need is increased through the support of the AP and APCI.
- Teachers' capacity to use data (observational, formative, summative, internal and external) to inform teaching and learning is increased, supported by the AP and APCI.

## Evaluation plan for this strategic direction

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**Question:** To what extent does high-impact professional learning maximise student outcomes responding to individual learning needs?

**Data:** Observational data, independent student work samples, student voice, formative assessments, Check-in assessments, NAPLAN, teaching and learning programs, lesson plans, rubrics, SCOUT data, student voice data, PLAN2, Literacy and Numeracy Learning Progressions, ESL Scales, EAL/D Learning Progressions, EAL/D School

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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Evaluation Framework, School Excellence Framework.

**Analysis:** Analysis will be embedded within the initiatives through progress and implementation monitoring to determine the extent to which the purpose has been achieved.

**Implications:** Activities and progress will be reviewed and refined continually to guide and drive ongoing initiative implementation and future school planning.

# Strategic Direction 2: Curious, inspired and engaged learners

## Purpose

Every student will be engaged and challenged in high quality learning experiences enabling them to be curious, resilient, persistent, life-long learners. This will be promoted and enhanced through strengthening the cognitive, emotional, social and physical wellbeing of students.

## 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 88.9% in 2023 to 90.1% in 2027

## Initiatives

### Cognitive and emotional readiness

Teachers embed learning dispositions across all aspects of the curriculum to enable students to articulate and demonstrate the application of the learning dispositions independently. This will be achieved by:

- Creating learning environments and opportunities that promote student curiosity and self-efficacy, evident through their beliefs and actions.
- Building teacher knowledge and skills to support students to self-regulate their emotions to adjust to change in order to succeed in their learning and to support their peers.
- Enhancing teacher capacity to routinely review learning with each student ensuring they have a clear understanding of their learning goals and how to improve. Student feedback is elicited by teachers and informs their teaching.

### Physical, social and behavioural readiness

Student engagement is integrated within a strategic, system-level approach to learning and wellbeing, where behaviour and learning dispositions are linked. This will be achieved by:

- Ensuring inclusive practices strengthen the engagement and participation of all students, including those with disability, complex and challenging behaviours and additional learning and support needs.
- Building positive relationships to foster connection and belonging, characterised by constructive, collaborative, supportive and respectful interactions that provide genuine support.
- Enhancing teacher capacity to consistently embed integrated, inclusive and student-centered learning and wellbeing support.

## Success criteria for this strategic direction

- All students are supported through a multi-tiered continuum of care that promotes positive behaviour, preventions, early intervention and targeted support to develop engaged learners.
- Students independently use the learning dispositions to successfully exit the learning pit and accept and act upon feedback that moves their learning forward.
- Students have an awareness of the support available for how to support their peers when faced with emotional challenges.
- Teacher capacity is developed through high impact professional learning to ensure every student is engaged and challenged in high quality learning experiences. Learning is promoted and enhanced through the cognitive, emotional, social and physical wellbeing of students.
- Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the school.

## Evaluation plan for this strategic direction

**Question:** To what extent have learning dispositions been embedded across the curriculum and strengthened the cognitive, emotional and physical wellbeing of students?

**Data:** School Bytes data, TTFM data, student voice forms/surveys/videos, wellbeing referrals, attendance data, observational data.

**Analysis:** Analysis will be embedded within the initiatives through progress and implementation monitoring to determine the extent to which the purpose has been achieved.

**Implications:** The analysis of the data will inform future directions. Activities and progress will be reviewed and refined continually to guide and drive ongoing initiative implementation and future school planning.

# Strategic Direction 3: Leadership at all levels

## Purpose

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Community partnerships will be strengthened through the building of the leadership capacity of all stakeholders, informed by staff, students and community voice.

## Initiatives

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### Leadership at all levels

Sustained school and system leadership is developed through the identification and fostering of potential leaders, where staff, community and student voice will impact whole school decision making. This will be achieved by:

- Providing opportunities and supporting students, staff and community members to develop their leadership skills to enable them to share their expertise both within and outside of the school setting.
- Developing the leadership capacity of teachers as mentors with explicit coaching and distributive leadership opportunities through professional learning and ongoing support.

### Strong community partnerships

Strengthen and broaden connections and interactions with community to enhance the learning opportunities for all students through engagement with significant and genuine community partnerships. This will be achieved by:

- Establishing strong partnerships with community engagement, resulting in sustained and measurable whole school improvement.
- Developing a community plan to ensure community members have significant opportunities to engage with the school in a variety of ways and parent consultation has occurred and their feedback incorporated.
- Parents and the broader school community actively participate in supporting and reinforcing student learning.

## Success criteria for this strategic direction

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- School works with parents to improve parent's capacity to support student learning. Parents have a good understanding of the assessment approaches used in the school and their benefits for learning.
- 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.
- Teachers collaborate with staff in other schools to share and embed good practice.
- Staff demonstrate and share their expertise within their school and with other schools. All teachers have expert contemporary content knowledge and deploy effective teaching strategies. The school trials innovative practices and has processes in place to evaluate, refine and scale success.

## Evaluation plan for this strategic direction

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**Question:** Has a culture of fostering aspiring leaders been developed and are increased opportunities evident for student and community voice to impact whole school decision making? Have the strengthened community partnerships improved the holistic education provided for students?

**Data:** Observational data, student forums, student, parent and staff surveys, student voice videos, NAPLAN, Check-in data.

**Analysis:** Analysis will be embedded within the initiatives through progress and implementation monitoring to determine the extent to which the purpose has been achieved.

**Implications:** The analysis of the data will inform future directions. Activities and progress will be reviewed and refined continually to guide and drive ongoing initiative implementation and future school planning.