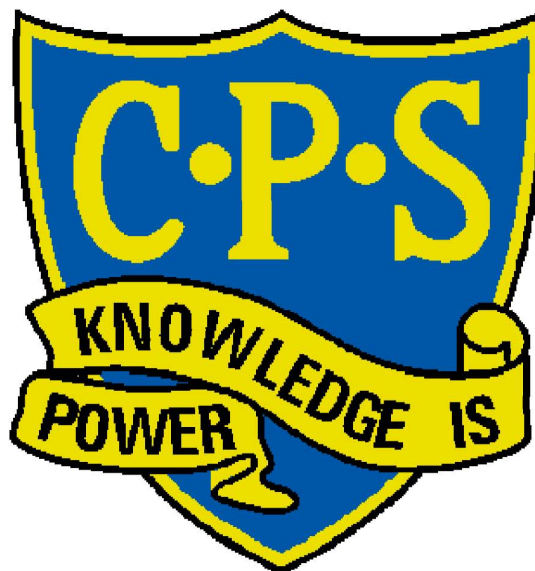


School plan 2015-2017

Cowra Public School 1671



School background 2015–2017

School vision statement

At Cowra Public School we are committed to creating a collaborative and inclusive learning environment where students and staff are encouraged towards innovative thinking and life long learning. Community involvement is fundamental to our ongoing success.

School context

Cowra Public School was the first public school to be established in Cowra and is very proud to have been educating children from the local district since 1858. The school is located in a rural area in central–western NSW and students come from both the township of Cowra and outlying farming areas. Aboriginal students comprise 19% of students, while 2% of students are from language backgrounds other than English. The school's motto is 'Knowledge is Power' and the emphasis is on giving every child, every opportunity, every day to support them in reaching their full potential as individuals.

The school promotes a student–centred and caring environment fostering self–worth, responsibility, cooperation, self–motivation and equal opportunities for all. Cowra Public School provides a comprehensive student welfare program including the Positive Behaviour for Learning (PBL) process. The three school–wide expectations through the PBL process are: to be respectful, to be safe and to be on task. These expectations are taught explicitly in all settings and in all classes. The school promotes leadership in education and technological innovation. All classrooms have an interactive whiteboard which is used as a teaching tool to enhance quality teaching. The school has excellent programs in literacy and numeracy, including L3 (the Language, Learning and Literacy program). The School has a dedicated Sports and Fitness Centre which allows physical education sessions to occur for all classes independent of weather. A wide range of sporting options is offered and sporting teams regularly compete at State level (both team and individual sports). The school has great pride in their continued achievements at local and district eisteddfods in singing, speech and drama. From 2017, as an Early Action for Success (EaFS) school, an Instructional Leader has been appointed and additional resources have been allocated that enable the school to provide tiered interventions that focus on literacy and numeracy outcomes for all students in Kindergarten to Year 2.

School planning process

School Principal was trained in 2014 and began consultation with the school executive. Staff/stage meetings, the provision of information at Parent and Citizen's meetings and the local AECG outlining the new process followed this. Through surveys (2014), the school community was invited to participate in the development of the 5P planning process by the identification of areas of achievement and areas of improvement (including academic, social and creative). Staff then took the results of surveys, assessed school data and identified key areas for the school plan focus. This plan is now available for review by key stakeholders and will regularly be revised to accommodate new directions that become available to the school.

School strategic directions 2015–2017

STRATEGIC DIRECTION 1

The school will deliver quality teaching and learning programs that develop sound Mathematical skills to support students throughout their education.

Purpose:

To support all students in reaching their potential in Mathematics. This will be achieved through the development and delivery of consistent high quality teaching practice in all strands of mathematics.

STRATEGIC DIRECTION 2

The school will deliver quality teaching and learning programs to equip students with the necessary English skills to be active and informed citizens and contribute positively to the community.

Purpose:

To improve student learning outcomes in English through the development and delivery of consistent, high quality teaching practice in the areas of reading and viewing, writing, speaking and listening, spelling, punctuation and grammar.

STRATEGIC DIRECTION 3

Develop whole school community organisational practices, which enable all students to be highly engaged academically, socially and creatively.

Purpose:

To build whole school organisation effectiveness ensuring school wide high quality teaching practice to improve students' social and emotional well-being and provide opportunities for creative involvement.

Strategic Direction 1: The school will deliver quality teaching and learning programs that develop sound Mathematical skills to support students throughout their education

Purpose	People	Processes	Practices and Products
To support all students in reaching their potential in Mathematics. This will be achieved through the development and delivery of consistent high quality teaching practice in all strands of mathematics.	<p>Students</p> <p>Students will be engaged with teaching and learning programs that are meaningful and successful.</p> <p>Staff</p> <p>Staff will be engaged with professional learning that is purposeful and directly linked to a strategic numeracy plan.</p> <p>Parents/Carers</p> <p>Parents and teachers will work together to increase parent understanding of key numeracy programs through the provision of information and training</p> <p>Leaders</p> <p>The Instructional Leader contributes to the planning for support and resources to gain shift for K–2 students in numeracy.</p>	<p>Personalised Learning is provided for all students through the ongoing, close monitoring of individual student progress against the Literacy and Numeracy continuums and planning for differentiated instruction</p> <p>Development of assessment, planning, programming and teaching from K–6 to provide consistency for students and teachers in alignment with the NSW Australian Curriculum.</p> <p>Professional development in the use of PLAN (K–6) software as a tracking and monitoring to enable programming for the next learning stage.</p> <p>Build staff capacity to collaboratively program and create school-wide systems and structures to support differentiation.</p> <p>Evaluation Plan</p> <p>Completion of programs, assessment plans in line with the New Australian Curriculum.</p> <p>Data entry onto PLAN software at the completion of each 5 weeks (K–2) and each term (3–6)</p> <p>Collaborative Programs established for the teaching of Mathematics across all stages.</p>	<p>Practices</p> <p>School stage planning. Regular (term) review of programs by executive, Personalised Learning Pathways and Learning Support Programs developed in consultation with staff, students, parents/carers.</p> <p>Staff trained in the recording of student progress using PLAN software 2017</p> <p>Professional development in the use of the Numeracy Continuum.</p> <p>Pat–M implemented in T1 2017 to benchmark students; follow up testing in Term 4 to gauge growth and set targets for 2018 and beyond.</p> <p>Mathletics program implemented in Stage 3 and appropriate technology purchased to enable online learning</p> <p>Products</p> <p>All programs and assessment based on NSW Mathematics K–10 syllabus reflect the school scope and sequence and indicating differentiation based on student needs.</p> <p>Each student's progress recorded using PLAN. software, 2017.</p> <p>Corporate programs that are available on the school server to enable access for all staff.</p>
Improvement Measures			
Improved NAPLAN results (for Indigenous and non-Indigenous students).			
Improved student engagement (as evidenced by Support Plan data).			
Improved classroom assessments results (both formative and summative) and Standardised Testing Results, including Pat–M (2017)			
80% of students are achieving at expected cluster on the numeracy continuum			

Strategic Direction 2: The school will deliver quality teaching and learning programs to equip students with the necessary English skills to be active and

informed citizens who contribute positively to their community.

Purpose	People	Processes	Practices and Products
To improve student learning outcomes in English through the development and delivery of consistent, high quality teaching practice in the areas of reading and viewing, writing, speaking and listening, spelling, punctuation and grammar.	<p>Students</p> <p>Students will be engaged with teaching and learning programs that are meaningful and successful.</p> <p>Staff</p> <p>Staff will be engaged with professional learning that is purposeful and directly linked to a strategic literacy plan</p> <p>Parents/Carers</p> <p>Parents and teachers will work together to increase parent understanding of key literacy programs within the school and be invited to support programs through participation as reading parents and reading tutors</p> <p>Leaders</p> <p>An instructional leader works directly with teachers in the early years to identify and provide teacher professional development and classroom based coaching</p>	<p>Early identification of the level of attainment and the tailoring of a specific program of learning are features of personalisation for students under EAfS</p> <p>Development of assessment, planning, programming and teaching from K–6 to provide consistency for students and teachers in alignment with the NSW Australian Curriculum.</p> <p>Professional development in the use of PLAN (K–6) software as an assessment tool and to program for the next learning stage.</p> <p>Build staff capacity to collaboratively program and create school-wide systems and structures to support differentiation including training in L3.</p> <p>A three-tiered model of intervention is utilised to determine students requiring extra support with their learning and appropriate interventions are formulated to address need. These interventions include L3 and Reading Recovery.</p> <p>Evaluation Plan</p> <p>Improved Benchmark results. Programs identify differentiation for students.</p> <p>Data entry onto PLAN software at the completion of each 5 weeks (K–2) and each term (3–6)</p>	<p>Practices</p> <p>School, stage planning. Regular (term) review of programs by executive. PLPs and LSPs developed in consultation with staff, students, parents/carers.</p> <p>Staff trained in the recording of student progress using PLAN software.</p> <p>Teacher planning days in stages to develop programs. Professional development in L3 strategies.</p> <p>Differentiated curriculum and programs to cater for student needs.</p> <p>Products</p> <p>All programs and assessment based on National Curriculum syllabus reflecting the school scope and sequence and indicating differentiation based on student needs.</p> <p>Each student's progress recorded using PLAN software</p> <p>Corporate programs that are available on the school server for access for all staff.</p> <p>Smaller classes providing for individual student engagement.</p>
Improvement Measures			
Improved NAPLAN results (for Indigenous and non-Indigenous students).			
Development of high quality teaching and learning programs in English.			
Improved use of classroom assessments (both formative and summative) to track and monitor student progress and achievement			
80% of students are achieving at expected cluster on the literacy continuum			

Strategic Direction 3: Develop whole school community organisational practices, which enable all students to be highly engaged academically, socially and creatively.

Purpose	People	Processes	Practices and Products
To build whole school organisation effectiveness ensuring school wide high quality teaching practice to improve students' social and emotional well-being and provide opportunities for creative involvement.	Students Students will be engaged with teaching and learning programs that reflect the NSW Australian curriculum and provided with opportunities to develop socially, emotionally and creatively.	Whole school scope and sequence development across all KLA's in line with the NSW Australian Curriculum developed through stage and school planning meetings. Implementation of high quality programs that enhance opportunities for students, academically, socially and creatively. Maintaining and developing connections with the Indigenous community. Regular collaboration with pre-schools and high schools to establish a time frame for the implementation of transition programs.	Practices Executive periodic review of programs. Review of required professional learning and provision of opportunities to engaged in further professional learning. Providing professional development and release for teachers to implement programs. Regular attendance at local AECG meetings by executive and other nominated staff.
Improvement Measures	Staff Staff will be engaged in professional dialogue that is purposeful and directly linked to strategic whole school planning	Evaluation Plan Parent/Student Survey	Products Established scope and sequence will be reflected in programming and assessment across the school. Programs such as PBL, Band, Enrichment, general music, dance, sport, public speaking, Eisteddfod, community events, Aboriginal language. Strong links to the local Indigenous community to support learning outcomes, engagement and attendance of Indigenous students.
Increase the number and variety of additional programs available to students eg. band, choir, sporting teams, Aboriginal Language, enrichment, athletics etc. and improve student participation rates in these programs. Develop a Kindegarten transition program which results in sustained Kindergarten enrolments for 2018 and beyond.	Parents/Carers Parents will be well informed of current directions within the school in order to support their children. Community Partners Continued links with the local AECG and community organisations. Establishment of programs to enhance student transition from Preschool to Kindergarten and Year 6 to Year 7. Leaders Lead improvement, innovation and change.		