

School plan 2018-2020

Cobar Public School 1578



School background 2018–2020

School vision statement

Maintain our school culture of responsible, respectful learners. Provide educational experiences, opportunities and environments that will engage and motivate all students to learn, discover and critically analyse their knowledge to equip them to become informed citizens of the future.

School context

Cobar Public School is a remote, isolated school with a population of approximately 240 students. Approximately 30% of the school population identify as having Aboriginal heritage. The school also has students from seven other cultural backgrounds and in some years offers language Other Than English support.

The school experiences a constant level of student mobility which in some years can reach 20% turn over of students.

The school enjoys strong parental support through an active Parents and Citizens Association and the Cobar Aboriginal Education Consultative Group.

The school has 7 long term teaching staff (ten years or more at the school), with three staff members on current maternity leave. Eight staff members are employed on temporary contracts. Eight teachers are New Scheme Teachers. The executive structure of the school comprises one non-teaching Principal and three teaching Assistant Principals. For the next three years, the school will use funding allocations to reduce the teaching load of the executive to FTE0.5. This is to allow the executive to focus on instructional leadership in their stage teams.

Through Early Action for Success, the school is provided with an Instructional Leader, and uses school funding to employ an Interventionist K–2 and Interventionist Yr 3–6 to deliver tailored interventions in Literacy and Numeracy.

The school promotes citizenship and taking responsibility for one's own actions through the Positive Behaviour for Learning (PBL) program, with the school mission statement "We are a school community of responsible, respectful learners".

School planning process

School community groups: 2016

Draft plan to P&C and AECG meetings for consultation.

Copy of draft plan out to community for comment and consultation.

Input from stakeholders considered by executive team and incorporated as appropriate.

Final drafts presented to stakeholders for ratification.

Executive & Staff:2016

Planning discussed and undertaken at executive, stage and staff meetings to draft and finalise new plan.

Students:

Class based discussion and SRC input into planning.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Maintain high expectations to drive the continued improvement of student learning

Purpose:

To empower the whole school community to demonstrate aspirational expectations of learning progress and achievement for all students

STRATEGIC DIRECTION 2

Embed a whole school culture of instructional leadership

Purpose:

To focus on distributed instructional leadership to sustain a culture of effective, evidence based teaching, evaluating, and reporting practices

STRATEGIC DIRECTION 3

Build a planned approach to student wellbeing

Purpose:

To promote and improve student wellbeing through the use of evidence based practices

Strategic Direction 1: Maintain high expectations to drive the continued improvement of student learning

Purpose	People	Processes	Practices and Products
To empower the whole school community to demonstrate aspirational expectations of learning progress and achievement for all students	Students Provide timely and respectful feedback to staff on their learning experiences	Build the capacity of staff and the school community to track and reflect on student achievement to drive continued improvement for all students	Practices The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels
Improvement Measures	Staff Develop a deep understanding of the Professional Standards, and use this knowledge to support student learning	Evaluation Plan Data recorded in PLAN2 Data monitoring and evaluation EA4S strategies for tiered interventions Teaching programs reviewed The Professional Standards for teachers forms the basis of ongoing reflective practices for school improvement Tell Them From Me and internal surveys Stakeholder surveys Stakeholder learning activities	Theschool engages in strong collaborations between parents, students and thecommunity that inform and support continuity of learning for all students attransition points, including highly mobile students and students with a typical enrolment
EA4S targets for students in each year group	Leaders Ensure the school has a clearly documented whole school plan for curriculum delivery		Students' learning and courses of study are monitored longitudinally to ensure continued challenge and maximum learning
Allstudents demonstrate growth in line with the Premier's Priorities	Parents/Carers Demonstrate the curriculum will value and build upon students' needs and backgrounds		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
	Community Partners Demonstrate the curriculum will value and build upon students' needs and backgrounds		Products The school culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community

Strategic Direction 2: Embed a whole school culture of instructional leadership

Purpose	People	Processes	Practices and Products
To focus on distributed instructional leadership to sustain a culture of effective, evidence based teaching, evaluating, and reporting practices	Students Understand staff are required to monitor student progress to assist them in achieving growth and that this may result in students working with an interventionist or SLSO	Build the capacity of all staff to use evidence based pedagogy to build the capacity of themselves and others to become instructional leaders	Practices The leadership team maintains a focus on distributed instructional leadership The school demonstrates a high-performance culture, with a clear focus on student progress and achievement and high-quality service Staff use best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school
Improvement Measures	Staff Understand that to assist students and to achieve their own professional goals, teaching staff must reflect on practices and engage in regular feedback with an instructional leader, mentor or supervisor	Evaluation Plan Teaching programs Classroom observations Staff develop Performance and Development Plans The Schools Excellence Framework forms the basis of ongoing reflective practices for school improvement Tell Them From Me and internal surveys Stakeholder surveys	Products All staff are engaged in instructional leadership. Executive staff model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement
All teaching staff work with an Instructional Leader, interventionist or a supervisor to assist in identifying areas of need for students and their own professional development	Leaders Develop a deep understanding of instructional leadership and how to best support teachers and students		
Staff can articulate the impact of instructional leadership on their teaching	Parents/Carers Are informed of the way in which staff will work with Instructional Leaders, mentors and supervisors to improve practice		
	Community Partners Are informed of the way in which staff will work with Instructional Leaders, mentors and supervisors to improve practice		

Strategic Direction 3: Build a planned approach to student wellbeing

Purpose	People Students Continue to engage in respectful relationships with peers, teachers and the wider community to promote wellbeing and understand the core values of being a Responsible, Respectful Learner Staff Demonstrate a shared understanding of appropriate student behaviours through explicit teaching and consistent application of school welfare procedures Leaders Ensure staff maintain currency of knowledge of their professional responsibilities under the Protecting and Supporting Children and Young People policy Parents/Carers Understand and support student wellbeing and welfare programs at the school Community Partners Understand and support student wellbeing and welfare programs at the school	Processes Build the capacity of all staff to use evidence based practices to improve student wellbeing across the school and in community partner agencies Evaluation Plan PBL data Tell Them From Me and internal surveys Attendance data	Practices and Products Practices 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 Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school Products There is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn
To promote and improve student wellbeing through the use of evidence based practices			
Improvement Measures			
Reduced number of major and minor negative behaviour entries in Sentral data when compared to 2017 data			
Reduced number of executive referred behaviours			
Build staff capacity to manage behaviour when compared to 2017 data			