



School plan 2018-2020

Cobargo Public School 1579

School background 2018–2020

School vision statement

Maximising individual potential in the academic, creative, sporting and cultural spheres in a caring and supportive environment.

School context

Cobargo Public School on the Far South Coast and a member of the Sapphire Coast Learning Community with a current enrolment of 74 students K–6. The school is using student performance data to inform the delivery of a range of innovative teaching and learning programs to promote improved student learning outcomes. The use of technology in teaching and learning, student welfare and environmental education are also focus areas for the school.

Cobargo Public School plays a significant role within the community.

School planning process

Consultation with staff, community, students and parents through:

Discussion groups – student leadership team; specific learning areas including SLSOs: canteen volunteers; YESS volunteers

Survey of all staff and with parent / community through the newsletter and school website

Meetings – staff, student groups and P&C

These processes have led to the development of strategic directions to inform the Cobargo Public School Plan for 2015 – 2017.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1

Learning– wellbeing

Purpose:

Students will be engaged in rich learning experiences and develop vital skills to flourish. Teachers will work in partnership with parents to provide students with the ability to learn, adapt and be responsible citizens.



STRATEGIC DIRECTION 2

Teaching– collaboratively

Purpose:

Student learning is underpinned by high quality teaching. Lessons and learning opportunities are engaging and teaching strategies are evidence–based. Individually and collaboratively, teachers evaluate the effectiveness of their teaching practices, including sophisticated analysis of student engagement, learning growth and outcomes to plan for the on– going learning of each student in their care.



STRATEGIC DIRECTION 3

Leading – community

Purpose:

Leaders have a commitment to fostering a school wide culture of high expectations and shared sense of responsibility for student engagement, learning development and success. School leaders enable a self–sustaining and self improving community that will continue to support the highest levels of learning. Students benefit from the school's planned and proactive engagement with parents and the broader community.

Strategic Direction 1: Learning– wellbeing

Purpose

Students will be engaged in rich learning experiences and develop vital skills to flourish. Teachers will work in partnership with parents to provide students with the ability to learn, adapt and be responsible citizens.

Improvement Measures

Increase the proportion of students demonstrating active engagement with their learning.

People

Staff

Enable success by personalising student learning and supporting students to achieve.

Students

Become confident and resilient learners, have positive self esteem, stretch themselves and takes risks in their learning. They will demonstrate self-discipline and effort toward their

Parents/Carers

Support and enable the aspirations of every student.

Community Partners

Build collaborative partnerships to support and develop students.

Processes

Implement a whole school integrated approach to student well-being in which students can connect, succeed and thrive at each stage of their schooling.

Evaluation Plan

Internal – regular reporting against milestones, feedback from project teams, focus group sessions and surveys.

External – engage the services of a critical friend to review the quality and effectiveness of the implementation approach across the school.

Practices and Products

Practices

Our students are actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community.

Products

Increased proportion of students demonstrating active engagement with their learning.

Strategic Direction 2: Teaching– collaboratively

Purpose

Student learning is underpinned by high quality teaching. Lessons and learning opportunities are engaging and teaching strategies are evidence-based. Individually and collaboratively, teachers evaluate the effectiveness of their teaching practices, including sophisticated analysis of student engagement, learning growth and outcomes to plan for the on-going learning of each student in their care.

Improvement Measures

Increase the percentage of students demonstrating expected growth in literacy and numeracy.

At least 80% of students demonstrating expected growth per semester across Department of Education literacy and numeracy progressions relevant to expected timeframes.

People

Staff

Be committed to identifying, understanding and implementing the most effective teaching methods, with a high priority given to evidence based teaching strategies.

Leaders

Develop the capacity to support staff in achieving professional goals, improving classroom practice and using data to inform and improve practice.

Students

Build skills to self-assess utilising writing rubrics and literacy and numeracy progressions with a focus on resilience, capabilities and competency.

Processes

Instructional leadership supports the embedding of explicit systems for collaboration and feedback to sustain quality teaching practice. (a coaching methodology is the priority)

Research Informed Pedagogy

Teaching: Draw on research to develop and implement high quality professional learning in literacy and numeracy teaching practices.

Evaluation Plan

Progress toward improvement measures will be evaluated through: parent and community satisfaction surveys ; student behaviour data analysis; evaluation of consistent use of school processes and procedures; evaluation of classroom environments; evaluation of community participation in school events data; teaching and learning program supervision.

Practices and Products

Practices

A coaching culture is evident across the school.

Every teacher uses data to inform and differentiate their teaching and learning by tracking student progress on the learning progressions.

Products

Increased percentage of students demonstrating expected growth in literacy and numeracy.

At least 80% of students demonstrating expected growth per semester across Department of Education literacy and numeracy progressions relevant to expected timeframes.

100% of Teaching / Learning programs are data based, differentiated for individual student learning needs and demonstrate syllabus content measured by program review and student work samples.

Strategic Direction 3: Leading – community

Purpose

Leaders have a commitment to fostering a school wide culture of high expectations and shared sense of responsibility for student engagement, learning development and success. School leaders enable a self-sustaining and self improving community that will continue to support the highest levels of learning. Students benefit from the school's planned and proactive engagement with parents and the broader community.

Improvement Measures

Increase parent attendance at assemblies, community days and other events from 2017 baseline.

People

Leaders

A commitment to fostering a school wide culture of high expectations and a shared sense of responsibility for student engagement.

Leaders

Ensure that operational issues, such as, resource allocation and accountability requirements, serve the overarching strategic vision of the school community.

Parents/Carers

Develop an understanding of and value the theories and models of learning that underpin the school's educational philosophy. They demonstrate support for the school's position with their children and in the community and are active partners in embedding these into the school's culture.

Processes

Planned and proactive engagement with parents and the broader community in the life of the school, as well as decision making and school planning.

Evaluation Plan

Progress toward improvement measures will be evaluated through monitoring and evaluating the effectiveness of community partnerships and its effect on student engagement through focused interviews and student/parent/community self-assessment.

Practices and Products

Practices

Our school community is actively and authentically engaged in decision making and school planning that enhances learning and wellbeing.

Products

Increased parent attendance at assemblies, community days and other events from 2017 baseline.

Enhanced leadership capacity, reflected in greater collaboration, self-reflection and higher expectations.