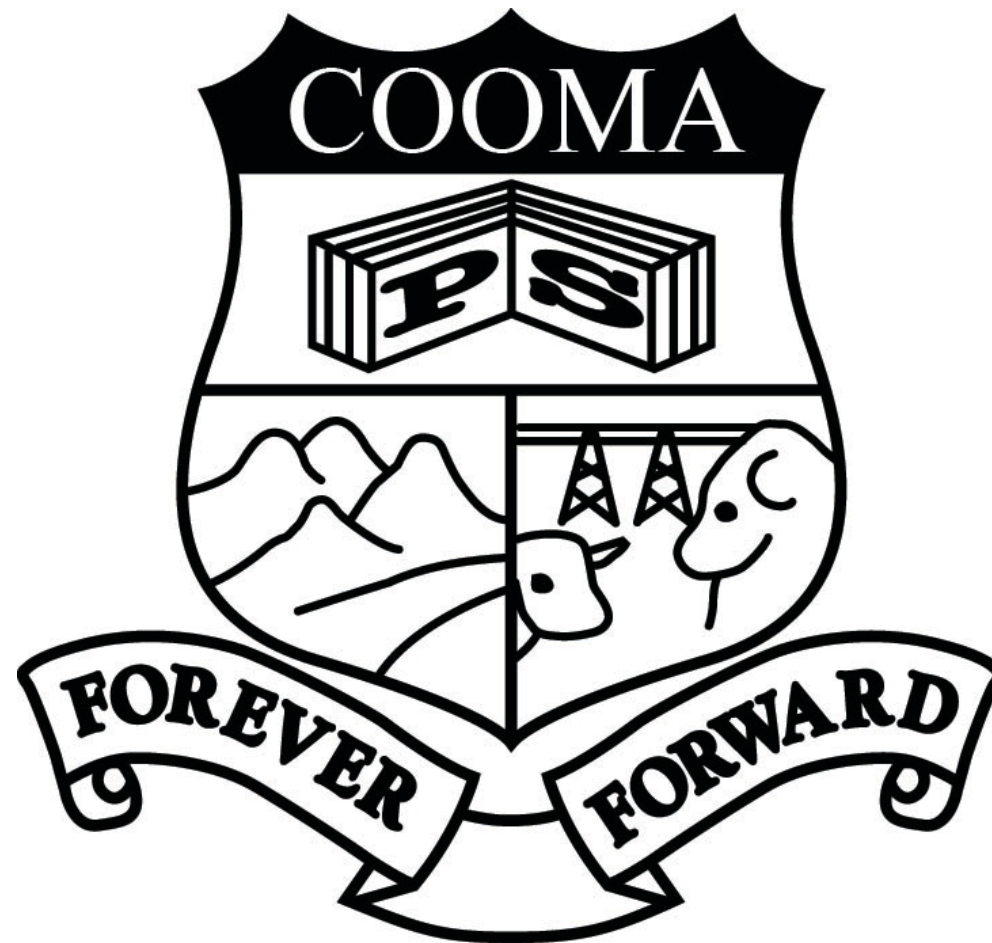


School plan 2018-2020

Cooma Public School 1628



School background 2018–2020

School vision statement

Working together to improve student outcomes in a safe and inclusive environment.

School context

Cooma Public School has an excellent location in the centre of town. The school has a proud history of providing quality education on the Monaro since 1863. We are a comprehensive, state, primary school which provides a range of learning experiences for our 260 students.

We are committed to preparing our students for life beyond school by providing challenging and enriching learning opportunities and supporting all students to achieve their best.

The staff work consistently to develop a deep understanding of the students and to instill a sense of pride in their efforts and achievements. We provide a safe, friendly environment that promotes creativity, collaboration and communication. Innovative and flexible teaching and learning programs allow us to meet the needs of all students.

At CPS we offer a variety of extracurricular activities including band, debating, Latin and robotics.

We have a highly supportive community which has high expectations of the educational programs provided for the students. The staff highly values the collaborative relationship that exists between school and community.

We have an active P&C that contribute significantly to the success of educational programs and initiatives

School planning process


Through out the second half of 2017 a comprehensive process was undertaken to review the 2015 – 2017 school plan. A process was undertaken to review current practices and collect evidence, including survey data from staff, students and parents and consultation with the local Aboriginal Education Consultative Group. This process included a review of strengths, opportunities and areas for development across the school.

As a result, in the 2018 – 2020 plan we are going to continue with the same three strategic directions that were identified as a basis for a shared commitment to future developments across the school. The people, processes, products and practices have been identified based on the evaluation of the previous school plan. and encompass the future directions for our school.

The Cooma Public School 2018–2020 School Plan forms the basis for the school's improvement and development efforts for the next three years, together with other partner schools (Cooma North Public School and Monaro High School)and in partnership with parents and community.

Each strategic direction provides details of the purpose (why), people and processes (how) and products and practices (what)that are to be realised through implementation of the plan.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1

Quality Curriculum

Purpose:

To develop innovative practice for engaged and creative learners



STRATEGIC DIRECTION 2

Quality Connections

Purpose:

To strengthen effective partnerships for social and emotional wellbeing



STRATEGIC DIRECTION 3

Quality Capacity

Purpose:

To build leadership capacity across the learning community through organisational effectiveness

Strategic Direction 1: Quality Curriculum

Purpose

To develop innovative practice for engaged and creative learners

Improvement Measures

Aboriginal and Torres Strait Islander student targets reflect State Priorities

15% of students in top 2 bands of Literacy and Numeracy in NAPLAN

All teachers using learning data to inform practice evidenced by Teaching and Learning Programs

People

Students

Challenged in their learning.

Engaged in conversations with teachers around their learning.

Able to articulate Learning Intentions and Success Criteria

Staff

Recognise the need to use data and develop capacity to analyse it for student learning improvement.

Demonstrate a positive mindset in embedding evidence based practices.

Provide regular feedback to students and families regarding achievements of progress.

Leaders

Provide professional learning for staff

Promote school wide and network initiatives.

Support collaboration and Professional Learning opportunities through a systematic approach

Parents/Carers

Communicate regularly with classroom teachers to support achievement of learning.

Processes

Early Action for Success (EAFS)

Professional Learning sessions

Lesson Observation and feedback

Monitoring and Tracking of student progress

Collaborative Planning

3–6 English Approach

Professional Learning sessions

Lesson Observation and feedback

Consistent school based approach to planning

Monitoring and Tracking of student progress

Collaborative Planning

Future Focused Learning

Professional Learning sessions

STEAM (Science, Technology, Engineering, Arts and Mathematics) inquiry based learning units created

Lesson Observation and feedback

Monitoring and Tracking of student progress

Assessment and Reporting

Tracking and monitoring using Learning Progressions

Practices and Products

Practices

Teachers working collaboratively within school, across school and outside of school with a focus on analysing student data to guide future planning.

Teachers participate in scheduled collaborative professional learning to moderate work samples, analyse data, design teaching and learning programs/units of work.

Embedded processes to facilitate professional dialogue, collaboration, classroom observation, modelling of effective practice and provide specific and timely feedback between teachers.

Products

Evidence based teaching and learning programs.

Student achievement data is collected, analysed, interpreted and used to inform planning

Ongoing school wide improvement in teaching practice and student results.

Strategic Direction 1: Quality Curriculum

Processes

School wide Assessment and Reporting procedures

Smart Data analysis

Collaborative analysis for consistent teacher judgement

Evaluation Plan

Analysis and feedback of teacher programs – evidence of differentiation, effective strategies and linked assessment

Report regularly through the term on data

Professional Development Plans indicate teacher commitment to school initiatives

Teacher engagement with class visit opportunities to receive feedback on practice.

Students engage regularly in focussed feedback sessions regarding learning intentions with the classroom teacher to monitor achievements of progress

Strategic Direction 2: Quality Connections

Purpose	People	Processes	Practices and Products
To strengthen effective partnerships for social and emotional wellbeing	Students Stronger connections are developed with the school community. Ability to learn, adapt and be responsible citizens.	Collaborative Partnerships Consultative partnerships with P and C Feedback is sought in a planned and systematic way. Strengthened partnerships with network of schools	Practices High community engagement and consultation informing teacher's responsiveness to the learning strengths and needs of students Transfer of information and data is systematic and explicit at all key transition points. Students seek advice and are aware of key support structures across the school that can assist them in reaching their potential.
Improvement Measures	Staff Commit to nurturing, guiding, inspiring and challenging students Leaders Provide support to staff Provide structures to support the social and emotional wellbeing of students. Evaluate systems and processes to ensure they are delivering the anticipated benefits to students	Aboriginal Education Culture and Identity – Cultural activities/events including acknowledgement of significant days Connecting Community through AECG and implementation of PLP's Quality Teaching – Inclusion of Aboriginal and Torres Strait Islander histories and cultures through implementation of Cross Curriculum Priorities in collaborative planning	Products Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents. Strong collaboration between parents, students and community that inform and support continuity of learning for all students. Opportunities across the school community are available for students to seek advice, support and assistance to assist them in reaching their potential
100% of identified students have a PLP Increase in parent engagement within school Increased use of transition data to inform practice Decreased referrals	Community Partners Provide authentic feedback Engage in consultative opportunities planned for by the school.	Transition Strengthen systematic way of transitioning students at key points including Preschool to School, between years and stages, Year 6 to 7, between settings(mainstream –support class) Transition timetable, processes for handover, inclusive of Learning and support team procedures.	
		PBL/ KidsMatter PBL– Classroom Modules Professional learning, Effective use of data to drive wellbeing	

Strategic Direction 2: Quality Connections

Processes

programs

Social and Emotional Learning – professional learning for all staff using the Bounceback resource. Implementation of explicit teaching of SEL K–6.

Evaluation Plan

Surveys with students, parents and community

Transition timeline/calendar developed

Strategic Direction 3: Quality Capacity

Purpose

To build leadership capacity across the learning community through organisational effectiveness

Improvement Measures

Community satisfaction is measured throughout the year.

Staff articulate their role and contribution to school planning processes.

Growth targets are identifiable for individual students in teaching and learning programs.

People

Students

Have opportunities to reflect on their learning and provide feedback to the school community.

Staff

Build competency and capacity to lead school initiatives and programs as detailed in the school plan.

Leaders

Adopt a coordinated approach to enable strong, strategic and effective leadership.

Processes

Feedback and Assessment

Student feedback informs further teaching.

Students have increased understanding of assessment practices (assessment schedule, progressions)

Student lead conferences

Professional Learning Community

Inclusive school planning practices to enhance implementation and evaluation processes

Performance Development Plan coordination (accreditation, accreditation at higher levels, mentoring and coaching, instructional leadership, teacher induction, professional experience placements)

Cohesive Leadership

Lead school planning processes with a focus on continuous improvement, capacity building and Instructional leadership.

Measure school community satisfaction and use this to support school planning processes.

Evaluation Plan

Teaching and Learning programs show evidence of adjustments to address individual needs.

All staff are aware of their role in helping to address the school plan's strategic directions.

School leaders use clear processes and

Practices and Products

Practices

Increased leadership capacity evidenced by effective use of feedback, reflective practice and personalised learning.

Shared school wide responsibility and commitment is evident through professional learning communities (in school and between school)

School executive lead the school planning processes by promoting and developing a shared sense of responsibility across the school community.

Products

Increased student engagement with school initiatives, learning and understanding of assessment.

High performing teaching staff taking personal responsibility for improving teaching practice and building cohesive teams

Self-sustaining and self-improving, cohesive learning community

Strategic Direction 3: Quality Capacity

Processes

timelines/milestones to support the implementation of evidence based school plans.