



School plan 2018-2020

Cooranbong Public School 1635



School background 2018–2020

School vision statement

At Cooranbong Public School, we believe in fostering a culture of school excellence where every student is nurtured and inspired to thrive, connect and succeed through a caring and supportive environment in partnership with our learning community.

School context

Cooranbong Public School is situated in a semi-rural setting on the western shores of Lake Macquarie. It has a current enrolment of 235 students with 20 of them identifying as having an Aboriginal or Torres Strait Islander background. The school has 11 classes from Kindergarten to Year six, including a multi-categorical support class.

The school's Family Occupation and Educational Index (FOEI) value is 126, compared with the NSW average of 100, which indicates a slightly higher disadvantage than average. The school has received equity funding for Aboriginal students and for low socio-economic status.

All staff are committed to continuous, sustainable school improvement, with a focus on professional development and individualised learning for all students, within a framework of high expectations.

The school has strong and genuine partnerships with both their school and business communities.

Cooranbong Public School is part of the Western Shores Learning Alliance where collegial practices among the seven alliance schools ensure all students in our public education system benefit from improved outcomes, through strategic and targeted planning.

School planning process

Throughout 2017 a structured and comprehensive process was undertaken across the school community to evaluate and review current practices. This led to the determination of three strategic directions.

The school planning process involved consultation with students, staff, families, including those from Aboriginal and Torres Strait Islander backgrounds and P&C members. The partnership agreement with Itji Marru Aboriginal Education Consultative Group further informed our planning process.

Rigorous and critical analysis of school assessment data played a significant role in the decision-making process. Data included NAPLAN, PLAN, PLAT, class and stage assessments, suspension and attendance data, community engagement data and a comprehensive analysis of school teaching programs.

The School Plan 2018 – 2020, also reflects current DoE priorities and reforms, with a strong focus on the school planning and implementation guidelines and the Schools Excellence Framework.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1 Learning

Purpose:

To build educational aspiration and instil a culture that promotes student responsibility for their own ongoing learning.



STRATEGIC DIRECTION 2 Teaching

Purpose:

All teachers are committed to identifying, understanding and implementing effective evidence– based teaching strategies aligned with best practice to meet the individual needs of every student.



STRATEGIC DIRECTION 3 Leading

Purpose:

To support a culture of high expectations and community engagement, which will result in the enrichment of continuous whole– school improvement.

Strategic Direction 1: Learning

Purpose

To build educational aspiration and instil a culture that promotes student responsibility for their own ongoing learning.

Improvement Measures

At least 35% of students achieving in top two bands of NAPLAN Reading, Writing and Numeracy.

At least 80% of students demonstrating expected growth across literacy and numeracy learning progressions

A significant reduction in Major and Minor incidents recorded in student management systems.

Attendance at or above state averages.

People

Students

Students are actively engaged in explicit learning where they utilise highly developed literacy and numeracy skills.

Staff

Staff apply professional learning supported by mentoring and collaboration processes underpinned by an integrated approach to quality teaching, curriculum planning and delivery to improve student outcomes.

Staff demonstrate understanding in using data analysis to develop as a reflective practitioner.

Parents/Carers

Parents are active, authentic participants in their child's learning, establishing and building respectful, meaningful and collaborative relationships.

Community Partners

Links with WSLA, Itji-Marru AECG and broader community agencies to provide learning opportunities and experiences for students.

Processes

Data Analysis – The school identifies growth targets using internal and external data to assess student progress and achievement across syllabus documents.

Engaging Learners – Curriculum delivery within classrooms provides equitable academic opportunities, challenges and ongoing feedback for all students leading to personalised learning.

Transitions, Continuity & Wellbeing– The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning and student wellbeing.

Evaluation Plan

Charting and evaluations of performance against the SEF

Attendance Data

TTFM

Feedback from focus groups, questionnaires and locally designed surveys.

PBL data

Practices and Products

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.

To develop student learning goals to ensure students are motivated to deliver their best and continually improve.

The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points and wellbeing.

Teachers, parents and the community work together to support and promote student wellbeing.

Products

35% of students achieving in top two bands of NAPLAN Numeracy

35% of students achieving in top two bands of NAPLAN Reading

35% of students achieving in top two bands of NAPLAN Writing.

Student data informs teaching programs and target intervention and supports student learning.

Strategic Direction 2: Teaching

Purpose

All teachers are committed to identifying, understanding and implementing effective evidence-based teaching strategies aligned with best practice to meet the individual needs of every student.

Improvement Measures

80% of Year 5 students achieve greater than or expected growth in NAPLAN Reading, Writing & Numeracy

Teacher observations identify that classroom practice reflects evidence based teaching strategies that are reflective and meet the needs of individuals.

Internal school data demonstrates the equivalent of 12 months progress in student learning each year.

People

Students

Students are active participants in taking ownership of their own learning.

Staff

Teachers utilise explicit teaching techniques in identifying student's needs.

Parents/Carers

Parents and carers demonstrates skill supporting their children in their learning process.

Work collaboratively with students and teachers to support and develop individualised learning programs.

Community Partners

Strong partnerships exist between other organisations to facilitate the delivery of school and WSLA priorities.

Processes

Effective Classroom Practice– Teachers demonstrate currency of content knowledge and evidence-based teaching practices in all their professional goals. Technology and learning spaces are utilised to enhance student learning.

Curriculum– Teachers demonstrates expert knowledge of curriculum to ensure consistency and continuity of learning through development of whole school scope and sequences across all Key Learning Areas.

Professional Learning– Teachers access and engage in professional learning to identify and systematically promote and implement the most effective strategies to improve teaching and learning. Teachers collaborate with other schools to share and embed in good practice.

Evaluation Plan

Charting and mapping against the SEF

Teaching Rounds and classroom observations

Teaching Program evaluations

Focus groups

TTFM

Staff PDPs

Practices and Products

Practices

Evidence-based teaching methods optimise learning progress for all students, through the employment of evidence-based effective teaching

All lessons are systematically planned as part of a coherent program that has been collaboratively designed.

Effective teaching methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

Accommodations and adjustments are made to suit needs as they arise. Lesson planning references student information including progress and achievement data, curriculum requirements, and student feedback, and provides continuous improvement for all students, across the full range of abilities.

Products

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.

All teachers identify areas for development through the professional development framework.

Strategic Direction 3: Leading

Purpose

To support a culture of high expectations and community engagement, which will result in the enrichment of continuous whole-school improvement.

Improvement Measures

Progress and achievement of equity groups within the school is equivalent to the progress and achievement of all students in the school.

PDF processes identify continual improvement in teacher quality and contributions to school priorities and strategic directions.

The school achieves excellent value-added results, significantly above the value added by the average school.

People

Students

Students understand their responsibility for future school directions through involvement in student leadership teams, Student Representative Council and wellbeing initiatives.

Staff

Staff collaboratively lead areas of expertise, aligned to the school plan and vision statement.

Staff lead the development of their Performance and Development Plan to meet NESA and DOE requirements.

Parents/Carers

Parents and community members have the opportunity to engage in a range of school-related activities which help build the school as a cohesive educational community.

Leaders

The leadership team ensures that the teacher performance and development policy is implemented in a culture of high expectations for every staff member.

Processes

Leadership improving teacher quality–
The leadership team develops processes to collaboratively review teaching practices to affirm quality and promote high expectations.

Emphasis is on developing effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement.

Facilities & Technology

Technology is effectively used to enhance learning and service delivery.

Physical learning spaces are used flexibly to meet a broad range of student learning interests and needs.

Community Engagement

The school regularly solicits and addresses feedback on school performance and facilitates meaningful pathways to engage with the broader learning community to effectively cater for the range of equity issues within the school.

Evaluation Plan

Charting and mapping against SEF

TTFM

photos of learning spaces and school facilities

PDPs

Focus groups, surveys and questionnaires.

Practices and Products

Practices

The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning.

A strong focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement.

Technology that supports learning is available and expertly integrated into lessons by teachers. Administrative staff are expert users of available technology and systems.

Products

The physical environment optimises learning, within the constraints of the school design and setting.

The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively engage and support school community, including equity groups.