



Strategic Improvement Plan 2021-2024

Cobargo Public School 1579

School vision and context

School vision statement

At Cobargo Public School we maximise individual potential in the academic, creative, sporting and cultural spheres in a caring and supportive environment.

All members of the Cobargo Public School community value *Respect, Responsibility and Safety*. These school values guide our actions and all that we do.

School context

Cobargo Public School is on the Far South Coast NSW and is a member of the *Sapphire Coast Learning Community*. The school has a stable enrolment approximately 70 students K-6. We celebrate diversity and inclusivity, with 20% of our students identifying as Aboriginal. Cobargo Public School plays a significant role within the community. An active P&C provides partnerships and opportunities for collaboration with our local community. A strong transition to school program exists between our school and the Cobargo Pre school. In addition, supportive transition programs to both Bega High School and Narooma High School supports our students as they enter Year 7.

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. Cobargo Public School has a strong culture of excellence in the performing arts and sport. 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 strong communication. Innovative and flexible teaching and learning programs allow us to meet the needs of all students.

We provide an integrated approach in all Key Learning Areas, with a wide range of extra-curricular experiences to help create an ongoing culture of creativity, inquiry and engagement.

As a result of our recent situational analysis, our two strategic directions within our School Improvement Plan are: *Student Academic Growth and Attainment* and *Partnerships and Well-Being*. 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.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise the learning outcomes for every student, all staff will use data to understand the learning needs of individual students and inform differentiated teaching for all students. Students become self-directed learners who are aware of their own progress and feel confident in working with teachers to help direct future learning.

Improvement measures

Target year: 2022

Improve the percentage of Year 3 and 5 students achieving in the top two bands in NAPLAN Reading by an uplift of 9.4%.

Target year: 2022

Improve the percentage of Year 3 and 5 students achieving in the top two bands in NAPLAN Numeracy by an uplift of 8.6%..

Target year: 2023

Increase the percentage of students achieving expected growth in NAPLAN Reading to a minimum of 65%.

Target year: 2023

Increase the percentage of students achieving expected growth in NAPLAN Numeracy to a minimum of 65%.

Initiatives

Data Driven Practices

Student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.

High impact professional learning is aligned with student data analysis. Teachers will analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.

Effective use of data and analysis will sustain a culture of evidence-based teaching and on going improvement so that every student makes measurable learning progress.

Personalised Learning

Consistent school-wide practices for assessment are used to monitor, plan and report on individualised student learning across the curriculum. Staff develop and implement whole school assessment and reporting processes and procedures where data is collected, analysed, monitored and used to inform teaching and learning practices and track student progress and achievement leading to measurable improvement.

School leadership, through identified professional learning, will build teacher capacity to implement formative and summative assessment practices that support analysis of student progress, evaluation of student growth, reporting of student progress and reflection on teacher effectiveness.

Student assessment data is used to differentiate, inform planning, identify interventions and reflect on teaching practice to meet individual student need. Strategies implemented reflect research on best practice and include ongoing monitoring to inform next steps in teaching and learning for each student.

A culture of visible learning will enable students to take ownership of their learning through effective feedback strategies, learning intentions and co-designed learning

Success criteria for this strategic direction

- A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities.
- Teachers employ evidence-based effective teaching strategies.
- Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.
- Teachers clearly understand, develop and apply a full range of assessment strategies - assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.

Evaluation plan for this strategic direction

QUESTION: To what extent has our initiatives met our purpose of maximizing the learning outcomes for every student?

DATA:

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

- External assessment data - NAPLAN, Check-in
- Scout - Value added data
- Student work samples
- Literacy and numeracy PLAN2 data
- Student PLPs
- Student focus groups
- Teaching programs

Strategic Direction 1: Student growth and attainment

Initiatives

goals.

Evaluation plan for this strategic direction

- Essential Assessment data
- Visible Learning data
- Staff meeting agendas/minutes

ANALYSIS: The evaluation plan will involve:

Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.

Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to measure impact of interventions and initiatives.

IMPLICATION:

After analysing the data a determination will be made as to the future of the four years' work and 'Where to Next?'

Strategic Direction 2: Partnerships and wellbeing

Purpose

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.

Improvement measures

Target year: 2022

Increase the percentage of students to be attending more than 90% of the time by an uplift of 5.0%.

Target year: 2024

Increase the percentage of students demonstrating positive wellbeing (sense of belonging, high expectations, advocacy at school) to a minimum of 90%.

Initiatives

High Expectations

- Embed a whole-school approach to student wellbeing and engagement where there is a collective responsibility for student learning and success.
- The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence.
- Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.
- 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.

Social and Emotional Learning

Social and emotional learning is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

- Self-awareness
 - Self-management
 - Social awareness
 - Relationship skills
 - Responsible decision-making
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Success criteria for this strategic direction

Regular and ongoing planning, monitoring and evaluation of the whole school approach to student wellbeing and engagement.

High functioning Learning and Support processes guide and assist teachers and parents in actively supporting students.

The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential.

Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.

Evaluation plan for this strategic direction

QUESTION: To what extent has our initiative met our purpose of the pursuit of excellence and effective partnerships in learning and wellbeing with parents and students?

DATA:

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

- Scout - attendance data
- Student work samples
- Literacy and numeracy PLAN2 data
- Student PLPs
- Student focus groups
- Teaching programs
- Visible Learning data
- Staff meeting agendas/minutes

Strategic Direction 2: Partnerships and wellbeing

Evaluation plan for this strategic direction

- Parent and student surveys

ANALYSIS: The evaluation plan will involve:

Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.

Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to measure impact of interventions and initiatives.

IMPLICATION:

After analysing the data a determination will be made as to the future of the four years' work and 'Where to Next?'