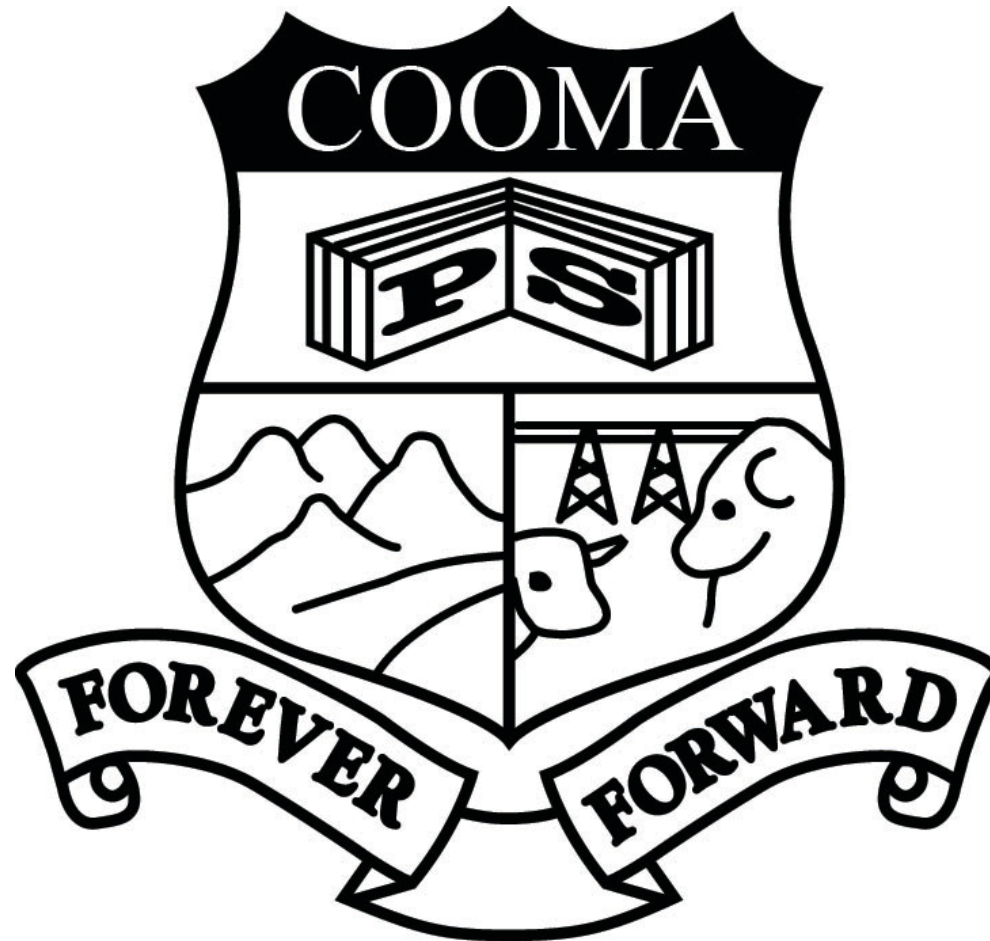


Strategic Improvement Plan 2021-2024

Cooma Public School 1628



School vision and context

School vision statement

Our school community works collaboratively to ensure each student is at the centre of an inclusive and supportive environment. At Cooma Public School, we celebrate diversity whilst providing challenging and enriching learning opportunities for every child to reach their learning goals in a high expectation learning environment. Every student will develop the skills required to be a resilient and creative problem solver, who is well equipped to engage with an ever changing world.

School context

Cooma Public School has an excellent location in the centre of Cooma, the gateway to the Snowy Mountains. The school has a proud history of providing quality education on the Monaro since 1863. We are a comprehensive public primary school which provides a range of learning experiences for our 234 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. We celebrate diversity and inclusivity, with 6% of students identifying as Aboriginal and 12% of our students have a language background other than English.

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. Our student wellbeing approach is based on the R.E.A.L. concept of Relationships, Engagement, Achievement and Learning.

At CPS we offer a variety of extracurricular activities including band, debating, public speaking, robotics, literacy and STEM extension programs. We have a highly supportive community which has high expectations of the educational programs provided for the students. We have an active P&C that contribute significantly to the success of educational programs and initiatives.

Through our situational analysis we identified a need to focus further on collaborative practices within school as well as with the wider school community and increased communication channels. Further work will also need to occur around how teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs including those identified as high potential and gifted. We also identified the need to continue to drive high expectation accountability measures to ensure we cater for the individual needs of students living with disabilities, students where English is an additional language or dialect (EALD) and Aboriginal and Torres Strait Islander students.

Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy. Work will be done to ensure increased evaluative practice and continue to develop staff's capacity to confidently use data informed practice to direct explicit teaching instruction and differentiation. Work will take place on developing quality summative and formative assessment tasks and consistent data collection practices and monitoring across the school. Effective feedback underpinned by the What Works Best in Practice document will also remain a focus moving forward to continue our success with the increase in student ownership of learning.

The staff will work to continue to improve wellbeing measures to promote improved student wellbeing and a sense of belonging after a traumatic year in 2020. Systems will be reviewed and attendance monitoring will be improved. Ensuring student voice is evident in our planning and implementation of whole school initiatives will be a focus moving forward.

School vision and context

School vision statement

School context

Continual monitoring of student performance data and evaluative practice will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success.

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student learning outcomes in numeracy and reading we will embed whole school collaborative processes to ensure explicit, differentiated and effective teaching practices that are underpinned by evidence based teaching strategies and informed by structured, sustained and rigorous data collection and analysis.

Improvement measures

Target year: 2023

Increase in the percentage of students achieving expected growth in reading with an uplift of 13% from the school's system determined baseline to the upper bound system negotiated target.

Target year: 2023

Increase in the percentage of students achieving expected growth in numeracy with an uplift of 7% to the school's upper bound system-negotiated target being achieved.

Target year: 2022

Increase in the percentage of students achieving in the top 2 bands in reading with an uplift of 13% from the school's system determined baseline to the upper bound system negotiated target.

Target year: 2022

Increase in the percentage of students achieving in the top 2 bands in numeracy with an uplift of 12.5% from the school's system determined baseline to the upper bound system negotiated target.

Target year: 2024

- Value added K - 3 improves to Sustaining and Growing, value added 3 - 5 maintaining Sustaining and Growing and trends towards Excelling, and value added 5 - 7 improves to Sustaining and

Initiatives

Enhancing our culture of high expectations

We will embed a whole school high expectation learning culture that enables and encourages every student to engage in effective evidenced based teaching and learning programs that are tailored to their individual needs.

- Build staff capacity through innovative and sustained collaborative professional learning that develops skills and expertise in evidence-based high impact teaching strategies for improved classroom practice in reading and numeracy.
- Develop and implement school wide formative and summative assessment practices that align with the literacy and numeracy learning progressions to ensure continued improvement for all students as they progress through their learning journey.
- Embed accountability measures and evaluative processes of teaching and learning programs and initiatives to monitor continued effectiveness.

Effective data skills and use

Ensure effective whole school strategies and processes are embedded for data analysis and reflection, and used to inform point of need curriculum delivery.

- Expertly and efficiently use student assessment data to reflect on teaching effectiveness and provide individualised, explicit, differentiated and point of need learning opportunities.
- Develop systematic processes to continually evaluate the impact of implemented strategies on student learning.
- Establish and effectively utilise Instructional Leadership positions to work with teachers using data to monitor and assess student progress and support the development of future learning for whole class, group and individual instruction.

Success criteria for this strategic direction

- It is evident the individual needs of Aboriginal and Torres Strait Islander students, students who have a language background other than English and students living with disabilities have been strategically planned and catered for across all teaching and learning programs, initiatives and events within the school.
- The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis.
- 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 .
- 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.
- 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.
- The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning.
- All students aspire to meet and exceed their individual learning goals that are differentiated to meet individual needs.
- All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that

Strategic Direction 1: Student growth and attainment

Improvement measures

Growing against the School Excellence Framework.

Target year: 2024

'Data use in teaching' and 'Data use in planning' improving to Excelling against the School Excellence Framework element 'Data skills and use'

Success criteria for this strategic direction

can be measured by improved student progress and achievement data.

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in reading and numeracy?

Data:

We will use a collection of varied data sources, ensuring to collect a range for data triangulation at the Analysis phase. These will include:

- Monitoring graphs
- Check in assessments
- NAPLAN data
- PLAN2
- In class formative and summative assessments
- Best Start data
- PAT assessments
- Student voice
- Staff voice
- SEF element evidence
- Analysis of teaching and learning programs

Analysis:

The data will be frequently evaluated and triangulated. Consistencies and inconsistencies will be considered and determine our progress against our improvement measures. Ongoing analysis of the implementation of initiatives will be continual monitored throughout the year at key intervals in the teaching and learning cycle.

Evaluation plan for this strategic direction

Implications:

The analysis will inform our annual reporting against the school progress measures and inform the next steps and activities moving forward.

Strategic Direction 2: Student wellbeing and attendance

Purpose

To improve overall student wellbeing and build a whole school culture of belonging within the school whilst increasing the percentage of students attending >90% of the time, we will use evidence based wellbeing initiatives guided by The Wellbeing Framework for schools and underpinned by trauma informed practice. Embedded processes to empower student voice throughout all aspects of learning and engagement within the school will be evident.

Improvement measures

Target year: 2022

Increase in the percentage of students demonstrating positive wellbeing as measured through the 'Tell Them From Me' survey with an uplift of 14.5% to the school's lower bound system-negotiated target being achieved.

Target year: 2022

Increase in the percentage of students attending school 90% of the time or more with an uplift of 14% to the school's lower bound system-negotiated target being achieved.

Target year: 2024

Decrease in the percentage of students attending <80% of the time by 10%

Initiatives

Building a whole school culture of belonging

Embed a whole school culture of belonging by increasing student connection, ownership and representation within the school.

- Research, develop and implement a planned and evidence based whole school approach to wellbeing and engagement.
- Align an evidence based approach to evaluate our wellbeing practices, guided by the Department of Education's Wellbeing and Attendance policies and the Wellbeing Framework for schools.
- Review and adapt targeted whole school attendance strategies for students needing more support to foster regular attendance and establish a positive and welcoming school culture for all students.

Enhancing student voice

We will foster a culture where student voice is valued to improve their educational outcomes and genuinely shape the learning and decision making at the school.

- Develop and implement effective strategies to ensure students are actively participating in decision making at school to shape their educational experience.
- Provide flexibility for students to choose methods to demonstrate understanding and facilitate or co-design solutions to challenges they face socially and in their learning.
- Develop processes, structures and frameworks of support that allow students, staff and parents to co-construct learning goals that contain aspirational literacy and numeracy targets whilst maintaining cultural safety for our Aboriginal students.

Success criteria for this strategic direction

- It is evident the individual needs of Aboriginal and Torres Strait Islander students, students who have a language background other than English and students living with disabilities have been strategically planned and catered for across all teaching and learning programs, initiatives and events within the school.
- All classrooms and other learning environments are well managed within a consistent, school-wide approach. Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption.
- Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning.
- Procedures in place such as regular Student Representative Council meetings, Bingitch Boorai's Aboriginal student meetings and regular student feedback focus groups for students to have a formalised role in decision making. Students and staff decide on a joint course of action together by co-planning solutions to concerns raised by students.
- Students reporting via Tell Them From Me, focus groups and in class discussions that they have ownership over various decisions made within the school.
- 3 way parent/student/teacher meetings take place regularly to discuss student progress and co-create solutions to cater for student need.
- Student attendance is promoted and supported by all staff. Attendance data is regularly analysed and is used to inform planning. Whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk.
- Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.
- The school has implemented evidence based

Strategic Direction 2: Student wellbeing and attendance

Success criteria for this strategic direction

change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

- 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.

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of student wellbeing and attendance data?

Data:

We will use a collection of varied data sources, ensuring to collect a range for data triangulation at the Analysis phase. These will include:

- Tell Them From Me surveys
- Student focus groups
- SCOUT data - attendance
- R.E.A.L student surveys
- Wellbeing Framework evidence and evaluation
- Sentral data
- SEF element evidence and evaluation
- Analysis of teaching and learning programs

Analysis:

The data will be frequently evaluated and triangulated. Consistencies and inconsistencies will be considered and determine our progress against our improvement measures. Ongoing analysis of the implementation of initiatives will be continually monitored throughout the year.

Strategic Direction 2: Student wellbeing and attendance

Evaluation plan for this strategic direction

at key intervals in the teaching and learning cycle.

Implications:

The analysis will inform our annual reporting against the school progress measures and inform the next steps and activities moving forward.

Strategic Direction 3: Whole school communication and connections

Purpose

In order to increase whole school collaboration and communication systems including increasing community engagement and connections, we will foster partnerships, embed effective and genuine collaborative practices and ongoing consultative processes with all facets of the school community, whilst ensuring clear 2 way communication systems are enhanced and systematically evaluated.

Improvement measures

Target year: 2024

Increase in the percentage of parents reporting they are satisfied with our communication systems demonstrated by an upward trend from the 2020 baseline data evidenced by our parent satisfaction survey.

Target year: 2024

100% of staff and parents utilising our whole school communication app, Class Dojo.

Target year: 2024

Increase in the percentage of parents actively participating/contributing in events demonstrated by parent attendance data trending upwards from 2020 baseline parent attendance data.

Target year: 2024

An increase in the percentage of parents undertaking feedback opportunities through the TTFM survey when compared to 2020 baseline data.

Target year: 2024

Parent engagement in the Reporting element of the Learning Domain improves to 'Excelling' against the School Excellence Framework.

Initiatives

Fostering Partnerships

We will foster strong partnerships to enhance connections with parents, students, staff and community to improve understanding of student learning and strengthen student outcomes.

- Develop staff understanding and capacity through sustained professional learning programs to effectively engage in partnerships with parents, our local community of schools and relevant community organisations for student success.
- Ensure structures are in place and regularly reviewed such as, 3 way parent/student/teacher collaborative meetings, parent engagement opportunities, parent feedback sessions to enhance partnerships that support student achievement in all key learning areas including reading and numeracy.
- Ensure time is allocated and processes are in place for staff to effectively engage with the whole school community and facilitate collaborative practices between students, staff, parents and other members of the community.

Clear Communication

Ensure effective communication strategies and practices are in place to ensure all students, parents and staff have a clear understanding of how to increase and support student achievement.

- Whole school procedures implemented to allow teachers to directly and regularly engage with parents to establish and maintain respectful collaborative relationships to improve outcomes for every student's learning and wellbeing.
- Engage in professional learning to improve understanding and effectiveness of communication channels.
- Review and adapt whole school communication procedures that are clear, contain accountability measures and are understood by the whole school

Success criteria for this strategic direction

- It is evident the individual needs of Aboriginal and Torres Strait Islander students, students who have a language background other than English and students living with disabilities have been strategically planned and catered for across all teaching and learning programs, initiatives and events within the school.
- 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.
- Students and parents understand the assessment approaches used in the school and their benefits for learning. Feedback from students on their learning derived from assessments informs further teaching.
- Parents and the broader school community actively participate in the school and in helping students to develop positive connections.
- Teaching programs that support equitable and ongoing participation of Aboriginal and Torres Strait Islander students by engaging in collaborative relationships with community representatives and parents/ carers are evident.
- Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. Reporting to parents has been enhanced in response to feedback received.
- Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.
- Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve.
- The leadership team measures school community (parent and student) satisfaction and shares its analysis and actions in response to the findings with

Strategic Direction 3: Whole school communication and connections

Initiatives

community to ensure a streamlined effective system enabling more time for teaching and learning.

Success criteria for this strategic direction

its community.

- Communication systems and procedures are routinely evaluated and parents, staff and students can communicate easily and effectively and are aware of the avenues to gain information in a timely manner.

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of communication systems and whole school community connections?

Data:

We will use a collection of varied data sources, ensuring to collect a range for data triangulation at the Analysis phase. These will include:

- Tell Them From Me surveys - Parent/staff/students
- Student focus groups
- Parent focus groups
- Parents satisfaction/feedback surveys
- Staff focus groups
- Communication engagement according to percentage of parents utilising our online communication systems, Dojo, Enews and Facebook.
- SEF element evidence
- Evidence of internal communication system effectiveness
- Analysis of teaching and learning programs

Analysis:

The data will be frequently evaluated and triangulated. Consistencies and inconsistencies will be considered and

Evaluation plan for this strategic direction

determine our progress against our improvement measures. Ongoing analysis of the implementation of initiatives will be continual monitored throughout the year at key intervals in the teaching and learning cycle.

Implications:

The analysis will inform our annual reporting against the school progress measures and inform the next steps and activities moving forward.