

Strategic Improvement Plan 2021-2025

Cowan Public School 1668



School vision and context

School vision statement

At Cowan Public School, it is our vision for staff and the wider community to work together to enable all students to aspire for personal best, experience success and promote individual student growth through a focus on personal effort and a positive growth mindset.

Cowan Public School empowers students to become independent, resilient, life-long learners, who are actively engaged, motivated and committed to their community.

Cowan Public School is a student-centred school, focusing on diverse and inclusive experiences that recognise and respond to the individual needs of each of our students. Every student is known, valued and cared for. It is the belief of the entire school community that by valuing and respecting others, the school incites a love of learning with a vision 'the students will become responsible, caring and successful members of the community'.

School context

Cowan Public School is a nurturing small school with a teaching principal. Cowan is situated 15 kilometres north of Hornsby set on the outskirts of Muogamarra Nature Reserve and Ku-Ring-Gai Chase National Park. There are 32 families with a total of 36 students enrolled for 2022.

Cowan Public School is a focal point in the local community and is well supported by its parent body. The school caters for students from Kindergarten to Year 6.

The school operates with two mainstream multi-stage classes and multi-categorical support class. The school consists of 4.5% of students who identified as having Aboriginal background and 21.6% of students who identify as having English as an additional language or dialect. Cowan Public School Family Occupation and Education Index (FOEI) is 67.

The school has completed a situational analysis that has identified two areas of focus for this Strategic Improvement Plan. These two areas are '*Student growth and attainment*' and '*Effective teaching and engaged learning*'. It is important to note that this builds upon the work undertaken in the previous school planning cycle.

Planning, programming, assessment and using data for teaching and learning are areas of ongoing improvement. The school will develop systems to monitor and review its curriculum, to meet changing requirements of the students and new curriculums. There will be a focus on ensuring teaching and learning programs are explicit and engaging as well as meeting all requirements of the Department of Education and the NSW Education Standards Authority. The monitoring of student performance data will determine areas of need at an individual and whole-school level to ensure ongoing student and school improvement. Clear processes will be put in place to support students with additional needs.

Strategic Direction 1: Student growth and attainment

Purpose

To Increase student achievement, growth and performance in literacy and numeracy through staff using data to understand the learning needs of individual students and inform differentiated teaching for all students through explicit, consistent and research-informed teaching.

Improvement measures

Reading growth

Achieve by year: 2023

To increase the percentage of students from baseline data, achieving expected growth in reading **fluency** from Year 3 to Year 5. This will be measured using the learning progressions.

Numeracy growth

Achieve by year: 2023

To increase the percentage of students from baseline data, achieving expected growth in numeracy with **number and algebra** from Year 3 to year 5. This will be measured using the Essential Assessment

Achieve by year: 2025

School Excellence Framework - 'Learning - Assessment (Formative Assessment)' and 'Teaching - Data skills and use' is to be validated at Excelling.

Initiatives

Data to inform teaching and learning

To increase the capabilities of staff to analyse student performance data through summative assessment practices to improve teacher effectiveness, system-negotiated target intervention and improve student outcomes. To achieve this we will:

- Review NAPLAN data, develop Learning Intentions Success Criteria (LISC) and use the data to inform teaching and learning.
- Change teaching practice to ensure use of Literacy and Numeracy Progressions (PLAN 2) to personalise learning and differentiate teaching for all students, as well as track progress and growth.
- Use collaborative practices. We will refine the processes ensuring that Learning Intentions Success Criteria (LISC) and both formative and summative assessment is evident.
- Use Self-Assessment processes to embed reflective practice for all school, teaching and learning practices.

Data use in teaching

To establish and embed Assessment strategies (whole school) to inform effective teaching practices. To achieve this we will:

- Attend professional learning on 'Embedding Formative Assessment' strategies. We will embed, review and adapt data informed formative assessment practices as an integral part of daily instruction in every classroom.
- Collegial sharing of strategies with 'Small Schools Network'.
- Embed Practice of Learning Intentions in all classrooms with students engaging in self-assessment and peer-assessment using success criteria for their literacy and numeracy goals.

Success criteria for this strategic direction

All teachers have a sound understanding of student assessment and data concepts (e.g. causality, bias). They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice. (SEF - Data skills and use - Data literacy)

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. (SEF - Data skills and use - Data 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. (SEF - Data skills and use - Data use in teaching)

School staff collaborate with the school community to use student progress and achievement data to identify strategic priorities, and develop and implement plans for continuous improvement. Strategies implemented reflect research on best practice and include ongoing monitoring of success. (SEF - Data skills and use - Data use in planning)

School data shows that student progress and achievement is greater than students at statistically similar schools on external measures, and this is consistent with strong student progress and achievement on internal measures. (SEF - Student Performance-Internal and external measures against syllabus standards)

Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers. (SEF - Assessments-Formative assessments)

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

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

Data: We will use a combination of data sources. These will include:

- Internal assessment
- PLAN2
- Essential Assessments
- External assessment, eg. NAPLAN
- Student IEPs and PLaSPs
- Scout data
- Document analysis

Analysis: Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

Implications: The findings of the analysis will inform:

* Future actions

* Annual reporting on school progress measures (published in the Annual Report each year and in the newsletter and on the School Website throughout the year).

Strategic Direction 2: Effective teaching and engaged learning

Purpose

Our purpose is to ensure students become self-directed learners who are aware of their own progress and feel confident in working with teachers to help direct future learning. Our teachers will evaluate their effectiveness and reflectively adapt their practice through quality and targeted professional learning.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

To increase the percentage of students attending > 90% of the time to be at or above the system-negotiated lower bound target of 70%.

Wellbeing

Achieve by year: 2023

To increase the proportion of students reporting 'Sense of Belonging' in the *Tell it from me Survey* to be at or above 67%.

Achieve by year: 2025

School Excellence Framework - 'Learning - Learning culture and Curriculum' elements of the School Excellence Framework are validated at excelling.

Achieve by year: 2025

School Excellence Framework - 'Teaching - Effective Classroom Practice' elements of the School Excellence Framework are validated at excelling.

Initiatives

Effective teaching

At Cowan Public School we will establish, embed and/or improve practices in:

- Using student assessment data to reflect on teaching effectiveness and provide individualised explicit differentiated and responsive learning opportunities.
- Identifying the goals, actions and measures of success that will result in positive engagement for every student.
- Identification of 'High Potential and Gifted' students as well as develop processes and procedures associated with the Department policy.

Engaged learning

At Cowan Public School we will establish, embed and/or improve practices in:

- A culture of agreed high quality teaching practices to improve all students' literacy & numeracy skills.
- Teacher collaboration, observation and feedback to ensure students achieve their learning goals. Students will have a clear understanding of how to improve.
- Refining whole school approach to wellbeing and engagement. Setting high expectations of learning and social goals.

Success criteria for this strategic direction

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. (SEF - Learning Culture-High Expectations)

There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers. (SEF - Wellbeing-Individual learning needs)

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. (SEF - Curriculum-Teaching Learning Programs)

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. (SEF - Effective classroom practice -Explicit Teaching)

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. Student feedback is elicited by teachers and informs their teaching. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated. (SEF - Effective classroom practice -Feedback)

Evaluation plan for this strategic direction

Question: Is there evidence of learning Intentions exhibited in all classrooms with students engaging in self-

Strategic Direction 2: Effective teaching and engaged learning

Evaluation plan for this strategic direction

assessment and peer-assessment using success criteria for their literacy and numeracy goals?

Do teachers collaborate to evaluate, reflect on and adapt practice?

What has been the impact of using consistent, explicit enquiry-based teaching protocols, on student performance?

Data:

- Wellbeing data from 'Tell it from Me' surveys
- Survey
- Observation and Student Work Samples
- Student voice - focus groups
- Interview
- Document Analysis
- Literacy and Numeracy Progressions - PLAN 2
- Teaching programs
- Personal Attendance Data

Analysis: Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

Implications: The findings of the analysis will inform:

* Future actions

* Annual reporting on school progress measures (published in the Annual Report each year and in the newsletter and on the School Website throughout the year).