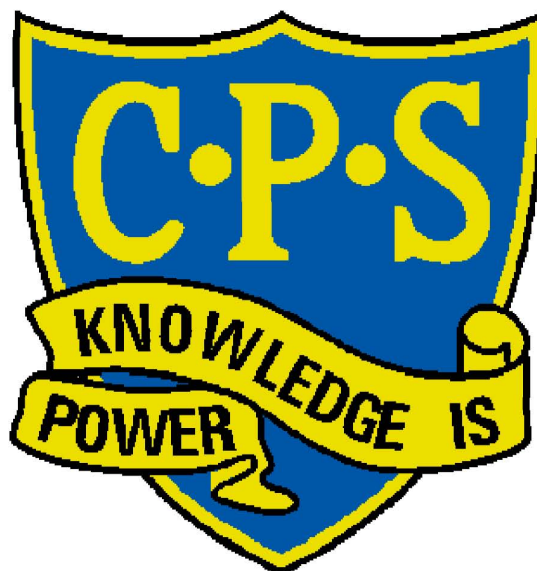


# Strategic Improvement Plan 2021-2025

## Cowra Public School 1671



# School vision and context

## School vision statement

***Every Child. Every Opportunity. Every Day.***

Cowra Public School prepares students for a rapidly changing world by equipping them with critical thinking skills, respect for core values and a strong connection to community. Students will become creative, flexible and independent lifelong learners who strive for personal excellence in all aspects of their life.

## School context

Cowra Public School is located in central-western NSW on the lands of the Wiradjuri people and has a student enrolment of 370. It was the first public school to be established in Cowra and has been educating children since 1858. The school's motto is 'Knowledge is Power' and the emphasis is on giving every child, every opportunity, every day to support them to reach their full potential as individuals.

Our school is supported by an active P&C, as well as other community organisations including Cowra Riding for the Disabled, Cowra Information and Neighbourhood Centre and Cowra Early Intervention Services. These services work in collaboration with the school to enhance outcomes for all students and their families. Approximately 4% of our students have a language background other than English while 24% of students identify as being of Aboriginal or Torres Strait Islander descent. All students take part in the Wiradjuri language program and the school has developed strong partnerships with the Cowra Local Aboriginal Education Consultative Group and community Elders.

Cowra Public provides comprehensive student wellbeing programs including Positive Behaviour for Learning (PBL) processes. The three school-wide expectations are to be respectful, safe and on task. Extra-curricular opportunities in sport and the creative arts enable our students to excel through a range of different experiences.

In developing our Strategic Improvement Plan, the school community was consulted via a series of parent forums, a community group forum and parent, staff and student surveys. Through our situational analysis we identified a need to use data-informed practices that ensures all students are accessing explicit teaching instruction, specific to their individual learning needs. Through internal and external data sources, the school has identified system-negotiated target areas in reading, numeracy, attendance and wellbeing.

In the area of **Student Growth and Attainment**, work will take place in the development of explicit teaching practices in the areas of reading and numeracy. Staff will be upskilled in the analysis of student data to inform their teaching and structures will be put in place to ensure that our work with students is responsive to this data, and closely monitored.

Our second strategic direction; **Excellence in Teaching** will have a strong focus on assessment and feedback, as we have identified these areas as 'developing' through the School Excellence Framework self-assessment. Establishing consistent formative and summative assessment processes and developing greater consistency in teacher judgement will be paramount.

Our third strategic direction; **Connection and Community** is in response to feedback from the school community via the situational analysis and also reflected in our External Validation process. Student wellbeing, with a focus on advocacy, a sense of belonging, expectations for success and attendance will be targeted through whole-school initiatives, as will establishing strong and sustainable collaborative practices between staff, students, families, partner schools, and the wider community.

# Strategic Direction 1: Student growth and attainment

## Purpose

We will continue to develop and sustain whole school explicit teaching practices that are data informed and responsive to the learning needs of individual students, to maximise student learning outcomes for every student in reading and numeracy, and build strong foundations for success in all other key learning areas.

## Improvement measures

Achieve by year: 2025

School self-assessment against the School Excellence Framework shows improvement from 'Delivering' to 'Excelling' in the following themes:

- Data Analysis
- Data Use in Planning

and validated through the External Validation Process.

Achieve by year: 2025

School self-assessment against the School Excellence Framework shows improvement from 'Sustaining and Growing' to 'Excelling' in the following themes:

- Teaching and Learning Programs
- Differentiation
- Data Literacy
- Data Use in Teaching

and validated through the External Validation Process.

## Reading growth

Achieve by year: 2023

Increase the mean scaled score of Years 3 and 5 students from 2022 to 2023 in the Reading Check-in assessment.

## Numeracy growth

Achieve by year: 2023

## Initiatives

### Explicit Teaching

Students who experience explicit teaching practices make greater learning gains than students who do not experience these practices. Explicit teaching practices involve teachers providing clear explanations to students, which connects to their prior learning, and communicates what they need to do, and what this looks like when they have succeeded.

Cowra Public School will engage in;

- High impact professional learning in the explicit teaching of reading including phonemic awareness, phonics, vocabulary and comprehension (reciprocal reading)
- High impact professional learning in the explicit teaching of numeracy to build teacher understanding and collaborative classroom practice
- Embed practices in daily classroom instruction, so that students understand the purpose of learning tasks and what success looks like
- Embed differentiated learning processes which are informed by student data to provide the right amount of support and challenge to every student
- Identify highly skilled teaching practice in action, providing staff opportunities to observe and analyse best practice

### Data to Inform Practice

Effective use of data provides teachers with information to guide and direct student learning, as well as information to reflect on their own teaching effectiveness.

Cowra Public School will engage in;

- Ongoing professional learning for staff that focuses on the gathering, analysis and interpretation of data to inform student progress and achievement
- Ongoing professional learning to develop a deep understanding of the Literacy and Numeracy Learning Progressions. This information will be used

## Success criteria for this strategic direction

- All teachers are engaged in professional learning in order to continually identify, understand and implement the most effective teaching methods in reading and numeracy
- Effective teaching methods in reading and numeracy are implemented across the school and students' learning is monitored and continuously evaluated.
- Student assessment data is collected in reading and numeracy on a regular, planned basis and used responsively as an integral part of teacher instruction
- Whole school assessment data in reading and numeracy is used to inform future planning, resourcing and ongoing professional learning for staff
- System-negotiated targets in reading and numeracy are achieved.

## Evaluation plan for this strategic direction

### Question:

- To what extent have we achieved our purpose and can demonstrate impact and improvement against our school targets in reading and numeracy?

### Data:

- NAPLAN
- Check In
- Literacy and Numeracy Learning Progressions (PLAN2)
- Online Assessments (DoE)
- PAT-M, PAT-R
- Work Samples
- Best Start Kindergarten and Year 7
- SENA
- Mathematics Diagnostic Assessment
- Phonological and Phonemic Awareness Assessments

# Strategic Direction 1: Student growth and attainment

## Improvement measures

Increase the mean scaled score of Years 3 and 5 students from 2022 to 2023 in the Numeracy Check-in assessment.

## Initiatives

- to track individual student progress so that over time, a learning profile of each student is developed, ensuring continuity at key transition points
- Explicit lesson delivery in reading and numeracy which is informed by culturally relevant teaching and learning practices for all Aboriginal students. Individual student progress will be closely tracked and data used to inform teaching and learning strategies in order to maximise learning outcomes.
- Development of school-wide processes around the ways in which data is collected by various teams across the school, to enable reporting of whole school performance.

## Evaluation plan for this strategic direction

- Scout
- Teaching programs
- School Excellence Framework Self-assessment Survey

### Analysis:

Analysis will be embedded through implementation and progress monitoring. The school will annually review progress towards the improvement measures.

### Implications:

The findings of the analysis will inform

- Future directions
- Additional resourcing
- Annual reporting on school progress measures (via the Annual School Report)
- Ongoing implementation and progress monitoring

## Strategic Direction 2: Excellence in Teaching

### Purpose

In order to differentiate teaching, in response to student need, we will develop whole school assessment practices which focus on the consistent use of student data to inform teaching. Through establishing an explicit feedback framework to evaluate student progress and teacher effectiveness, we will reflect and adapt our teaching practice to meet the learning needs of individual students.

### Improvement measures

Achieve by year: 2025

School self-assessment against the School Excellence Framework shows improvement from 'Delivering' and 'Sustaining and Growing', to 'Excelling' in the following themes:

- Formative Assessment
- Summative Assessment
- Whole School Monitoring of Student Learning
- Feedback

and validated through the External Validation Process.

Achieve by year: 2025

School self-assessment against the School Excellence Framework shows improvement from 'Sustaining and Growing' to 'Excelling' in the following themes:

- Summative Assessment
- Whole School Monitoring of Student Learning

and validated through the External Validation process.

Achieve by year: 2025

Tell Them From Me surveys of students in Years 4-6 shows an uplift of 7% in the area of "Explicit Teaching Practices and Feedback" - *Teachers set clear goals for learning, establish expectations, check for understanding and provide feedback.*

### Initiatives

#### Assessment

Establish consistent whole-school assessment practices which are used to monitor, plan for and report on student learning. This information is then used to inform teaching so that learning is tailored to meet individual student learning needs.

Cowra Public School will engage in;

- High impact professional learning on the use of the Literacy and Numeracy Learning Progressions to track student progress and achievement school-wide. This data will be used to inform teaching which will target identified areas of student learning need
- Adapt teaching practices to ensure reliable assessment is recorded and used to inform teaching, analyse progress, evaluate growth and report student achievement
- Collaborative discussions designed to build understanding around consistent teacher judgement which will be evident across the whole school. Teachers will enhance their understanding of the English and Mathematics syllabus' across all Stages; K-6.

#### Effective Feedback

Research supports feedback as one of the most powerful influences on student achievement. Feedback supports positive feelings about learning and provides motivation for continued effort and engagement.

Cowra Public School will engage in;

- Professional learning on effective feedback to build teacher understanding and ensure that students act on feedback that they receive
- Review and adapt teaching practice to include a range of feedback methods and practices. These will assist students to self-assess, reflect and monitor their learning
- Regular teacher observation sessions which provide

### Success criteria for this strategic direction

- There are consistent school-wide practices in place for assessment, and this is used to monitor, plan and report on student learning
- All teachers have a sound understanding of student assessment within the teaching and learning cycle, and use this to inform planning, identify interventions and modify teaching practice
- All teachers expertly apply a range of assessment strategies to inform teaching and learning, leading to measurable improvements
- Valid and reliable assessment data is regularly collected and analysed by teachers
- All teachers regularly engage in moderation of assessment tasks and there is consistency in teacher judgement across the school
- Students can state learning intentions and success criteria and receive feedback on their learning from teachers, peers and through self-assessment
- Teachers provide feedback to students, related to defined success criteria, ensuring all students have a clear understanding on where am I going? (feeding up), how am I going? (feeding back), and where to next? (feeding forward)
- Teachers seek and provide effective feedback from and to colleagues, related to teaching practice

### Evaluation plan for this strategic direction

#### Question:

- Is there a consistent school-wide approach to assessment?
- Is there evidence of teachers triangulating data by using formative and summative assessment to inform teaching?
- Are teachers using reliable and uniform tools to ensure consistency in assessment judgement?
- Do teachers regularly engage in moderation tasks to improve consistent teacher judgement?

## Strategic Direction 2: Excellence in Teaching

### Initiatives

teachers with feedback about particular elements of their teaching practice.

### Evaluation plan for this strategic direction

- Are learning intentions and success criteria communicated effectively to students?
- To what extent are teachers engaging with effective feedback when working with students?
- To what extent are teachers engaging with effective feedback framework when working with colleagues?

#### Data:

- Application of whole school assessment procedures evident in teaching programs
- Evidence of triangulation of formative and summative assessment, learning intentions and success criteria in teaching programs
- Evidence of consistent teacher judgement tools
- PLAN2 student assessment tracking and monitoring
- Tell Them From Me
- Scout usage (NAPLAN and Check In Data)
- Student work samples showing evidence of feeding up, feeding back and feeding forward
- Teacher observation notes provided to colleagues, demonstrating evidence of feeding up, feeding back, feeding forward
- School Excellence Framework Self-assessment Survey

#### Analysis:

Analysis will be embedded through implementation and progress monitoring. The school will annually review progress towards the improvement measures.

#### Implications:

The findings of the analysis will inform

- Future directions
- Additional resourcing
- Annual reporting on school progress measures (via the Annual School Report)

## Strategic Direction 2: Excellence in Teaching

### Evaluation plan for this strategic direction

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- Ongoing implementation and progress monitoring

# Strategic Direction 3: Connection and Community

## Purpose

We will continue to expand school-wide processes to ensure there is effective collaboration and communication at a class, stage, school and community level ensuring continuity of learning for all students. We will implement an evidence-based approach to whole school wellbeing practices which optimises student engagement to support learning, in a supportive environment.

## Improvement measures

### Attendance (>90%)

Achieve by year: 2023

Increase the number of students attending school more than 90% of the time by a further 2%.

### Wellbeing

Achieve by year: 2023

Sustain the number of students reporting positive wellbeing in the areas of student advocacy, sense of belonging and expectations of success by 4.6% from the baseline figure.

Achieve by year: 2025

School self-assessment against the School Excellence Framework shows improvement from 'Delivering' and 'Sustaining and Growing', to 'Excelling' in the following themes:

- Caring for Students
- A Planned Approach to Wellbeing
- Attendance

and validated through the External Validation Process.

Achieve by year: 2025

School self-assessment against the School Excellence Framework shows improvement from 'Sustaining and Growing' to 'Excelling' in the following themes:

- A Planned Approach to Wellbeing

## Initiatives

### Wellbeing

A whole school approach is critical in ensuring strong wellbeing practices are embedded in everyday teaching and learning. Student engagement is supported through fostering positive relationships across the school community.

Cowra Public School will engage in;

- Continuing to develop personalised partnerships with parents/carers to ensure students are supported to attend school every day and that student absences do not impact on learning
- Building supportive relationships with all students so that they feel connected to their peers, their teachers and their learning. Students will know that their opinions and experiences are valued and important
- Expanding connections across the broader school community and engaging external support where appropriate, to assist with meeting the wellbeing needs of all students
- Embedding connections with our local Aboriginal community and key stakeholders to foster a sense of belonging and cultural safety.

## Success criteria for this strategic direction

- Whole school and personalised attendance approaches are embedded across the school so that responsibility is shared across students, teachers, parents/carers, School Services and the community, ensuring that student absences do not impact on learning outcomes
- All students have identified a staff member who they feel can provide advice, support and assistance and opportunities are provided to regularly meet within a peer support framework
- Support for students requiring Tier 2/3 interventions are tailored to the individual needs of students
- The Student Leadership Team and the Student Leadership Council (SLC) have an integral role in communicating and advocating for the student voice regarding school decisions which impact directly on students
- Students will feel a strong sense of belonging through a variety of initiatives which enhance connectedness between each student and their teachers, peers, family, community and culture.

## Evaluation plan for this strategic direction

### Questions:

Have we reached our system-negotiated attendance targets? Do all students have an identified support person and are there regular opportunities to meet? Is there an improvement in the Tell Them From Me surveys in the areas of student advocacy, sense of belonging and expectations for success? Are there robust transition links between partnership schools? Is there a strong culture of collaboration amongst staff and key stakeholders?

### Data:

- Sentral attendance, incidents, interview bookings
- PLP, LSP, IEP, Three-Way Interview records
- Suspension data

## Strategic Direction 3: Connection and Community

### Improvement measures

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- Attendance

and validated through the External Validation Process.

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### Evaluation plan for this strategic direction

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- Tell Them From Me surveys
- Tier 2/3 intervention records (PBL)
- SLC meeting minutes
- Scout
- School Excellence Framework Self-assessment Survey

#### Analysis:

Analysis will be embedded through implementation and progress monitoring. The school will annually review progress towards the improvement measures.

#### Implications:

The findings of the analysis will inform

- Future directions
- Additional resourcing
- Annual reporting on school progress measures (via the Annual School Report)
- Ongoing implementation and progress monitoring