

Strategic Improvement Plan 2023-2026

Cooma Public School 1628



School vision and context

School vision statement

Cooma Public School, as a part of the community, strives for excellence in all aspects of teaching, learning and leading. Through quality teaching, rich learning experiences and respectful collaborative practice, we aim to inspire students to be resilient, self-motivated and creative learners in our evolving world. Cooma Public School supports wellbeing and positive relationships to ensure all members of our community connect, succeed and thrive.

School context

Cooma Public School is proudly located in Ngarigo Country. We acknowledge the traditional custodians of the country on which we are privileged to learn, play and work upon for our 210 students and 35 staff.

At CPS 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 as well as those identifying as having a disability.

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 upon the Wellbeing Framework for schools, with a vision of seeing every student connect, succeed and thrive.

Through our situational analysis and recent participation in external validation we identified a need to focus further on collaborative practices as well as the need to continue to value and develop strong relationships with the entire school community to support student learning and wellbeing. With the introduction of new English and Mathematics Syllabi a targeted focus on curriculum provision will be needed to ensure we support high expectations for student learning, which will be further enhanced by learning alliances with other schools. The diversity of our student population continues to grow and change as all students are welcomed and supported to access learning at CPS, with a marked increase in student enrolments from EALD backgrounds.

Continual monitoring of student learning and evaluative practice will determine areas of need and success at a class and school level with partnerships both within and external to the school being essential in driving student success.

Community consultation and feedback was sought to guide and inform school planning.

At CPS we have a commitment to ensuring every student is known, valued and cared for and as such our decisions, actions and new school plan is reflective of improving student learning for all students through three strategic directions:

1. Student Growth and Attainment
2. Community as Partners
3. Connect, Succeed and Thrive.

Strategic Direction 1: Student growth and attainment

Purpose

To ensure our students grow in their learning through explicit, consistent and evidence-based teaching. Our teachers will evaluate their effectiveness and reflectively adapt their practice through quality targeted evaluation processes.

Improvement measures

Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2024

Increase the mean scaled score of Year 3 and 5 Students from 2023 to 2024 in Reading Check-in assessment.

Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2024

Increase the mean scaled score of Year 3 and 5 Students from 2023 to 2024 in Numeracy Check-in assessment.

Initiatives

Quality teaching for improvement

A culture of collaborative practice exists between all staff that explicitly aims to improve teacher practice and student outcomes in reading and numeracy.

- Refine and promote practices for collaboration to build whole school efficacy to support all staff to enhance effective classroom practice through strategies such as peer observation, feedback, co-planning, coaching and mentoring.
 - Engage staff in high quality, evidence-informed professional learning opportunities and initiatives to enhance pedagogical knowledge and promote best practice.
 - Plan and implement explicit teaching practices where teachers explain, demonstrate and model to students: why they are learning something what their learning goals are how it connects to what they already know what they are expected to do how to do it what it looks like when they have succeeded.
 - Establish and effectively utilise a whole school structured approach to analyse and use data to understand and track student progress overtime to identify school-wide areas for improvement. and tailor instruction to student strengths, needs and prior learning.
 - Embed effective classroom teaching strategies to allow students to demonstrate their understanding of what has been taught, ask question to clarify and build understanding, and practice the skills and knowledge they have learnt. Staff embed processes to give students clear, timely, effective feedback.
 - Review, plan and document the alignment of curriculum and syllabus expectations to assessment tasks and methods, rubrics and monitoring systems.
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Success criteria for this strategic direction

- * Teachers engaging in collaborative planning time, co-programming and assessing student work together.
- * Teachers implement quality, differentiated teaching and learning in literacy and numeracy every day.
- * Students with additional learning needs feel supported to achieve their best by engaging with inclusive, intensive academic interventions.
- * Consistent approaches to reading and numeracy teaching and learning are evident across K-6 classrooms that result in enhanced student performance.
- * Staff deeply engage with ongoing, rigorous professional learning on high impact teaching and learning strategies in reading and numeracy and effective collaborative practices.
- * Teachers use in-depth knowledge of their learners and collect quality assessment data in order to refer students to evidence-based, equitable, in-school intervention processes that enhance academic performance and promotes confidence.
- * Students demonstrate the dispositions of a self directed learner and are focused on individual, continuous improvement.
- * School data demonstrates that student progress and achievement is greater than SSSG on external measures. This is consistent with strong progress and achievement on internal measures.
- * Progress and achievement of equity groups within the school demonstrates a positive trend.
- * The assessment and data framework is utilised by all teachers to support the consistent collection of assessment data across K-6.

Evaluation plan for this strategic direction

Evaluation plan for this strategic direction

Question:

What impact has Quality teaching for improvement had on improved outcomes in reading and numeracy?

Data:

Data will be collected each term by the executive team to determine progress towards achievement of improvement measures. This data will assist in answering our evaluation questions and influence future directions. Items to be collect to inform data and progress towards improvement measures includes:

- * NAPLAN
- * SCOUT
- * Internal student performance data
- * Personal Learning Plans and Individual Education Plan
- * Moderated and analysed student work samples
- * Student focus groups
- * Best Start
- * Check in data
- * Teacher anecdotal records and evaluation
- * Teaching and learning programs
- * Collaboration timetables and minutes
- * Observation and feedback records.

Analysis and Implications:

Data will initially be collated and analysed by the leadership team to create collections of information to present to staff who will deeply analyse against evaluation questions in project teams, led by a member of the leadership team. Resources such as the School

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

Excellence Framework and What Works Best documents will be consulted throughout the process. Summary analysis statements will be produced and attached to implications and future actions. The cycle will conclude with the adjustment of evaluative questions that best seek to monitor ongoing progress.

Strategic Direction 2: Community as partners

Purpose

To create and maintain authentic respectful relationships that expand ways for students to be successful learners at school, home and in the world around them. We will create a richer, more diverse and inclusive school community through valuing and creating positive ties within the Department of Education, Local education teams, Leaders, Educators, Parents/Carers, students and community organisations.

Initiatives

School partnerships

To support and sustain collaborative partnerships with students, staff, families, community and other organisations.

- Embed practices and processes that support parents and families to authentically connect and engage in the life of the school to deliver the best outcomes for their children.
- Sequence inquiry-based professional learning that builds capacity, informs practice and contributes to a culture of learning for students, staff, families and community..
- Provide the conditions for teaching teams (time, structures, support, partnership with Assistant Principal Curriculum and Instruction) that enable them to work together to analyse and evaluate teacher effectiveness and modify programs and practices to meet student need.
- Embed a culture of inclusion where we will work in partnership with families and carers to prepare students for key transitions and develop plans to support individual needs.
- Strengthen curriculum inclusion where the whole school community embraces all learners, has respect for, and values diversity.
- Develop workforce capability for inclusion, students are to have equitable access to quality teaching that meets individual needs, delivers excellent educational outcomes and empowers students and their families with agency and choice to improve their school experience.
- Plan for and promote student agency and self-determination by students having a voice, and being supported to express their views. Where the capacity of students to solve problems, set goals, make decisions and self-advocate is valued and developed.

Success criteria for this strategic direction

- Effective partnerships with students/parents and student voice mechanisms foster ownership of decisions around education.
- Parents and school staff work in partnership to achieve the best outcomes for each child's education.
- Students are motivated to deliver their best and continually improve through high expectations and effective partnerships between home and school. Students are engaged with their learning and driven to succeed and improve.
- Parents and the broader school community actively participate in the school and in helping students to develop positive connections.
- Our school community embraces all learners, has respect for, and values diversity.
- There is school-wide, collective responsibility for student learning and success, which is shared by teachers, 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.
- We are recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school.
- Communication systems will be timely, effective and responsive to school and community needs.

Evaluation plan for this strategic direction

Question:

In focusing on School partnerships have we supported and sustained collaborative partnerships with students, staff, families, community and other organisations.?

- **Data:**
- Parent information sessions /orientations

Evaluation plan for this strategic direction

- Parent attendance and feedback on parent teacher interviews
- Curriculum and twilight meeting minutes
- SCOUT data - Attendance
- TTFM
- SEF SaS
- School communication platforms
- Personalised learning plans
- Cultural programs
- Professional learning records

Analysis and Implications:

Data will initially be collated and analysed by the community as partners team to create collections of information to present to staff who will deeply analyse against evaluation questions in project teams, led by a member of the leadership team. Resources such as the School Excellence Framework, Inclusive practice resources for primary school, and What Works Best documents will be consulted throughout the process. Summary analysis statements will be produced and attached to implications and future actions. The cycle will conclude with the adjustment of evaluative questions that best seek to monitor ongoing progress.

Strategic Direction 3: Connect, succeed and thrive

Purpose

To develop a school culture where students, staff and the school community feel respected, valued, encouraged and empowered to succeed.

Improvement measures

Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

Achieve an increase of 1.1% in the attendance rate from 2023 to 2027.

Initiatives

Supporting student need and whole school wellbeing

Developing effective long-lasting improvements to support student engagement and attendance that is achieved through research, consultation and a collective commitment to implementing required changes.

- Developing an understanding of the school community and the underlying factors influencing attendance and engagement; using school data and evidence to enable early identification, and implementing appropriate strategies and levels of support.
 - Fostering regular attendance by establishing a positive and welcoming school culture for all students.
 - Addressing identified student needs by identifying and providing targeted strategies for students or cohorts needing more support.
 - Re-engaging students with learning by providing tailored interventions for students with significant support needs.
 - A whole school, strategic and planned approach to wellbeing is developed and implemented to ensure all students and staff are provided with a supportive environment, which allows every person to connect, succeed, thrive and learn.
 - Review, adjust and enhance current evidence-based wellbeing programs and procedures to streamline whole school approaches.
 - Analyse adjust and adopt individual programs, to ensure all learners are socially, emotionally and intellectually engaged at school.
 - Strengthen school-wide, collective responsibility for student learning, wellbeing and success through enhanced quality learning environments focused on positive, respectful relationships that are evident and widespread among students and staff that promote student wellbeing, ensuring optimum conditions for student learning across the whole school.
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Success criteria for this strategic direction

- * Wellbeing practices are dynamic and responsive to the needs of the whole school community.
- * Students experience a strong sense of belonging within the school and can identify systems of support available to them.
- * Students feel supported by the school community and have built strong teacher-student relationships where teachers provide a high level of advocacy for students across the whole school.
- * Each member of the leadership team are fully engaged in wellbeing processes where they emphasise and promote the importance of wellbeing of all students.
- * There is a clear reduction in the number of students attending less than 90% of the time with unexplained absences.
- * Quality processes for authentic inclusion are evident across all classrooms where students' needs are at the forefront of decision making.
- * Every student is known valued and cared for.
- * Quality Learning and Support Team processes advocate for all students and staff and champion practices for improvement.
- * Community and parental engagement in student learning has increased.
- * Increased participation from community services to support student, parent and community needs.

Evaluation plan for this strategic direction

Question:

Through the initiative Supporting student need and whole school wellbeing, have we achieved an increase in 1.1% in the attendance rate from 2023 to 2027?

Evaluation plan for this strategic direction

Data:

Data will be collected by the wellbeing team to determine progress towards achievement of improvement measures. This data will assist in answering our evaluation questions and influence future directions. Items to collect to inform data and progress towards improvement measures includes:

*TTFM

* Student voice data and focus groups

* Survey data

* Attendance data

* Suspension and behaviour data

* Learning and Support caseload and documentation

Analysis and Implications:

Data will initially be collated and analysed by the wellbeing team to create collections of information to present to staff who will deeply analyse against evaluation questions in project teams, led by a member of the leadership team. Resources such as the School Excellence Framework, Wellbeing Framework and What Works Best documents will be consulted throughout the process. Summary analysis statements will be produced and attached to implications and future actions. The cycle will conclude with the adjustment of evaluative questions that best seek to monitor ongoing progress.