

School plan 2018-2020

Cobbitty Public School 1580



School background 2018–2020

School vision statement

Together as a supportive, inclusive, respectful community we will provide holistic and enriching teaching and learning programs which empower all students to:

- learn and build knowledge to continually progress within an ever changing world;
- grow through opportunity, communication, self-direction and reflection; and
- succeed as creative, innovative, inspiring and collaborative problem solvers.

School context

Cobbitty Public School is located in a growing semi-rural setting south west of Sydney. We are committed to providing comprehensive and diverse quality learning opportunities for all students in a positive, safe and supportive environment.

Students are highly engaged and proud to be associated with the rich cultural heritage of their school. Students enjoy a diversity of programs and extra-curricula activities.

Our staff is a combination of both new scheme teachers and experienced teachers, all working collaboratively to form a dedicated team of educators who care deeply about the needs of each child. The staff has high expectations for all students.

We have a highly involved, supportive community, including an active P&C , who value staff dedication and strive to ensure their children are receiving every possible opportunity for individual success.

School planning process

Staff, students and community members were consulted in the development of Cobbitty Public School's 2018–2020 School Plan.

Staff evaluated existing programs and practices and determined future directions across our three strategic directions and the School Excellence Framework.

Staff, students and the community were involved in discussions and were surveyed regarding school priorities and future directions.

Detailed evaluation, along with external validation against the School Excellence Framework, provided a basis for the setting of strategic directions based upon a shared school vision.

School strategic directions 2018–2020



**STRATEGIC
DIRECTION 1**
Literacy & Numeracy

Purpose:

To ensure improved learning outcomes and continuous high levels of learning growth for all student in literacy and numeracy through ongoing improvement in pedagogy.



**STRATEGIC
DIRECTION 2**
Future Focussed Learning

Purpose:

To develop future focussed and resilient life long learners who are self-directed and who think critically and creatively when facing challenges and contributing positively to the world.



**STRATEGIC
DIRECTION 3**
Wellbeing

Purpose:

To provide an inclusive, safe and supportive learning environment where all student experience success and benefit from positive relationships within and beyond the school.

Strategic Direction 1: Literacy & Numeracy

Purpose

To ensure improved learning outcomes and continuous high levels of learning growth for all student in literacy and numeracy through ongoing improvement in pedagogy.

Improvement Measures

Teacher performance and development demonstrates sustained growth in teacher capacity against the Professional Standards for Teachers.

No more than 5% of students in Years 3 and 5 achieving below the national minimum standards across all areas of NAPLAN

A 10% growth of students achieving in the top two performance bands across all areas of NAPLAN in Years 3 and 5.

Overall student learning in literacy and numeracy shows growth above state average (NAPLAN)

90% of all students achieving at or above grade expectations on internal school performance measures

People

Staff

All teachers engage in professional development that is, relevant, future focused and shaped by research, evidence and feedback to build their capabilities

All teachers have high expectations of student learning; and as members of stage teams evaluate and respond to the effectiveness of classroom programs.

Teachers understand the use of data analysis as an integral part of being a reflective practitioner. They use the data to make informed decisions to plan ongoing learning experiences.

Parents/Carers

Families will engage with children's learning.

Innovative programs and ongoing enhancement of home-school communication will continue to build expectations of parents and students.

Leaders

Leaders will continue to initiate specific and whole school programs to lead successful quality teaching and leadership programs.

Leaders will facilitate best practice and collaborative development of classroom programs

Community Partners

The expertise of community groups and individuals will be engaged to support learning programs.

Processes

Development of individualised professional development plans explicitly targeted at building teacher capacity to cater for learner diversity and improved learning success in literacy and numeracy.

Develop a senior school program to cater for students in Year 5 & 6 through developing differentiated programs in Literacy and Numeracy which support transition to Stage 4 and improved growth 5-7.

Regular collaborative data analysis/ planning meetings ensure consistent implementation of exemplary teaching and learning practices in Mathematics are evident in class programs and Mathematics learning sessions.

Review school English and Mathematics Scope and Sequence documents and use documents consistently in line with syllabus documents to develop teaching and learning programs.

Employ coaching and mentoring strategies to provide differentiated instructional leadership to teachers at all stages of accreditation ensuring school wide improvement in teaching practices and student outcomes.

Progress and future goals are explained to parents with data as supporting evidence.

Evaluation Plan

Analysis of NAPLAN/PLAN data.

Instructional walk and talk to evaluate successful student learning and effective feedback.

Practices and Products

Practices

Distributed instructional leadership sustains a culture of effective, evidence-based teaching and ongoing improvement.

Teachers regularly participate in needs based professional learning, actively seek and provide feedback and reflect on their own teaching practice to maximise achievement in literacy and numeracy.

Systematic inquiry is embedded into the ongoing activities of teaching and is central to the development and review of teaching and learning programs.

All teachers participate in collaborative planning within and beyond the school, sharing expertise and ensuring consistency in high quality curriculum delivery.

Products

Enhanced staff capacity to use formative and summative data to effectively inform learning and teaching through professional learning, collaboration and sharing opportunities.

Teacher performance and development demonstrates sustained growth in teacher capacity against the Professional Standards for Teachers.

Implementation of CPS English and Mathematics Scope and Sequence documents in all classrooms as evidenced in teaching and learning programs and lesson observations.

On average, no more than 5% of students in Years 3, and 5 achieving below the national minimum standards across all

Strategic Direction 1: Literacy & Numeracy

People

Learning alliance networks will be strengthened and will work together to foster positive relationships and build the capacity of teams.

Processes

Review and monitor teaching programs and practices.

Practices and Products

areas of NAPLAN.

On average, 50% of students in Years 3 and 5 achieving in the top two performance bands across all areas of NAPLAN.

Every student makes measurable learning progress. Overall student learning in literacy and numeracy shows growth above state average (NAPLAN)

Strategic Direction 2: Future Focussed Learning

Purpose

To develop future focussed and resilient life long learners who are self-directed and who think critically and creatively when facing challenges and contributing positively to the world.

Improvement Measures

School data indicates improvement in student engagement, attendance and improved learning outcomes in all Key Learning Areas.

100% of students participate in sustainability and community/ global well being initiatives

Surveys reflect high levels of satisfaction amongst students, parents and staff in the provision of an engaging and flexible learning environment.

100% of students can effectively articulate learning goals

People

Staff

Teachers differentiate curriculum to meet the diverse needs of all students.

Teachers support students to develop a deep understanding of what they are supposed to learn, help them understand what success will look like, how the lesson's tasks relate to the intention, and provide feedback on progress towards achieving the success criteria.

Teachers effectively evaluate their own practice and make adjustments to maximise student learning.

Students

Students actively engage in inquiry learning.

Students identify learning goals and share responsibility for their own learning success.

Students are aware of global issues and have a sense of their own role within a community and global context actively seeking opportunities to play a full and active part within society and contribute to world wellbeing initiatives.

Parents/Carers

Through participation in relevant learning activities parents acquire relevant skills and understanding to support their child educational journey and resilience.

Community Partners

Partnership schools and external

Processes

Whole school approach to Visible Learning is implemented as a regular part of teaching and learning in the classroom, with clear expectations. (learning goals, success criteria, effective questioning, formative feedback, activators, summarisers, peer and self-assessment and exit criteria.)

Inquiry learning, that promotes critical and creative thinking, problem solving and collaboration, is embedded across the curriculum with a focus on skill development and an appropriate level of scaffolding for the learner.

Develop and enhance flexible learning spaces, both internally and externally, which cater for the varied learning needs of all students

Promote and seek opportunities to contribute to environmental and well-being projects which recognise students roles as articulate and contributing citizens within the school and broader community.

Evaluation Plan

Student, staff and parent survey

Surveys/data analysis and program monitoring

Instructional walk and talk to evaluate successful student learning and effective feedback.

Review and monitor teaching programs and practices.

Practices and Products

Practices

Learning intentions are the basis for tracking student progress, providing feedback and assessing achievement. Each student has individual learning goals that they address in their learning.

A range of inquiry based learning pedagogies are implemented within a differentiated learning environment.

Learning programs promote behaviour that supports the principles of interdependence in the world, the equality of human beings and the shared responsibility for solving global issues.

Learning spaces are enhanced through strategic design and modern technology and used flexibly by groups across the school.

Products

Differentiated quality teaching and learning will be highly visible.

100% of students are engaged and active participants in the learning processes who can articulate their learning and understand what they need to learn next to enable continuous improvement.

Through rich and flexible inquiry units, students are provided challenging and stimulating learning experiences, allowing them to explore and build on their knowledge and understandings.

Students understand their role as global citizens and make positive contributions to sustainability and well being initiatives within a local and global context.

Strategic Direction 2: Future Focussed Learning

People

professionals are engaged to access resources for the purpose of enriching and improving student outcomes.

Practices and Products

Learning spaces are used flexibly to optimise student engagement and achievement, accommodating a variety of teaching and learning practices.

Strategic Direction 3: Wellbeing

Purpose

To provide an inclusive, safe and supportive learning environment where all student experience success and benefit from positive relationships within and beyond the school.

Improvement Measures

95%of students report a sense of belonging, expectations for success and advocacy at school

100% of teachers implementing resilience programs in classrooms consistently.

100% of student actively engage in peer / buddy programs.

100% of students report that they can identify and access an adult mentor at school.

5%increase each year in community participation at contributors to school programs / initiatives

People

Staff

Staff work collaboratively with the community to build positive relations and maximise opportunities for students.

Staff are visibly available for students as needed to offer support and mentoring as they progress through school.

Teachers consistently implement wellbeing programs.

Students

Students contribute to their own wellbeing and the wellbeing of others.

Every student actively engages in meaningful, challenging and future-focused learning experiences to achieve and thrive as learners, leaders and responsible, productive citizens.

Parents/Carers

Parents/carers actively connect with the school, supporting productive partnerships.

Parents will communicate positively, encouraging children to develop respectful relationships and to be happy, confident and resilient learners.

Community Partners

Individuals and groups from the local and extended community work with the school to enhance learning programs, share expertise and extend resources available.

Processes

The School climate focussing on wellbeing of students is promoted with specific programs, targeting social skills and resilience, and monitored in an ongoing manner.

All students are matched to an adult mentor and provided opportunities to access support and encouragement as they progress from Yr 1–6.

Continued full implementation of Positive Behaviours for Learning (PBL) ; including; teaching and encouraging expected behaviour, effective classroom practice; responding to misbehaviour; and ongoing monitoring.

Consolidate existing and establish new community and corporate partnerships that are committed to the learning outcomes of students.

Implement Peer Support/ Buddy programs ensuring all students have opportunities to work collaboratively and develop supportive relationships with peers.

Evaluation Plan

Monitoring and evaluation of wellbeing programs.

Survey to determine values and attitudes of students, staff and parents around student wellbeing, social and emotional learning.

Milestones monitored to ensure plans are successfully implemented and evaluated.

Practices and Products

Practices

All students have access to an adult mentor who is available to provide support, advice and encouragement throughout their time at school.

Whole school resilience programs, embedded across the curriculum, support students to deal with challenges confidently, positively and effectively.

Positive relationships, K–6, are supported through regular and sustained opportunities for students to collaborate with peers beyond their stage.

Strong and productive partnerships exist between the school, local, business and educational community which enhance learning opportunities and wellbeing

Products

Increased proportion of students report a sense of belonging, expectations for success and advocacy at school.

Decreased % of students referred for minor social /resilience matters.

100% of student participate in peer / buddy programs.

School programs and opportunities for students are enhanced through community expertise, resources and sharing of skills.