School plan 2015 – 2017

Cooma Public School 1628
## School background 2015 - 2017

### School vision statement
Working together to improve student outcomes in safe and inclusive environment.

### School context
Cooma Public School has an excellent location in the centre of town. The school has a proud history of providing quality education on the Monaro since 1863. We are a comprehensive, state, primary school which provides a range of learning experiences for our 244 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.

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 communication. Innovative and flexible teaching and learning programs allow us to meet the needs of all students.

We have a highly supportive community which has high expectations of the educational programs provided for the students. The staff highly values the collaborative relationship that exists between school and community.

We have an active P&C that contribute significantly to the success of educational programs and initiatives.

### School planning process
In 2014, a comprehensive process was undertaken to review current practices and collect evidence, including survey data from staff, students and parents. This process included a review of strengths, opportunities and areas for development across the school.

As a result, three strategic directions were identified as a basis for a shared commitment to future developments across the school.

The Cooma Public School 2015-2017 School Plan forms the basis for the school’s improvement and development efforts for the next three years, together with other partner schools (Cooma North Public School and Monaro High School) and in partnership with parents and community.

Each strategic direction provides details of the purpose (why), people and processes (how) and products and practices (what) that are to be realised through implementation of the plan.
School strategic directions 2015 - 2017

Purpose:

Innovative practice for engaged and creative learners

Purpose:

Effective partnerships for social and emotional wellbeing

Purpose:

Building leadership capacity across the learning community through organisational effectiveness
### Strategic Direction 1: Quality Curriculum

#### Purpose

**Innovative practice for engaged and creative learners**

#### People

**Students:**
Levels of achievement will be improved through engagement and differentiation.

**Staff:**
Increased capabilities through engagement of differentiated professional learning. School wide systems and structures will be developed which support all staff in meeting the needs of students.

#### Processes

- **Professional Learning for staff:** Learning Intentions and Success Criteria
  - Staff explicitly teaching Learning Intentions and Success Criteria
  - Professional Learning for staff in new curriculum documents. Collaborative planning
  - Professional learning for teaching staff in the new Professional Development Framework (PDF).
  - Professional learning for staff regarding goal setting
  - Professional learning on PLAN, literacy and numeracy continuum and moderating class data
  - Professional Learning frameworks which promote effective pedagogy
    - L3, FoR, CMIT, Reading Recovery
    - Success criteria
    - Learning Intentions

- **Parent forums regarding information supplied in reports.**

#### Products and Practices

<table>
<thead>
<tr>
<th>Product</th>
<th>Practice</th>
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</thead>
<tbody>
<tr>
<td>Students articulating their learning goals</td>
<td>Students have a clear understanding of assessment practices and how this informs goal setting.</td>
</tr>
<tr>
<td>Whole school scope and sequence, unit plans and assessment schedule</td>
<td>Implementation of scope and sequence documents, assessment schedules and unit plans</td>
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<tr>
<td>All staff have engaged with and developed a PDF to improve individual pedagogy</td>
<td>Meeting with supervisor to participate in goal setting and engage with the PDF framework</td>
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<tr>
<td>Evidence of data collection</td>
<td>Assessment data is used effectively to drive teaching and learning programs.</td>
</tr>
<tr>
<td>Quality teaching and Learning programs which reflect implementation of effective pedagogy. Improved student outcomes. Staff engaging with a professional learning community</td>
<td>Explicit teaching using effective pedagogy with a focus on skills, strategies and conceptual learning.</td>
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<tr>
<td>Written reports</td>
<td>Effective reporting to parents</td>
</tr>
<tr>
<td>Parent community attendance at forums/meetings. Informed community regarding curriculum developments</td>
<td>Regular updates and opportunities for parents to engage with school regarding educational programs</td>
</tr>
</tbody>
</table>

#### Improvement Measures

- Whole school scope and sequence, unit plans and assessment schedule
- Students articulating their learning goals
- All staff have engaged with and developed a PDF to improve individual pedagogy
- Evidence of data collection

**Community:**
Opportunities for communication between parents and teachers to increase knowledge and understanding of educational programs in the school in order for the community to engage in quality conversations about student learning.
# Strategic Direction 2: Quality Connections

## Purpose

Effective partnerships for social and emotional wellbeing

## People

**Students:**
Confident active participants in learning to enhance success and positive self-esteem.

**Staff:**
Develop awareness of effective Learning and Support Team processes and procedures.
Continue to enhance understanding of the social and emotional needs of students whilst maintaining the nurturing and supporting environments.

**Community:**
Parent’s support and value students as lifelong learners.
Parents engaged in creating a whole school approach to educating the whole child

## Processes

Interagency collaboration from Transition to School, point of need and Transition to High School

Staff Professional Learning on PBS, Kidsmatter, NCCD and ESES

Parent meetings, review meetings and case meetings.

Professional Learning to support staff to implement effective record keeping and documentation.
Develop systematic whole school processes for record keeping and monitoring of student information including plans and recommendations.
Collaborative planning
Opportunities for input.
Transparent processes
Implementation of the dignity and respect charter

## Products and Practices

**Product:** Implantation of plans and recommendations with adjustments and accommodations being made

**Practice:** Effective plans to maximise opportunity for student success.

**Product:** Efficient referral systems that encompass whole school initiatives and reforms – PBS, Kidsmatter, NCCD, ESES

**Practice:** Strategic and efficient Learning and Support team informed and responsive to student need.

**Product:** Meeting minutes, plans developed and implemented

**Practice:** Community participation to support Personalised Learning Plans and student learning.

**Product:** Participation of all stakeholders in planning to meet student needs.
Documentation of plans and their implementation. Effective review processes for plans.
Implementation of Dignity and Respect Charter

**Practice:** All stakeholders feel valued and collaborate to inform decision making

## Improvement Measures

- Implantation of plans and recommendations with adjustments and accommodations being made
- Efficient referral systems that encompass whole school initiatives and reforms – PBS, Kidsmatter, NCCD, ESES
- Meeting minutes, plans developed and implemented
Strategic Direction 3: Quality Capacity

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<thead>
<tr>
<th>Purpose</th>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
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</thead>
<tbody>
<tr>
<td>Building leadership capacity across the learning community through organisational effectiveness</td>
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<tr>
<td><strong>People</strong></td>
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<tr>
<td><strong>Students:</strong></td>
<td>Develop leadership capacity of students to ensure high level communication and participation throughout the school community</td>
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<tr>
<td><strong>Staff:</strong></td>
<td>Strengthen the capacity of school teams and the wider school community to deliver high quality educational programs</td>
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<tr>
<td><strong>Community:</strong></td>
<td>Strengthen community partnerships to support the delivery of quality educational programs</td>
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<tr>
<td><strong>Processes</strong></td>
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<tr>
<td>Opportunities for students to develop their leadership capacity on all levels. Students as lead learners Whole school culture</td>
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<td>Professional learning around leadership. Teacher leaders Coaching/mentoring Increase staff capacity through professional learning around leadership, coaching and mentoring and professional learning communities Skills audit of staff identifying areas of expertise. Mapping skills across a network of schools to build capacity.</td>
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<td>Communicate effectively with community and support involvement in a wide range of school activities. P&amp;C Fundraising Supporting the delivery of educational programs Finance Committee</td>
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<td><strong>Products and Practices</strong></td>
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<tr>
<td><strong>Products:</strong> Students perceive themselves as leaders</td>
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<tr>
<td><strong>Practice:</strong> Students engaging with leadership opportunities throughout the school</td>
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<tr>
<td><strong>Products:</strong> A school leadership strategy that promotes successions planning, distributed leadership and organisational best practice</td>
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<td><strong>Practice:</strong> Teachers engaging with leadership opportunities across the school. Quality coaching and mentoring to support sustainability</td>
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<td><strong>Product:</strong> Parents and community members engaged in a wide range of school related activities</td>
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<tr>
<td><strong>Practice:</strong> Community participation</td>
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**Improvement Measures**
- Students engaging with leadership opportunities throughout the school
- Teachers engaging with leadership opportunities across the school.
- Parents and community members engaged in a wide range of school related activities