School Plan 2015 – 2017

Cobbitty Public School

1580
## School background 2015 - 2017

### 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 small 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. We hold history and tradition in high regard.

Our students come from a predominantly semi-rural area. 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 including music, camping programs and sport.

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, both academically and in extra-curricula activities.

### School planning process

The school planning process was a consultative one which involved students, staff and community members. Staff, students and the community were involved in discussions and were surveyed regarding school priorities and future directions. Consultation, participation and feedback has been ongoing with the staff at stage and whole school management meetings and with the community at P & C meetings.

Detailed analysis of feedback provided an evidence base of current school practices, processes and learning success. Three strategic directions were then determined based upon a shared school vision.
Purpose:
To develop and sustain effective, collaborative partnerships with the wider school community based on mutual trust, respect and a shared commitment to student wellbeing and excellence in teaching and learning.

Purpose:
To empower students to be self directed learners who think critically, collaborate and make connections beyond the classroom; confidently facing challenges and making positive contributions within a rapidly changing world.

Purpose:
To ensure the continuous development of skilled, effective and professional teachers, and a strong, collegial culture committed to continued improvement and excellence in teaching and learning.
### Strategic Direction 1: Building Capacity

**Purpose**
To ensure the continuous development of skilled, effective and professional teachers, and a strong, collegial culture committed to continued improvement and excellence in teaching and learning.

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

Student learning in literacy and numeracy shows growth above state average due to increased teacher effectiveness. (NAPLAN)

All K-6 students progress along the Literacy continuum with (85% - 2015, 87.5 – 2016, 90%-2017) of students achieving at or above expected level.

All K-2 students progress along Numeracy continuum in EAS with 98% of students making annual progress of at least 1 cluster and 90% of students progressing 2 clusters.

All 3-6 students progress along Numeracy continuum in EAS with 98% of students making annual progress of at least 1 cluster and 90% of students progressing 2 clusters.

**People**

**Staff:**
Staff will engage in individualised professional learning and development, continually improving professional knowledge and best practice to cater for the learning needs of all students.

**Parents and Carers:**
Parents and carers, as partners in the learning process, will engage in information sessions and other varied opportunities to engage and support their child’s education.

**Leaders:**
Current leaders, aspiring leaders and all staff will have access to opportunities to undertake leadership opportunities and other projects within and beyond the school. Leaders will be provided with support and mentoring. Executive staff will guide/mentor staff where necessary for career development and to progress in attainment of professional teaching standards.

**Processes**

**Quality Teaching**
Continued professional learning on best practice in the teaching of literacy and numeracy to develop and implement evidence based teaching practices for quality teaching and successful learning in Literacy, Numeracy and 21st Century skills including inquiry based learning and learning across the curriculum

**Collaborative Culture**
Enhance positive, coaching culture to assist teachers to achieve their professional and personal learning goals. Executive and teachers collaborate at stage meetings, TPL sessions and in Committees to achieve targets.

**Performance Development Plans**
Implement the Performance Development Framework so staff work together to identify professional learning activities that: support the achievement of improvement measures; further develop knowledge, skills and capabilities; build on existing strengths and support career aspirations.

**Evaluation plan:**
- Regular monitoring of professional learning plans.
- Consistent supervision practices and professional feedback.
- Collaborative review of assessment data and teaching programs to ensure effectiveness.
- Analysis of internal and external assessment data to inform teaching and learning programs.

**Products and Practices**

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

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**Newly embedded Practices**
Excellence in teaching is facilitated through ongoing, relevant and differentiated professional learning.

Teaching skills and capabilities are continually developed through ongoing collaboration and effective team work. Teachers collaborate through shared planning and feedback within and across stages and are committed to their ongoing professional development.

Mentoring of staff builds capacity and broader school programs. Staff demonstrate and share expertise working beyond their classrooms to contribute to whole school programs.
## Strategic Direction 2: Engaged and Productive 21st Century Learners

### Purpose
To empower students to be self directed learners who think critically, collaborate and make connections beyond the classroom; confidently facing challenges and making positive contributions within a rapidly changing world.

### Improvement Measures

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<thead>
<tr>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
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<tbody>
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<td><strong>People</strong></td>
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<td><strong>Purpose</strong></td>
<td><strong>High Expectations</strong></td>
<td><strong>What is achieved and how do we know?</strong></td>
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<td><strong>To empower students to be self directed learners who think critically, collaborate and make connections beyond the classroom; confidently facing challenges and making positive contributions within a rapidly changing world.</strong></td>
<td><strong>Teachers are provided with tools and skills to interpret and use data to effectively cater for a diverse range of learning needs through effectively differentiated and collaboratively developed curriculum.</strong></td>
<td><strong>Product</strong></td>
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<td><strong>Students</strong> - are provided with skills and opportunities to lead and reflect on their own learning.**</td>
<td><strong>Students and staff develop and use personal learning goals to make informed decisions about their own learning.</strong></td>
<td><strong>Student attendance rates exceed state and regional average.</strong></td>
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<td>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, demonstrating empathy and resilience.</td>
<td><strong>Effective Users of Technology</strong></td>
<td><strong>100% of staff are confident in providing a differentiated teaching and learning program incorporating a range of technology to support learning.</strong></td>
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<td><strong>Staff</strong> - develop capabilities and knowledge through engagement in quality professional learning empowering them to experiment with new pedagogies and think creatively within a 21st century learning environment.**</td>
<td><strong>Staff and students explore and use a broad range of technology within a variety of learning spaces to enhance and extend learning across the curriculum.</strong></td>
<td><strong>100% of students contribute to the identification of individual learning goals and monitoring of success criteria.</strong></td>
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<td><strong>Parents</strong> - have a comprehensive understanding of current teaching practices and actively contribute to school programs and initiatives. They engage confidently with the technology required to support learning at home. Parents support school well-being initiatives ensuring the development of responsible, positive and resilient citizens.**</td>
<td><strong>Citizenship</strong></td>
<td><strong>As active and responsible citizens, Cobbitty Public School students make contributions to community and world well-being initiatives.</strong></td>
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<td><strong>Leaders</strong> - All members of the school community are provided with opportunities to undertake leadership roles within the school context and beyond.**</td>
<td><strong>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.</strong></td>
<td><strong>Newly embedded Practices</strong></td>
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<td>As active and responsible citizens CPS students make contributions to community and world well-being initiatives.</td>
<td><strong>Evaluation plan</strong></td>
<td><strong>Highly engaged and intrinsically motivated students consistently strive for personal improvement and achieve learning success.</strong></td>
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<td><strong>All members of the school community are confident individuals who celebrate success and actively contribute to the identification of learning goals.</strong></td>
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<td>Student attendance rates exceed state and regional average.</td>
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<td><strong>A range of inquiry based learning pedagogies are implemented within a differentiated learning environment.</strong></td>
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<td>100% of staff are confident in providing a differentiated teaching and learning program incorporating a range of technology to support learning.</td>
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<td><strong>Review of self-evaluation records and feedback, processes including such things as instructional rounds and classroom observations.</strong></td>
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<td><strong>Monitoring of school contributions to community and well-being events and initiatives.</strong></td>
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<td><strong>Monitoring of school sustainability projects and environmental impact.</strong></td>
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## Strategic Direction 3: Community Partnerships

### Purpose
To develop and sustain effective, collaborative partnerships with the wider school community based on mutual trust, respect and a shared commitment to student wellbeing and excellence in teaching and learning.

### Improvement Measures
- 5% increase each year in parent participation within P & C and associated activities and events.
- 10% increase each year in parent and community participation in school learning programs.
- Increased parent contribution to, and satisfaction with, home school communication in a variety of feedback mediums.

Staff and students participate in Community of Schools programs and 100% of staff attend or participate in a relevant intra school activity or event each year.

Well developed and current policies, programs and processes identify, address, monitor and communicate student learning and welfare needs.

### People
- **Staff** - demonstrate an understanding of the broader school community and actively promote home school partnerships through an open door policy and authentic two way communication which recognises parents as teachers in their child’s education.
- Staff actively seek opportunities to access resources and knowledge within the broader school community.
- **Parents** - are partners in education who communicate openly with the school sharing valuable information to guide teaching and learning programs.
- Parents provide constructive feedback on school practices and procedures and are a visible presence within the school through ongoing participation in school activities and programs.
- Through participation in relevant learning activities parents acquire relevant skills and understanding to support their child’s educational journey.
- **Students** - are engaged in purposeful and individualised learning programs which are supported by consistency in expectations at home and school.
- Students are supported at entry and exit points by effective transition programs and Community of Schools partnerships.
- **Community** - The educational and broader community work in collaboration with the school to enrich learning opportunities through the sharing or resources and expertise.

### Processes
- **Learning Communities**
  - Professional learning communities, focusing on improving student outcomes, which use staff expertise to increase skills and knowledge and link teaching practice to student outcomes.
  - **Empowered Parents**
    - Provision of information and workshops to develop skills and understandings for parents to contribute to learning programs and support learning at home.
  - **Communication**
    - Review and improve communications including maximising the school’s electronic publications and website to inform and collaborate with the community and to celebrate achievements.
  - **School Operations**
    - Review school procedures and operations to ensure a professional and cohesive working environment with contemporary management structures and practices and a common understanding among students, staff and parents regarding procedures and expectations.

**Evaluation plan**
- Regular and continuous consultation and feedback with the community through focus groups and survey mediums.
- Community evaluations to review parent engagement levels and learning improvements.
- Conduct an audit of school policies to determine order of priority for review.
- Analysis of survey results to ascertain levels of satisfaction with communicative systems in place.
- Monitoring and analysis of the usage of communication and administrative systems.
- Parent/ volunteer register maintained and reviewed.

### Products and Practices
- **What is achieved and how do we know?**
  - **Products**
    - 5% increase each year in parent participation within P & C and associated activities and events.
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    - Increased parent contribution to, and satisfaction with, home school communication in a variety of feedback mediums.
    - Staff and students participate in Community of Schools programs and 100% of staff attend or participate in a relevant intra school activity or event each year.

- **Practices**
  - Open, informative and effective communication across and beyond the whole school setting with a consistent approach to school programs and practices.
  - Reciprocal relationships strengthen school programs through resource sharing including capacity building.
  - School operations are enhanced through collective responsibility for positive community partnerships.
  - Active promotion and creation of opportunities for students, parents, staff and the broader community improve student outcomes and increase student engagement.
  - Productive partnerships are maintained and further developed with the CoS and early childhood centres ensuring effective transition to Kindergarten and High School.