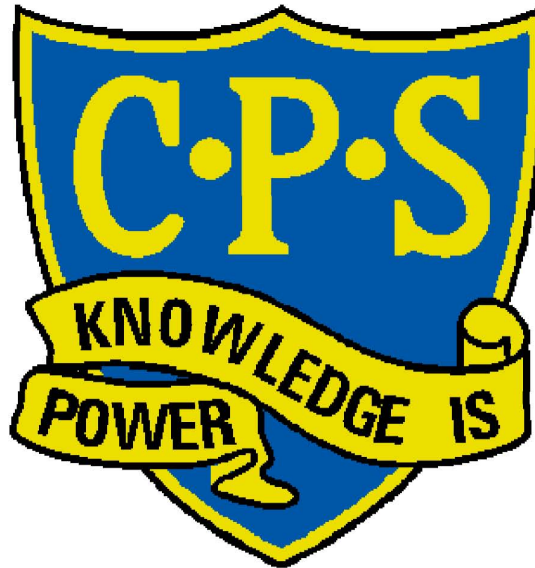


School plan 2018-2020

Cowra Public School 1671



School background 2018–2020

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 was the first public school to be established in Cowra and is proud to have been educating children since 1858. Located in central–western NSW, students come from the township of Cowra and outlying farming areas. The school's motto is 'Knowledge is Power' and the emphasis is on giving every child, every opportunity, every day to support them in reaching their full potential as individuals.

The school promotes a student–centred environment fostering equal opportunities for all. Cowra Public provides a comprehensive student welfare program including the Positive Behaviour for Learning (PBL) processes. The three school–wide expectations are be respectful, be safe and be on task.

The school has excellent programs in literacy and numeracy, including L3 (Language, Learning and Literacy) and Building Numeracy Leadership. In 2017, CPS became an Early Action for Success school, providing explicit teaching interventions that focus on improving literacy and numeracy outcomes for all. Students participate in a STEM program focusing on the skills of collaboration, communication, cooperation and critical thinking. In addition, all students take part in the Wiradjuri language program.

A wide range of sporting options are offered and students compete at District, Regional and State levels. The school has great pride in their achievements at local eisteddfods in singing, speech and drama and has participated in the Schools Spectacular since 2016. Students are also given the opportunity to be a member of the school band.

Cowra Public has developed strong partnerships with all schools in the 'Lachlan Valley Learning Community' as well as community organisations, including Cowra PCYC, Cowra Neighbourhood Centre, Cowra AECG and Early Intervention. These services work in collaboration with the school to enhance outcomes for all students and their families.

School planning process

During 2017, staff, students and the school community were consulted about the direction in which they wanted Cowra Public School to take. Building on existing programs and introducing new directions based on school–based data has been the focus, in order to provide outstanding learning opportunities for all students.

The school community participated in an open–ended survey where parents were asked what they would like their child to have in their metaphorical 'backpack' when they leave Cowra Public School in Year 6. The ideas shared ranged from high academic standards and sporting opportunities to values and experiences. Staff and students were also surveyed and results were shared at P&C meetings and with the local AECG.

Staff then took the results of surveys, assessed school data and identified key areas for the school plan focus. This plan is now available for review by key stakeholders and will be revisited regularly to accommodate new directions that become available to the school.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1 Quality Learning

Purpose:

Students will become self-motivated learners through the delivery of engaging, meaningful and differentiated learning opportunities, enabling students to achieve their full potential.



STRATEGIC DIRECTION 2 Quality Teaching

Purpose:

Create and grow a stimulating and engaging professional environment for educators, supported by a positive and collaborative culture that develops skilled and high performing staff.



STRATEGIC DIRECTION 3 Wellbeing

Purpose:

To develop each student's personal values so that they have a positive sense of self and develop respectful relationships in order to manage their emotional, social and physical wellbeing.

Strategic Direction 1: Quality Learning

Purpose

Students will become self-motivated learners through the delivery of engaging, meaningful and differentiated learning opportunities, enabling students to achieve their full potential.

Improvement Measures

NAPLAN results show an increase in student growth in reading, writing and numeracy.

Growth of equity groups within the school is equivalent to the growth of all students in the school.

'Tell Them From Me' surveys and school data indicate an increase in students feeling engaged, challenged and putting in their best effort in all aspects of their learning.

People

Students

Students articulate their individual learning goals, supported by staff and share responsibility for their learning and progression.

Staff

Staff differentiate their teaching to address student learning needs and provide targeted support, extension or enrichment to ensure all students reach their full potential.

Leaders

Leaders establish school-wide systems and processes that are focused on student learning needs.

Parents/Carers

Parents/carers work with their child and their child's teacher to collaboratively develop learning goals and support their child in achieving these goals.

Community Partners

Community partners support the school's vision statement of providing every child, every opportunity, every day.

Processes

Staff build strong relationships with parents in the development of student learning goals and regularly engage with parents about their child's learning in order to strengthen student outcomes.

Curriculum provision is regularly monitored and reviewed to meet the changing requirements of the students. Staff are supported to trial innovative, evidence-based, future-focused practices.

Effective strategies to improve teaching and learning are identified and professional learning provided to staff to ensure that all students are engaged in rich learning experiences and can access tailored support, extension or enrichment to maximise their learning outcomes.

Evaluation Plan

PLAN data, School Data Team 'Data Reports', Teaching Program Evaluations, NAPLAN, Tell Them From Me (TTFM) surveys, PAT-R, PAT-M data, student satisfaction surveys and feedback.

Practices and Products

Practices

Teaching and learning programs are student-centred and show evidence of revisions based on feedback, data and continuous tracking of student growth.

Students are provided with regular feedback and review their learning goals with their teacher and parent, ensuring they have a clear understanding on what is required for them to improve learning.

Students communicate and collaborate with their peers and use critical and creative thinking strategies to solve problems.

Whole school systems are in place to inform and support continuity of learning for all students.

Products

The school's curriculum provision supports high expectations for student learning and is enhanced by a wide variety of learning opportunities.

Differentiated curriculum delivery addresses the needs of each student and all adjustments lead to improved learning.

Students become self-regulated learners and take responsibility for, and pride in, their learning achievements.

Strategic Direction 2: Quality Teaching

Purpose

Create and grow a stimulating and engaging professional environment for educators, supported by a positive and collaborative culture that develops skilled and high performing staff.

Improvement Measures

Increased understanding of data collection and analysis with all teachers utilising data effectively to inform future teaching. SEF Sa-S indicates the element of 'Data Skills and Use' increasing from Delivering to Excelling.

External data indicates growth in student achievement is consistent with achievement on internal data measures.

All staff are working towards accreditation at proficient level, maintaining at proficient level or working towards higher level accreditation.

Increased collaborative practices between staff across the school as well as the wider Lachlan Valley Learning Community.

People

Students

Students provide respectful feedback to their teachers about their learning experiences.

Staff

Staff demonstrate personal responsibility for improving their teaching practice in order to improve student learning outcomes.

Leaders

Leaders establish and engage in school-wide systems that enable staff to engage in collaborative planning, professional dialogue and reflective practice to build their skills as high

Parents/Carers

Parents and carers demonstrate high expectations of learning progress and achievement for all students and support the school in the pursuit of excellence.

Community Partners

Community partners work in collaboration with the school where appropriate, sharing their specific knowledge and expertise to enhance teacher's skills.

Processes

Staff undergo professional learning in the use of quality, valid and reliable data to inform planning, identify interventions and modify teaching practice to drive continuous school-wide improvement in teaching practice and student results.

Staff systematically evaluate and plan teaching programs that are collaboratively designed and focus on explicit teaching with accommodations and adjustments to cater for learners of all abilities.

Systems that facilitate collaboration, professional dialogue, classroom observations, modelling of best practice and effective feedback enable the ongoing development of all staff, ensuring all individuals are supported in their professional goals.

Evaluation Plan

PLAN data, School Data Team 'Data Reports', Teaching Program Evaluations, Teaching and Non-teaching PDP's, NAPLAN, Tell Them From Me (TTFM) surveys, PAT-R, PAT-M, School Excellence Framework Self-assessment Survey, lesson observations, instructional rounds.

Practices and Products

Practices

Staff regularly review data trends in student assessment, research best practice and use this information to inform future whole school directions.

Evidence-based methods of teaching are identified, promoted and modelled, enabling staff to continually reflect, refine and improve their teaching practice.

Staff collaborate, develop and share their learning and expertise across the school and the wider community of schools and external agencies.

Products

Staff engage in collaborative practices which focus on optimal learning for all students across the full range of abilities.

There will be a strong visible culture in the school that promotes and supports high performing staff.

Strategic Direction 3: Wellbeing

Purpose

To develop each students personal values so that they have a positive sense of self and develop respectful relationships in order to manage their emotional, social and physical wellbeing.

Improvement Measures

Whole school and personalised attendance approaches are resulting in increased regular attendance rates for all students, including those at risk.

Student wellbeing indicators show positive growth.

'Tell Them From Me' (TTFM) surveys demonstrate growth in emotional, social and physical wellbeing.

Increased access to a wider range of wellbeing sevices for students, staff and the school community.

People

Students

Students develop a positive sense of self, take responsibility for their actions and are motivated to nurture and sustain positive relationships with their peers and staff.

Staff

Staff ensure a happy and productive environment where planning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.

Leaders

Leaders work with all stakeholders to establish systems that create optimum conditions for student wellbeing across the whole school ensuring there is a collective reponsibility for student wellbeing and success which is shared by students, parents, staff and the community.

Parents/Carers

Parents trust and feel empowered to work with the school, in a culture of mutual respect, to achieve maximum wellbeing outcomes for their children.

Community Partners

Community partners work collaboratively with the school and families and share a common goal towards achieving positive outcomes for every students' wellbeing.

Processes

Review current practices and use evidence-based strategies and innovative thinking to develop and implement a whole school approach to student wellbeing that results in improvements in student's sense of self, engagement and positive social interactions to support learning.

Research, select and implement a model for a Cowra Public School 'Wellbeing Hub' that utilises the support and skills of specialised service providers to support and engage all students.

Increase the school's profile and engagement within the Cowra community by establishing and building partnerships with local organisations and services, and enhancing relationships with current and future students and families.

Evaluation Plan

Attendance data, Behaviour data (PBL, attendance rates for special events, Tell Them From Me survey (students, staff and parents), Suspension data.

Practices and Products

Practices

Students can identify both staff and peers within the school whom can provide support and advice to help them fulfil their potential and ensure a strong sense of belonging and acceptance.

The school works in partnership with specialist service providers to address the needs of students and their families.

Cowra Public School is recognised as a centre of excellence for student wellbeing.

Products

Students are fully engaged and supported in their learning in an environment which is underpinned by consistent school-wide processes and strong partnerships with parents/carers.

The CPS 'Wellbeing Hub' provides access to community based services for students, staff and parents.

Positive, respectful relationships are evident among students and staff and promote student wellbeing to ensure optimum conditions for learning across the school.