Cooerwull Public School

School Plan for 2008

1. School context

The school was established in 1867 and is housed on two sites. The primary department is situated on the Main Street site while the infants department is situated in Martini Parade, approximately 300 metres away. Cooerwull is the largest school in Lithgow.

Lithgow has a population of 12,000 people and has a rich industrial history but is currently diversifying. In 2001 Lithgow was declared the First Learning City in NSW.

Our school has a strong tradition of excellence in academic, cultural and sporting areas. Students in the infants department are organised into six home classes, which are ungraded. During each day these classes are regrouped on the basis of literacy and numeracy ability. Students in the primary department are organised into nine home classes based on literacy. Each day classes are regrouped on the basis of numeracy.

2. School purpose

Cooerwull Public School is a school of tradition and innovation focussing on academic, cultural and sporting excellence through quality teaching and learning in partnership with the local community.

At Cooerwull we aim to help each child achieve his or her potential and set the foundation for lifelong learning in a caring school environment.


Within a Quality Teaching environment our school community aims to:

- Increase number of students who attend Cooerwull Public School. This will be achieved by developing a more comprehensive Pre-school to Kindergarten transition program, improving the appearance of the school, and implementing a community relations plan.
- Maintain the improvement in literacy – reading and writing skills K-6, with a particular emphasis on comprehension skills.
- Ensure that explicit and systematic use of mathematical substrand is continued.
- Enhance the opportunities of staff in catering for different learning styles and the needs of gifted and talented (GATS) students K-6.
- Refine our Student Welfare and Discipline Policy, whole school anti-bullying strategy, and develop an attendance strategy.
- Increase students’ understanding of ICT skills through explicit teaching.

4. Total school budget, all sources $364,415

The plan has been endorsed and approved by:

Principal:  
Date:  
School Education Director:  
Date:  
Principal’s initials: _________
### Cooerwull Public School Plan

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<td>To ensure that explicit and systematic teaching of all Mathematics strands is continued.</td>
<td><strong>Goals:</strong> 1. Numeracy standards for targeted students in Years 3 and 5 will be improved. 2. Improved skills in all strands in all students K-6. 3. Greater use of technology to enhance outcomes in Mathematics. 4. Teachers will explicitly teach all concepts in each strand.</td>
<td>1.1 Analyse 2007 BST data. 1.2 Implement strategic teaching in identified areas of need. 1.3 Purchase additional resources and interactive whiteboards to support classes. 2.1 Examine Newman’s error analysis strategy and apply where appropriate. 3.1 TPL opportunities provided 4. Participate in and implement the <em>Count me in too</em> program. 5 Internship (if available) program used to implement an intensive numeracy program. 6 Scope and Sequence Chart K-6 will be revised. 6.1 Implement P.L.P.s in teaching. 6.2 Continue C.L.A.N.S. (P.S.P.I.) program</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
<td>P - J. McNiven DP - G. Roberts APs P - J. McNiven DP - G. Roberts P - J. McNiven DP - G. Roberts Numeracy Consultant 1.1 Comparison between school median and national median 1.2 Resources purchased. 1.3 Purchase interactive whiteboards and data projectors 2.1 Using / applying Newman’s strategy 2.2 Professional learning activities developed and implemented. 3.1 Professional learning activities developed and implemented. 4.1 Scope and Sequence Chart developed. 4.2 Teachers (K-4) undertake <em>Count me in too</em> training. TPL Register. 4.3 CMIT strategies included in teaching programs. 4.3 Improved results in NAPLAN.</td>
<td>$2000 ($26,000) $4000 $2234 $1200 $800 $11,677</td>
<td>Global Budget/KLA allocation (P &amp; C funds Year 6 gift) (See School Priority area no. 4, page 6) Teacher Professional Learning <em>Count me in too</em> funding Teacher Professional Learning K.L.A. allocation P.S.P.I. funds (grant rec’d 07)</td>
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| Maintaining the improvement in literacy – reading and writing skills K-6 with a particular emphasis on comprehension and text types writing. | **Goals:**  
1. Reading and writing standards will be enhanced.  
2.1 Language skills for all students will be improved.  
2.2 Vocabulary (oral and written) knowledge will be enhanced.  
2.3 Students K-6 will be able to identify and write appropriate text types.  
3. Aboriginal students to achieve at same levels as other students  

**Targets:**  
1. K – Yr 2 - increase in number of students achieving year appropriate regional benchmark level by 10%. (Currently K 74% (Regional 80%); Yr 1 60% (90%); Yr 2 88% (95%))  
2. Increase percentage of students achieving Band 3 and above in language component of NAPLAN by 5%. (2007 Yr 3 71% Yr 5 86%)  
3. ASTI students – increase percentage of students achieving Band 4 or above (2007 currently Yr 3 Band 4 60% and Yr 5 band 4+ 75%) | 1.1 Analyse BST and National testing data.  
1.2 Implement strategic teaching in identified areas of need.  
2.1 Increase academically engaged time on language activities.  
2.2 Internship (if available) program used to implement an intensive language program.  
2.4 Review whole school spelling program.  
3. Teachers will explicitly teach text types to improve students’ editing skills.  
4. Professional learning opportunities promoted and undertaken.  
4.1 Formulate and implement I.E.P..  
4.2 Continue C.L.A.N.S. (P.S.P.I.) program | 1 | ✓ | ✓ | ✓ | P - J McNiven  
DP - G. Roberts  
Team Leaders – Classroom Teachers and STLA | 1.1 Proportions of students in each band above district targets.  
2.1 Improved end of year literacy results.  
2.2 Western benchmark percentages in K, Y1, Y2 achieved.  
3.1 Professional learning activities attended and ideas shared.  
4. Aboriginal students results in N.A.P. | $2500 | Global funds/KLA allocation  
$800 | P & C and School  
$2000 | Teacher Professional Learning  
$11,677 | P.S.P.I. funds (grant rec’d 07)  
(See School Priority area no. 1, page 3)
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<td>Monitor our Student Welfare and Discipline Policy, Whole School Anti-Bullying Strategy and school attendance</td>
<td>Goals: 1. Our Student Welfare Policy will continue to recognise and promote positive behaviour and modify inappropriate behaviour. 2. All students will be more aware of bullying and be empowered to respond appropriately to bullying at school and in society. 3. Student attendance and punctuality will be a priority with all staff. 4. Review Student Assistance scheme organisation 5. Improve transition programs to Year 7 and Kinder</td>
<td>1.1 Implement current Student Welfare and Discipline Policy and practice. 1.2 Determine priorities for modifying and rewarding student behaviour. 2.1 DET Anti-Bullying Policy implemented. 3.1 Consistent application of policy 4.1 Punctuality concerns to be discussed and whole school strategies developed. 4.2 Partial attendance be highlighted with families 5.1 Committee to review applications</td>
<td>✔ ✔ ✔</td>
<td>P - J McNiven DP - G. Roberts All Staff</td>
<td>1. Policy and practice implemented. 2. Anti-bullying Policy implementation utilising Peer Support groups. 3. &gt;90% of students maintaining Green Level. &lt;10% of students demoted to Orange, Red and Black Levels. 4. Decrease number of suspensions. 5. Staff, students and parents have a very clear picture of rewards and sanctions for behaviour at CPS. 6. Student attendance rates higher than district levels. 7. Improved student punctuality 8. All staff members have participated in awareness raising activities as indicated by school professional learning register. 9. ARCO has been trained and training register is available. 10. Improved student transition.</td>
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<td>Increasing students’ understanding of ICT skills through explicit teaching.</td>
<td><strong>Goals:</strong> 1. ICT skills for students in K-6 will be improved. 2. Scope and Sequence Chart K-6 will be developed. 3. Teachers will be able to explicitly teach ICT skills. 4. Teachers will increasingly use interactive whiteboards and a variety of technology to enhance learning. 5. Establish a school intranet.</td>
<td>1. Development of ICT explicit teaching skills through professional learning activities. 2. ICT committee members meet to develop scope and sequence chart. 3. Use of interactive whiteboards in classrooms. 3.1 Purchase and install whiteboards and projectors in some classrooms 3.3 Investigate establishment of a computer pod. 4. Students confidently using the internet to enhance learning. 5. Purchase up-to-date educational software. 6. District ICT staff used to assess school IT facilities.</td>
<td>✓ ✓ ✓</td>
<td>P - J. McNiven DP - G. Roberts All Staff</td>
<td>✓ ✓ ✓ ✓ ✓ ✓</td>
<td>$1000</td>
<td>Computer Allocation</td>
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<td>Teacher Professional Learning</td>
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<td>$26000</td>
<td>P &amp; C funds Year 6 gift</td>
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<td>$8000</td>
<td>Tied ICT funds</td>
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1. ICT being used in all teaching programs
2. Scope and sequence chart developed and implemented.
3. Professional learning activities organised and implemented.
4. Students use the internet to enhance learning.
5. ICT skills incorporated in all KLA teaching programs

**Indicators**

1. 50% of students will achieve stage appropriate outcomes in ICT as per school developed Scope and Sequence.
2. Increase number of interactive whiteboards in classrooms – 5 to be permanently mounted (2007 3 portable units available)
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| To enhance the opportunities of staff in catering for different learning styles and needs of GATS K-6 | **Goals:**  
1. To develop a procedure to identify Gifted and Talented students.  
2. To ensure the Quality Teaching Model is implemented in the classroom.  
3. Investigate available resources and opportunities. | 1.1 Classes grouped in Years 3 - 6 and graded in Years 1 & 2.  
1.2 Revisit the Quality Teaching Model in Staff meetings.  
2.1 Professional Development Activities developed and implemented.  
2.2 STLA used for extension activities. | ✓ ✓ ✓ ✓ | P - J McNiven | ✓ ✓ ✓ ✓ | ✓ ✓ ✓ ✓ | $2000 | Teacher Professional Learning |
| **Targets:**  
1. CPS students included in Western Region VROC  
2. QTP training undertaken by teachers | | | | P - J McNiven | P – J McNiven | | |

- 1. Classes successfully grouped.
- 2. Staff meeting schedule developed.
- 3. Proposed development activities in place.
- 4. Students are demonstrating higher order thinking skills in class learning activities.
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<th>DET Professional Learning Priority Area</th>
<th>Anticipated Outcomes</th>
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<th>Indicative Funding</th>
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| Beginning Teachers                     | * Teachers able to explicitly teach ICT skills.  
* 80% of students will achieve stage appropriate objectives. | * Development of ICT explicit teaching skills through professional development.  
* Scope and Sequence Chart developed.  
* Introduction of interactive whiteboards | ✓ ✓ ✓ | * ICT being used in all teaching programs.  
* Scope and Sequence Chart developed. | $9,000 Computer Co-ordinator  
$26,000 P & C; Year 6 gift  
$1,800 |
| Use of ICT for Teaching & Learning     | * Teachers able to explicitly teach literacy, numeracy and text type. | * Student Work Books developed.  
* Mentor Teacher | ✓ ✓ ✓ ✓ | * Increased portion of students in Bands 4, 5 and 6.  
* Decreased portion of students in Bands 1 & 2  
* Western NSW Benchmarking achieved. | $2,234 CMI  
$9,200 |
| Literacy & Numeracy                    | * Improved transition of Year 6 students into Lithgow High School  
* Improved scientific literacy | | | | Transition funding - Bathurst  
$1,000 |