School plan 2015 – 2017

Cooerwull Public School – School Code: 1615

Strategic Direction 1
Quality Teaching and Learning

Strategic Direction 2
Student Well-Being and Leadership

Strategic Direction 3
Community Partnerships in Education
School vision statement
At Cooerwull Public School we are committed to the development of each student’s potential in all areas of the curriculum. We endeavour to empower students to take responsibility for their learning and to always “strive for their personal best” in a caring centre of learning.

The well-being of every student is a high priority and through effective community partnerships the school promotes a culture of equity, fairness and inclusivity resulting in quality teaching and learning and personalised education.

A culture of teaching excellence is fostered and the pursuit of best practice, innovation, creativity and quality educational leadership is a priority.

This school plan will focus on building the capacity for teachers to work collaboratively to deliver learning opportunities for students of a very high standard. The monitoring of student performance and the ability to assess and report will be a focus area. The school will focus in on student leadership, implementing the positive behaviour for learning program and actively seeking the involvement of parents/carers in all aspects of school life.

The school plan for 2015-2017 provides an opportunity for the school to work in partnership with all of the key stakeholders and build an educational setting where inclusivity, renewal and participation in school life is valued. A school where “every child counts”.

School context
Cooerwull Public School is a medium sized school located in the township of Lithgow where all students are encouraged to strive to achieve their best. We have a strong culture of caring for others and working together to achieve goals. The school is established on 2 sites separated by 400 metres and 14 residences.

The school works to maintain a sense of one school combining on a regular basis for recess activities and on special occasions. It is united in its teaching and learning programs focussing on quality education, which will allow the students to achieve their best both academically and socially.

Students come from diverse backgrounds with 11% identifying as Aboriginal and Torres Strait Islander and a growing number of students from non-English speaking backgrounds.

Cooerwull Public school is a proud member of the Western gateway Educational Community (WGEC). WGEC consists of Cooerwull, Capertee, Cullen Bullen, Hampton, Lithgow, Wallerawang, and Zig Zag primary schools, Portland Central School and Lithgow High School.

WGEC links students and teachers from Kindergarten to Year 12 across nine schools delivering an education focussed on excellence.

School planning process
An inclusive and in depth school planning process has been undertaken by all of the key stakeholders. The process of consultation has been ongoing, inclusive and aimed at gathering as much opinion and input from all of the key stakeholders.

Consultation occurred with / through;
- surveying parents
- guided conversations
- executive and staff meetings
- community groups
- Aboriginal education team
- student surveys and interviews
- general conversations
- P&C meetings

Statistical data was gathered from:
- Language, Learning and Literacy (L3)
- NAPLAN (Yr 3 and Yr5)
- Best Start entries
- School assessment information
- Learning adjustment data
- Personalised Learning Plan evaluations
- Learning Support Team data

Collective Ownership has been achieved through a high level of involvement by all of the stakeholders in every aspect of the evaluation process. Transparency and an openness regarding the process have resulted in a willingness of individuals to voice their opinions honestly. Consistently revisiting the process at the school leadership circle and layering the consultation at all meetings has resulted in collective ownership.
**Purpose:** Student learning is based on the delivery of high quality teaching and learning programs which are relevant to the needs of all students.

Teacher professional learning, executive leadership and consistency are imperative to achieve quality in the implementation and delivery of education.

Parent/carer relationships are formed through the provision of opportunities for high level of communication, building of educational knowledge and partnerships.

**Purpose:** Positive self-esteem is essential for a student’s success and engagement in all areas of school life.

Offering students a range of purposeful leadership prospects promotes the development of self-worth, self-esteem and positive contribution to decision making.

Consistency with communicating, implementing and monitoring behaviour expectations, across the whole school community, will result in a safe and productive learning environment.

Regular attendance at school is promoted, rewarded and achieved through effective community partnerships.

**Purpose:** Authentic parent/carers participation in school life will support the quality of teaching and learning.

To improve shared ownership and decision making for our school and community members to enhance and improve student learning and well-being.

To Increase the quality of transition to and from school programs resulting in an improvement in the learning outcomes for all students.
### Strategic Direction 1: Quality Teaching and Learning

#### Purpose

Student learning is based on the delivery of high quality teaching and learning programs which are relevant to the needs of all students.

Teacher professional learning, executive leadership and consistency are imperative to achieve quality in the implementation and delivery of education.

Parent/carer relationships are formed through the provision of opportunities for high level of communication, building of educational knowledge and partnerships.

#### People

**Students:** Through innovative practice, explicit and systematic teaching students will build their understanding of what they are learning and become independent 21st Century learners with optimum learning opportunities.

**Staff:** Through professional learning and dialogue staff will develop a working knowledge and practice of the new curriculum and the Literacy and Numeracy Continuums. Staff will collaboratively develop Stage based integrated units of work, which meet the learning needs of all students and include ongoing embedded assessment tasks and strategies.

**Parents/Carers:** Through consultative process parents will have the opportunity to develop knowledge with regard to what their children are learning and how they learn it.

**Community Partners:** Establish effective connections beyond the school with which contribute to the improvement of leadership, teaching and student outcomes.

**Leaders:** Will participate in effective and ongoing professional learning that is focussed on school improvement and leadership growth.

#### Processes

- Establish a professional learning environment with a culture of high expectations and values that foster effective leadership, planning, programming, curriculum delivery, assessing and monitoring of educational outcomes.
- Create a culture of authentic opportunities for parents/carers to build well informed relationships resulting in improved student outcomes.
- All staff engages in negotiated professional learning that nurtures high leadership and teacher expectations and improved student outcomes.

#### Products and Practices

**Products**

- Improved trend data in NAPLAN spelling and numeracy.
- Value added L3 and Best Start data in all areas.
- Teacher professional learning plans clearly align with school improvement measures.
- Improved Teaching and Learning programs with inclusion of quality student tracking and embedded assessments.

**Practices**

- Sustainable assessment and programming strategies are applied and embedded across the school with a focus on consistency of teacher judgement and high level of curriculum knowledge.
- Professional learning provided to teachers to improve the quality of teacher programs and student outcomes in literacy and numeracy throughout the school.
- School staff utilise clear processes to gather, analyse and record performance data K-6.
- Interview and information sessions provided to parents/carers to establish authentic partnerships with deep knowledge of curriculum standards and personalised learning.
- Teaching staff use the professional standards for teachers to inform best practise and the development of professional learning plans.

#### Improvement Measures

- 100% of students are plotted and tracked on the Literacy and Numeracy Continuums using PLAN each term
- 100% of teaching and learning programs demonstrate evidence of assessment data and embedded curriculum assessment
- 100% of Kindergarten teachers trained in the L3 framework
- Improved trend data in NAPLAN reading, spelling and numeracy in Years 3 and 5
- Value added L3 and Best Start data in all areas

#### Evaluation Plan

Monitoring conducted every 10 weeks.
## Strategic Direction 2: Student Well-being and Leadership

### Purpose
Positive self-esteem is essential for a student’s success and engagement in all areas of school life.

Offering students a range of purposeful leadership prospects promotes the development of self-worth, self-esteem and positive contribution to decision making.

Consistency with communicating, implementing and monitoring behaviour expectations, across the whole school community, will result in a safe and productive learning environment.

Regular attendance at school is promoted, rewarded and achieved through effective community partnerships.

### Improvement Measures
- Student Representative Council established and 100% of teaching staff provided with professional learning in the SRC policy and procedures.
- School Welfare and Discipline policy is reviewed and revised program established.
- Positive Behaviour for Learning program committee formed and an implementation plan established.
- Improved attendance from 93.7% in 2014 to 95% in 2015.
- 100% of teachers engaged with a Peer/Mentor and Buddy Classes established.

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<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
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<td><strong>Students</strong>: Master core subjects&lt;br&gt;Think deeply, critically and make relevant connections. Students to develop leadership skills and understanding of school rules, rights and responsibilities. Students feel happy and safe at school through a consistent approach across the school Kindergarten to Year 6 with regards to welfare and discipline – Well-being and leadership.&lt;br&gt;&lt;br&gt;<strong>Staff</strong>: Through professional learning and consultation staff will develop a consistent Kindergarten to Year 6 approach to the School Welfare and Discipline program. Staff to develop a Peer Mentor/Buddy Teacher policy through professional learning and consultation.</td>
<td>- Establish a culture of authentic student leadership systems and best practice to enrich student leadership capacity and performance.&lt;br&gt;- Develop a school welfare and discipline program that leads to a consistent approach that supports the well-being of students and improves learning outcomes.&lt;br&gt;- Promote a program of attendance and behaviour excellence across the community to improve the educational opportunities and outcomes for students, families and communities.</td>
<td><strong>Products</strong>&lt;br&gt;Increased numbers of students involved in the decision making processes in and around the school.&lt;br&gt;Reduced numbers of negative behaviour referrals and suspensions.&lt;br&gt;Increased number of students demonstrating improved attendance rates.&lt;br&gt;Innovative buddy/mentor programs are established and evaluated throughout the year.&lt;br&gt;Promotion of positive behaviour reward days implemented resulting in high levels of participation.</td>
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<td><strong>Parents/Carers</strong>: Parents to develop an understanding of the importance of Student Leadership and what it means. Parents will be involved in the consultation to develop the new student welfare and discipline program.</td>
<td><strong>Practices</strong>&lt;br&gt;- Sustainable Student Representative Council established with a focus on inclusivity, democracy and decision making evident.&lt;br&gt;- Promotion of the Positive Behaviour for Learning Plan, student well-being and community consultation.&lt;br&gt;- School acknowledgement for regular attendance and good behaviour is celebrated through positive reinforcement.&lt;br&gt;- Professional learning for teachers is provided to improve the explicit analysis of behaviour and attendance data and is supported by executive and external sources.&lt;br&gt;- Maintainable welfare and discipline strategies are implemented and embedded across the school.&lt;br&gt;- Review of Policy ensures a focus on school priorities and consistency in the effective management of behaviour and discipline.</td>
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### Evaluation Plan
Monitoring conducted every 10 weeks.
## Strategic Direction 3: Community Partnerships in Education

### Purpose

Why do we need this particular strategic direction and why is it important?

To establish authentic parent/carer participation in school life will support the quality of teaching and learning.

To improve shared ownership and decision making for our school and community members to enhance and improve student learning and well-being.

To increase the quality of transition to and from school programs resulting in an improvement in the learning outcomes for all students.

### Improvement Measures

- Stage information sessions provided and parent participation rates monitored.
- 100% of parents invited to participate in 3 Way Interviews and numbers of partakers recorded and satisfaction surveys completed.
- 100% of PLPs developed and monitored for nominated students.
- 75% increase in participation with volunteer programs across the school.
- CLO and ASLO positions established across the school community.
- School Facebook page established and data monitored.
- Transition plans established for 100% of students enrolling in Kindergarten and moving to Yr. 7.

### People

**Students:** Students increase the capacity to connect with teachers and parents to improve individual learning outcomes.

**Staff:** Staff increases the opportunities to involve parents/carers in the consultation process with teaching, reporting and conferencing of educational outcomes for all students.

**Parents/Carers:** Parents are provided with the opportunity to be involved and develop a deep knowledge of best practice in teaching, learning and student well-being across the school. Parents will have the opportunity to participate in three way interviews, information sessions and to attend school events.

**Community Partners:** Develop the capacity for early childhood, and high school providers to be more involved with transition of students through effective consultation and planning.

### Processes

- Use of a number of interview, conferencing, volunteering and information session strategies to support parent/carer involvement in educational planning and review with a connection to well-being and learning.
- Development of transition plans that embed best practice through strategic planning that is linked to learning support, well-being and learning outcomes.
- Utilise specialist positions, such as the Community Liaison Officer and Aboriginal Student Learning Support Officer to inform, invite and communicate school events, priorities and strategic directions.

### Products and Practices

**Products**

- Increased participation rates for parents in the 3 Way Interview process and at stage information sessions.
- Promotion of school initiatives and events result in an increase in communication data.
- Increase in the number of volunteers in school programs across the school.
- Transition plans established for all students entering Kindergarten and moving to High School.
- Personalised Learning Plans established for nominated students.

**Practices**

- Promotion of school events and information sharing are implemented, well received and utilised.
- All Aboriginal, Torres Strait Islander and nominated students have personalised learning plans.
- School volunteers program operates in line with DEC policy and procedures with a shared understanding of purpose and direction.
- All students transitioning to Kindergarten and Yr. 7 students are provided with a transition plan and used for the professional basis of reflection and needs analysis.
- Innovative communication programs are evaluated termly and data used to inform opinion and participation.

### Evaluation Plan

Monitoring conducted every 10 weeks.