Cobargo Public School

Learning Culture

Quality Teaching

Quality Learning

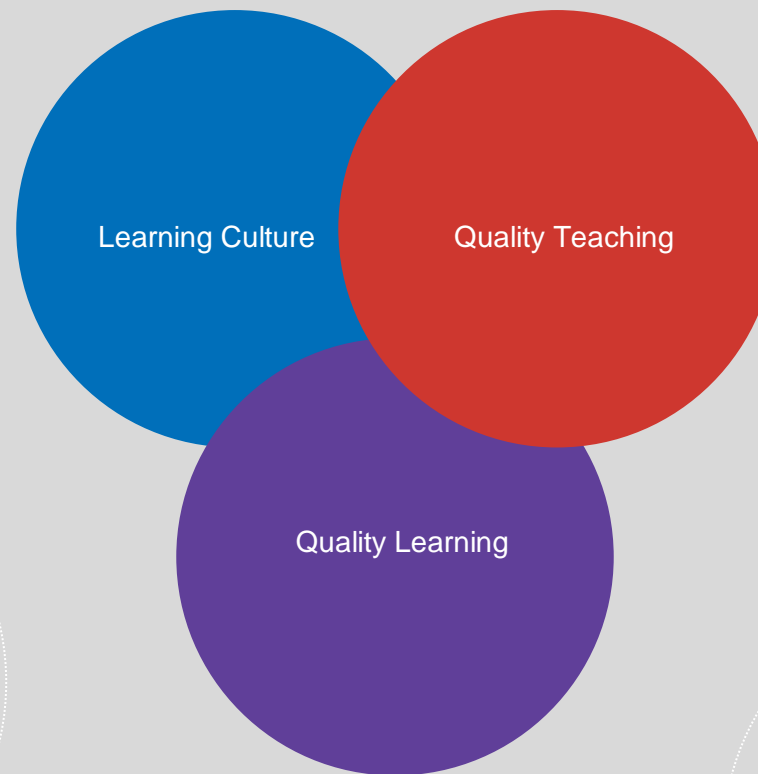# **School background** 2015 - 2017

School vision statement

Maximising individual potential in the academic, creative, sporting and cultural spheres in a caring and supportive environment.

School context

Cobargo Public School on the Far South Coast and a member of the Sapphire Coast Learning Community with a current enrolment of 74 students K-6. The school is using student performance data to inform the delivery of a range of innovative teaching and learning programs to promote improved student learning outcomes. The use of technology in teaching and learning, student welfare and environmental education are also focus areas for the school.

Cobargo Public School plays a significant role within the community.

School planning process

Consultation with staff, community, students and parents through:

- Discussion groups – student leadership team; specific learning areas including SLSOs: canteen volunteers; YESS volunteers

- Survey of all staff and with parent / community through the newsletter and school website

- Meetings – staff, student groups and P&C

These processes have led to the development of strategic directions to inform the Cobargo Public School Plan for 2015 – 2017.

School strategic directions 2015 - 2017

STRATEGIC DIRECTION 1
Learning Culture

STRATEGIC DIRECTION 2
Quality Teaching

STRATEGIC DIRECTION 3
Quality Learning

Purpose:

To promote a school culture that demonstrates educational aspiration and ongoing performance improvement across its community.

Purpose:

To ensure all teachers are committed to identifying, understanding and implementing the most effective evidence-based teaching methods.

Purpose:

To promote a safe and supportive learning environment that engages all learners.

Strategic Direction 1: Learning Culture

Purpose

To promote a school culture that demonstrates educational aspiration and ongoing performance improvement across its community.

Improvement Measures

School-based assessment data indicates that 33% of students are achieving at or beyond expected stage standard in Literacy and Numeracy (Baseline – 2014 30%)

Additional Measures

Staff survey indicates 90% of staff have the understanding and confidence to implement, assess and report on the NSW Syllabus for the Australian Curriculum in English and Mathematics.

Staff survey indicates 40% of staff have the understanding and confidence to personalise learning for every student – underpinned by the Every Student Every School (ESES) key reform and aligned to the requirements of NCCD.

People

Students: Develop understanding around the relationship between student engagement and learning.

Staff Are highly engaged and value, model and coach lifelong learning practices with the school community

Parents: Become partners in learning through sharing and celebrating programs within the school.

Processes

- Targeted PL and coaching facilitate the delivery of How to Learn, Positive Behaviour for Learning and SAKG to meet the developmental needs of teachers as identified through the PDF
- Identification of strategic professional learning goals around quality programming – with specific focus on HOW2learn, Positive Behaviour for Learning and SAKG (Quality Programming)
- Strategic professional learning and practice opportunities in the coaching process provided throughout the year (Coaching)

Evaluation plan:
Internal – Regular reporting against milestones, feedback from project teams, focus group sessions & staff surveys
External – Engage the services of a critical friend to review the quality and effectiveness of the implementation approach across the school.

Products and Practices

PRODUCTS
- School-based assessment data indicates that **33%** of students are achieving at or beyond expected stage standard in Literacy and Numeracy (Baseline – 2014 **30%**)

Clearly defined guidelines for behaviour expectations with specific focus on HOW2learn and Positive Behaviour for Learning behaviours

Class programs reflect the learning needs of individuals and groups within the school.

PRACTICES
How to Learn and Positive Behaviour for Learning concepts are strategically integrated into teacher practice
Coaching promotes all aspects of learning
Student assessment informs personalised learning

Attendance rates are monitored regularly and actions taken to address issues.

Planning template – V2.0

Strategic Direction 2: Quality Teaching

Purpose

To ensure all teachers are committed to identifying, understanding and implementing the most effective evidence-based teaching methods.

Improvement Measures

School-based assessment data indicates that 33% of students are achieving at or beyond expected stage standard in Literacy and Numeracy (Baseline – 2014 30%)

Additional Measures

Staff survey indicates 100% of staff actively engaged in coaching conversations and goal setting

Staff survey indicates 75% of staff have the understanding and confidence to implement and measure the effectiveness of 21st century learning

All staff indicate understanding of and commitment to Performance & Development – including accreditation aligned to NST

People

Staff: Deliver quality teaching that is evidenced based and personalised through coaching and reflective practice

Leader: Build capability in Growth Coaching processes.

Processes

- Coach staff to set professional learning goals to increase their capacity and awareness of the National Standards for Teachers (APST) (Performance & Development)

- Shared programming & planning practices to inform scope & sequence development & implementation (Curriculum)

- Shared planning, team teaching and reflective practices to build teacher and student capacity that has strong focus on 21st century learning (Collaborative practice)

Evaluation plan:
Internal: Regular reporting against milestones, feedback from project teams, focus group sessions and staff surveys.
External: Engage the services of a critical friend to review the quality and effectiveness of the implementation approach across the school.

Products and Practices

PRODUCTS
School-based assessment data indicates that **33%** of students are achieving at or beyond expected stage standard (Baseline – 2014 **30%)**

Clearly defined professional goals through active engagement with the PDF process.

Systematic / strategic organisation and programming documents to ensure shared professional practice opportunities (ie coaching / observations / feedback / professional learning)

School wide scope and sequence documents.

PRACTICES
Evidence informs teaching practice to deliver personalised learning

Staff engage with coaching and reflective practice around the professional teaching standards to improve performance

Strategic Direction 3: Quality Learning

Purpose

To promote a safe and supportive learning environment that engages all learners.

Improvement Measures

School-based assessment data indicates that **33%** of students are achieving at or beyond expected stage standard in Literacy and Numeracy (Baseline – 2014 **30%)**

Additional Measures

Staff survey indicates 95% of staff have the understanding and confidence to implement and measure the effectiveness of the Every Student Every School (ESES) reform

Staff survey indicates 40% of staff have the understanding and confidence to personalise learning for every student – underpinned by the Every Student Every School (ESES) key reform and aligned to the requirements of NCCD.

People

Students: Self-regulate their learning and behaviour

Staff: Plan for, design and implement effective HOW2learn and Positive Behaviour for Learning programs.

Staff: Engage with L&S processes to meet identified student learning needs
Promote and coach the self-regulation of student learning

Parents & community: Develop awareness of HOW2learn and Positive Beahaviour for Learning approach across the school.

Leaders: School leader develops capacity to facilitate HOW2learn across the school context.

Processes

- HOW2learn and Positive Behaviour for Learning training and implementation across the school (HOW2learn)

- Professional learning around personalised learning – including PLPs using MGoals and NCCD requirements (Personalised Learning)

- Conduct Professional Learning for all staff on reviewed Learning and Support processes and the Every Student Every School (ESES) reform (Learning and Support)

Evaluation plan:
Internal: Regular reporting against milestones, feedback from project teams, focus group sessions and staff surveys.
External: Engage the services of a critical friend to review the quality and effectiveness approach across the school.

Products and Practices

PRODUCTS
- School-based assessment data indicates that **33%** of students are achieving at or beyond expected stage standard in Literacy and Numeracy (Baseline – 2014 **30%)**
- PLPs for all Aboriginal students using MGoals in consultation with community members
- Consistent school-wide approach to HOW2learn and Positive Behaviour for Learning
- Clear and consistent templates for documentation of Learning and Support for students aligned to Nationally Consistent Collection of Data (NCCD) and ESES
- Evidence of personalised learning through goal setting
- Processes for students to self-report on their learning
- Improved attendance
- Reduction in behaviour interventions

PRACTICES

Personalised learning programs are delivered with support from the L&ST

Students understand what they need to do to improve their learning and self-regulate around their learning.