School plan 2015 – 2017

Cooma North Public School 3890

- Quality Curriculum
- Quality Connections
- Quality Capacity
School background 2015 - 2017

School vision statement

“Creating life-long learners who will lead fulfilling lives, valuing themselves and others”

School context

Built by the Snowy Mountains Authority in 1953, Cooma North Public School currently has an enrolment of 316 students drawn from northern Cooma and surrounding rural subdivisions.

Cooma North is a Positive Behaviour for Learning (PBL) School and values the strong sense of community. Our school encourages students, parents, staff and the wider community to work together as a team to enhance the learning experiences of all students. A strong community/school partnership has culminated to form our vision and a set of outcome statements, guiding all decisions. We believe our students should become: Effective Communicators who receive and convey ideas clearly and confidently; Inspired Learners who are self-motivated problem solvers, who view learning as life-long; Thinkers who consider all possibilities and are capable of successfully working in a team; Responsible Global Citizens who try to improve the quality of life for all; Decision Makers who are informed, understanding and individually accept responsibility.

At Cooma North we provide diverse, challenging and inspiring educational programs based on current, educational research and theory to support and enrich learning. Our school is structured around 'stages of learning' rather than single age-based grades and we have a number of programs in place to cater for the needs of individual students. Extensive technology resources, outstanding performing arts opportunities, and programs which deepen students’ understanding of environmental issues and sustainability are provided to our students to ensure we create life-long learners who lead fulfilling lives, valuing themselves and others.

School planning process

In 2014, a comprehensive process was undertaken to review current practices and collect evidence, including survey data from staff, students and parents. This process included a review of strengths, opportunities and areas for development across the school. As a result, three strategic directions were identified as a basis for a shared commitment to future developments across the school.

The CNPS 2015-2017 School Plan forms the basis for the school’s improvement and development efforts for the next three years, together with other partner schools (CPS and MHS) and in partnership with parents and community. Each strategic direction provides details of the purpose (why), people and processes (how) and products and practices (what) that are to be realised through implementation of the plan.
School strategic directions 2015 - 2017

**Purpose:**

**STRATEGIC DIRECTION 1**
Quality Curriculum

**Purpose:**

Innovative practice for engaged and creative learners

**STRATEGIC DIRECTION 2**
Quality Connections

**Purpose:**

Effective partnerships for social and emotional wellbeing

**STRATEGIC DIRECTION 3**
Quality Capacity

**Purpose:**

Building leadership capacity across the learning community through organisational effectiveness
# Strategic Direction 1: Quality Curriculum

## Purpose

Innovative practice for engaged and creative learners

## People

**Students:**
Levels of achievement will be improved through engagement and differentiation.

**Staff:**
Increased capabilities through engagement of differentiated professional learning. School wide systems and structures will be developed which support all staff in meeting the needs of students.

## Processes

**Professional Learning for staff:**
Learning Intentions and Success Criteria
Staff explicitly teaching Learning Intentions and Success Criteria

Professional Learning for staff in new Australian curriculum documents. Collaborative planning

Professional learning for teaching staff in the new Professional Development Framework (PDF).
Professional learning for staff regarding goal setting

Professional learning on PLAN, literacy and numeracy continuum and moderating class data

Professional Learning frameworks which promote effective pedagogy L3, FoR, CMIT, Reading Recovery
Success criteria Learning Intentions

## Products and Practices

**Product:** Students articulating their learning goals

**Practice:** Students have a clear understanding of assessment practices and how this informs goal setting.

**Product:** Whole school scope and sequence, unit plans and assessment schedule

**Practice:** Implementation of scope and sequence documents, assessment schedules and unit plans.

**Product:** All staff have engaged with and developed a PDF to improve individual pedagogy.

**Practice:** Meeting with supervisor to participate in goal setting and engage with the PDF framework.

**Product:** Evidence of data collection

**Practice:** Assessment data is used effectively to drive teaching and learning programs.

**Product:** Quality teaching and learning programs which reflect implementation of effective pedagogy. Improved student outcomes.

Staff engaging with a professional learning community.

**Practice:** Explicit teaching using effective pedagogy with a focus on skills, strategies and conceptual learning.

**Product:** Written reports.

**Practice:** Effective reporting to parents.

**Product:** Parent community attendance at forums/meetings. Informed community regarding curriculum developments.

**Practice:** Regular updates and opportunities for parents to engage with school regarding educational programs.

## Improvement Measures

- 100% of students able to articulate their learning goals
- 100% of staff utilising relevant documents in programming
- 100% of staff have PDF to improve individual pedagogy
- Assessment data evident in all T & L programs
- 75% of parents satisfied with reporting process
- 20% increase in parent attendance at meetings

**Community:**
Opportunities for communication between parents and teachers to increase knowledge and understanding of educational programs in the school in order for the community to engage in quality conversations about student learning.

**Product:** Parent forums regarding information supplied in reports.

**Practice:** Parent/Community meetings/Promotional material

**Product:** Evidence of data collection

**Practice:** Assessment data is used effectively to drive teaching and learning programs.

**Product:** Quality teaching and learning programs which reflect implementation of effective pedagogy. Improved student outcomes.

Staff engaging with a professional learning community.

**Practice:** Explicit teaching using effective pedagogy with a focus on skills, strategies and conceptual learning.

**Product:** Written reports.

**Practice:** Effective reporting to parents.

**Product:** Parent community attendance at forums/meetings. Informed community regarding curriculum developments.

**Practice:** Regular updates and opportunities for parents to engage with school regarding educational programs.
## Strategic Direction 2: Quality Connections

### Purpose

Effective partnerships for social and emotional wellbeing

### People

**Students:**
Confident active participants in learning to enhance success and positive self esteem.

**Staff:**
Develop awareness of effective Learning and Support Team processes and procedures.
Continue to enhance understanding of the social and emotional needs of students whilst maintaining the nurturing and supporting environments.

**Community:**
Parents support and value students as lifelong learners.
Parents engaged in creating a whole school approach to educating the whole child.

### Processes

Staff Professional Learning on PBL, Kidsmatter, NCCD and ESES

Parent meetings, review meetings and case meetings.

### Products and Practices

**Product:** Implementation of plans and recommendations with adjustments and accommodations being made

**Practice:** Effective plans to maximise opportunity for student success.

**Product:** Efficient referral systems that encompass whole school initiatives and reforms – PBL, Kidsmatter, NCCD, ESES

**Practice:** Strategic and efficient Learning and Support team informed and responsive to student need.

**Product:** Meeting minutes, plans developed and implemented

**Practice:** Community participation to support Personalised Learning Plans and student learning.

**Product:** Participation of all stakeholders in planning to meet student needs.
Documentation of plans and their implementation. Effective review processes for plans.
Implementation of Dignity and Respect Charter

**Practice:** All stakeholders feel valued and collaborate to inform decision making

### Improvement Measures

- 100% of identified students have plan including adjustments for access to the curriculum
- 100% of staff understand the referral processes and how to access support for their students
- 75% of parents with identified students understand and support the Personalised Learning Plans for their child
- 100% of cases reviewed at timely intervals to adjust plans and keep all stakeholders informed.
Strategic Direction 3: Quality Capacity

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<tr>
<th>Purpose</th>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
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<tbody>
<tr>
<td>Building leadership capacity across the learning community through organisational effectiveness</td>
<td><strong>Students:</strong> Develop leadership capacity of students to ensure high level communication and participation throughout the school community</td>
<td>Opportunities for students to develop their leadership capacity on all levels. Students as lead learners Whole school culture</td>
<td><strong>Products:</strong> Students perceive themselves as leaders <strong>Practice:</strong> Students engaging with leadership opportunities throughout the school</td>
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<td><strong>Staff:</strong> Strengthen the capacity of school teams and the wider school community to deliver high quality educational programs</td>
<td>Professional learning around leadership. Teacher leaders Coaching/mentoring Increase staff capacity through professional learning around leadership, coaching and mentoring and professional learning communities Skills audit of staff identifying areas of expertise. Mapping skills across a network of schools to build capacity.</td>
<td><strong>Products:</strong> A school leadership strategy that promotes succession planning, distributed leadership and organisational best practice <strong>Practice:</strong> Teachers engaging with leadership opportunities across the school. Quality coaching and mentoring to support sustainability</td>
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<td><strong>Community:</strong> Strengthen community partnerships to support the delivery of quality educational programs.</td>
<td>Communicate effectively with community and support involvement in a wide range of school activities. P&amp;C Fundraising Supporting the delivery of educational programs Finance Committee</td>
<td><strong>Product:</strong> Parents and community members engaged in a wide range of school related activities <strong>Practice:</strong> Community participation</td>
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**Improvement Measures**
- Students engaged with leadership opportunities throughout the school
- Teachers engaging with leadership opportunities across the school.
- Parents and community members engaged in a wide range of school related activities