School Plan 2015 – 2017

Cooranbong Public School - 1635

Inspirational Teaching (PLAT) and Dynamic Leadership

Engaged Communities and Enriched Technological Outcomes

Sustainable, innovative and collegial practices across Western Shores Learning Alliance.
School background 2015 - 2017

School vision statement
At Cooranbong Public School we believe in maintaining a culture of school excellence, where every student is nurtured and inspired to reach their own potential, in a caring and supportive environment.

School context
Cooranbong Public School is situated in a semi-rural setting on the western shores of Lake Macquarie. It has a current enrolment of 151 students with 16 of them identifying as having an Aboriginal or Torres Strait Islander background. The school has seven classes from Kindergarten to Year six, including a multi-categorical support class.

The school's Family Occupation and Educational Index (FOEI) value is 126, compared with the NSW average of 100, which indicates a slightly higher disadvantage than average. The school has received equity funding for Aboriginal students and for low socio-economic status.

All staff are committed to continuous, sustainable school improvement, with a focus on professional development and individualised learning for all students, within a framework of high expectations.

The school has strong and genuine partnerships with both their school and business communities.

Cooranbong Public School is part of the Western Shores Learning Alliance where collegial practices among the seven alliance schools ensure all students in our public education system benefit from improved outcomes, through strategic and targeted planning.

School planning process
Throughout 2014 a structured and comprehensive process was undertaken across the school community to evaluate and review current practices. This led to the determination of three strategic directions.

The school planning process involved consultation with students, staff, families (both past and present), including those from Aboriginal and Torres Strait islander backgrounds and P&C members. This process also included the local business community. Consultation with all schools united under the Western Shores Learning Alliance involved the establishment of a connected strategic direction. The establishment of a partnership agreement with Itji Marru Aboriginal Education Consultative Group further informed our planning process.

Rigorous and critical analysis of school assessment data played a significant role in the decision-making process. Data included NAPLAN, PLAN, PAT, class and stage assessments, suspension and attendance data, community engagement data and a comprehensive analysis of school teaching programs.

The School Plan 2015-2017, also reflects current DEC priorities and reforms, with a strong focus on the Great Teaching, Inspired Learning (GTIL) Reform.
Cooranbong Public School

Purpose:
To build teacher capacity while utilising Powerful Learning Accountable Teaching (PLAT), in order to develop highly literate and numerate students, who are inspired to develop a love of learning.

STRATEGIC DIRECTION 1
Inspirational Teaching (PLAT) and Dynamic Leadership

Purpose:
To strategically engage our students, staff and local community and develop their technological capabilities, to assist in improving technological outcomes for all.

STRATEGIC DIRECTION 2
Engaged Communities and Enriched Technological Outcomes

Purpose:
For the advancement of educational, social, cultural and emotional outcomes for all of our students, through innovative educational programs to build stronger relationships within WSLA, by leading and inspiring a culture of collaboration, engaged communication, empowered leadership and organisational practices.

STRATEGIC DIRECTION 3
Sustainable, innovative and collegial practices across Western Shores Learning Alliance.
### Strategic Direction 1: Inspirational Teaching (PLAT) and Dynamic Leadership

#### Purpose
To build teacher capacity while utilising Powerful Learning Accountable Teaching (PLAT), in order to develop highly literate and numerate students, who are inspired to develop a love of learning.

#### Improvement Measures
- NAPLAN growth for year 3, 5 and 7 at state levels.
- 100% of students achieving in the zone of expected performance for Reading, Writing, Spelling, Grammar and Vocabulary and Numeracy.
- Percentage increase of students achieving within the zone of high performance. 2014 data as baseline data.
- All Aboriginal students outcomes comparative to their cohort.

#### People

<table>
<thead>
<tr>
<th>Students:</th>
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<tbody>
<tr>
<td><em>Clarify and understand the 5 weekly PLAT markers they are working towards.</em></td>
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<tr>
<td><em>Will take ownership of their learning and contribute to their individualised learning programs.</em></td>
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<td><em>Understand the role of effective feedback and its impact on their learning.</em></td>
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<td><em>Improved engagement and levels of achievement.</em></td>
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<table>
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<th>Staff:</th>
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<tr>
<td><em>Build capacity to deliver explicit, high quality teaching and learning programs underpinned by PLAT markers and understanding of the tiered intervention process.</em></td>
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<td><em>Will identify specific areas for professional learning in the context of the Performance and Development Framework.</em></td>
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<td><em>Will engage with the Great Teaching, Inspired Learning reform through participation in lesson observation and professional dialogue.</em></td>
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<th>Parents/Carers:</th>
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<td><em>Work collaboratively to further develop individualised learning programs.</em></td>
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<td><em>Understand how best to support their children in the learning process.</em></td>
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<th>Leaders:</th>
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<td><em>Capacity to deliver explicit, effective feedback and model best practice.</em></td>
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#### Processes

**POWERFUL LEARNING ACCOUNTABLE TEACHING**

- Providing students with clarity about PLAT markers for their individual ownership of learning and assessment and opportunities to discuss these.
- Establishment of benchmarks for key aspects of learning.
- Establishment of a teaching and learning handbook that clearly articulates teaching and learning practices.
- Development of practical data collation method to track student individual learning.
- Providing high quality professional learning to support teachers and SLSO staff.
- Targeted explicit teaching and adjustments for student groups with identified special needs based on national collection of disability data.

**EXPLICIT INSTRUCTION**

- Provide professional development for all teachers to improve their knowledge of and skills in EI.
- Implement triad teaching model for teacher capacity building, peer reflection and assessment.
- Increase network opportunities with the Fleming Network of Schools to share expertise and further develop knowledge and skills and collaborative approaches to improvement in teaching and learning.

**LEADERSHIP DEVELOPMENT**

- Professional development of Principal to further develop skills in leadership to inspire and lead staff.
- Current and aspirant school leaders leading the implementation of PLAT within their classrooms and others.
- Teachers requiring accreditation and maintenance supported.

**Evaluation Plan**

- Executive staff and classroom teachers have the responsibility to analyse student data on a five weekly cycle. They will also actively engage with school plan process to monitor achievement of milestones.
- Principal will ensure that professional development and time is allocated for staff capacity building.

#### Products and Practices

**Products:**
- Student growth in Yr 3, 5 and 7 NAPLAN literacy and numeracy
- 100% of students achieving in the zone of expected performance for Reading, Writing, Spelling and Numeracy.
- 100% of teachers involved in PLAT and EI training.
- 100% of teachers involved in triad teaching method for support and capacity building.
- All Aboriginal students outcomes comparative to their cohort.
- Teachers requiring accreditation and maintenance have evidence to support their learning.

**Practices:**
- Five weekly collation of student data in literacy and numeracy to inform future teaching and identification of students requiring tiered intervention and extension.
- Explicit Instruction ‘Warm ups’ operating in K-6 classrooms for Reading, Writing, Spelling and Mathematics.
- Peer observations of teaching practice providing support and improvement feedback.
- Principal attending The Art of Leadership professional development.
- Staff accurately identifying student benchmarks using PLAT, leading to successful tiered intervention for identified students.

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Strategic Direction 2: Engaged Communities and Enriched Technological Outcomes

**Purpose**
To strategically engage our students, staff and local community and develop their technological capabilities, to assist in improving technological outcomes for all.

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<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
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| **Students:**  
- Improved levels of technology achievement through the development of engaging, differentiated teaching and learning practices, designed to meet the needs of all individual students.  
**Staff:**  
- Develop capacity to implement SAP/SALM while managing current school requirements.  
- Develop capacity to incorporate technology successfully into classroom practice. | **HARDWARE PURCHASES**  
- Strategic budgeting to ensure that hardware purchases needed are successfully purchased over the duration of the 2015-2017 plan.  
**IMPLEMENTATION OF SAP AND SALM**  
- Establish a school LMBR implementation team  
- Engage in DEC training package and support staff to ensure sustainability. | **Products:**  
- Improved student outcomes in technology based on individual learning plans and rich assessment tasks.  
- Improved staff capabilities and confidence in delivering rich technology tasks and assessment.  
- Enhanced partnerships with the families and the local community.  
**Practices:**  
- Technology hardware specialist employed one day a week to assist staff.  
- Effective technology scope and sequence being delivered weekly to students by specialist technology teacher.  
- Technology workshops for the school's local community are successfully delivered.  
- Upgraded Technology hardware purchased including PC's, laptops, iPads and new interactive screens. These are utilised by staff, students and the community. |
| **Parents/Carers:**  
- Actively participate in development of community workshops to ensure needs are being met.  
- Develop capacity to effectively support the teaching of technology to students. | **ENGAGING COMMUNITIES**  
- All families and local community members involved in the development of technology workshops to identify their explicit learning needs.  
- Technology specialist to build capacity in order to develop training package for the community.  
- Students involved in the process of developing and administering workshops for their families and local community. | **Evaluation Plan**  
Surveys of parents and students through school improvement forums. School based data analysis. |

**Improvement Measures**
- Improved confidence in utilising technology from students, staff and the community. (pre and post surveys and forums)  
- Positive feedback from community about their technological improvements.  
- SASS staff and Principal confident about their understanding and knowledge of SAP and SALM.  
- Student, staff and community improvement in touch typing and technology skills.
Strategic Direction 3: Foster the development of sustainable, innovative and collegial practices across Western Shores Learning Alliance.

**Purpose**
For the advancement of educational, social, cultural and emotional outcomes for all of our students, through innovative educational programs to build stronger relationships within WSLA by leading and inspiring a culture of collaboration, engaged communication, empowered leadership and organisational practices.

**People**

- **Students:** Students will have opportunities to engage with other students in the learning alliance to develop leadership skills.
- **Staff:** Staff will develop individual professional learning plans aligned with the Performance and Development Framework to guide experiences at school level and across the WSLA professional learning network.
- **Parents/Carers:** Parents will have opportunities to develop their knowledge, skills and understandings to support their children through participation in and feedback from the WSLA P&C.
- **Community Partners:** Strategic partnerships with other organisations will be developed to facilitate the delivery of school and WSLA programs including: Aboriginal cultural learning, environmental education and wellbeing.
- **Leaders:** Current and aspirant school leaders will be given opportunities to manage and lead curriculum and other projects across WSLA to develop educational management and leadership capabilities.

**Processes**

- **ABORIGINAL EDUCATION**
  (Mark Snedden & Mark Stiller)
  - Establish and implement a WSLA Personalised Learning Plan and calendar of cultural events.
- **COMMUNITY ENGAGEMENT**
  (Megan Avery & Margo Warham)
  - Form a community engagement team to build community awareness and understandings of WSLA and its achievements and raise the profile of public education across WSLA.
- **LEARNING AND CURRICULUM**
  (Jenni Langford & Ben Thomas)
  - All WSLA staff participate in ongoing professional learning to ensure every student receives high quality instruction in literacy and numeracy.
- **PROFESSIONAL LEARNING**
  (Ben Thomas & Megan Avery)
  - Align professional learning opportunities across WSLA schools through School Development Days, stage professional learning networks and executive networks.
  - Develop mentor support programs and systems to ensure all teachers achieve accreditation under professional teaching standards through Great Teaching Inspired Learning.
- **WELLBEING**
  (Kathy Duncan & Margo Warham)
  - Implement wellbeing programs identified through the WSLA transition action research team.

**Products and Practices**

- **Products:**
  - All WSLA schools increase by one level on the community engagement matrix.
  - A standard Performance and Development Plan being used by 100% of teachers in WSLA schools by 2017.
  - To increase the level of achievement on the Middle Years (5-9) Transition matrix in Wellbeing Focus from 1 to 5.

- **Practices:**
  - Build capacity in staff across WSLA to deliver Aboriginal perspectives in the classroom.
  - Develop shared policies and practices with the Itji Marru AECG.
  - All school communities across WSLA have thorough knowledge and are committed to the WSLA strategic directions.
  - Effective assessment, tracking and student analysis systems in place to ensure consistent teacher judgement, dynamic, effective programming and valuable reporting to parents.
  - Teaching and learning across the school will be driven by assessment data and differentiated to meet the needs of all students. This will be evidenced in classroom practice, programming and reporting.

**Evaluation Plan**
Establish a WSLA evaluation team to review the quality and effectiveness of the implementation approach across WSLA. Surveys of students and teachers and facilitated discussion at WSLA P&C meetings.