School plan 2015 – 2017

Cowper Public School 1670
<table>
<thead>
<tr>
<th>School vision statement</th>
<th>School context</th>
<th>School planning process</th>
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<tbody>
<tr>
<td>Cowper Public School Community strives to achieve excellence in education. Promoting respect and responsibility we empower each member to reach their full potential and become productive global citizens.</td>
<td>Cowper P.S. is a PP5 school with 2 classes years K-2 and years 3-6. Cowper P.S. was established in 1874 with one original school building still standing beside the two, new classroom. These new classrooms feature innovative technology with a Connected Classroom and an Interactive Whiteboard in the K-2 classroom. The students at Cowper P.S. enjoy a rich cultural learning environment, which features specialist music programs, Visual Arts programs and opportunities to participate in activities using our idyllic location. Cowper Public School caters for a diverse range of students with 16% being indigenous and 14% from a non English speaking background.</td>
<td>In the development of this plan, the process began with a community survey to assist in developing a vision statement involving the shared aspirations of both staff and community. The vision statement was formed collaboratively with staff and feedback was requested from community through school newsletter and the statement being sent home to all families. The strategic directions were established collaboratively with staff and community and feedback was requested through P&amp;C meetings, newsletter and posting it in the school office foyer for 2 weeks. The school consulted on the development of the 5P planning page for each strategic directions through 1 to 1 conversations with staff and their ideas on how each strategic direction would evolve, priorities of the school, their own professional development and what is currently best educational practice. The plan was then presented to the P&amp;C with copies provided and feedback received and adjustments made.</td>
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Teaching and School Leadership to Deliver Excellence in Education

Purpose:
To create a culture where teachers and leaders engage in future focused; evidence based professional learning practices that build their capacity and capabilities.

Learning and Engagement to Develop Active Global Citizens

Purpose:
To provide a learning environment of high expectations, where the teaching is differentiated and focused on the needs of individual students. Academic skills and interpersonal skills are developed to allow students to be active, independent learners.

Community Partnerships to be Inclusive, Engaged and Collaborative

Purpose:
To empower the local community to engage productively and collaboratively in delivering excellence in education. To ensure that our shared values of respect and responsibility continue to develop through high expectations and a strong social conscience.
## Strategic Direction 1: Teaching and School Leadership to Deliver Excellence in Education

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<th>Purpose</th>
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<th>Products and Practices</th>
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| To create a culture where teachers and leaders engage in future focused, evidence based professional learning practices that build their capacity and capabilities. | **How do we develop the capabilities of our people to bring about transformation?**  
**Staff:**  
- Use Australian Professional Standards for Teachers for performance development and self-reflection on teaching Practice. Use the standards to develop a common dialogue around our own professional practice.  
- Develop a common understanding of: What is quality teaching practice?  
- Staff adopt a model of teacher observation and feedback on professional practice based on Professional Learning Teams. | **How do we do it and how will we know?**  
- Professional Development for teachers and principals directly relates to a standard from the Australian Professional Standards for Teachers or Australian Professional Standards for Principals.  
- Performance Development and teacher goals setting/coaching is centred around teacher reflection from the Australian Professional Standards for Teachers  
- Staff meetings have time allocated to Australian Professional Standards for Teachers.  
- Use Teacher Toolkit and AITSL resources to assist teachers in their understanding of the Australian Professional Standards for Teachers.  
- Provide evidence based research supporting the implementation of classroom based observation and feedback.  
- Through performance development teachers reflect and establish areas for development and observation. | **What is achieved and how do we measure?**  
- Professional Development Plans relate to specific standards from the Australian Professional Standards for Teachers and Australian Professional Standards for Principals  
- Classroom observations protocols are established and professional dialogue and feedback occur on specific teaching strategies within our school and across sites.  
- Classroom observation protocols and practices established and implemented. |

### Improvement Measures
- Professional Development Plans relate to specific standards from the Australian Professional Standards for Teachers and Australian Professional Standards for Principals.
- Classroom observations protocols are established and professional dialogue and feedback occur on specific teaching strategies within our school and across sites.
• Set of protocols established for classroom observation and feedback.

**Evaluation Plan**

• Incorporating time for discussion of the Australian Professional Standards for Teachers at each staff meeting.
• Established timeframe for performance development meetings
• Set of protocols for peer classroom observation and feedback.
### Strategic Direction 2: Learning and Engagement to Develop Active Global Citizens

#### Purpose
To provide a learning environment of high expectations, where the teaching is differentiated and focused on the needs of individual students. Academic skills and interpersonal skills are developed to allow students to be active, independent learners.

#### People
How do we develop the capabilities of our people to bring about transformation?

**Students:**
- Master core subjects. Think deeply and critically, make relevant connections to the real world and develop life skills.
- Provided with skills to be socially and emotionally aware and resilient.
- Reflect on own learning and achievement and set personal learning goals.

**Staff:**
- Identify and develop Personalised Learning Plans for students who are working at a year level above or below as well as Aboriginal students.
- Participate in professional learning that will increase skills in differentiated learning including, meeting the needs of gifted and talented students and students with specific learning needs.
- Create and maintain culture of high expectations for students.
- Promotion of our school and our ability to provide a differentiated education program focussed on the needs of individual students.

### Processes
How do we do it and how will we know?

- Review and develop school assessment policy for Literacy and Numeracy.
- Develop whole school recording of data to assist in the development of teaching and learning programs.
- Implementation of a Mental Health Program e.g. Kids Matter or You Can Do IT programs.
- Continue to implement educational programs that are research and evidenced based e.g. L3 Literacy Program.
- Targeted Professional Development for teachers to provide a curriculum, which is rich and diverse for 21st century learners.
- Audit current resources and teacher capabilities.
- Develop educational programs that use local environment and resources. Live Life Well at School.
- Employ SLSO to assist in the implementation education focused on the needs of individual students.

### Products and Practices
What is achieved and how do we measure?

**School Survey:**
- 100% of parents are satisfied that we provide relevant learning experiences that cater to the needs of their child.
- 100% of students indicate that the school provides them with an engaging learning program.
- Individual learning plans are developed for all students working above or below their year level and indigenous students.

**Product:**
- Learning programs are engaging and develop real life skills.
- Students are equipped with the skills to deal with difficult social and emotional situations.
- Increased student attainment in external assessments.
- Increased learning engagement.
- Increased enrolment.
- Increased use of local resources and environment in student learning programs.

**Practice:**
- Implementation of a Mental Health Program and Policy.
- Teaching programs designed for the individual needs of students.

**Improvement Measures**
- Implementation of Personalised Learning Plans
- Teaching and learning programs individualised for greater engagement
- Implementation of Kids Matter Program

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**Cowper 1670**
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Parents/Carers:
• Engage with students learning and involve themselves in establishing high expectations.

Community Partners:
• Use of community resources to assist in the provision of an education focussed on differentiation and individual needs of all students.

Leaders:
• Initiate and facilitate programs to ensure students are provided with excellence in education.

• Open days to promote the education program available at our school
• Transition Program for pre-school students in Term 3 and 4.
• Release time for K-2 teacher to visit local feeder pre-schools.

Evaluation Plan
• Action plan developed for the implementation of Mental Health Program.
• School guidelines implemented for the development of Individual Learning Plans.
• Documented plans for recording of Data for Nationally Consistent Collection of Data on School Students with Disability (NCCD).
Strategic Direction 3: Community Partnerships to be Inclusive, Engaged and Collaborative

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<td><strong>How do we develop the capabilities of our people to bring about transformation?</strong></td>
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<tr>
<td><strong>Students:</strong></td>
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<tr>
<td>- Engage and participate in the range of learning experiences provided including extra curricula activities.</td>
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<td>- Develop students concept of respect and responsibility.</td>
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<td><strong>Staff:</strong></td>
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<td>- Provide parental and community information sessions on school initiatives and programs to better inform and engage the community.</td>
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<td>- Support local businesses and events.</td>
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<tr>
<td><strong>Parents/Careers:</strong></td>
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<td>- Work together with the school and wider community to deliver engaging and meaningful educational programs.</td>
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<td><strong>Community Partners:</strong></td>
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<tr>
<td>- Work together with the school and parents to deliver engaging and meaningful educational programs.</td>
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<td><strong>Leaders:</strong></td>
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<tr>
<td>- Set the level of expectation and lead in the development of productive and collaborative partnerships.</td>
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<td><strong>How do we do it and how will we know?</strong></td>
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<tr>
<td>- Develop partnerships with other schools to identify expertise of other staff to deliver high quality education.</td>
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<tr>
<td>- Survey the local community to identify local expertise and opportunities to engage with the community.</td>
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<td>- Conduct parental information sessions to increase parental and community knowledge of events at school. Parents can then make informed decisions on the education of their students.</td>
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<td>- Increase our schools presence on social media platforms.</td>
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<td>- Contact and work with volunteer organisations.</td>
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<td><strong>What is achieved and how do we measure?</strong></td>
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<tr>
<td>- Increased parental satisfaction in the School Survey.</td>
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<tr>
<td>- Increased attendance at school events including P&amp;C meetings and fundraising events.</td>
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<td>- Better informed more engaged community.</td>
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<td>- High quality education provided to students.</td>
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<tr>
<td><strong>Practice:</strong></td>
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<tr>
<td>- Partnerships with surrounding schools and use of expertise, resources and increased social dynamics for teachers and students.</td>
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<td>- Parental engagement in all areas of school programs.</td>
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<td>- Increased school presence in the wider community.</td>
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**Evaluation Plan**
- School Survey each year.
- Informal parental feedback.
- Attendance at P&C Meetings and events.

**Improvement Measures**
- Community Survey
- Increased school presence in the wider community