

# School plan 2018-2020

## Cassilis Public School 1527



# School background 2018–2020

## School vision statement

To promote a culture of school excellence where students are the central focus of all decisions and high expectations for their learning and achievement are paramount.

To prepare every student to be successful life-long learners who are confident, creative and informed individuals who actively contribute to the school, the community and the society in which they live.

To foster positive respectful relationships where students connect, succeed and thrive to maximise their development.

The school values and supports strong partnerships with the community to maximise student engagement and achievement in a nurturing environment.

## School context

Cassilis Public School is a small school located within the village of Cassilis, in the Upper Hunter.

8 students are enrolled in 2018. The school provides a dynamic and nurturing learning environment in which its students access quality education programs and a diverse range of opportunities.

The school is committed to a process of continued improvement, with a School Plan that articulates priorities in the Strategic Directions of Student Learning and Wellbeing and Excellence in Professional Practice.

All students strive to achieve the school's core values of Be Respectful, Be Safe and Do Your Best.

The school has a talented, caring teaching staff, who are committed to an ethos of life-long learning. Collaborative and collegial practices contribute powerfully to a positive learning environment, where educational research, critical analysis and professional dialogue are highly valued within the school.

Strong collaborations with the Invermeil and Upper Hunter Community of Schools and our Principal Network Group builds the professional connections and capacity of staff.

## School planning process

This plan is the result of consultation between the students, staff and the community. Our strategic directions have been created from multiple data sources and developed by staff, families and students. In 2017 a comprehensive process was undertaken across the school to review current practices and collect evidence, including student results, attendance and behaviour, along with survey data from staff, students, families and the community. From this the school's strengths and areas for development were identified and resulted in the following two key strategic directions being identified as the basis for school development.

# School strategic directions 2018–2020



## STRATEGIC DIRECTION 1

Student Learning and Wellbeing

### Purpose:

To foster a culture where students become drivers of their own learning as they develop an understanding about what and how they learn. Students will strive to be critical and creative thinkers connected to their learning. Students will build their capacity to regulate and be aware of their social and emotional wellbeing, build resilience and develop positive and respectful relationships.



## STRATEGIC DIRECTION 2

Excellence in Professional Practice

### Purpose:

Staff will enhance their practice through professional learning, collaboration and self-reflection to develop a deep knowledge and understanding of research-based pedagogy, assessment and evaluation. Differentiated quality teaching and learning programs will meet the needs of all learners. The capacity of staff will be built to lead, share expertise and inspire others.

# Strategic Direction 1: Student Learning and Wellbeing

## Purpose

To foster a culture where students become drivers of their own learning as they develop an understanding about what and how they learn. Students will strive to be critical and creative thinkers connected to their learning. Students will build their capacity to regulate and be aware of their social and emotional wellbeing, build resilience and develop positive and respectful relationships.

## Improvement Measures

Through work samples, assessment data and discussion, students demonstrate and articulate their learning.

Tell Them From Me surveys, Friendly Schools Plus surveys and school wellbeing data indicates improved student wellbeing.

Whole school growth against the School Excellence Framework– Wellbeing. Delivering–2018 to Excelling– 2020

Using the Critical and Creative Thinking Learning Continuum, students and staff accurately identify student learning goals and evaluate student progress.

## People

### Students

- Develop their ability to set achievable goals, reflect on their own learning and participate in self and peer assessment activities.
- Through specific education programs, students will develop and demonstrate skills in monitoring and managing their own social and emotional wellbeing.

### Staff

- Create exciting and engaging teaching and learning programs that cater for all learning needs and styles that align with 21st Century Learning Practices.
- Develop a whole school approach to student self-directed practices through teacher professional learning that is based on current pedagogy. This includes a strong emphasis on formative assessment, learning intentions, feedback, success criteria, and self and peer reflection.
- Value the importance of consistent and informed evaluation of student work tied to quality feedback.
- Engage in relevant professional learning and collaboration to develop their knowledge, skills and understanding to support the social and emotional wellbeing of themselves, their peers, the students and the community.

## Processes

### Visible Learning Project

Adopt visible learning pedagogy as a focus for professional learning, incorporating success criteria, learning intentions and effective self, peer and teacher feedback into classroom practices

.Develop student learning goals that form the basis for subsequent action to change and improve teaching practice.

Provision of quality professional learning opportunities based upon the work of John Hattie.

### Wellbeing

The school will support students, guided by the Wellbeing Framework for schools, to connect, succeed and thrive at each stage of their development.

In consultation, the school will specifically and effectively address positive education needs for the students. The Positive Education Survey distributed throughout the wider community, will determine baseline data and provide a strategic focus for planning relevant to our cohort.

### 21st Century Learning

Staff participate in Critical and Creative–Key competencies for the 21st Century Professional Learning workshop to effectively teach students to think for

## Practices and Products

### Practices

Students will understand and be able to articulate the characteristics of an effective learner, set authentic learning goals and use feedback and success criteria as a means to evaluate and improve their learning.

Effective social and emotional programs, that are underpinned by effective research, will be embedded across all learning environments and supported by the school community.

Through the teaching and learning cycle, staff will develop critical and creative learning experiences using best practice.

### Products

Students are self-directed learners who have a clear understanding of what they are learning and how to improve and are able to articulate and reflect on their learning.

Teachers evaluate the impact of their teaching on student learning. This is evidence through improved effect sizes.

Through explicit teaching and active participation in social skills programs, students will increase their social competence level. Positive, respectful relationships are encouraged and evident among the whole school community to ensure optimum conditions for student learning.

# Strategic Direction 1: Student Learning and Wellbeing

## People

### Leaders

- Actively promotes the use of differentiated teaching as a strategy for ensuring that every student is engaged and learning successfully linked to 21st Century Learning Practices.
- Support teachers by modelling, implementing, mentoring and leading evidenced based best practice models.
- Engages in professional learning to develop and refine their understanding and skills to support staff through the change process and in response to needs.

### Parents/Carers

- Will be kept informed of latest pedagogy and changes occurring at the school and provided with strategies to enhance support in their child's education.
- Develop a deep understanding of what their child is learning and the purpose and progression of their child's development. Parents/Carers will contribute and reflect upon their child's learning.
- Encouraged to talk to their children about what they are learning rather than what they did.
- Given the opportunity to develop their knowledge, skills and understanding to

## Processes

themselves.

### Evaluation Plan

- School Excellence Framework
- Tell Them From Me surveys
- Assessing Literacy and Numeracy (ALAN) Data
- NAPLAN Data
- In- School Assessment Data
- ACARA General Capabilities ICT capability and continuum
- Critical and Creative Thinking Learning Continuum

## Practices and Products

Critical and creative thinking are integral to activities that require students to think broadly and deeply using skills, behaviours and dispositions such as reason, logic, resourcefulness, imagination and innovation in all learning areas at school and in their lives beyond school.

# Strategic Direction 1: Student Learning and Wellbeing

<b>People</b>
support the social and emotional well-being of themselves and their
<b>Community Partners</b>
<ul style="list-style-type: none"><li>• Connect and collaborate with other learning communities to improve best practice in areas.</li><li>• As a participant in the Where there's a Will Foundation, Cassilis Public School aims to improve strategies to support wellbeing in the Upper Hunter.</li></ul>

# Strategic Direction 2: Excellence in Professional Practice

## Purpose

Staff will enhance their practice through professional learning, collaboration and self-reflection to develop a deep knowledge and understanding of research-based pedagogy, assessment and evaluation. Differentiated quality teaching and learning programs will meet the needs of all learners. The capacity of staff will be built to lead, share expertise and inspire others.

## Improvement Measures

All students achieve at or above expected growth in literacy and numeracy as indicated by internal measures and Literacy and Numeracy Progressions.

All staff, using deep knowledge of Progressions, effectively determine student placement against Literacy and Numeracy Progressions.

Embedded and explicit systems for whole school and inter-school networks provide ongoing mentoring and coaching support as evidenced by Staff PDP annual reflections.

## People

### Students

Students will be creative, critical and engaged learners who are actively engaged in the learning process and are aware of their next step in learning.

### Staff

- Staff will build and share pedagogical knowledge and skill in current research-based practice in literacy and numeracy and apply this to guide

### Leaders

- School executive will analyse internal and external data to monitor, track and report on student performance.
- Leaders use evidence-based pedagogy to provide provision, support and direction to enhance effective teaching and learning.

### Parents/Carers

- Practices will be embedded to ensure parental engagement and understanding of their child's learning progression.
- The capacity of families to effectively support their child's learning will be enhanced.

### Community Partners

- Connect and collaborate with other learning communities to improve best practice.

## Processes

### Data Analysis and Quality Assessment

Consistent and authentic assessment and evaluation strategies school-wide to inform future focused teaching and learning.

### Teaching and Learning

Draw on solid evidence-based research including, *What works best: Evidence-based practices to help improve NSW student performance, 2015* to develop and implement high quality professional learning in Literacy and Numeracy . Design and implement high quality differentiated learning programs that meet syllabus requirements across all key learning areas.

### Great Teaching, Inspired Learning

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school-wide improvement in teaching practice and student results.

Whole school and/or inter-school relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers, by expert teachers.

## Evaluation Plan

School improvement will use the milestone planning tool to review progress each 5

## Practices and Products

### Practices

- All teachers K-6 regularly update PLAN2 data to monitor the effectiveness of their teaching and identify gaps in learning.
- PLAN2 data accurate for all students K-6 with evidence that data analysis leads to more accurate teaching and learning. As a result, students at risk of under performance are receiving tailored support to meet their needs.
- Across school networks, quality assessment tasks are planned, implemented and evaluated to ensure an accurate reflection of learning that has occurred.

- Staff and mentors access high quality professional learning drawing on solid research.
- Teaching and learning programs and practices reflect the new syllabus documents and research-based practice

- Embedded systems of mentoring, collaboration and self-reflection are evident and focus on student and school improvement.

### Products

- Effective management and interpretation of data is used to develop teaching and learning programs and Personalised Learning Plans that recognise the individual needs of each student.

# Strategic Direction 2: Excellence in Professional Practice

**Processes**  
weeks and evaluate achievement annually.

- Practices and Products**
- Teaching and learning programs demonstrate evidence of quality curriculum delivery responding to the individual needs of students.
  - Excellence in teaching and professional learning will be identified, shared and developed through professional collaboration and learning.