

# School plan 2018-2020

## Cessnock East Public School 1543



# School background 2018–2020

## School vision statement

***At Cessnock East Public School we will facilitate future focused learners to ignite the spark of curiosity, creativity, high expectations and a growth mindset.***

Cessnock East promotes a learning environment that inspires children to reach their full potential.

Our vision is consistent with the Melbourne Declaration. It is about equity: we are all valued for what we bring and where we show care and compassion, respect, understanding, tolerance and inclusiveness.

It is about **excellence**: doing your best and being the best person you can be in all aspects of school life.

It is about **success as a learner**: acquiring skills to get the knowledge and understanding to become a problem solver now and for a lifetime..

Our students will grow into active and informed citizens locally, nationally and worldwide.

Our vision requires staff and leaders who:

- Know the students and how they learn and make learning relevant
- Know syllabus content and have a passion for and the deep understanding of their teaching content
- Create and maintain a safe and supportive learning environment
- Plan for and implement accountable teaching and effective learning
- Are progressive and lifelong learners themselves and take responsibility for their own professional learning and value and model opportunities to improve their teaching practice and learn from others
- Engage professionally with colleagues, parents and carers and the wider community
- Are committed to excellence and have high expectations for every student.

## School context

Cessnock East Public School's aim is to provide a learning environment that builds on children's natural curiosities.

Students are at the centre of all decisions made in collaboration with community. The school is committed to the philosophy of future focused learning and it is embedded in the quality teaching and learning experiences provided. Future focused learning is integral to our school. A 1–1 iPad scheme, computer lab and laptops throughout the school as well as an Innovation Space ensures students have access to and interact with a variety of technology. Our school is also actively involved in CASE–Cessnock Academy of STEM Excellence with its partner high school and primary schools.

Cessnock East Public School is situated in the township of Cessnock, in the Hunter Valley. The school has an enrolment of 215 students divided into 9 classes. 28% of students identify as Aboriginal. The school's core values are Respect, Responsibility and Striving for Excellence..

The staff consists of a Principal, 2 Assistant Principals, Instructional Leader, 13 teachers, Librarian, 6 Learning Support Officers, School Administration Manager, School Administration Officer and School Counsellor.

The school's ICSEA at 865 shows a socio economic spread with 73% in the lowest quartile and 2% in the highest. The NSW DoE measure of family occupation and education index (FOEI) is 172.

Cessnock East Public School is a proud member of the Cessnock Community of Great Public Schools (CCGPS). The CCGPS comprises of 15 local schools , and continues to evolve as an important focus on both students and teachers learning through the sharing of resources, ideas, expertise and experiences.

Data indicates that our Early Action for Success strategy has been successful with from 32 to 58% of students in Year 3 being in the top 2 skill bands. Growth from Year 3–5 and Year 5–7 should be the focus for 2018–2020.

## School planning process

A review of the 2015–2017 school plan was conducted in Term 4 2017 with a series of opportunities for parents, staff and students to contribute to an evaluation of current practices.

A workshop was conducted for parents and a meeting for staff to review the current plan and data as a starting point for our future directions.

Through a rigorous consultative process the school and its community formulated three strategic directions.

Parents, staff and students clearly identified a plan based on equity and excellence, a broad and rich curriculum and commitment to the whole child.

Our planning process must include:

- Commitment to the systematic implementation of all NSW syllabuses
- Achievement for all students with an increasing recognition that teaching and learning will be more differential and personalised
- A school culture where "nobody is left behind" and "nobody is held back" where students can increasingly engage in their own learning at their own pace – but they want student progress to be carefully tracked and reported and for expectations to be high
- Technology to aid in teaching and learning without taking over
- Learning from students, staff and the wider community to remain the focus while implementing new ways around learning management and business reforms under local schools, local decisions
- Teachers to be accredited at the higher levels by the NSW Board of Studies, teaching and educational standards BOSTES
- Teaching staff engaging deeply with the new syllabuses.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1

Excellence in Literacy and Numeracy through Innovative and Creative teaching

### Purpose:

To foster a school wide commitment to:

- Data informed, collaborative and evidence based pedagogy
- Stimulating and authentic learning experiences
- Make strategic choices about use of technology to enhance teaching
- Focus on developing skills of creativity, curiosity, critical thinking and problem solving
- An accountability of student learning by ensuring professional learning becomes embedded in classroom practice
- Engage in professional learning that becomes embedded in classroom practice.

## STRATEGIC DIRECTION 2

Curious and engaged students immersed in future focused learning

### Purpose:

We believe that students need to be an integral part of the learning process. Students who feel safe and secure in their learning will become risk takers, thus developing confident, creative citizens of tomorrow. For each student to be successful the school needs to be responsible for the learning needs of all students. Students need to know where they are (assessment), where to go next (learning goals) and how they will get there (success criteria).

Students also require the skills of creativity, innovation, critical thinking and problem solving in their learning as well as being able to use technology to enhance, engage and support their learning.

## STRATEGIC DIRECTION 3

Leaders and community learning for today and tomorrow

### Purpose:

Positive relationships are the core of a successful school today and tomorrow. Together we set high expectations and plan strategies to enable our students to grow into active and informed citizens locally, nationally and globally.

Our commitment to our students, parents and members of the community is that the school will be a teaching and learning environment that enables the development of students who Connect, Succeed and Thrive.

# Strategic Direction 1: Excellence in Literacy and Numeracy through Innovative and Creative teaching

Purpose	People	Processes	Practices and Products
<p>To foster a school wide commitment to:</p> <ul style="list-style-type: none"> <li>• Data informed, collaborative and evidence based pedagogy</li> <li>• Stimulating and authentic learning experiences</li> <li>• Make strategic choices about use of technology to enhance teaching</li> <li>• Focus on developing skills of creativity, curiosity, critical thinking and problem solving</li> <li>• An accountability of student learning by ensuring professional learning becomes embedded in classroom practice</li> <li>• Engage in professional learning that becomes embedded in classroom practice.</li> </ul>	<p><b>Students</b></p> <p>Students develop a growth mindset to make good choices, take risks, use ICT responsibly, collaborate and engage in literacy and numeracy.</p> <p><b>Staff</b></p> <p>Develop a growth mindset that encourages and supports risk taking, trialling new ideas and experimentation with technology.</p> <p>Develop and promote a culture of continual growth and high expectations, where all students are successful learners in literacy and numeracy through the implementation of evidence based pedagogy, data informed teaching experiences and quality assessment practices.</p>	<p><b>Early Action for Success</b></p> <p>Raising expectations and enhancing the quality of student learning by:</p> <ul style="list-style-type: none"> <li>• Early interventions in place for students at risk</li> <li>• Expectations and targets for learning are clearly communicated and displayed as learning intentions</li> <li>• Individual student progress is monitored and assessed against literacy and numeracy progressions and syllabuses.</li> </ul> <p><b>Teacher Development</b></p> <p>Sustain and grow a whole school teacher development system that promotes support and showcases the most effective and innovative teaching strategies. The school ensures teaching and learning programs address individual students needs, ensuring all students are challenged and future focused with teachers as facilitators of 21st Century learning. Encourage an outdoor component to learning with the introduction of REAL Outdoors.</p>	<p><b>Practices</b></p> <ul style="list-style-type: none"> <li>• Students are provided with specific learning intensions and success criteria during literacy and numeracy lessons</li> <li>• Teachers design REAL projects that provide opportunities for students to engage in higher order thinking and open-ended learning experiences through authentic learning</li> <li>• Use and design learning spaces purposefully</li> <li>• Integrate technology to support teaching</li> <li>• Work collaboratively to promote and model explicit teaching strategies where learning intensions are clearly communicated with relevant exemplars of success.</li> </ul>
Improvement Measures			
<ul style="list-style-type: none"> <li>• 2020 – Increase the proportion of students in the top 2 skill bands of NAPLAN across areas of literacy and numeracy by 10% from 2017 base line data.</li> </ul>	<p>Take responsibility for changes in practice required to achieve and improve student performance.</p>		<p>The leadership team</p> <ul style="list-style-type: none"> <li>• Supports a culture of collaboration, professional dialogue and modelling of evidence based practice to improve student learning.</li> </ul>
<ul style="list-style-type: none"> <li>• Achieve growth comparable with state for students in Year 3–5 and Year 6–7 across the areas of literacy and numeracy as evidenced by NAPLAN</li> </ul>	<p><b>Leaders</b></p> <p>The executive team leads a collaborative and coordinated approach to provide support as staff develop their skills. They embody the commitment to technology and future focused learning.</p>	<p><b>Technology</b></p> <p>Modernise technology infrastructure and embed innovative pedagogy to achieve optimal learning outcomes for all students with an emphasis on STEM.</p>	<p><b>Products</b></p> <ul style="list-style-type: none"> <li>• Teaching and learning programs are dynamic, innovative, relevant and address student needs to ensure all students are challenged</li> </ul>
<p>By the end of the school planning cycle</p> <ul style="list-style-type: none"> <li>• Creative and critical thinking is explicitly documented in teaching programs</li> <li>• Classroom programs and classrooms demonstrate evidence of use of critiquing strategies</li> <li>• Evidence of diverse use of technology in teaching programs that reflect</li> </ul>	<p>Demonstrate instructional leadership by:</p> <ul style="list-style-type: none"> <li>• Promoting and modelling effective evidence based practice that directly impacts upon the learning of students</li> <li>• Build capacity by differentiated approach to professional development.</li> </ul> <p><b>Parents/Carers</b></p>	<p><b>Evaluation Plan</b></p> <p>Professional learning agendas to reflect teacher needs.</p> <p>Teacher programs demonstrate future focused pedagogies and REAL projects, plus modelled, guided and independent</p>	<ul style="list-style-type: none"> <li>• Collaborative timetabling to support cycle of plan–evaluate–modify–review</li> <li>• Students develop higher order and critical thinking skills through the implementation of technology to enhance their growth and development in learning.</li> </ul>

# Strategic Direction 1: Excellence in Literacy and Numeracy through Innovative and Creative teaching

## Improvement Measures

improved student outcomes.

## People

Develop an understanding of, and value the theories and models of learning that underpin the school's changing approach to teaching and learning.

### Community Partners

Principals from Cessnock Community of Great Public Schools understand the importance and benefits of sharing excellent practice across schools.

## Processes

teaching.

# Strategic Direction 2: Curious and engaged students immersed in future focused learning

## Purpose

We believe that students need to be an integral part of the learning process. Students who feel safe and secure in their learning will become risk takers, thus developing confident, creative citizens of tomorrow. For each student to be successful the school needs to be responsible for the learning needs of all students. Students need to know where they are (assessment), where to go next (learning goals) and how they will get there (success criteria).

Students also require the skills of creativity, innovation, critical thinking and problem solving in their learning as well as being able to use technology to enhance, engage and support their learning.

## Improvement Measures

Based on deep thinking skills rubrics, teachers report that through dynamic programming there is increased levels of creativity and innovation in their classrooms. Students are engaged in innovative learning opportunities to be critical and creative thinkers.

Increase student participation in school based activities outside of the curriculum to develop authentic global citizenship.

## People

### Students

Build skills to self-assess and develop learning goals to promote deep thinking, authentic tasks, self-reflection and self-assessment. Their learning will reflect understanding and knowledge, critical and creative thinking and they will be self directed learners who utilise feedback as a key strategy in maximising their learning. Students are empowered to connect, succeed and thrive through engagement in a rich future focused curriculum built upon high expectations.

### Staff

Teachers collaboratively develop and implement rich, integrated and future focused learning experiences that foster active, engaged and successful lifelong learners.

Work collaboratively with Cessnock Academy of STEM Excellence (CASE) through partner high school and partner primary schools.

### Leaders

School leaders collaborate and coordinate the development and teaching of REAL (rigorous, engaging, authentic learning) with future focused, technology rich environments.

### Parents/Carers

Support a culture of change and positive partnerships with school and be engaged in their child's real time learning using apps such as SeeSaw.

## Processes

### Syllabus Implementation

- All teachers engage in professional learning to develop deep knowledge of NESA syllabuses
- Planned opportunities for teachers to observe practice of others and to work collaboratively to develop shared understanding of curriculum.

### Innovative, authentic and future focused learning

Teachers work collaboratively to deepen their professional knowledge and practice in order to:

- Assess 21st Century capabilities
- Use learning spaces according to purpose and adapt teaching pedagogies accordingly
- Build a systemic culture that is creative and innovative to promote achievement
- Develop innovative teaching programs which set high expectations for student learning.

### Evaluation Plan

- Monitor and review of learning programs
- Monitor and review student growth through collaborative timetabling
- Regular monitoring of milestones
- Deep thinking skills rubric

## Practices and Products

### Practices

- Every teacher creates a learning culture that is creative, innovative and challenging
- Increase the number of students involved in creative and critical learning opportunities
- Learning is future focused and flexible with an emphasis on technologies.
- Engage students in the development of leadership capabilities to effectively develop student voice.

Assessment for learning principles guide teaching. Students can articulate their learning, why it is important and where to next. Teachers implement learning to promote student self regulation in their learning.

### Products

Innovative practices to engage students and support future focused learning through REAL projects, STEM and technology

Individualised and personalised learning effectively meeting the learning needs of students through critiquing and peer feedback.

# Strategic Direction 3: Leaders and community learning for today and tomorrow

## Purpose

Positive relationships are the core of a successful school today and tomorrow. Together we set high expectations and plan strategies to enable our students to grow into active and informed citizens locally, nationally and globally.

Our commitment to our students, parents and members of the community is that the school will be a teaching and learning environment that enables the development of students who Connect, Succeed and Thrive.

## Improvement Measures

- Over 80% of parents using online platforms to engage positively in school events and their child's learning

## People

### Students

Students will acquire the skills needed to participate in 21st Century life through the development of their emotional and social wellbeing to become leaders of the future. A positive, flexible environment will be fostered by allowing students to develop their ability to interact, collaborate and share in a digital world.

### Staff

- Increase staff capacity to build strong community links
- Professional development in benefits of social media platforms

### Leaders

Develop aspirational staff to build parent capacity in preparing their child for the future

### Parents/Carers

Parent workshops in how to successfully engage with school through selected technology platforms.

### Community Partners

Understand the positive impact community connections can have on student learning outcomes and have the skills and capacity to build strong consultative practices.

## Processes

### Engagement

The school is recognised as a highly professional learning community providing a range of opportunities for community to engage with all aspects of school life.

### Leadership

Strong educational leadership resulting in sustained and measured whole school improvement is characterised by a culture of high expectations, strong instructional leadership and recognition of teacher quality.

### Connected technologies

Staff trained in using technology to enhance student learning and connecting with the broader community to prepare for the future

## Evaluation Plan

- Attendance data for community events
- Attendance data from parent workshops

## Practices and Products

### Practices

Students and parents understand the pedagogy of future focused learning and the benefits of preparing our students for the future.

Evaluation of the Wellbeing Framework for school.

### Products

A culture of high expectations is modelled to all staff through strong instructional leadership underpinned by ongoing school improvement and the professional effectiveness of all school members.

The school is recognised for its excellence and responsiveness by the community through the commitment to strengthening and recognising the importance of positive partnerships between home and school.