School plan 2018-2020

Cessnock West Public School 1545

School vision statement

Cessnock West Public School is committed to giving each child every opportunity through a culture of improvement, achievement and wellbeing. Our vision is consistent with the Melbourne Declaration. It is about equity, excellence, success as a learner, developing creative and confident individuals and developing stronger partnerships. Our students will grow into active, happy and informed citizens locally, nationally and worldwide.

School context

Cessnock West Public School is a proud member of the Cessnock Community of Great Public Schools (CCGPS) and is situated in the lower Hunter Valley town of Cessnock. The CCGPS consists of a total of 15 local public schools in Cessnock and the surrounding area, all striving collectively to provide the best possible educational opportunities for students, teachers and community members alike. Cessnock West Public School currently has an enrolment of 415 students (280 families), comprising of 17 classes (including the State Opportunity Class). In 2018, 49% (204) of the student population are boys and 51% (211) are girls. 18% (74) of the school population identify as Aboriginal. The success of the learning community of Cessnock West Public School reflects the school's core values of Respect, Responsibility and Learning, which are reinforced across all learning areas. Educational programs at our school embed literacy and numeracy into other key learning areas forming an integrated and holistic approach to learning. As a school focusing on Future Focused learning we use digital technologies and innovative practices to support students. Embracing the philosophy of Every Student, Every School we cater for gifted and talented students and students with special learning needs. Cessnock West Public School is an inclusive school which nurtures the social success of each individual by maintaining a positive and caring environment.

School planning process

The annual school evaluation was led by the school principal and involved participation of and consultation with key stakeholders. Key stakeholders included executive staff, teaching staff, school counsellor, ancillary staff, students, parents, P&C, Aboriginal Education Consultative Groups (AECG), and community groups. Principal School Leadership provided support.

In developing the 2018–2020 School Plan, internal and external data was collected through the following processes:

 • Voluntary surveys were conducted of the school community comprising:

o   All staff members

o   All students 3–6

o   A small group of interested parents

.•   Analysis of student achievement data in Year 3 and Year 5 including detailed NAPLAN SMART analysis with a lens on student growth.

 •   Analysis of student achievement data across K–2 including analysis of Best Start; L3K and L3S1 programs; Focus on Reading; and Reading Text Levels

.•   Evaluation of the school against the School Excellence Framework (Version 2)

Key DoE reforms were also considered and contextualised such as Great Teaching Inspired Learning; Local Schools Local Decisions; Rural and Remote; Curriculum; Every School Every Student; Literacy/Numeracy, and the Melbourne Declaration.

School strategic directions 2018–2020

**STRATEGIC
DIRECTION 1**
Successful Students

**STRATEGIC
DIRECTION 2**
Successful teachers

**STRATEGIC
DIRECTION 3**
Successful School

Purpose:

To create a stimulating, engaging and future focused learning environment underpinned by high expectations, quality teaching practices and a differentiated curriculum that is flexible, reflective, relevant and dynamic to meet the diverse needs of our students.

Purpose:

Build capacity through focused professional learning and development that creates a culture in which every staff member is engaged in ongoing, relevant and evidence based learning at an individual and collective level.

Purpose:

To develop stronger partnerships between students, parents, carers, the broader community, schools and other education and training providers to bring mutual benefits and maximise student equity, wellbeing and engagement.

Strategic Direction 1: Successful Students

Purpose

To create a stimulating, engaging and future focused learning environment underpinned by high expectations, quality teaching practices and a differentiated curriculum that is flexible, reflective, relevant and dynamic to meet the diverse needs of our students.

Improvement Measures

Increase the percentage of students demonstrating expected growth in literacy and numeracy(NAPLAN).

At least 80% of students demonstrating expected growth per semester across the Department of Education Learning Progressions.

Student surveys identify that classroom practice is engaging, flexible and relevant.

People

Students

Build skills in understanding the learning progressions to inform future learning goals.

Staff

Have high expectations of student work and behaviour and provide students with quality feedback to improve their learning.

Parents/Carers

Will be actively involved in their child's learning through communication of learning goals.

Community Partners

Will support student success through the delivery of specialist support programs.

Leaders

School executive ensure there is a coordinated intervention approach to literacy and numeracy teaching with an expectation on improvement.

Processes

Research Informed Pedagogy for Literacy and Numeracy

The school executive adopts a coordinated intervention approach to literacy and numeracy teaching with an expectation of improvement in literacy and numeracy standards across the school.

Future Focused Pedagogy

Teachers draw on research to develop and implement future focused teaching and learning strategies.

Early Action for Success

Early interventions in place for students at risk and expectations and targets for student learning are clearly communicated and displayed as learning intentions. Individual students' progress is monitored and assessed against the Learning Progressions and syllabus.

Evaluation Plan

- Regular collection of data for analyses
- Reflection and reporting on the impact of planned activities identified in milestone
- Review of teaching and learning programs
- Student surveys and feedback
- SEF evaluation

Practices and Products

Practices

All students are familiar with success criteria and learning intentions that are displayed in classrooms through data walls.

All teachers use data to inform and differentiate their teaching and learning by tracking student progress on the Learning Progressions.

Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning.

Products

Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Learning goals are communicated to parents and students.

All students requiring adjustments, either gifted and talented or those requiring learning support are catered for adequately.

All students confidently and successfully progress through syllabus outcomes evidenced by their tracking using the Learning Progressions.

Strategic Direction 2: Successful teachers

Purpose

Build capacity through focused professional learning and development that creates a culture in which every staff member is engaged in ongoing, relevant and evidence based learning at an individual and collective level.

Improvement Measures

100% of teachers participate in and value regular lesson study and quality teaching rounds.

Teacher expertise is reflected and utilised in whole school professional learning plan.

100% of teaching staff will have a Performance Development Plan that reflects their own professional development as well as being aligned with School Plan.

People

Students

Can expect the provision of a higher quality teaching and learning environment.

Staff

Will participate in professional learning that is relevant, future focused and shaped by research, evidence and feedback to build their capabilities as learners, teachers and leaders.

Parents/Carers

Support a culture of change and positive partnerships with school for the benefit of students.

Community Partners

Establish proactive learning alliances with other schools and community partners to deliver innovative projects and professional learning.

Leaders

Identify and implement professional learning opportunities with staff that are aligned with school priorities, individual PDPs, accreditation and DoE accountabilities.

Processes

Enhanced Pedagogy

All teachers explore, implement, develop and demonstrate best practice in teaching and collaborate with each other to improve practice.

Targeted Professional Learning

Strengthen staff development through the accreditation and PDP process to maintain a culture that delivers systematic expectations for learning, teaching and leading.

Evaluation Plan

- Staff surveys
- SEF evaluation
- Whole school professional learning plan
- Reflection and reporting on the impact of planned activities identified in milestones

Practices and Products

Practices

The school identifies expertise within its staff and draws on this to further develop its professional learning community.

Staff and leaders are engaged in teaching and leadership practices and professional learning networks that are purposeful, inclusive and optimise success for all.

The school monitors the accreditation status of all staff and encourages the pursuit of higher levels of accreditation. All teachers use professional standards and PDPs to identify and monitor specific areas for development or continual improvement.

Teachers engage in professional dialogue and collaborate to improve teaching and learning in their classes, year groups, stages, faculties, or for particular student groups. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice.

Products

A highly skilled, responsive and diverse workforce where staff members understand and value themselves and each other and contribute to a culture of high expectations, consistent teacher judgement and effective use of data to improve student outcomes.

The school has a high performing teaching staff as measured against the Australian Professional Standards, whose capacities are continually built to ensure every student experiences high quality teaching. The leadership team continually monitors the impact of programs and approaches used by all teachers, and improves practice as

Strategic Direction 2: Successful teachers

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

Strategic Direction 3: Successful School

Purpose

To develop stronger partnerships between students, parents, carers, the broader community, schools and other education and training providers to bring mutual benefits and maximise student equity, wellbeing and engagement.

Improvement Measures

Greater than 70% of parents feel their opportunity to contribute to school life has increased and they feel heard and valued.

School data will reflect an increase in attendance of students, in particular an increase in students arriving at school on time.

80% of students engage in positive behaviour.

People

Students

Acquire the skills needed to function in 21stcentury life through the development of their social and emotional wellbeing. A positive environment will be fostered by allowing students to develop their ability to be creative, critically think, communicate and collaborate in a digital world.

Staff

Continue to enhance their understanding of the emotional and social needs of today's students whilst creating a nurturing and supportive environment. They will recognise the importance of encouraging parents to be partners in their child's learning.

Parents/Carers

Recognise the impact they have on the educational performance of their child through actively engaging with the school and supporting their child's learning goals.

Community Partners

Understandthe positive impact community connections can have on student learning outcomes and wellbeing and form strong collaborative practices.

Leaders

Adopt a coordinated approach to student equity, wellbeing and engagement and ensure staff and parents are given the opportunities and training needed to support students.

Processes

Student Engagement and Wellbeing program

Reinforce and build a systematic organisational culture that is creative and innovative to promote achievement and foster wellbeing for every student. To encourage home support of our Positive Behaviours for Learning so that all students benefit from a home/school approach.

Community of Learners

Streamlined, flexible processes exist to deliver services and information that support parental engagement and satisfaction.

Connected technologies

Staff trained in using technology to enhance student learning and connecting with thebroader community.

Evaluation Plan

- Surveys with students, teachers, parent/carers and community
- Regular analysis of data
- Reflection and reporting on the impact of planned activities identified in milestones
- SEF evaluation

Practices and Products

Practices

Implementation of a comprehensive, integrated whole school approach to student wellbeing and engagement.

Improve teacher parent communication and positive community relations through regular communication on student learning, assessment and wellbeing.

Attendance monitoring and patterns reviewed every 5 weeks.

Products

There is school–wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.

Evidence based change has been implemented to whole school practices resulting inmeasurable improvements in wellbeing and engagement to support learning.

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.