

School plan 2018-2020

Cecil Hills Public School 4635



School background 2018–2020

School vision statement

Nurturing a love of learning and creativity, believing in one's self.

'Believe and Achieve!' is at the centre of what our community stands for.

It takes a village to raise a child.

Values

Respect

Integrity

Strength

School context

Cecil Hills Public School is set in Cecil Hills. We have approximately 808 students enrolled at our school, including 3 Autism/Multi Categorical classes.

We are a strong, dynamic learning community established in 2003, catering for students from Kindergarten to Year 6. We are a unique setting characterised by our strong community; our ability to provide a stimulating, engaging and challenging educational program for every student and our provision for an inclusive, safe and happy learning environment where student wellbeing is paramount.

At Cecil Hills Public School we are committed to providing an inclusive and vibrant learning community, which celebrates the uniqueness of individuals whilst fostering a love of learning. We facilitate innovative and differentiated curriculum, nurturing creativity, critical thinking, collaboration and communication, ensuring students are successful learners, confident and creative individuals and active and informed citizens, promoting equity and excellence.

We aim to create a learning environment where every individual is valued, children develop socially and academically, and relationships are characterised by care, compassion and a sense of responsibility. The core values of Respect, Integrity, Strength and Excellence are evident and embedded in every aspect of our educational programs.

A dedicated staff comprising experienced and early career teachers work towards innovative curriculum, differentiated program implementation and integrated technology to prioritise future focussed learning capabilities. The school is committed to all students achieving success through the implementation of explicit teaching and learning programs that underpin effective and diverse student wellbeing practices.

Apart from offering excellent programs in class to support development, our school also has a range of extra-curricular activities. The Creative Arts program offers students access to a large range of art, dance, skipping,

School planning process

Cecil Hills Public School undertakes rigorous ongoing evaluations on a regular basis to ensure that we are best meeting the needs of our students and achieving our school targets.

Our school's future directions have been based on a wide range of data collected from across the whole school community. Triangulated evidence was gathered through: discussion; surveys; the analysis of teacher-based assessment; observations and standardised testing. We use evidence-based strategies and innovative thinking in designing a school plan that delivers ongoing improvements in student outcomes and this collaborative feedback and reflection promotes and generates learning and innovation. Our practices and processes are responsive to school community feedback.

Opportunities are provided to students, parents, staff and the wider school community to provide input in the evaluation process and this information has been gathered and analysed to enable future planning.

Each project team group across the school has been provided opportunities to contribute their ideas, suggestions and feedback through surveys, discussions, formal and informal meetings.

Whole school input has determined the strategic directions for Cecil Hills PS and specific teams have developed the planning for the delivery of these directions over the next three year cycle. These directions have been formulated in consultation with all parties and reflect the identified needs of our school.

These transformational directions will enable our staff to develop and refine their pedagogy to ensure a quality learning environment at Cecil Hills PS which will ensure that our students further develop their skills as future focussed learners.

The school leadership team regularly monitors our practices to ensure that school priorities are being addressed. The leadership team regularly provide

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dramatic, theatrical and musical programs. Although quite a young school we have a strong sporting history with representation across all codes of sport and high levels of participation and success. We endeavour to continually strengthen our partnership between school and home. We have an excellent reputation within our community as a school where learning is enhanced and families feel they belong. The school community actively participates in school life, enriching learning opportunities for all students.

School planning process

feedback regarding progress of the strategies. Ongoing evaluation ensures targets remain a priority.

At grade level, regular consistent teacher judgement meetings are held so all staff are assessing, evaluating, and planning. Targets are set and continually evaluated against data.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1 Quality Learning

Purpose:

Quality learning experiences that are focussed and differentiated to produce self-directed learners.



STRATEGIC DIRECTION 2 Quality Teaching & Leadership

Purpose:

Create an engaging environment for the school community through collaboration and by fostering individual and collective capacity.



STRATEGIC DIRECTION 3 Wellbeing

Purpose:

Develop and embed a sustainable culture of wellbeing that supports all community members to be respectful, resourceful and resilient, reflecting the core values (R.I.S.E – Respect, Integrity, Strength and Excellence) of the school.

Strategic Direction 1: Quality Learning

Purpose

Quality learning experiences that are focussed and differentiated to produce self-directed learners.

Improvement Measures

Increased percentage of students demonstrating expected outcomes, including the Premier's priorities, in Literacy.

Increased percentage of students demonstrating expected outcomes, including the Premier's priorities, in Numeracy.

Embedded whole school approach to formative assessment with evidence in all classes of students' ability to articulate aspects of learning significance.

People

Students

Build skills to articulate their learning needs and develop their critical thinking, problem solving, collaboration and communication skills to achieve their learning goals.

Staff

Differentiation of teaching to meet students' learning needs by providing targeted intervention in the areas of literacy and numeracy.

Leaders

Establish structures and processes to identify, address and monitor student learning needs

Parents/Carers

Work collaboratively with school staff to support student achievement in learning, engagement and wellbeing. Participate in community learning sessions and school consultation to improve their knowledge and impact school processes, practices and policies.

Community Partners

Understand, value and use the learning students are engaging with, particularly in formative assessment strategies.

Processes

Differentiated Curriculum and Learning

Develop an integrated approach to quality teaching and self-regulated learning experiences, enabling students to understand how they learn. Promote learning excellence and responsiveness, meeting the needs of all students, with students setting and achieving their own learning goals. Develop a school culture strongly focused on learning and ongoing performance improvement. Staff collaboratively plan and differentiate learning experiences and effectively use data to provide clear, timely and accurate information to support further progress and achievement for all student learning.

Personalised Learning and Assessment

Develop consistent school-wide practices for assessment to monitor, plan and report on student learning. Formative assessment is integrated into teaching practice in every classroom. Feedback for all students reflects best practice and students access tailored support, extension, or enrichment to maximise outcomes.

Evaluation Plan

All data will be analysed collaboratively:

- Student TTFM Survey
- Focus groups and internal surveys
- Ongoing review of NAPLAN and PLAN data
- Internal and external student performance data
- Formal and informal observations
- Student voice

Practices and Products

Practices

Students and staff are involved in the continuous use of assessment data to monitor achievements and learning needs of students and inform planning to develop quality learning experiences.

Learning intentions and success criteria are used to support learning environments where all students are supported, challenged and receive meaningful feedback on their learning to inform future directions.

Products

Students are involved in learning experiences which are personalised and differentiated to enable them to become self-directed learners.

Students are able to articulate how they learn and what their learning needs are.

Strategic Direction 2: Quality Teaching & Leadership

Purpose
Create an engaging environment for the school community through collaboration and by fostering individual and collective capacity.
Improvement Measures
Embed use of evidence-informed pedagogy by all teachers.
Evidence of teachers using collected evidence and evaluative thinking to improve student progress.
Engagement in collaborative conversations, sharing individual expertise, building teacher confidence as educational leaders.

People
Students
Build skills to provide timely and respectful feedback to teachers about their learning experiences.
Staff
Maintain accurate records, documentation and assessment data in order to evaluate and adjust their pedagogy, to maximise impact on student learning.
Staff
Work collaboratively with colleagues and mentors to ensure that their pedagogy aligns with practices shown through research to have a high probability of success.
Staff
Experienced teachers mentor, coach and/or support less experienced staff.
Staff
Reflect upon their own pedagogy and identify their own learning and development needs.
Leaders
Adopt a coordinated approach in establishing and improving processes that build the capacity of the school community to use data and engage in evidence based conversations about improving teaching practices.
Parents/Carers
Enhance parental knowledge and capacity

Processes
Research Informed Pedagogy & Professional Learning
Committed to identifying, understanding and implementing the most effective explicit teaching methods, with highest priority given to research-based teaching strategies through high quality professional learning. Ensure professional learning provides impact on the quality of teaching and student learning outcomes are evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice. Staff are responsible for maintaining and developing their professional standards, using this as a reference point for whole school reflection and improvement.
Collaborative & Evaluative Practice
Continuous analysis of school-wide student assessment data identifies student achievements and progress, in order to reflect on teaching effectiveness, inform future school directions and improve consistency in teacher judgement. Strengthen evaluative culture by establishing regular reflective feedback of teaching and learning practices whilst providing professional learning on the use of quality sources of data to inform future teaching and learning.
Evaluation Plan
All data will be analysed collaboratively:
<ul style="list-style-type: none"> • What Works Best Reflection Survey • NAPLAN & PLAN data • Ongoing data analysis and Consistent Teacher Judgement

Practices and Products
Practices
Teachers collaboratively evaluate data to measure the impact of teaching and learning practices.
Teachers work together to improve teaching and learning across the school, sharing collective efficacy. The capabilities of all staff are built around a culture of collaborative professional learning.
Teachers provide and receive planned constructive/reflective feedback from peers, school leaders and student to improve teaching practice.
Products
Structures are in place to enable opportunities to collaboratively plan, reflect, improve and deliver evidence informed pedagogy
Systems are embedded where teachers collaboratively make informed and consistent judgements about student learning based on deep knowledge and understanding of the curriculum.

Strategic Direction 2: Quality Teaching & Leadership

People
of school programs to support student learning.
Community Partners Make deliberate and strategic use of partnerships and relationships to access resources for the purpose of enriching teaching.
Community Partners A proactive learning network with other schools in the delivery of educational innovation programs

Processes
<ul style="list-style-type: none">• Tell Them From Me Survey• PDP Review / Reflective Feedback / Observation• Teaching Programs including term evaluations• Accreditation data / AITSL

Strategic Direction 3: Wellbeing

Purpose

Develop and embed a sustainable culture of wellbeing that supports all community members to be respectful, resourceful and resilient, reflecting the core values (R.I.S.E – Respect, Integrity, Strength and Excellence) of the school.

Improvement Measures

Tell Them From Me student and staff data on engagement and wellbeing consistently improved.

Evidence of school values (R.I.S.E) embedded in daily practice, leading to improved wellbeing.

People

Students

Identify their own abilities and strive to achieve their personal best in all domains, displaying a strong understanding of our school values – Respect, Integrity, Strength and Excellence – and applying these values in their daily interactions with others.

Students

Access a broad range of curricular and extra-curricular opportunities.

Students

Understand the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes.

Staff

Explicitly teach strategies to support student wellbeing, resilience and understanding of RISE values.

Staff

Develop capabilities by contextualising training and refining school wide systems and structures to support the wellbeing of the whole school.

Leaders

Facilitate innovative programs to support student wellbeing and promote high expectations.

Parents/Carers

School community members have high expectations of the school and exhibit values that underpin personal best across

Processes

Wellbeing Values & Themes: Implement a strategic whole school approach to wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn. Embed principles of the Wellbeing Framework across the school and promote school values of R.I.S.E.

Emotional & Social Wellbeing: Create motivation and productivity through self-awareness and emotional regulation. Develop positive relationships, connectedness to others, empathy and students understanding of growth mindset, neuroscience and resilience principles.

Connectedness & Engagement: Develop collective responsibility for student wellbeing and success across the community, with high levels of student, staff and community engagement. Model instructional leadership and support a culture of positive and community engagement, resulting in sustained and measurable whole school improvement.

Evaluation Plan

All data will be analysed collaboratively:

- Wellbeing Self-Assessment
- Survey i.e. TTFM
- Framework Tools
- Sentral Data
- Tracking Sheets
- PLASPs / PLPs
- Attendance, Suspension and Enrolment data
- Parents & Community Participation

Practices and Products

Practices

Students demonstrate resilience and a determination to persevere, even when challenges emerge. Teachers support and guide students to navigate pathways to success.

Students are able to articulate and consistently demonstrate, through their daily interactions, an understanding of our school values (Respect, Integrity, Strength & Excellence) and have a clear understanding of why these are important for positive school citizenship.

Products

Strong culture of wellbeing for the whole school community as evidenced through the Wellbeing Framework

Evidence based student wellbeing programs support the cognitive, emotional, social, physical and spiritual wellbeing of all student, which measurably improves the individual and collective wellbeing

Strategic Direction 3: Wellbeing

People
all areas of school life.
Community Partners
Work collaboratively with school staff to support student achievement in learning, engagement and wellbeing.