

School plan 2018-2020

Cessnock High School 8108



School background 2018–2020

School vision statement

At Cessnock High School we provide a diverse range of opportunities for all of our students to be inspired, valued, hopeful and intellectually curious global citizens.

School context

Cessnock High School is a medium sized co-educational, comprehensive High School with an enrolment of 575 students including 23% who identify as Aboriginal and/or Torres Strait Islander.

The school forms part of the *Cessnock Community of Greater Public Schools*. Cessnock High School combines traditions and foundations of the past with a contemporary and future focussed learning community.

We foster strong relationships with our partner primary schools and community promoting collegiality and connection.

School planning process

Extensive consultation processes are always in place at Cessnock High School to ensure rigorous situational analysis is at the forefront of a cycle of continuous improvement.

The review and evaluation of current practices and directions at the conclusion of each school planning phase is used to inform and determine school directions. To prepare for our 2018 to 2020 Plan, a School Strategic Planning team was established and data was collected from a range of sources including:

- Parent and student voice via Tell Them From Me surveys
- Staff completion of TTFM, and consultation during staff development sessions focused on the three strategic directions and the transformational focus for each
- Data analysis of external formal summative testing
- Data analysis of school based assessments and informal formative testing
- Evaluations conducted as part of the annual evaluation cycle against the School Excellence Framework
- Collaboration and consultation with P&C and the AECG

The information compiled has been analysed and referenced with current educational research, to form the basis for the Cessnock High School Strategic Directions 2018 to 2020.

The successful implementation of the school plan will be monitored by the executive, teachers, students, P&C and AECG through the annual milestone activity.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 Learning

Purpose:

At Cessnock High School, our core business is education. It is imperative to us that all students develop the ability to learn, adapt and be responsible citizens. Innovative and future focused teaching will continue to be a priority to enhance individual learning pathways.

Teachers will effectively use information about individual students' capabilities and needs to plan rich and engaging learning experiences across all key learning areas.

Emphasis will be placed on teachers and parents working to foster strong partnerships throughout each student's educational journey with the aim of all students making successful transitions to future learning and employment opportunities.

STRATEGIC DIRECTION 2 Teaching

Purpose:

At Cessnock High School our staff demonstrate professional responsibility for continually improving their teaching practice to maximise student's potential by engaging in quality professional learning opportunities to develop Teaching strategies that are innovative, evidence based and engaging to the range of learners.

Our teachers evaluate the effectiveness of their teaching practices individually and collaboratively including in-depth data analysis of student engagement, learning growth and outcome attainment.

Cessnock High School Teachers operate in a culture of transparency, embracing lesson observation, collaboration and syllabus change.

STRATEGIC DIRECTION 3 Leading

Purpose:

Cessnock High School aims to be recognised in the wider school community as an institution of leadership excellence.

Strong strategic leadership is the foundation for instilling a school-wide culture of high expectations through instructional leadership, performance development and staff deployment.

Emphasis will be placed on school planning and reporting to ensure that the school vision is clearly articulated in every aspect of school operation.

Strategically led systemic reviews will enable the development of existing curriculum structures, wellbeing and administrative systems and technology innovation. Quality relationships will underpin all aspects of service delivery and enable a high level of community satisfaction.

Strategic Direction 1: Learning

Purpose

At Cessnock High School, our core business is education. It is imperative to us that all students develop the ability to learn, adapt and be responsible citizens. Innovative and future focused teaching will continue to be a priority to enhance individual learning pathways.

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Improvement Measures

Increase the proportion of students demonstrating active engagement with their learning. (Improved Attendance data with an emphasis on eliminating partial truancy).

Increase the effectiveness of the Learning Support Team in supporting staff to cater for all students learning needs.

Decreased disengaged behaviours through effective systems and processes.

Improved student performance measures towards State Means in NAPLAN.

People

Staff

Teachers will effectively use information about individual students' capabilities and needs to plan rich and engaging learning experiences.

Students

Students will utilise 'Our CODE' as a Wellbeing System to foster transformational cultural change and create a safe and respectful environment for learning.

Community Partners

Effective partnerships are formed with the school community to inform and support continuity of learning, including effective Yr 6 – 7 transition and pathway mapping for Yr 10 into the College.

Parents/Carers

Parents and Carers understand the importance of maintaining partnerships with Cessnock High School (and commit to our CODE) with an emphasis on learning for the duration of their child's educational journey.

Leaders

Leaders demonstrate and articulate high expectations for learning progress and achievement with all students and classes. Leaders embody high expectation relationships with all stakeholders.

Processes

Attendance is considered a school learning community responsibility with classroom teachers focusing on improving patterns of partial or subject based avoidance, and Wellbeing staff focusing on whole day truancy and attendance concerns in collaboration with parents / caregivers.

A 'Wellbeing Drive' will be developed to support staff with information surrounding the individual learning needs of all students based on the outcomes of Learning Support Team Meetings.

A structural review of the College will identify the effectiveness of the condensed curriculum model and enable informed planning for the future.

Targeted programs focusing on literacy and numeracy will advance our students through the continuum.

Evaluation Plan

- Teacher Professional Learning acquittals
- Student academic achievement data
- TTFM Student Survey feedback
- Student engagement indicators from Sentral Wellbeing data
- Attendance data
- College retention data

Practices and Products

Practices

- Teaching programs reflect evidence-based practice.
- Systems approaches to wellbeing and engagement are utilised.
- Reviews are conducted to ascertain the success and viability of curriculum delivery.

Products

Cessnock High School culture will be strongly focused on learning, the building of aspiration and ongoing performance improvement throughout the school community.

We will employ a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so that they can connect, succeed, thrive and learn.

Our integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning and responsiveness in meeting the needs of all students.

Consistent school-wide practices for summative assessment are used to monitor, plan and report on student learning and formative assessment is integrated into all lessons.

Student performance measures show improvement with reduction in equity gaps. Reporting on achievement is always concise and timely and includes information essential for improvement.

Strategic Direction 2: Teaching

Purpose

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Improvement Measures

Assessment and reporting practice is indicative of appropriate learning levels.

Increase in student achievement directly correlates to targeted professional learning initiatives.

All classes have innovative and differentiated teaching and learning programs which adhere to NESA requirements.

Increase in the % of teachers who engage with Quality Teaching Rounds or other classroom observation type models.

People

Staff

Are committed to identifying, understanding and implementing effective teaching strategies.

Students

Actively participate in innovative and engaging lessons with the understanding that all teachers at Cessnock High School aim to provide learning opportunities that maximise student's potential.

Community Partners

Engage with Cessnock High School to implement Quality Teaching Rounds, Futures Learning and STEM opportunities etc.

Parents/Carers

Collaborate with teachers in a partnership based on mutual respect and understanding.

Leaders

Ensure the school Professional Learning Plan is successful in meeting the needs of all staff to address the Strategic Directions.

Processes

Teaching and learning programs are aligned with NESA syllabus requirements and display evidence of; variation, differentiation, and evaluation.

Our teachers reflect and evaluate the effectiveness of teaching strategies through the analysis of student assessment data. They always strive to be the best teachers they can be for Cessnock High School students.

Teaching strategies are innovative, engaging and appropriate to the learner with consideration of learning styles, extension and enrichment opportunities and remediation.

Teaching and learning programs are concise to the needs of the class through the consideration of Learning Support Team information and ability based data such as NAPLAN.

Evaluation Plan

- Goal attainment in Staff Professional Development Plans
- Teacher Professional Learning acquittals
- Student academic achievement data
- TTFM Student Survey feedback
- Student engagement indicators from Sentral Wellbeing data
- Attendance data
- College retention data
- Staff Survey

Practices and Products

Practices

All staff participate actively in all aspects of the Professional Development Framework.

All staff attain and maintain accreditation with the Australian Professional Standards, with the opportunity to seek accreditation at the higher levels.

All teachers have succinct scope and sequences, teaching and learning programs and appropriate assessment and reporting structures for the Cessnock High School Curriculum offering.

Products

Teachers demonstrate personal responsibility for maintaining and developing their professional standards which are the benchmark for Australian teaching practice.

The Australian Professional Standards are referenced in all whole school professional learning for accountability and relevance.

Professional Learning is aligned with the school plan and the impact of quality teaching on student learning outcomes is evaluated.

Strategic Direction 3: Leading

Purpose

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Emphasis will be placed on school planning and reporting to ensure that the school vision is clearly articulated in every aspect of school operation.

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Improvement Measures

Our administrative systems, structures and processes support the effectiveness of all staff and facilitate ongoing school improvement.

Improved Community involvement through a revitalised Media Team.

Technology that supports learning is available and expertly integrated into lessons by teachers.

We are adequately prepared for Audit, NESA Inspections and External Validation meeting all corporate and external authority requirements.

People

Staff

Staff understand what they need to do to help address the school plan's strategic directions and meet the school's improvement measures.

Students

The leadership team measures student satisfaction.

Community Partners

The school regularly solicits and addresses feedback on school performance from students, staff, parents and the broader school community.

Parents/Carers

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

Leaders

The leadership team ensures that the teacher performance and development policy is implemented in a culture of high expectations for every staff member.

Processes

Visible educational leadership which supports a culture of developing high expectations, instructional leadership and management skills to build a strong executive team and promotes the skill acquisition of aspirants.

Effectively implemented systems and processes across all operational areas of the school.

The leadership team takes a creative approach to use of the physical environment to ensure that it optimises learning, within the constraints of the school design and setting.

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

Evaluation Plan

- Teacher Professional Learning acquittals
- Student academic achievement data
- TTFM Student Survey feedback
- Student engagement indicators from Sentral Wellbeing data
- Attendance data
- College retention data
- Curriculum Review

Practices and Products

Practices

Leadership team ensures that implementation of syllabuses and associated assessment and reporting processes meet NESA and Department of Education requirements.

Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan.

The physical environment at Cessnock High School optimises learning.

Senior Executive have clearly defined roles in the areas of wellbeing, instructional leadership and STEM.

Products

School leaders ensure that resources are used strategically to achieve improved student outcomes and the highest quality of service delivery.

The school is recognised a leader for its impact on learning progress, its effective practices and continuous improvement, and its active support of (improvement in) other schools

The school plan aligns to student and system priorities and ensures responsiveness to emerging needs. Staff, students, parents and the broader school community are welcomed and engaged, where possible, in the development of the vision, values and priorities of the school.