

# Strategic Improvement Plan 2021-2024

## Cessnock East Public School 1543



# School vision and context

## School vision statement

Cessnock East Public School fosters a sense of belonging for students, families and the school community where the cultures of all students are valued with the belief that all students will become successful citizens in the community. (Draft Vision)

## School context

Cessnock East Public School is situated in the township of Cessnock, in the Hunter Valley. The school has an enrolment of 241 students divided into 11 classes. 34% of students identify as Aboriginal or Torres Strait Islander. The majority of families speak English at home, with only 7% of students using English as an Additional Language/Dialect at home.

The school Family Occupation and Education Index (FOEI) is 172 and ICSEA at 865, shows a socio economic spread with 73% in the lowest quartile and 2% in the highest.

Cessnock East Public 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 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.

Extra-curricular opportunities exist in sport, in particular, basketball where the school is represented by two school teams in the local competition.

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.

Through our situational analysis, we have identified the need for a continued emphasis on explicit teaching in literacy and numeracy, using formative and summative assessments based on consistent teacher judgement and data analysis to identify where to next in student learning.

Improved communication with parents/carers is necessary to ensure high expectations for student achievement is a shared goal in the school community.

There will be a continued, strong focus on improving student attendance by working with parents/carers to make clear the link between absenteeism and student achievement.

Aligning wellbeing practices within the school community will be a priority in order to improve the sense of belonging and connectedness post Covid-19.

# Strategic Direction 1: Student growth and attainment

## Purpose

In order to maximise learning outcomes for every student in reading and numeracy, all staff will develop the capacity to use accurate data to design explicit and differentiated teaching and learning programs for all students.

## Improvement measures

### Target year: 2022

Numeracy:

- At least 35.5% of Year 3 and Year 5 students achieve in the top two bands in NAPLAN (system-negotiated target)

### Target year: 2024

Numeracy:

- At least 90% of students completing Year 2 will be working within Additive Strategies 7 (AdS7) element of the Learning Progressions
- At least 85% of students in Years 2 to 6 will demonstrate a 0.4 growth (calculated through effect size formula) when comparing start of year to end of year scale scores in the Progressive Achievement PAT in Numeracy

### Target year: 2022

Reading:

- At least 44.2% of Year 3 and Year 5 students achieve in the top two bands in NAPLAN (system-negotiated target)

### Target year: 2024

Reading:

- At least 90% of students in Kindergarten through to Year 6 will have achieved within expected level for

## Initiatives

### Data Evidence Collection and Analysis

Build teacher capacity to ensure data collection is evidence based and accurate and is used to inform teaching and provide feedback to students so that learning is maximised for all.

- Professional learning in data collection, data analysis and data use for all staff to build teacher capacity in data skills
- Maintain IL position to work with staff to build teacher capacity in data analysis to direct future learning on a whole class, group and individual level
- Implement sustainable systems and structures in data collection and analysis

### Quality Teacher Practice

Ensure quality teacher practice through:

- Building the capacity of staff in the use of formative assessment strategies such as learning intentions, success criteria, using the What Works Best? document and IL to inform and improve teacher pedagogy
- Professional learning in Literacy and Numeracy progressions to create targeted, differentiated teaching programs

## Success criteria for this strategic direction

- All teachers use formative assessment data to responsively track and monitor student achievement across the Literacy and Numeracy progressions
- Processes are in place to support consistent, evidence-based teacher judgement across the school
- Data and feedback inform teaching practice and direct learners and learning
- Learning Intentions, Success Criteria and Feedback are an embedded practice in all learning spaces across the school

## Evaluation plan for this strategic direction

The following data sources will be used to analyse the effectiveness of the initiatives:

- NAPLAN data
- Check-In Assessment data
- SCOUT Value add data
- Learning Sprint data analysis
- Literacy and Numeracy PLAN2 data
- Survey results from PL evaluations
- School Community surveys
- PDP Review discussions
- Classroom Walkthrough observations

Teaching programs show evidence of data informed classroom practice with ongoing adjustments

Analysis of each 5 weekly data cycle will be used to direct "Where to next?" in Activities and student learning

# Strategic Direction 1: Student growth and attainment

## Improvement measures

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Understanding Texts in Learning Progressions  
(school-based target)

Kindergarten Level 5

Year One Level 5/6

Year 2 Level 6

Year 3 Level 7/8

Year 4 Level 8

Year 5 Level 9

Year 6 Level 9/10

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### Target year: 2024

School Excellence Framework:

- Value add in K-3 continues to show Excelling, Value add in 3-5 improves from Delivering to Sustaining and Growing and Value add in 5-7 improves from Working Towards Delivering to Sustaining and Growing
- Effective classroom practice improves from Sustaining and Growing to Excelling
- Data skills and use improves from Sustaining and Growing to Excelling
- Assessment improves from Sustaining and Growing to Excelling

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### Target year: 2022

Aboriginal Students NAPLAN Top 3 Bands Numeracy and Reading:

- At least 69.3% of students achieve in the top 3 bands in NAPLAN Numeracy
- At least 75.5% of students achieve in the top 3 bands in NAPLAN Reading

# Strategic Direction 1: Student growth and attainment

## Improvement measures

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### Target year: 2023

#### Numeracy

- At least 48.4% of Year 5 students achieve expected growth in Numeracy (system-negotiated target)

### Target year: 2023

#### Reading

- At least 70.2% of Year 5 students achieve expected growth in Reading (system-negotiated target)

## Strategic Direction 2: High Expectations and Attendance

### Purpose

Improved attendance and engagement will lead to optimal learning opportunities for students and the school community will work together to build a culture of high expectations where students will aspire, believe and achieve in their potential, now and in the future.

### Improvement measures

#### Target year: 2022

Attendance:

- At least 69.1% of students will achieve 90% or more in their daily attendance rate (system-negotiated target)

#### Target year: 2024

Student High Expectations:

- TTFM survey indicates at least 90% of students in Years 4, 5 and 6 can identify career interest areas for their future (school-based target)
- TTFM survey indicates at least 90% of students believes that the teachers have high expectations for their learning (school-based target)

#### Target year: 2024

Parent/Carer High Expectations:

- At least 75% of Parents/carers are actively engaged in their child's learning

#### Target year: 2024

School Excellence Framework:

- High Expectations and Attendance improves from Sustaining and Growing to Excelling

### Initiatives

#### Attendance Improvement and Monitoring

Improved strategies for attendance will contribute to greater learning opportunities for students.

- Consistent and regular professional learning in the implementation of the Attendance Improvement Plan for all staff
- Weekly monitoring of attendance data by Executive member

#### Culture of High Expectations

Building a learning culture based on high expectations and student aspirations through:

- Building the capacity of staff to develop knowledge of where students are at in their learning so that student goal setting and student feedback optimise learning opportunities
- Developing and implementing effective parent/care communication systems to enable staff to communicate student strengths, areas for development and aspirations with families

### Success criteria for this strategic direction

- Attendance data is collected, analysed weekly and responded to consistently to ensure student absences do not impact on learning outcomes
- Staff feedback to students is specific, accurate and timely
- Learning culture discussions are positive, effective and based on what children can do to allow students to set realistic learning goals
- The school community demonstrates aspirational expectations of learning progress and achievement for all students

### Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives:

- SCOUT attendance data
- SENTRAL attendance data
- TTFM survey

Professional discussions with staff following conferencing and tracking of Parent/Carer participation K-6.

**Analysis:** Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

**Implications:** Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning

## Strategic Direction 3: Wellbeing

### Purpose

At Cessnock East Public School, a well-rounded approach to wellbeing will look at the whole child and ensure they are exposed to wellbeing programs that will enhance their sense of belonging and connectedness and enable them to develop the skills of resilience and persistence.

### Improvement measures

#### Target year: 2022

Wellbeing:

- TTFM survey results indicate 86.1% of students feel a sense of belonging at school, have expectation for success in their learning and advocate for the school

#### Target year: 2024

Student Voice and Choice:

- At least 90% of students meet the criteria to be eligible for the "It's Your Choice" Celebration Days each term (school-based target)

#### Target year: 2024

School Excellence Framework:

- A Planned Approach to Wellbeing will improve from Sustaining And Growing to Excelling

### Initiatives

#### Wellbeing Programs and Practice

Research and implement appropriate wellbeing programs to enhance/benefit all students.

- Five Ways to Wellbeing
- Chat with a Champion
- Trauma Informed Practice

#### Student Voice and Choice

Build capacity of staff to actively use school-based data to encourage students to make positive choices in their learning and behaviour in both the classroom and the playground.

- Professional development in understanding and implementing school-based wellbeing program "It's your Choice"
- Foster consistent implementation of programs through teacher discussions and analysis of data
- Communicate openly with parents for both positive and negative behaviour

### Success criteria for this strategic direction

- Students have regular meetings with an identified staff member for support
- Positive, respectful relationships are evident among students and staff
- Student behaviour choices in the classroom ensures continuity in learning
- Planning for learning is shared by the parents and students
- Improvement measures in wellbeing and engagement are increasing

### Evaluation plan for this strategic direction

The following data sources will be used to analyse the effectiveness of the initiatives:

- TTFM survey
- Suspension data
- Celebration Day eligibility data
- It's Your Choice" playground data
- It's Your Choice" classroom data
- Student surveys

**Analysis:** Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

**Implications:** Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning