

Strategic Improvement Plan 2021-2025

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 global citizens.

School context

Cessnock East Public School is situated in the township of Cessnock, in the Hunter Valley. The school has an enrolment of 233 students divided into 11 classes. 42% 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 168 and ICSEA at 863, shows a socio economic spread with 69% 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 attendance 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

Achieve by year: 2025

Numeracy:

- At least 90% of students completing Year 2 will be working within Additive Strategies 6 element of the Learning Progressions
- At least 90% of students in Kindergarten through to Year 6 will be working within the expected level of the Learning Progressions for Multiplicative Strategies:

Kindergarten Level 2

Year 1 Level 2-3

Year 2 Level 3-5

Year 3 Level 4-6

Year 4 Level 5-7

Year 5 Level 6-7

Year 6 Level 7

Achieve by year: 2025

Reading:

- At least 90% of students in Kindergarten through to Year 6 will have achieved within expected level for Understanding Texts in Learning Progressions (school-based target)

Kindergarten Level 5

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 AP, C&I positions 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 AP, C&I's to inform and improve teacher pedagogy
- Professional learning in syllabus documents and 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 and against syllabus outcomes
- 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
- Teaching Sprint data analysis
- Literacy and Numeracy PLAN2 data
- Survey results from PL evaluations
- School Community surveys
- PDP Review discussions
- Learning Walk 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

Year 1 Level 5

Year 2 Level 6

Year 3 Level 7

Year 4 Level 8

Year 5 Level 8/9

Year 6 Level 9/10

Achieve by year: 2025

School Excellence Framework:

- Value add in K-3 continues to show Excelling, Value add in 3-5 maintains at Sustaining and Growing and Value add in 5-7 maintains at Sustaining and Growing
- Effective classroom practice maintains at Excelling
- Data skills and use maintains at Excelling
- Assessment maintains at Excelling

Numeracy growth

Achieve by year: 2023

Numeracy

- The proportion of Year 5 students achieving numeracy growth for Check In Assessment 2023, continues to equal or exceed 8% above results from SSSG schools.

Reading growth

Achieve by year: 2023

Reading

- The proportion of Year 5 students achieving reading growth for Check In Assessment 2023, continues to equal or exceed 8% above results from SSSG schools.

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

Attendance (>90%)

Achieve by year: 2023

Attendance:

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

Student High Expectations:

Achieve by year: 2025

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)

Parent/Carer High Expectations:

Achieve by year: 2025

Parent/Carer High Expectations:

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

Achieve by year: 2025

School Excellence Framework:

- High Expectations and Attendance maintains at 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/carers 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
- School-based K-6 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

Wellbeing

Achieve by year: 2023

Wellbeing:

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

Student Voice and Choice:

Achieve by year: 2025

Student Voice and Choice:

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

Achieve by year: 2025

School Excellence Framework:

- A Planned Approach to Wellbeing will maintain at Excelling

Initiatives

Wellbeing Programs and Practice

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

- Top Blokes
- Chat with a Champion
- My Strengths

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 on 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