

Strategic Improvement Plan 2021-2024

Cessnock West Public School 1545



School vision and context

School vision statement

Cessnock West Public School empowers all students to embrace learning and high achievement, strengthen their emotional, social and physical wellbeing, and develop connections with their culture and community. Our vision is to provide a safe and inclusive environment of continual improvement that embraces student strength, resilience, wellbeing and a love of learning through a collaborative, contemporary lens.

School context

Cessnock West Public School is a large regional school in the town of Cessnock. The school caters for students from Kindergarten to Year 6 and has a student enrolment of 395, 22% of whom identify as Aboriginal and Torres Strait Islander. Students, staff, parents and the wider community work together to develop a culture of nurturing and empowering students to become resilient, engaged and successful contributors in an ever changing world. Students grow in a flexible, contemporary learning environment which is inclusive and sets high expectations. The school provides opportunities in sport, creative and performing arts and utilises state of the art technology. Our FOEI is 156 and ICSEA 920 identifying us as a low socio-economic regional school demographic.

The majority of the school's equity funding will be used to support initiatives developed in the 2021-2024 Strategic Improvement Plan. Some funds will be used to support other activities not embedded in this plan. Through our situational analysis, we have identified three areas of focus for this Strategic Improvement Plan.

The school has identified a need for work to be undertaken around deep engagement with the syllabus and the quality implementation of explicit teaching using assessment data to differentiate the curriculum. There will be a strong focus on numeracy and consistent quality programming across K-6. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy. Our whole school focus to improve student growth and maintain student achievement in reading and numeracy is underpinned by the evidence base provided by What Works Best: 2020 update. As the literature suggests, we will focus on developing and sustaining whole school processes for collecting and analysing student data to inform teaching and learning programs to embed evidence-informed teaching strategies for every student in every classroom.

Our work in creating a school environment which encompasses the elements to develop student strength, resilience, emotional wellbeing and a love of learning in a safe and inclusive environment will be an area of focus. We will embed a whole school consistent approach, underpinned by evidence in best practice for Trauma Informed Schools.

The school will work with our school community to develop and strengthen family engagement in student learning. We will improve our partnerships with our Aboriginal and non Aboriginal families and the wider community to develop a sense of connection and belonging for all.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning in literacy and numeracy and to build strong foundations for academic success, establish and embed quality teaching practices in Numeracy and Literacy across K-6.

Improvement measures

Target year: 2022

Increase the portion of students achieving the top 2 NAPLAN Reading bands by 6% from the baseline.

Increase the portion of Aboriginal students achieving the top 3 NAPLAN Reading bands by 6.2% from the baseline.

Target year: 2022

Increase the portion of students achieving the top 2 NAPLAN Numeracy bands by 6.2% from the baseline.

Increase the portion of Aboriginal students achieving the top 3 NAPLAN Numeracy bands by 4.5% from the baseline.

Target year: 2023

Increase the percentage of students achieving expected growth in NAPLAN Reading by 10.5% from system-negotiated target baseline.

Target year: 2023

Increase the percentage of students achieving expected growth in NAPLAN Numeracy by 8.7% from system-negotiated target baseline.

Target year: 2024

Excelling in the theme 'Literacy and numeracy focus' within the element 'Professional Standards.'

Target year: 2024

Excelling in the Learning Domain element 'Curriculum.'

Initiatives

Literacy and Numeracy

In Literacy and Numeracy, we will embed sustainable whole school processes for effective teaching and learning evidenced by:

- effective teacher practice and lesson quality
- enhanced Assessment processes linked to effective programming
- structured approach to intervention that is targeted to individual needs

In Literacy and Numeracy, we will embed sustainable whole school processes for collecting and analysing data. The evaluation of this data will regularly be used to inform:

- the selection of teaching strategies in relation to student learning needs
- the impact of the implemented strategies on student learning
- teacher professional learning and school resourcing
- effective teacher practice and lesson quality

Success criteria for this strategic direction

- Teaching and learning programs in Literacy and Numeracy are dynamic and show evidence of the use of feedback on teaching practice.
- All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement using strategies identified as evidence-based best practice.
- All teachers embed formative and summative assessment in teaching practice and use this to inform planning, identify interventions and modify teaching practice.
- Teachers demonstrate high quality skills in explicit teaching and differentiation to highly engage students.

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

- NAPLAN data
- Scout data
- Student work samples
- Literacy and numeracy PLAN2 data
- Student PLPs
- Student IEPs
- Check-in Assessment data
- SEF SaS.

The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

Excellence Framework elements and themes.

- Executive team and whole staff reflective sessions.
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

Deep analysis of the data will guide future school planning to provide ongoing improvement to maximise student learning outcomes.

Strategic Direction 2: Connected Minds

Purpose

In order to embrace students' strength, resilience and emotional wellbeing we will establish student focused programs delivered in a calm, safe and consistent learning community to promote a sense of belonging and high expectation across all areas of school life.

Improvement measures

Target year: 2022

Increase percentage of students attending school 90% or more of the time by 5%.

Target year: 2022

Increase percentage of students with positive wellbeing by 5% from 2020 actual.

Target year: 2024

Reduce the number of suspensions by 40% from the 2020 suspension baseline number.

Reduce the percentage of students suspended by 3% for the 2020 suspension baseline percentage.

Target year: 2024

Excelling in the theme 'A planned approach to wellbeing', 'Caring for students' and 'Behaviour' within the element 'Wellbeing'

Initiatives

Connected Students

Embed consistent and sustainable whole school processes that promote student strength, resilience, emotional wellbeing and a love of learning.

* Embed strategies supporting trauma informed practice

* Develop and implement supportive processes at points of transition

* Enhance the school environment - playground and classroom

Attendance

Embed consistent and systematic processes to promote and improve attendance and learning outcomes.

* Review and enhance process of acknowledging good and improved attendance.

* Embed processes of monitoring and reviewing attendance at each level.

* Review and adapt effective approaches to support improved attendance.

Success criteria for this strategic direction

- All classrooms and other learning environments are well managed within a consistent, school-wide approach.
- 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.
- Evidence based change to whole school practices are implemented, resulting in measurable improvements in wellbeing and engagement to support learning.
- The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points.
- A creative approach is taken to the use of the physical environment to ensure that it optimises learning, within the constraints of the school design and setting.
- Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

- Scout data
- Student PLPs
- Student IEPs
- Student Behaviour/Risk Management Plans
- SEF SaS.
- Attendance data

Strategic Direction 2: Connected Minds

Evaluation plan for this strategic direction

- Suspensions data
- Wellbeing data
- SENTRAL data
- Student/Teacher/Parent surveys
- Forums
- Transition data

The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes.
- Executive team and whole staff reflective sessions.
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

Deep analysis of the data will guide future school planning to provide ongoing improvement to maximise student learning outcomes.

Strategic Direction 3: Connected Community

Purpose

In order to build community partnerships, we will foster and promote a positive school culture that values all key stakeholders across our school community. Together as a community, we are committed to instilling the values of high expectations for all.

Improvement measures

Target year: 2024

Excelling in the theme 'Administrative systems and processes' and 'Service delivery' within the element 'Management Practices and Processes.'

Target year: 2024

TTFM Communication -Staff - Whole school data increases in agree/strongly agree response by 20% from 2020 baseline (60%).

TTFM Communication - Executive to staff data increases by 11% from 2020 baseline (79%).

Target year: 2024

TTFM Two-Way Communication with parents data increases to be above NSW Govt norm by a measure of 1.0.

Target year: 2024

TTFM School Voluntary Work in some other way (both year and term) by 30% from 2020 baseline.

Target year: 2024

Parent engagement in Aboriginal student learning increases by 60% from 2020 baseline.

Initiatives

School Connections

Embed school systems and processes that achieve organisational best practice to meet the needs of the school community and enhance student learning.

*Review, evaluate and adapt administrative systems and processes to ensure they are delivering anticipated benefits to the school community.

*Establish a whole school approach to improving service delivery and customer experience.

*Review and adapt a high impact approach to effective communication across the whole school community.

Community Connections

Embed a learning culture that engages and involves the broader community to support and improve student learning outcomes.

- Seek community values, concerns and aspirations to inform our planning, teaching and learning programs and the relevance of learning.
- Establish rich and appropriate culture connections with our Aboriginal and non-Aboriginal families to engage and involve families in decision making throughout the teaching and learning process as well as creating effective forms of community connections and a collective responsibility for achievement.
- Develop and implement evaluation tools and methods to provide feedback, identify opportunities to refine connections to the community and drive change.
- Review and adapt systems to make best use of the expertise within the school community to meet the needs of all students.

Success criteria for this strategic direction

- Administrative systems and processes are evaluated, ensuring that they are delivering anticipated benefits to the school community, and changes are made when required. Information is collected about the school's administrative practices in order to ensure their effectiveness.
- Management practices and processes are responsive to school community feedback. There is a whole school approach to improving service delivery and customer experience.
- The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence.
- Communication is effective and timely across all members of the school community.
- Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.
- 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 families.
- School community satisfaction is measured and the analysis and actions are shared in response to the findings with our community.
- The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school.

Evaluation plan for this strategic direction

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Strategic Direction 3: Connected Community

Evaluation plan for this strategic direction

direction. This analysis will guide the school's future directions:

- Scout data
- Student PLPs
- SEF SaS
- TTFM Data
- Community attendance data
- Student/Teacher/Parent surveys
- Forums
- Interviews
- Community Feedback
- Volunteer engagement data
- Observations
- Focus groups
- Document analysis

The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes.
- Executive team and whole staff reflective sessions.
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

Deep analysis of the data will guide future school planning to provide ongoing improvement to maximise student learning outcomes.