



Cessnock West Public School

School Plan 2015-2017





School vision statement

Cessnock West Public School's primary aim is to provide every child with the best standard of education through quality teaching K-6. This is achieved through the inclusion of best practice and innovative educational programs to enhance student outcomes. Cessnock West Public School provides a wide range of academic, personal, social, sporting and creative and performing arts activities to maximise learning opportunities and a chance for every student to achieve success and enjoy learning.

Cessnock West Public School is committed to giving each child every opportunity through a culture of improvement, achievement and wellbeing. The school aims to provide an innovative 21st Century education across all areas of the curriculum in an inclusive, engaging and supportive school environment. The school values and celebrates the diversity of its families and wider community. It is committed to developing individual strengths, a love of learning and the capacity to achieve. Our mission is to provide a positive, supportive environment in which each individual, student or staff, can realise their full potential.

School context

Cessnock West Public School is a proud member of the Cessnock Community of Great Public Schools (CCGPS) and is situated in the lower Hunter Valley town of Cessnock. The CCGPS consists of a total of 15 local public schools in Cessnock and the surrounding area, all striving collectively to provide the best possible educational opportunities for students, teachers and community members alike.

Cessnock West Public School currently has an enrolment of 396 students (280 families), comprising of 16 classes (including the State Opportunity Class). In 2017, 48% (189) of the student population are boys and 52% (207) are girls. 18% (71) of the school population identify as Aboriginal.

The success of the learning community of Cessnock West Public School reflects the school's core values of Respect, Responsibility and Learning, which are reinforced across all learning areas.

Educational programs at our school embed literacy and numeracy into other key learning areas forming an integrated and holistic approach to learning. As a school focusing on 21st Century learning we use digital technologies and innovative practices to support students. Embracing the philosophy of Every Student, Every School we cater for gifted and talented students and students with special learning needs. Cessnock West Public School is an inclusive school which nurtures the social success of each individual by maintaining a positive and caring environment.

School planning process

The annual school evaluation was led by the school principal and involved participation of and consultation with key stakeholders. Key stakeholders included executive staff, teaching staff, ancillary staff, students, parents, P&C, Aboriginal Education Consultative Groups (AECG), and community groups. Principal School Leadership provided support.

In developing the 2015-2017 School Plan, a student, staff and community leadership team was formed, with focus groups identified as students, staff and parents. Internal and external data was collected through the following processes:

- Voluntary surveys were conducted of the school community comprising:
 - All staff members
 - All students 3-6
 - A small group of interested parents.
- Focus groups provided data towards Literacy, Numeracy, Technology, School Culture, Student Engagement and Professional Learning needs.
- Formal and informal classroom lesson observations by executive staff and team leaders as part of TARS and EARS, 2014.
- Analysis of student achievement data in Year 3 and Year 5 including detailed NAPLAN SMART analysis with a lens on student growth.
- Analysis of student achievement data across K-2 including analysis of Best Start; L3K and L3S1 programs; Focus on Reading; and Reading Text Levels.
- Information collected from the National Improvement Tool

Key DEC reforms were also considered and contextualised such as Great Teaching Inspired Learning; Local Schools Local Decisions; Rural and Remote; Curriculum; Every School Every Student; Literacy/Numeracy, and the Melbourne Declaration.



Cessnock West Public School's Strategic Directions 2015 - 2017

STRATEGIC DIRECTION 1

Raising expectations and enhancing the quality of student learning and engagement

Purpose:

Every student is engaged in meaningful and future-focused learning experiences and achieves their full potential as a learner, leader and responsible, productive citizen.

STRATEGIC DIRECTION 2

Fostering quality teaching and leadership

Purpose:

Build capacity through focused professional learning and development that creates a culture in which every staff member is engaged in ongoing, relevant and evidence based learning at an individual and collective level.

STRATEGIC DIRECTION 3

Enhancing community engagement and participation

Purpose:

To increase community support of our students through a school – wide focus on student equity and wellbeing programs. To work together as a learning community to give our students the knowledge, skills and experiences to achieve their personal goals and lead successful lives in the 21st Century.

Strategic Direction 1

Raising expectations and enhancing the quality of student learning and engagement

Purpose

Why do we need this particular strategic direction and why is it important?

Every student is engaged in meaningful and future-focused learning experiences and achieves their full potential as a learner, leader and responsible, productive citizen.

Improvement Measures

- ❖ To track the percentage of all students and Aboriginal students in Years 3, 5 & 7 achieving equal to or greater than expected growth in literacy and numeracy.
- ❖ To increase the percentage of all students and Aboriginal students in the top two NAPLAN bands for reading and numeracy by 5% per year.

People

How do we develop the capabilities of our people to bring about transformation?

Students:

- Levels of achievement in literacy and numeracy will be improved through the development of engaging, differentiated teaching and learning designed to meet the needs of all individuals.
- Can expect the experiences in their classroom to allow them to have increased engagement, participation and achievement.

Staff:

- Engage all staff in personalised professional development through a range of strategies that focus on feedback, self-evaluation and sharing of professional practice.
- Have high expectations of student work and behaviour.

Parents/Carers:

- Build awareness and understanding among parents of literacy and numeracy. This will include tips for parents on supporting the learning of their children.

Community Partners:

- Engage other research practices and experts to support implementation and evaluation of pedagogical practice.

Leaders:

- Develop capacity to analyse and communicate whole school data focused on monitoring and processing whole school growth and performance.

Processes

How do we do it and how will we know?

- Build teacher capacity through *Early Action for Success* (2015, 2016) strategies to identify the literacy and numeracy learning needs of students and implement intervention strategies.
- Build staff capacity to plan and differentiate programming and pedagogy in literacy and numeracy incorporating the Quality Teaching Framework and identify teacher professional learning needs to address areas for development.
- Whole school approach to scope and sequencing, planning and assessing: develop a whole school scope and sequence for mathematics; develop high quality assessment, planning, programming and teaching models from K-6 in order to provide consistency for students and teachers.

Evaluation Plan

- Regular analysis of L3 and TEN data, longitudinal NAPLAN data analysed and evidence of explicit teaching in identified areas K-6, student progression monitored twice per term through PLAN analysis; regular meetings with teachers to discuss professional learning.

Products and Practices

What is achieved and how do we measure?

- ❖ To track the percentage of students in Years 3, 5 & 7 achieving equal to or greater than expected growth in literacy.
- ❖ To track the percentage of students in Years 3, 5 & 7 achieving equal to or greater than expected growth in numeracy.
- ❖ To increase the percentage of all students in the top two NAPLAN bands for reading and numeracy by 2% per year
- ❖ To increase the percentage of Aboriginal students in the top two NAPLAN bands for reading and numeracy by 2% per year

Products:

- In each of the literacy aspects, 75% of Kindergarten students will achieve their target cluster 4 and 75% of Year 1- 6 students will achieve their target cluster on the literacy continuum.
- In Aspects 2 and 4 of the Numeracy Continuum, 75% of Kindergarten students will achieve perceptual counting, students in Year 1 will achieve figurative counting, students in Year 2 will achieve counting on and back/facile, students in Year 3 will achieve facile, students in Year 4 will achieve place value level 3, students in Year 5 will achieve place value level 5 and Year 6 will achieve place value level 6.
- All staff members will continue implementing the K-10 English and Mathematics Syllabus and will be continually improving their knowledge of syllabus documentation online and in print form.
- Development of K-6 Mathematics Scope and Sequence, common assessment tasks for reporting and future planning for classroom practice.

What are our newly embedded practices and how are they integrated and in sync with our purpose?

Practices:

- Effective assessment, tracking and student analysis systems in place to ensure consistent teacher judgement, dynamic, effective programming and valuable reporting to parents.
- Use PLAN as an ongoing point of reference and record of student achievement in literacy and numeracy skills.
- Professional learning teams established across curriculum areas resulting in improved, embedded practice in relation to curriculum continuity and quality teaching.

Strategic Direction 2: Fostering quality teaching and leadership

Purpose
Why do we need this particular strategic direction and why is it important?

Build capacity through focused professional learning and development that creates a culture in which every staff member is engaged in ongoing, relevant and evidence based learning at an individual and collective level.

Improvement Measures

- ❖ All K-2 teachers trained in L3 and TEN and it is evident in their program and classroom practice.
- ❖ 3-6 teachers are trained in Focus on Reading and it is evident in their program and classroom practice.

People
How do we develop the capabilities of our people to bring about transformation?

Students: Can expect the provision of a higher quality learning environment, differentiated programs and increased expectations and levels of achievement

Staff: Have a program of personalised professional development for staff using a range of innovative strategies including planned peer observation, document analysis and conferencing. These strategies will focus on the NSW Syllabus documents for the National Curriculum and implementing the new National Teaching Standards.

Parents/Carers: Participation in parent forums to develop an understanding of the importance of professional learning for teachers.

Community Partners: Establish proactive learning alliances with other schools and community members to deliver educational, innovative projects and professional learning.

Leaders: Develop expertise to promote a whole school culture of ongoing professional learning and lead school processes to engage students and enable them to successfully learn.

Processes
How do we do it and how will we know?

- Implement the Performance Development Framework to develop teaching and leadership capacity through the establishment of individual performance and development plans (PDP) that incorporate processes for teacher self-evaluation, peer lesson observations and feedback. Assess whole school practices using the School Excellence Framework.
- All K-2 teachers trained in L3 and TEN. Staff trained as facilitators.
- All 3-6 teachers trained in Focus on Reading.
- Developing a system of mentoring and collegial support through Quality Teaching rounds and lesson coding.
- Design and implement an induction package targeting newly appointed teachers, TRAs, new scheme teachers and those undertaking new roles within the school.

Evaluation Plan

Regular meetings with teachers to discuss and review planning and professional learning and set future directions.

Products and Practices
What is achieved and how do we measure?

- ❖ All K-2 teachers trained in L3 and TEN and it is evident in their program and classroom practice.
- ❖ 3-6 teachers are trained in Focus on Reading and it is evident in their program and classroom practice.

Products:

- Quality pedagogy with a focus on consistent teacher judgement is evident throughout curriculum programming, scope and sequences and professional learning.
- All staff demonstrating responsibility for personal professional learning.

What are our newly embedded practices and how are they integrated and in sync with our purpose?

Practices:

- School Professional Learning Plans explicitly target developing teacher capacity to cater for learner diversity.
- High quality teaching and learning practices demonstrated and evident in teaching and learning programs, assessment, PDPs and student learning outcomes.
- Implement a range of support structures and practices to assist newly appointed teachers and TRAs.
- Increased opportunities to build leadership capacity and to ensure all staff meet professional standards.
- Professional learning teams established across curriculum areas leading to improved and embedded practices in relation to curriculum continuity and quality teaching.
- Staff reflect and report on the achievement of their own learning and leadership goals.

Strategic Direction 3: Enhancing community engagement and participation

Purpose

Why do we need this particular strategic direction and why is it important?

To increase community support of our students through a school – wide focus on student equity and wellbeing programs. To work together as a learning community to give our students the knowledge, skills and experiences to achieve their personal goals and lead successful lives in the 21st Century.

Improvement Measures

- ❖ All students and Aboriginal student behaviour referrals and suspensions are reduced by 5%
- ❖ All students and Aboriginal student attendance equivalent or above state average.

People

How do we develop the capabilities of our people to bring about transformation?

Students:

- Students engage in the new PBL reward system.
- Students' voice will influence decision making.
- Students will acquire the skills needed to participate in 21st Century life through the development of their emotional and social wellbeing.

Staff: Will develop their ability to implement 21st Century technologies and skills into classrooms. They will continue to enhance their understanding of the emotional and social wellbeing of today's students whilst creating a nurturing and supportive environment.

Parents/Carers: Will be more engaged in creating a whole school approach to educating the whole child in all areas through increased understanding and involvement in educational programs.

Community Partners: Community partners: To develop partnerships with specialised services to work collaboratively with the school to improve outcomes for our students.

Leaders: Leaders: Provide opportunities to develop the capacity of staff, students and community to implement equity, wellbeing and welfare programs that support the success of 21st Century learners.

Processes

How do we do it and how will we know?

- The school will review and monitor its student wellbeing policy, awards system, classroom and playground behaviour management strategies and learning support team procedures and processes, in line with the Wellbeing Framework
- The school will continue to increase its capacity to implement 21st Century pedagogy as exemplified through Information Communication Technologies (ICT) and critical thinking, problem solving, reasoning, analysis, interpretation, and synthesizing information.
- Community participation in whole school events, classroom support, and collaboratively learning projects that reinforce our shared values and promote child wellbeing.
- PBL team will meet regularly and collate data from welfare structures, including attendance and behaviour referrals, to determine priority areas for teaching, learning and evaluation.
- SRC and School Parliament are active voices and offer advice about the school direction and priorities.

Evaluation Plan

- Longitudinal data and survey analysis from Sentral and 'Tell Them From Me' survey.
- 21st Century learning skills evident in classroom practice and programs and development of ICT teaching and learning matrix.

Products and Practices

What is achieved and how do we measure?

- ❖ Student behaviour referrals and suspensions are reduced by 5%.
- ❖ Student attendance equivalent or above state average.

Products:

- Students confidently use 21st Century technology and skills to take an active role in their learning.
- Teachers will develop engaging teaching and learning programs to meet the needs of every student.
- Improved parent collaboration and participation in school-family partnerships, and the development of 'high expectation relationships' within the whole school community.
- The school will develop an ICT teaching and learning matrix that will reflect the development of technology skills required by 21st Century learners.

What are our newly embedded practices and how are they integrated and in sync with our purpose?

Practices:

- PBL practices are consistently implemented across the school.
- Students consistently demonstrate appropriate behaviours in all school settings.
- A positive culture of learning is shared by students, staff and parents.
- Improved monitoring of student achievement, behaviour and wellbeing via the learning support team and in collaboration with school community.