School plan 2015 – 2017

Cessnock East Public School 1543

Raising expectations in teaching and learning through quality educational practice

Building teacher and leader capacity

Consistently implement a whole school approach to the wellbeing that has clearly defined expectations and creates a positive teaching and learning environment
### School background 2015 - 2017

#### School vision statement

Cessnock East has high expectations and promotes a learning environment that inspires children to reach their full potential and become lifelong learners. We aim to foster creative thinkers, inquisitive questioners and avid problem solvers. Our vision is consistent with the Melbourne Declaration. It is about equity: we are all valued for what we bring and where we show care and compassion, respect, understanding, tolerance and inclusiveness. It is about excellence: doing your best and being the best person you can be in all aspects of school life. It is about success as a learner: acquiring skills to get the knowledge and understanding to become a problem solver now and for a lifetime. 

Our students will grow into active and informed citizens locally, nationally and worldwide. Our vision requires staff and leaders who:

- Know the students and how they learn and make learning relevant
- Know syllabus content and have a passion for and deep understanding of their teaching content
- Create and maintain a safe and supportive learning environment
- Plan for and implement accountable teaching and effective learning
- Are progressive and lifelong learners themselves and take responsibility for their own professional learning and value and model opportunities to improve their teaching practice and learn from others
- Engage professionally with colleagues, parents and cares and the wider community
- Are committed to excellence and have high expectations for every student

Have the patience to work with struggling students, compassion and humour to help students deal with life’s challenges and disappointments, and resilience to persevere when things are difficult.

#### School context

Cessnock East Public School aim is to provide a caring, nurturing learning environment supported by a friendly, committed school team of experienced professional teachers and staff. The school aims to develop children who are self-motivated learners who work both cooperatively and independently while striving to reach their full potential within the framework of the NSW Public Education System. We pride ourselves on excellent academic, personal, social, sporting and creative and performing arts programs. Cessnock East Public School is situated in the township of Cessnock, in the Hunter Valley. The school has an enrolment of 215 students divided into 10 classes. Most classes are multi-grade.18% of the students identify as Aboriginal. The school is situated within an area where the majority of students come from low socio-economic backgrounds. The school’s core values are Respect, Responsibility and Striving for Excellence. The staff consists of a Principal, 2 Assistant Principals, Instructional leader, 13 teachers, Librarian, 6 School Learning Support Officers, School Administration Manager, School Administration Officer, School Councilor (1 day per week) and Community Liaison Officer (CLO).

The school’s ICSEA at 896 shows a socio economic spread with 67% in the lowest quartile and 3% in the highest. The NSW DEC measure of family occupation and education index (FOEI) is 178. Cessnock East Public School is a proud member of the Cessnock Community of Great Public Schools (CCGPS). The CCGPS comprises 15 local schools within Cessnock and the surrounding area, and continues to evolve as an important focus in both students and teachers learning through the sharing of resources, ideas, expertise and experiences.

#### School planning process

A review of the 2012-2014 school plan was conducted from early 2014 with a series of opportunities for parents, staff and students to contribute to an evaluation of current practices. A workshop was conducted for parents and a meeting for staff to review the Melbourne Declaration as a starting point for our future directions.

Through a rigorous consultative process the school and its community formulated three strategic directions. Parents staff and students clearly identified a plan based on equity and excellence, a broad and rich curriculum and commitment to the whole child.

Our planning process must include:

- Commitment to the systematic implementation of new NSW syllabuses
- Achievement of all students with an increasing recognition that teaching and learning will be more differentiated and personalised
- A school culture where “nobody is left behind” and “nobody is held back” where students can increasing engage in their own learning at their own pace – but they want student progress to be carefully tracked and reported and for expectations to be high
- Technology to aid in teaching and learning without taking over
- Learning for students, staff and the wider school community to remain the focus while implementing new ways around learning management and business reform under local schools, local decisions
- Teachers to be accredited at the higher levels by the NSW board of studies, teaching and educational standards BOSTES

Teaching staff engaging deeply with the new syllabuses and they want to map student literacy and numeracy achievements more closely in a collaborative environment.
This page identifies the 3 strategic directions and the purpose of each one. Each strategic direction will:

- define the key improvements which combine for the school to achieve excellence
- represent a high level and future-focused educational priority which is evidence based and data informed
- be a succinct statement that drives the development of the school’s educational and organisational leadership culture

make explicit links to the dimension of the school excellence framework.

### STRATEGIC DIRECTION 1

**Raising expectations in teaching and learning through quality educational practice**

**Purpose:**
To ensure that the learning of all students is based on strong literacy and numeracy foundations with a quality educational delivery and consistent high standards.

### STRATEGIC DIRECTION 2

**Building teacher and leader capacity**

**Purpose:**
Our students deserve the best teachers so that they can be the best that they can be. Great teachers believe their work with students helps to build a better and stronger society and this drives them to discover and nurture each child’s unique talents. Our staff need to be exemplary educators who can take action to ensure that the students they teach and influence can meet their full potential.

### STRATEGIC DIRECTION 3

**Consistently implement a whole school approach to wellbeing that has clearly defined expectations and creates a positive teaching and learning environment**

**Purpose:**
The wellbeing of every student is a priority. School planning will incorporate strategies to enhance learning and engagement of all students through the implementation of a comprehensive and integrated whole school approach to positive behaviours for learning.
## Strategic Direction 1: Raising expectations in teaching and learning through quality educational practice

### Purpose
To ensure that the learning of all students is based on strong literacy and numeracy foundations with a quality educational delivery and consistent high standards.

### People

#### Students:
Engage students in meaningful and challenging learning experiences through a differentiated learning experience to ensure they become quality learners.

#### Staff:
Develop a highly skilled staff that connects with students and parents through capacity building in professional learning to ensure student learning is engaging, authentic and valued by effective use of feedback.

Understand the significance of students learning needs and finding effective ways to implement personalised approach to learning based on student assessment data.

#### Parents/Carers:
Parents as educational partners in their child learning journey will have the opportunity to develop their knowledge, skills and understanding to support their child’s learning through participation in classroom, school parent information sessions.

#### Community Partners:
Principals from CCGPS understand the importance and benefits of sharing excellent practice across schools.

#### Leaders:
Current and aspirant school leaders will be given opportunities to lead and manage key projects at school, to develop their leadership and management skills.

### Processes

#### Early Action for Success
Raising expectations and enhancing the quality of student learning by:

- early interventions in place for students at risk
- expectations and targets for students learning are clearly communicated and displayed as learning intentions
- individual students progress is monitored and assessed against Literacy and Numeracy continuum and syllabus

#### Quality teaching and assessing
Organisational excellence in challenging and inspiring students to achieve and thrive through programs such as Focus on Reading, L3 Kinder and Stage 1, TEN and monitoring effective feedback through Hattie visible learning.

#### Effective Systems
Effective assessment schedule, differentiation processes and consistent teacher judgement.

#### TPL in curriculum and corporate program development

### Evaluation Plan
Regular monitoring of PLAN, PLAT, EAfS and NAPLAN data against milestones every 5 weeks in order to analyse student achievements in Literacy and Numeracy.

### Products and Practices
- A 10% expected growth improvement from Year 3 to Year 5 in NAPLAN reading with an emphasis on high performing students.
- In the EAfS and PLAT at least 80% of students will meet or exceed expected cluster levels across the continuum.

#### Product:
All students requiring adjustments, either gifted and talented or those requiring learning support are catered for adequately

#### Product:
All students confidently and successfully progress through syllabus outcomes evidenced by their tracking using the continuum.

#### Practice:
The school maintains and promotes an environment reflective of its high expectations that all students will learn successfully, irresponsible of ability or disability.

#### Practice:
All staff confidently analyse school and external assessment data to provide innovative teaching and learning to all students.

#### Practice:
All students are familiar with success criteria and learning attentions that are displayed in classrooms through data walls.
## Strategic Direction 2: Building teacher and leader capacity

### Purpose

Our students deserve the best teachers so that they can be the best that they can be. Great teachers believe their work with students helps to build a better and stronger society and this drives them to discover and nurture each child’s unique talents.

Our staff need to be exemplary educators who can take action to ensure that the students they teach and influence can meet their full potential.

### People

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

**Students:** Develop, incorporate and embed new learning strategies to gain deeper understanding, towards improved engagement and learning in a quality learning environment.

**Staff:** Involved in professional development that is relevant, future focused and shaped by research, evidence and feedback to build their capabilities as learners, teachers and leaders.

**Parents/Carers:** Support a culture of change and positive partnerships with school for the benefit of students.

**Community Partners:** Develop capabilities for teaching staff across CCGPS to participate in professional development around new curriculum.

**Leaders:** Identify and implement professional learning opportunities with staff that are aligned with school priorities, individual learning plans, effective performance and development practices and DEC accountabilities.

### Processes

**Performance and Development Framework**

Implementation of a new framework to guide professional learning in the context of the Australian Teaching Standards and recognition of the role of Professional Development when it comes to continuous school improvement and the impact on improving student learning. Strong processes ensure effective supervision and differentiated professional development with the accreditation framework.

**Effective Pedagogical Practices**

Strengthen staff development to maintain a culture that delivers systematic expectations for learning, teaching and leading with a focus on learning intentions and success criteria.

A Stronger-Smarter philosophy will underpin pedagogical practices.

Flexible strategies for teacher or school leader exchange builds shared expertise across school and community.

**Evaluation Plan**

The plan will be monitored against the milestones every 5 weeks by the leadership team and every term by the whole staff. Accreditation data, Performance and Development Framework, student data and School Excellence Framework will be used.

### Products and Practices

**What is achieved and how do we measure?**

- 100% of teaching staff will have a Performance Development Plan that reflects their own professional development as well as being aligned with School Plan.
- An increased number of teachers accredited by BOSTES at Proficient and higher levels.
- Whole school professional development plan is current, in use and aligned with staff and school needs to ensure there are improved student outcomes.

**Product:** A highly skilled, responsive and diverse workforce where staff members understand and value themselves and each other and contribute to a culture of high expectations.

**Practice:** Staff and leaders are engaged in teaching and leadership practices and professional learning networks that are purposeful, inclusive and optimise success for all.

**Evaluation Plan:** Accreditation process is validated at the local level with evidence aligned to the performance management and development process.
Strategic Direction 3: **Consistently implement a whole school approach to wellbeing that has clearly defined expectation and creates a positive teaching and learning environment**

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| **The wellbeing of every student is a priority. School planning will incorporate strategies to enhance learning and engagement of all students through the implementation of a comprehensive and integrated whole school approach to positive behaviours for learning.** | **Students:** Students will acquire the skills needed to participate in 21st century life through the development of their emotional and social wellbeing. A positive environment will be fostered by allowing students to develop their ability to interact, collaborate and share in a digital world. **Staff:** They will continue to enhance their understanding of the emotional and social needs of today’s students whilst creating a nurturing and supportive environment. **Community Partners:** Understand the positive impact community connections can have on students learning outcomes and have the skills and capacity to build strong consultative practices. **Leaders:** Understand the importance of reflective practices and have the skills and capacity to work with the whole school community to identify where the school sits on the School Excellence framework and to move the school forward in all areas. | **Student Engagement and Wellbeing program** Build a systematic organisational culture that is creative and innovative to promote achievement and foster wellbeing for every student. To encourage home support of our Positive Behaviours for Learning so that all students benefit from a home school approach. | **What is achieved and how do we measure?**
- Greater than 70% of parents feel their opportunity to contribute to school life has increased and they feel heard and valued.
- School data will reflect in an increase in attendance of students arriving at school on time. **Product:** Teachers use the consistent language and rewards/consequences of Positive Behaviours for Learning across the whole school with the inclusion of attendance data. **Product:** Enhance student voice, leadership and consultation through student input into SRC. **Practice:** Implementation of a comprehensive, integrated whole school approach to Positive Behaviours for Learning. **Practice:** Attendance monitoring and patterns reviewed every 5 weeks. **Practice:** The School Excellence Framework forms the basis for ongoing reflective practices. |

**Improvement Measures**

**Greater than 70% of parents feel their opportunity to contribute to school life has increased and they feel heard and valued.**

School data will reflect in an increase in attendance of students.