School plan 2015 – 2017

Cessnock Public School
1542

STRATEGIC DIRECTION 1
Creating Opportunities Through Strong Foundations

STRATEGIC DIRECTION 2
Promoting Learning Through Leading

STRATEGIC DIRECTION 3
Enhancing Quality Relationships
## School background 2015 - 2017

<table>
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<th><strong>School vision statement</strong></th>
<th><strong>School context</strong></th>
<th><strong>School planning process</strong></th>
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<tr>
<td>At Cessnock Public School we believe in an inclusive and cooperative learning environment which develops confident creative individuals who reach their full potential achieving their best through engaged active learning.</td>
<td>Cessnock Public School has a long history of providing education in Cessnock for 156 years. Cessnock Public School has an enrolment of 330 students. There are 15 classes. Three of these classes are Special Education classes, one being IO, another IM and the 3rd being an ED classroom which consists of students from other schools in the region. The school attracts a Family Occupational and Education Index of 157. Consequently the school receives significant funding through the Resource Allocation Model for both Equity loading-Socio-economic background and Aboriginal background loading.</td>
<td>The school planning team conducted a rigorous internal review at the end of 2014. This included evaluating the school’s priority areas for the previous school plan. NAPLAN data 2014 was analysed with a particular emphasis on trend data. This was used to inform target setting and also give direction to Early Action For Success planning. Current practices of student assessment, differentiation in teaching and learning adjustments and feedback were analysed for future directions.</td>
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<td>We are safe, respectful learners who Strive to Excel.</td>
<td>Cessnock Public School is committed to the “Positive Behaviour for Learning” program which provides all students with support for making positive behaviour choices. We are currently implementing Tier 2 of the process.</td>
<td>There was a strong focus on going ‘back to basics’. The school community – students, staff and families responded to the questions – “What is your dream school?” Name 3 great things about Cessnock Public and name 3 things you wish were different at Cessnock Public. The team utilised their skills in running focus groups, surveys and data analysis.</td>
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<td>The school benefits from a highly experienced staff and keeps a focus on professional learning to accommodate for all students’ needs. There is a big focus on differentiation for learning to cater for individual needs. Programs on offer at the school are both diverse in nature and incorporate a strategic approach to a culture of high expectations and student engagement.</td>
<td>The school executive also consulted and shared with the P &amp; C executive. The community were also consulted in depth around current communication and information sharing systems. The process also included class meetings and staff meetings.</td>
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<td>The school is committed to aspiring students to have positive aspirations and building students’ confidence, social skills and emotional intelligence. The staff aim to keep learning environments flexible with strong student/teacher relationships. There is a large focus on inclusivity for all and in providing meaningful opportunities for students to learn and communicate using digital devices. The school provides broad ranging experiences for the students that may not otherwise encounter.</td>
<td>There was a concentrated focus on assessing current practices and building a vision for the future. Coming out of the appraisals the key features to build upon were: a continued focus on professional learning and staff well being, student engagement and differentiated learning, evidence based decision making, successful transition points-starting school, moving into Primary and progressing to Year 7. Strategic directions based on the evidence of data emerged with a strong focus on producing optimum learning outcomes for all students.</td>
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</table>
Purpose: To improve student learning and outcomes in Literacy and Numeracy through the development and delivery of consistent high quality teaching practice.

Purpose: To build a dynamic and collaborative culture of learning that supports quality school wide systems and organisation structures.

Purpose: To develop positive culture in the expectation of being safe, respectful learners using PBL to achieve an environment where success is valued and strong social conscience is fostered. To encourage positive, trusting relationships that support an inclusive school community.
# Strategic Direction 1: Creating Opportunities Through Strong Foundations

## Purpose

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

To improve student learning and outcomes in Literacy and Numeracy through the development and delivery of consistent high quality teaching practice.

## People

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

**Students:**
Encourage students to be highly engaged in the learning of Literacy and Numeracy at school and home.

**Staff:**
Identify and develop staff capabilities in order to support both low and high performing students, through the development of quality differentiated teaching and learning programs.

**Parents/Carers:**
Strengthen the home/school partnership by providing opportunities for parents and teachers to share and discuss Literacy and Numeracy programs to support their child.

## Processes

How do we do it and how will we know?

- Instructional leader and Interventionist collaborate with Foundation team on the organisational structures and Professional Learning for staff K-2
- Foundation Team to support the continued implementation of L3 and Focus on Reading (FOR) and the introduction of TEN with a focus on professional learning, feedback, assessment tasks and data collection.
- Review scope & sequences in both literacy and numeracy including assessment tasks and text types
- Staff analyse data to identify students requiring specific Literacy and Numeracy interventions such as Speech Therapy, MultiLit & Rip it up Reading, Quicksmart, TEN and LaST.

## Products and Practices

What is achieved and how do we measure?

**Products:**
- 100% of students improve against their benchmarks K-6 as plotted on PLAN
- By the end of 2017 NAPLAN results demonstrate a rolling average equal to or exceeding state average growth in Literacy and Numeracy
- Performance of Aboriginal students is comparable to the performance of all students in the school.
- Implementation of Early Action for Success

**Practices:**
- Demonstrated high quality teaching and learning practices supported through the development of Professional Development Plans (PDPs).
- Professional learning teams established across stage and priority areas that are leading enhanced and embedded practice in relation to improved Literacy and Numeracy outcomes

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**Improvement Measures**

100% of students improve against their benchmarks K-6 as plotted on PLAN

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To improve student learning and outcomes in Literacy and Numeracy through the development and delivery of consistent high quality teaching practice.

Community Partners:
Develop capabilities for teaching staff and improve student outcomes across the Cessnock Community of Great Public Schools. (CCGPS)

- Learning Support Team (LST) to oversee the identification and development of IEPs and learning adjustments in Literacy and Numeracy as identified through NCDC

- Develop effective partnerships with parents to support Literacy and Numeracy both at school and at home by co-ordinating and enhancing communication.

- Build proactive learning partnerships with CCGPS, University of Newcastle, Schools as a Community Centre (SACC), Speech Therapists, Cessnock High School and local preschools to support a dynamic learning environment.

- Demonstrated high quality teaching and learning practices supported through the development of Professional Development Plans (PDPs), effective programs, assessment and improved learning outcomes

Evaluation plan:
Longitudinal NAPLAN data analysed and evidence of explicit teaching in identified areas (K-6);
Student progression monitored once per term through PLAN analysis; regular meetings with teachers to discuss professional learning; feedback from community via surveys.

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# Strategic Direction 2: Promoting Learning Through Leadership

## Purpose

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

To build a dynamic and collaborative culture of learning that supports quality school wide systems and organization structures.

## Improvement Measures

- The implementation of Performance Development Plans for all teachers.
- Every teacher deemed proficient in line with the Performance and Development Framework

## People

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

**Students:**
Engage student leaders in the development of leadership capabilities which integrate skills and learning experiences.

**Staff:**
Have a program of personalised professional development using a range of innovative strategies, including planned peer observation, document analysis and conferencing focused on the implementation of the NSW syllabus and implementing the new Australian teaching standards.

**Staff:**
Create purposeful opportunities for staff and students through distributive leadership and reflective practice.

**Parents:**
Actively encourage parental participation in school to build community educational capacity

## Processes

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

- Articulate an explicit approach to teacher / leader feedback that includes quality teaching / lesson observations, program analysis, self-evaluation that supports the Performance and Development Framework.
- Implement Tell Them From Me Surveys with a focus on student voice.
- Ongoing professional development that may utilise Educational services, in development & implantation of the mandatory NSW syllabus based on the National Curriculum
- Strategic Direction teams are established across stages and curriculum areas that lead improved practice and quality teaching.
- Strengthen the student leadership structure that enhances the quality of student life that includes Stronger Smarter strategies, Peer Support and buddy systems etc.

## Products and Practices

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

**Product**
Develop individualised professional development plans explicitly targeted at developing teacher capacity to cater for learner diversity and improving leadership capability.

**Product**
A framework of multimodal communication strategies and teaching associated workshops to inform parents of practices.

**Product**
PBL data reflects a reduction in conflict.

**Product**
Classroom observations demonstrate proficiency standards by the end of 2016.

**Product**
School PLPs explicitly target developing teacher’s capacity to support the achievement of student outcomes.

**Product**
A proactive leadership culture within the school that supports students and incorporates goal setting and reflection of practice.

**Product**
Staff are aligned to the goals within the school plan and actively support this with a
**Why do we need this particular strategic direction and why is it important?**

To build a dynamic and collaborative culture of learning that supports quality school-wide systems and organization structures.

**Improvement Measures**

The implementation of Performance Development Plans for all teachers.

Every teacher deemed proficient in line with the Performance and Development Framework.

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

**Students:**
Engage student leaders in the development of leadership capabilities which integrate skills and learning experiences.

**Staff:**
Have a program of personalized professional development using a range of innovative strategies, including planned peer observation, document analysis and conferencing focused on the implementation of the NSW syllabus and implementing the new Australian teaching standards.

**Staff:**
Create purposeful opportunities for staff and students through distributive leadership and reflective practice.

**Staff:**
Support a shared understanding of personal and collective efficacy, ensuring teaching and non-teaching staff have an alignment to the school plan and vision.

**Parents:**
Actively encourage parental participation in school to build community educational capacity.

**Establish a collaborative learning community that promotes positive home/school partnerships to deepen understanding of current educational practices.**

**Collaborate across Cessnock Community of Great Public Schools with an emphasis on shared professional learning.**

**Establish a framework that supports QT to deliver improvements in student outcomes.**

**Evaluation plan:**
Survey – Quality of School Life
Performance and Development Framework
Gusky Thermometer on Professional Learning

**Focus on personal and collective efficacy.**

**Product**
Increased 2-way reciprocated and respectful communication between student, staff and parents.

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

**Practice**
The teacher and supervisor will work together to identify professional learning activities that;
- Support the achievement of established performance goals
- Further develop knowledge, skills and capabilities
- Build on existing strengths

**Practice**
Executive and all staff participate in professional learning around Performance and Development framework.

**Practice**
Incorporate parent collaboration and participation in school / family partnerships.

**Practice**
Reflection of individual professional needs that then contribute to the whole school learning community.
## Strategic Direction 3: **Enhancing Quality Relationships**

### Purpose

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

To develop positive culture in the expectation of being safe, respectful learners using PBL to achieve an environment where success is valued and strong social conscience is fostered. To encourage positive, trusting relationships that support an inclusive school community.

### Improvement Measures

- Increased percentage of students, staff and parents reflect higher engagement in school life as indicated by Tell Them from Me surveys.
- Increased percentage of students, staff and parents as indicated by the Tell Them from Me survey, consistently demonstrate the PBL expectations of Safe, Respectful, Learners across the school and wider community.

### People

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

- **Students:** Understanding the core values of being a Respectful, Safe Learner while engaging with the PBL reward system.
- **Students:** Develop a school culture where children want to come to school and be engaged in learning.
- **Staff:** Demonstrate a consistent approach to reinforcing values and using the common language of PBL.
- **Staff:** To embed positive modes of 2-way communication to improve the community consultation processes.
- **Staff:** Maintain a focus on staff well-being as indicated by the Tell Them from Me survey.
- **Parents:** Support and reinforce the values promoted through the continued implementation of PBL, both in school and outside of school.
- **Parents:** Broaden the opportunities for parents to understand school systems and practices.

### Processes

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

- To further embed PBL within the school and in the wider community.
- Develop and implement a cross curricula project addressing the artistic and creative expression of students, staff and community.
- Include Rock and Water in Peer Support to improve emotional resilience, social intelligence and proactive leadership behaviours.
- Refine existing framework that encourages and celebrates school attendance and student engagement.
- Maintain the G & T Art class.
- Employ a specialised music teacher to implement a music program.
- Implement Tell Them from Me survey across the school community.

### Products and Practices

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

- **Product**
  - Increased percentage of students, staff and parents as indicated by the Tell Them from Me survey, consistently demonstrate the PBL expectations of Safe, Respectful, Learners across the school and wider community.
  - **Product**
    - A supportive school community that is engaged in learning as evidenced by attendance at parent workshops and focus lessons.
    - **Product**
      - Data from the Tell Them from Me survey, attendance and engagement, indicates a quality learning environment with a focus on student well-being.
      - **Practice**
        - Staff uses a consistent PBL approach when both responding to challenging behaviour and rewarding positive behaviour.
      - **Practice**
        - Foster a respectful environment where all staff and school community are valued and supported.
Why do we need this particular strategic direction and why is it important?

To develop positive culture in the expectation of being safe, respectful learners using PBL to achieve an environment where success is valued and strong social conscience is fostered. To encourage positive, trusting relationships that support an inclusive school community.

Evaluation plan:
- Analyse both SENTRAL and PBL data
- Community Engagement Matrix.
- Analyse data from the Tell Them from Me surveys

What is achieved and how do we measure?

Product
Increased percentage of students, staff and parents as indicated by the Tell Them from Me survey, consistently demonstrate the PBL expectations of Safe, Respectful, Learners across the school and wider community.

Product
A supportive school community that is engaged in learning as evidenced by attendance at parent workshops and focus lessons.

Product
Data from the Tell Them from Me survey, attendance and engagement, indicates a quality learning environment with a focus on student well-being.

Practice
Staff uses a consistent PBL approach when both responding to challenging behaviour and rewarding positive behaviour.

Practice
Foster a respectful environment where all staff and school community are valued and supported.

Improvement Measures

Increased percentage of student, staff and parents reflect higher engagement in school life as indicated by tell them from me surveys.

Increased percentage of students, staff and parents as indicated by the Tell Them from Me survey, consistently demonstrate the PBL expectations of Safe, Respectful, Learners across the school and wider community.