School plan 2015 – 2017

Cecil Hills Public School- 4635.

Leadership

Learning

Values
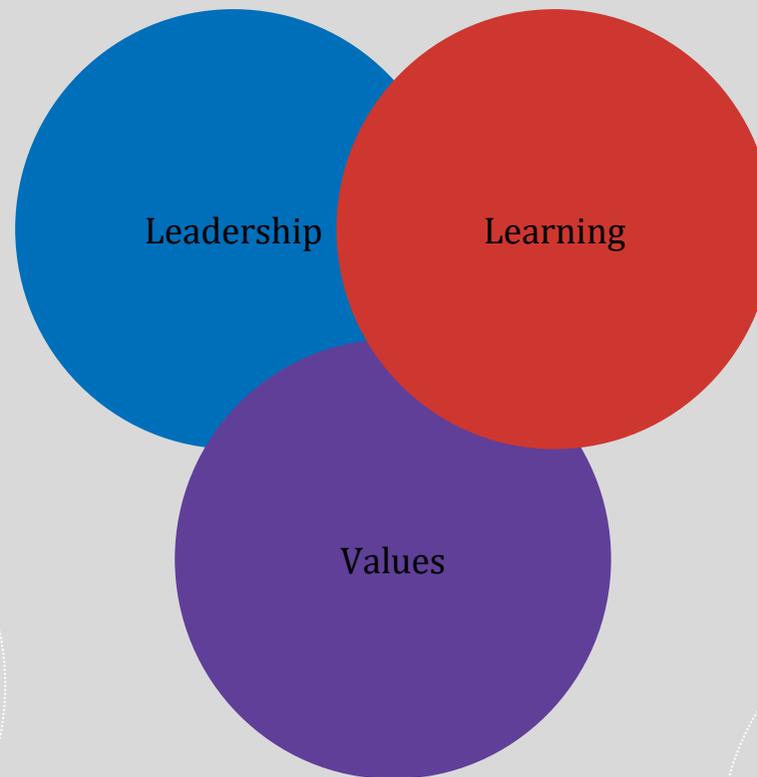
School vision statement

Our vision at Cecil Hills is to create a safe and caring learning environment where students grow, achieve and aspire to excellence. This is achieved through a strong curriculum, quality teaching and learning programs and an emphasis on student well-being.

Our school ethos is one of inclusivity, with a large number of students coming from non-english speaking backgrounds. This cultural diversity is embraced within the school community, adding richness and a global perspective to our vibrant learning community. We also have students with identified disabilities integrated in all aspects of school life.

At Cecil Hills we are committed to celebrating the uniqueness of the individual through the provision of an innovative and differentiated curriculum that provides all students the opportunity to achieve their best. Our aim is to not only see our students learn, but develop a love of learning, a passion that will stay with them for life.

Cecil Hills Public School's motto is at the centre of what our community stands for; a love of learning, nurturing creativity and believing in themselves.

Believe and Achieve!

School context

Cecil Hills Public School is set in Cecil Hills. We have approximately 720 students enrolled at our school, including 3 autism classes.

We are a strong, dynamic learning community established in 2003 and cater for students from Kindergarten to Year 6. We are a unique setting characterised by our strong community; our ability to provide a stimulating, engaging and challenging educational program for every student and our provision for an inclusive, safe and happy learning environment where student wellbeing is paramount.

We aim to create a learning environment where every individual is valued, children develop socially and academically, and relationships are characterized by care, compassion and a sense of responsibility. The core values of personal best, responsibility, tolerance and integrity are evident in every aspect of our educational programs.

Our students enjoy facilities and technology systems that complement outstanding teaching and learning programs. Apart from offering excellent programs in class to support development, our school also has a range of extra-curricular activities. The creative arts program offers students access to a large range of art, dance, skipping, dramatic, theatrical and musical programs. Although quite a young school we have a strong sporting history with representation across all codes of sport and high levels of participation and success.

We endeavour to continually strengthen our partnership between school and home. We have an excellent reputation within our community as a school where learning is enhanced and families feel they belong. The school community actively participates in school life, enriching learning opportunities for all students.

School planning process

Cecil Hills Public School undertakes rigorous ongoing evaluations on a regular basis to ensure that we are best meeting the needs of our students and achieving our school targets.

Parent forums and online surveys were conducted to help inform this 3 year planning cycle, ensuring all members of our community had the opportunity to have input.

At a whole school level, project teams have been formulated to monitor priority areas within the school. These teams are designed after extensive consultation with the community via surveys, meetings and data analysis. Future directions and strategies to meet the targets are developed with the project teams entrusted to monitor the progress against our planned milestones. Each project team is responsible to ensure targets and milestones are met.

The school leadership team regularly monitors our practices to ensure that school priorities are being addressed. The leadership team regularly provide feedback regarding progress of the strategies. Ongoing evaluation ensures targets remain a priority.

At grade level, regular consistent teacher judgement meetings are held so all staff are assessing, evaluating, and planning. Targets are set and continually evaluated against data.

Our school plan incorporates all aspects of the feedback captured throughout our evaluations and is driven by this feedback and the data we capture on student achievement.

School strategic directions 2015 - 2017

STRATEGIC DIRECTION 1

Excellence in leadership, teaching and learning.

STRATEGIC DIRECTION 2

Creating a high performing and dynamic learning community.

STRATEGIC DIRECTION 3

Creating innovative, respectful and resourceful citizens.

Purpose:

To promote quality teaching, leadership and organisational practices to support innovative learning.

Enhance relationships as an educational community by leading and inspiring a culture of collaboration. To empower our educational community in leadership and inspire lifelong learning.

Purpose:

To embed a culture of high expectations in a challenging, balanced curriculum.

Provide high quality academic and social learning programs that challenge every learner to excel and learn to their full potential.

Purpose:

To develop skills and values to ensure our students are capable, positive, active and informed citizens and learners.

Provide students with the skills, knowledge and experiences to achieve their personal goals and lead successful lives in the 21st Century.

Cecil Hills Public School-4635. 'It takes a village to raise a child'.

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Strategic Direction 1: Excellence in educational leadership, teaching and learning

Purpose

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

To promote quality leadership and organisational practices to support innovative leadership and learning.

To enhance relationships as an educational community by leading and inspiring a culture of teamwork and collaboration.

To empower our educational community in leadership and inspire lifelong learning to achieve.

Improvement Measures

- ❖ Evidence in all classes of students' ability to articulate all aspects of learning and why it is significant.

- ❖ 100% of teachers demonstrate passion for life-long learning and actively network within and beyond the school to initiate personal and professional learning to improve pedagogy and positively impact on student learning.

- ❖ Teachers report on how they plan for and use data to demonstrate impact on improved student learning as a result of pedagogy and programs.

- ❖ Increased opportunities for strengthened parent engagement with responsiveness to school community feedback.

People

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

Students: Students are supported to develop metalanguage and skills to engage in their own learning by continually reflecting, evaluating and self-assessing. Children display skills required to give and receive effective feedback on their learning.

Building student capacity so they are able to negotiate learning goals.

Staff: Building capacity for all staff through distributive leadership, collegial sharing of expertise, mentoring and Teacher Professional Learning (TPL) aligned with school strategic directions.

Parents/Carers: Provide opportunities for our school community to engage in school planning and school programs.

Community Partners: Develop and maintain partnerships with other DEC schools and tertiary institutions to enhance leadership and teacher practice.

Leaders: Supporting all staff through accreditation process.

Processes

How do we do it and how will we know?

Create effective school wide systems and infrastructure to support leadership and project teams through modelling and mentoring.

Project teams developed to drive key initiatives. Project teams provide regular opportunities for teachers to engage in ongoing research based professional learning.

Project teams develop action plans centred on quality assessment and feedback, leading to students as assessment capable learners.

Aspiring educational leaders have opportunities to expand leadership skills aligned with AITSL leadership framework.

Negotiated performance and development processes aligned with AITSL professional standard/leadership framework.

Forums for community which support school priorities and programs.

Evaluation Plan

Performance and Development Framework (PDF) of staff links to identified student needs, teacher professional needs and school plan.

Student, staff and parent surveys.

Classroom walkthroughs, professional learning logs and PDF reflections.

Products and Practices

What is achieved and how do we measure?

100% of teachers engaging in Teacher Professional Learning (TPL) aligned with school strategic directions. Teachers collaboratively develop performance and learning plans and reflect on personal learning and leadership goals.

Evidence in all classes of students' ability to articulate all aspects of their learning and why it is significant, collaboratively set learning goals and produce assessment capable learners.

Product:
Relevant and quality teacher professional learning (TPL) which reflects current research and enhances teaching.
Clear understanding across the school of visible learning principles.
Parents and community members are engaged in programs implemented.
Quality Teaching Framework underpins teaching and learning programs.
Practice:
Teachers evaluate data such as effect sizes to measure impact of teaching and learning practices.
Quality feedback and assessment analysis drives the teaching and learning cycle.
Parent forums conducted around key programs within the school.
All teachers and school leaders set goals through performance and development plans and reflect on personal learning and leadership goals.
School data provides evidence of all students setting learning goals and reflecting on progress regularly.

Cecil Hills Public School-4635. 'It takes a village to raise a child'.

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Planning template – V2.0

Strategic Direction 2: Creating a high performing and dynamic learning community

Purpose

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

To embed a culture of high expectations in a challenging, balanced curriculum.

To provide high quality academic and social learning programs that challenge every learner to excel and learn to their full potential. This ensures learning programs are engaging, inclusive and successfully integrate knowledge and skills equipping students for the present and future.

Higher academic expectations, standards and intrinsic personal best value, resulting in opportunities for students into the future.

Improvement Measures

- ❖ Student growth evident in assessment measures including school based data and NAPLAN
- ❖ Increase the number of students in the top two NAPLAN bands by 3%. Aboriginal student growth above state standard.
- ❖ A consistent and balanced approach to assessment across the school which is regularly monitored and tracked and informs differentiation of teaching and learning programs.
- ❖ Students demonstrate understanding of personal best by setting and updating challenging personal learning goals.

People

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

Students:

Provide students with the skills and opportunities to become independent and active learners in all areas of the curriculum at school and home environments. Students have access to clear success criteria which demonstrates learning intentions and guides effective self-assessment.

Staff:

Teacher Professional Learning (TPL) and building capacity for teachers in curriculum implementation and assessment to drive quality teaching and learning programs.

Parents/Carers:

Actively encourage parental participation in school programs through community learning sessions.
Develop a consultative committee comprising parents and teachers to continually evaluate school programs and directions.

Community Partners:

Broaden the expertise and experiences available to staff and students by developing partnerships with curriculum advisors, schools, universities and external educational organisations.

Leaders: Leaders develop skills to drive and mentor project teams.

Processes

How do we do it and how will we know?

Provision of TPL which aligns with whole school focus on high student academic achievement, depth of curriculum knowledge, excellence in teaching, and purposeful assessment.

Visible learning project enhances teacher capacity to develop assessment capable learners and deliver student feedback effectively. Teachers analyse student growth through academic based assessment

Provide a balanced curriculum that fosters student engagement, providing extensive opportunity for all students to excel.

A strong Learning and Support team structure ensures provision for gifted and talented student identification and students with additional learning needs.

An inclusive school culture ensures students in support classes have equity in access to a quality education.

Critical thinking and learning project team support the effective implementation of technology to enhance and innovate teaching and learning.

Evaluation Plan

Project team evaluations including surveys and feedback from students, teachers and community members.

Ongoing data analysis.

Products and Practices

What is achieved and how do we measure?

Purposeful, consistent and relevant assessment is consistently analysed to enhance the teaching and learning cycle.

Teachers are supported to ensure learning programs are differentiated so that every student is challenged and supported academically.

Product:

High expectations of students from whole school community.
Teachers supported to ensure technology is incorporated purposefully into learning.
Planning validation committee formed

Practice:

Purposeful, consistent and relevant assessment informs the teaching and learning cycle.
Sustained student growth across the curriculum.
21st century learning skills complement teaching and learning programs.
Monitor progress of school plan, inclusive of executive, community members and teachers.
Focused teaching and learning programs for gifted and talented and high achieving students.

Strategic Direction 3: Creating innovative, respectful and resourceful citizens

Purpose

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

To develop skills and values ensuring our students are capable, positive, active and informed citizens and learners.

To provide students with the skills, knowledge and experiences to achieve their personal goals, become active and informed citizens who are innovative, creative thinkers, resourceful and lead successful lives in the 21st Century.

Improvement Measures

- ❖ 100% of students explicitly taught skills to develop resilience and enhance wellbeing.
- ❖ Students are positive school and community citizens by demonstrating creative, innovative and resourceful thinking.
- ❖ Survey data to show growth in understanding of wellbeing by students, staff and parents.
- ❖ Values and ethos of public education underpin everything we do as a school.

People

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

Students:
Students are explicitly taught skills which foster creativity, innovation and resourcefulness and promote the ability to plan, problem solve, critically analyse and communicate ideas independently and collaboratively.

Staff:
Teacher Professional Learning (TPL) for teachers which supports and fosters the innovative use of technology to engage students and deepen learning.
Teachers collaborative build a consistent understanding of innovation and are supported in developing innovative classroom practice.
Innovation and creative thinking project team lead and support all teachers.

Parents/Carers:
School community members have high expectations of the school and exhibit values that underpin personal best across all areas of school life.

Community Partners:
Utilise support and resources from professional community partnerships.

Leaders:
Foster a collaborative, whole school culture which is inclusive, involves quality communication and values all stakeholders.

Processes

How do we do it and how will we know?

Teachers facilitate a culture for students to exhibit values that underpin personal best across all areas of school life.

TPL for teachers which aligns with a focus on values and resilience.

A common understanding of the needs of an innovative, 21st century, creative learner.

Teachers are supported to develop quality learning environments which are collaborative, engaging, motivating and cohesive. Teachers utilise current and emerging technology to enhance learning.

All teachers continue to offer and refine a broad curriculum which allows all students the opportunity to succeed.

Successful implementation and development of community partnerships with universities and educational partners.

All students have specific needs identified and met through high quality differentiated learning programs.

Evaluation Plan
Satisfaction survey of school community.
Walkthrough of classrooms.
Evaluation of TPL provided.

Products and Practices

What is achieved and how do we measure?

Students are positive school and community citizens by demonstrating creative, innovative and resourceful thinking.
Staff lead innovative, motivating, engaging and reflective practices to inspire all students to achieve **personal best**.

Product:
Provision of a broad curriculum which promotes creative, critical and logical thinking.
Excellence and innovation in technology embedded in teaching and learning.
Innovation and creative thinking project team lead and support all teachers.
Teachers are highly qualified educators who are continually refining their craft.
Teachers who inspire a love of learning through innovative and engaging classroom practice.

Practice:
Targeted TPL to complement values, 21st century learning and utilising technology to enhance learning, resilience and positive citizenship.
Students are offered a broad variety of opportunities and experiences within the curriculum as well as extra curriculum activities.
High community expectations of students and the values they exhibit.