

# School plan 2018 – 2020

## Cecil Hills Public School- 4635





## School vision statement

Nuturing a love of learning and creativity, believing in one's self.

'Believe and Achieve!' is at the centre of what our community stands for.

It takes a village to raise a child.

### Values

Respect  
Integrity  
Strength  
Excellence

## School context

Cecil Hills Public School is set in Cecil Hills. We have approximately 808 students enrolled at our school, including 3 Autism/Multi Categorical classes.

We are a strong, dynamic learning community established in 2003, catering 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.

At Cecil Hills Public School we are committed to providing an inclusive and vibrant learning community, which celebrates the uniqueness of individuals whilst fostering a love of learning. We facilitate innovative and differentiated curriculum, nurturing creativity, critical thinking, collaboration and communication, ensuring students are successful learners, confident and creative individuals and active and informed citizens, promoting equity and excellence.

We aim to create a learning environment where every individual is valued, children develop socially and academically, and relationships are characterised by care, compassion and a sense of responsibility. The core values of Respect, Integrity, Strength and Excellence are evident and embedded in every aspect of our educational programs.

A dedicated staff comprising experienced and early career teachers, work towards innovative curriculum, differentiated program implementation and integrated technology to prioritise future focussed learning capabilities. The school is committed to all students achieving success through the implementation of explicit teaching and learning programs that underpin effective and diverse student wellbeing practices.

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.

Planning is currently underway for an expansion of our permanent teaching facilities to include 15 purpose built learning spaces designed to accommodate future focussed learning.

## 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.

Our school's future directions have been based on a wide range of data collected from across the whole school community. Triangulated evidence was gathered through: discussion; survey; the analysis of teacher-based assessment; observations and standardised testing. We use evidence-based strategy and innovative thinking in designing a school plan that delivers ongoing improvements in student outcomes and this collaborative feedback and reflection promotes and generates learning and innovation. Our practices and processes are responsive to school community feedback.

Opportunities are provided to students, parents, staff and the wider school community to provide input in the evaluation process and this information has been gathered and analysed to enable future planning.

Each project team group across the school has been provided opportunities to contribute their ideas, suggestions and feedback through surveys, discussions, formal and informal meetings.

Whole school input has determined the strategic directions for Cecil Hills PS and specific teams have developed the planning for the delivery of these directions over the next three year cycle. These directions have been formulated in consultation with all parties and reflect the identified needs of our school.

These transformational directions will enable our staff to develop and refine their pedagogy to ensure a quality learning environment at Cecil Hills PS which will ensure that our students further develop their skills as future focussed learners.

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.

The quality of our teaching and the effective use of formative assessment will drive our planning and will be reflected in the value added data which will be collected at the various milestones along our planning and implementation.



**Purpose:**

Quality learning experiences that are focussed and differentiated to produce self-directed learners.



**Purpose:**

Create an engaging environment for the school community through collaboration and by fostering individual and collective capacity.



**Purpose:**

Develop and embed a sustainable culture of wellbeing that supports all community members to be respectful, resourceful and resilient, reflecting the core values (R.I.S.E) of the school.

# Strategic Direction 1: Quality Learning

## Purpose

Quality learning experiences that are focussed and differentiated to produce self-directed learners.

## FOCUS AREAS

- Effective and consistent Formative Assessment strategies supporting every students development
- Engaging and problem based learning strategies implemented across the school

## Improvement Measures

- Increased percentage of students demonstrating expected outcomes, including the premiers priorities, in Literacy
- Increased percentage of students demonstrating expected outcomes, including the premiers priorities, in Numeracy
- Embedded whole school approach to Formative Assessment with evidence in all classes of students' ability to articulate aspects of learning significance.

## People

**Students:** Build skills to articulate their learning needs, and develop their critical thinking, problem solving, collaboration and communication skills to achieve their learning goals.

**Staff:** Differentiation of teaching to meet students' learning needs by providing targeted intervention in the areas of literacy and numeracy.

**Parents/Carers:** Work collaboratively with school staff to support student achievement in learning, engagement and wellbeing. Participate in community learning sessions and school consultation to improve their knowledge and impact school processes, practices and policies.

**Community Partners:** Understand, value and use the learning students are engaging with, particularly in Formative Assessment strategies.

**Leaders:** Establish structures and processes to identify, address and monitor student learning needs.

## Processes

### Differentiated Curriculum and Learning

*Develop an integrated approach to quality teaching and self-regulated learning experiences, enabling students to understand how they learn. Promote learning excellence and responsiveness, meeting the needs of all students, with students setting and achieving their own learning goals.*

*Develop a school culture strongly focused on learning and ongoing performance improvement. Staff collaboratively plan and differentiate learning experiences and effectively use data to provide clear, timely and accurate information to support further progress and achievement for all student learning.*

### Personalised Learning & Assessment

*Develop consistent school-wide practices for assessment to monitor, plan and report on student learning. Formative assessment is integrated into teaching practice in every classroom. Feedback for all students reflects best practice and students access tailored support, extension, or enrichment to maximise outcomes*

### Evaluation Plan

All data will be analysed collaboratively:

- Student TTFM Survey
- Focus groups and internal surveys
- Ongoing review of NAPLAN and PLAN data
- Internal and external student performance data
- Formal and informal observations
- Student voice
- Staff survey of knowledge and skills

## Products and Practices

### Practice:

Students and staff are involved in the continuous use of assessment data to monitor achievements and learning needs of students and inform planning to develop quality learning experiences.

### Practice:

Learning intentions and success criteria are used to support learning environments where all students are supported, challenged and receive meaningful feedback on their learning to inform future directions.

### Products:

Students are involved in learning experiences which are personalised and differentiated to enable them to become self-directed learners

### Products:

Students are able to articulate how they learn and what their learning needs are.

## Strategic Direction 2: Quality Teaching and Leadership

### Purpose

Create an engaging environment for the school community through collaboration and by fostering individual and collective capacity.

### FOCUS AREAS

- Embedded Collaborative Practice
- Innovative, systematic, world class PL to develop and lead whole school pedagogy

### Improvement Measures

- Embed use of evidence-informed pedagogy by all teachers with knowledge within the community
- Evidence of teachers using collected evidence and evaluative thinking to improve student progress.
- Engagement in collective collaborations, sharing individual expertise, building teacher confidence as educational leaders.

### People

**Students:** Builds skills to provide timely and respectful feedback to teachers about their learning experiences.

**Staff:** Maintain accurate records, documentation and assessment data in order to evaluate and adjust their pedagogy, to maximise impact on student learning.

Work collaboratively with colleagues and mentors to ensure that their pedagogy aligns with practices shown through research to have a high probability of success.

Experienced teachers mentor, coach and/or support less experienced staff.

Reflect upon their own pedagogy and identify their own learning and development needs.

**Parents/Carers:** Enhancing parents knowledge and capacity of school programs to support student learning.

**Community Partners:** Makes deliberate and strategic use of partnerships and relationships to access resources for the purpose of enriching teaching.

A proactive learning network with other schools in the delivery of educational innovation programs

**Leaders:** Adopts a coordinated approach in establishing and improving processes that build the capacity of the school community to use data and engage in evidence based conversations about improving teaching practices.

### Processes

#### Research Informed Pedagogy & Professional Learning

*Committed to identifying, understanding and implementing the most effective explicit teaching methods, with highest priority given to research-based teaching strategies through high quality professional learning. Ensure professional learning provides impact on the quality of teaching and student learning outcomes are evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice. Staff are responsible for maintaining and developing their professional standards, using this as a reference point for whole school reflection and improvement.*

#### Collaborative & Evaluative Practice

*Continuous analysis of school-wide student assessment data identifies student achievements and progress, in order to reflect on teaching effectiveness, inform future school directions and improve consistency in teacher judgement. Strengthen evaluative culture by establishing regular reflective feedback of teaching and learning practices whilst providing professional learning on the use of quality sources of data to inform future teaching and learning.*

#### Evaluation Plan

All data will be analysed collaboratively:

- What Works Best Reflection survey
- NAPLAN & PLAN data
- Ongoing data analysis and Consistent Teacher Judgement
- Tell Them From Me Survey
- PDP Review / Reflective Feedback / Observations
- Teaching Programs including term evaluations
- Accreditation data (AITSL)

### Products and Practices

**Practice:** Teachers collaboratively evaluate data to measure the impact of teaching and learning practices.

**Practice:** Teachers work together to improve teaching and learning across the school, sharing collective efficacy. The capabilities of all staff are built around a culture of collaborative professional learning.

**Practice:** Teachers provide and receive planned constructive/reflective feedback from peers, school leaders and student to improve teaching practice.

**Product:** Structures are in place to enable opportunities to collaboratively plan, reflect, improve and deliver evidence informed pedagogy

**Product:** Systems are embedded where teachers collaboratively make informed and consistent judgements about student learning based on deep knowledge and understanding of the curriculum.

# Strategic Direction 3: Wellbeing

<b>Purpose</b> <b>Purpose:</b> Develop and embed a sustainable culture of wellbeing that supports all community members to be respectful, resourceful and resilient, reflecting the core values (R.I.S.E) of the school.
<b>FOCUS AREAS</b> <ul style="list-style-type: none"><li>• Systematic and consistent wellbeing processes</li><li>• Authentic and purposeful student and staff wellbeing</li></ul>
<b>Improvement Measures</b> <ul style="list-style-type: none"><li>• TTFM student &amp; staff data on engagement and wellbeing consistently improves.</li><li>• Evidence of school values (R.I.S.E) embedded in daily practice, leading to improved wellbeing.</li></ul>

<b>People</b> <b>Students:</b> Identify their own abilities and strive to achieve their personal best in all domains, displaying a strong understanding of our school values – Respect, Integrity, Strength and Excellence – and applying these values in their daily interactions with others.  Access a broad range of curricular and extra-curricular opportunities. Understand the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes.  <b>Staff:</b> Explicitly teach strategies to support student wellbeing, resilience and understanding of RISE values.  Develop capabilities by contextualising training and refining school wide systems and structures to support the wellbeing of the whole school.  <b>Parents/Carers:</b> School community members have high expectations of the school and exhibit values that underpin personal best across all areas of school life.  <b>Community Partners:</b> Work collaboratively with school staff to support student achievement in learning, engagement and wellbeing.  <b>Leaders:</b> Facilitates innovative programs to support student wellbeing and promote high expectations.
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<b>Processes</b> <b>Wellbeing Values &amp; Themes</b> Implement a <i>strategic whole school approach to wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.</i> Embed principles of the Wellbeing Framework across the school and promote school values of R.I.S.E.  <b>Emotional &amp; Social Wellbeing</b> Create motivation and productivity through self-awareness and emotional regulation. Develop positive relationships, connectedness to others, empathy and students understanding of growth mindset, neuroscience and resilience principles.  <b>Connectedness &amp; Engagement</b> Develop collective responsibility for student learning and success across the community, with high levels of student, staff and community engagement. Model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measureable whole school improvement.  <b>Evaluation Plan</b> All data will be analysed collaboratively: <ul style="list-style-type: none"><li>• Wellbeing Self-Assessment</li><li>• Surveys i.e. TTFM</li><li>• Framework tools</li><li>• Sentral Data</li><li>• Tracking Sheets</li><li>• PLASPS / PLPs</li><li>• Att. / Suspension/ Enrol. Data</li><li>• Parent / Community participation</li></ul>
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<b>Products and Practices</b> <b>Practice:</b> Students demonstrate resilience and a determination to persevere, even when challenges emerge. Teachers support and guide students to navigate pathways to success.  <b>Practice:</b> Students are able to articulate and consistently demonstrate, through their daily interactions, an understanding of our school values (Respect, Integrity, Strength & Excellence) and have a clear understanding of why these are important for positive school citizenship.  <b>Products:</b> Strong culture of wellbeing for the whole school community as evidenced through the Wellbeing Framework  <b>Products:</b> Evidence based student wellbeing programs support the cognitive, emotional, social, physical and spiritual wellbeing of all student, which measurably improves the individual and collective wellbeing
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