CENTRAL COAST GRAMMAR SCHOOL

NEXT GENERATION TEACHING AND LEARNING
STRATEGIC PLAN 2015-2020
The next generation of students, parents and teachers will be learning and living in an exciting future.

During a nine month community consultation, review and planning process, we invited you, everyone in our school community, to tell us what the next generation of teaching and learning should look like at Central Coast Grammar School.

Extensive interviews, surveys and workshops with key stakeholder groups captured your next generation thinking. In depth analysis of the key functions of the school, including academic performance, highlighted significant progress guided by our Future Directions plan 2009 – 2014 and areas for development.

The full School Board, supported by ten staff from across the school, worked together in an enthusiastic and energetic reference group that absorbed the feedback and shaped our seven focus areas that will take us to the next level in the coming five years.

The title of the plan, Next Generation Teaching and Learning, the focus areas and the content within them are a very deliberate strategy to ensure that our teachers are the very best they can be and that our students reach their potential in all areas of their development. Implementation will be by way of biennial and annual plans with ongoing evaluation and measurement of our success. Reporting to the school community will be by way of the Headmaster’s Annual Report.

In our 30th anniversary year, we look confidently to the future as a first class school and present our next generation plan for the education of tomorrow’s thought leaders, creators and community achievers.

**Ken A Jolly OM**
School Board Chairman

**Bill Low**
Headmaster
MISSION
Striving for excellence in all endeavours in a happy, caring and supportive environment.

FOUNDATION
The fundamental values that underpin our school:
• The Care of Others
• Generosity and Selflessness
• Personal Integrity
• Love and Loyalty
• Respect and Forgiveness
• Responsibility and Self-discipline
• Compassion and Friendship
• Courage and Perseverance
• Truthfulness and Honesty

ASPIRATION
Our graduates will be mature and articulate global citizens. They will have maximised their potential and have been exposed to a wide variety of academic and cocurricular opportunities. They will have developed into confident, caring and well balanced young adults. Our graduates will be able to thrive in a rapidly changing world through their collaborative skills, technological competence, enterprising spirit and capacity for innovation.
GOVERNANCE AND MANAGEMENT

NEXT GENERATION LEARNERS

BALANCED EDUCATION

TEACHER QUALITY

ACADEMIC ACHIEVEMENT

DIGITAL LITERACY

GOVERNANCE AND MANAGEMENT

COMMUNITY
NEXT GENERATION LEARNERS

DIGITAL CITIZENS
GLOBAL CITIZENS
CRITICAL AND CREATIVE THINKERS
INDEPENDENT LEARNERS
INQUISITIVE AND INNOVATIVE
PROBLEM SOLVERS
COMMUNICATORS
CIVICALLY ENGAGED

NEXT GENERATION TEACHING AND LEARNING
CCGS STRATEGIC PLAN 2015-2020
**GOAL:** Create a contemporary learning community inclusive of students, parents and teachers and a K-12 Next Generation learning framework, encompassing the complimentary mix of learning characteristics necessary to participate, contribute and prosper in society.

**KEY STRATEGIES**

- Develop and support a culture where students, teachers and staff can learn and demonstrate the characteristics of Next Generation learners.
- Ensure Next Generation learning characteristics inform teaching and cocurricular programs.
- Develop a community of contemporary learners where students, parents and teachers are active participants.

**KEY OBJECTIVES**

- A Next Generation learning framework is developed and implemented K-12 across the cocurricular, community service and international programs.
- Next Generation learning characteristics are articulated in an age appropriate and relevant way for different stages of schooling.
- Common logos, schemas and charts are displayed school-wide to familiarise the community with the Next Generation learner characteristics.
- A professional learning program is developed to enhance teachers’ understanding and ability to teach the Next Generation learning characteristics.
- Teacher appraisal process is revised, introducing Next Generation learning as a specific criterion.
- Next Generation learner characteristics are modelled at all levels in the organisation including senior executive, middle management, classroom teachers and students.

**WE WILL MEASURE OUR SUCCESS BY**

- Evidence from teacher appraisals, teaching programs and classroom practice that indicates Next Generation learning characteristics are being developed school-wide.
- Evidence from curriculum documentation and classroom observation that indicates Next Generation characteristics are being implemented.
- A biennial report on progress towards embedding the Next Generation learning framework.
- Evaluating the professional learning program by tracking participation and seeking feedback through biennial staff surveys.
- Evaluating the impact of Next Generation learning practice on student outcomes.
ACADEMIC ACHIEVEMENT

HIGH EXPECTATIONS

QUALITY TEACHING & LEARNING

ACHIEVING INDIVIDUAL POTENTIAL

TEACHING, LEARNING & ASSESSMENT FRAMEWORK

EVIDENCE BASED IMPROVEMENT PLANS
GOAL: Every student achieves his or her academic potential.

KEY STRATEGIES
- Enhance the culture in which students, parents and teachers have high expectations that every student will achieve their full potential
- Quality teaching and learning in every classroom
- Strengthen academic opportunities to enable every student to achieve their full potential
- Adopt evidence based strategies, including academic data, to analyse past performance and plan for improved performance
- Develop a contemporary, whole-school, forward thinking framework for teaching, learning and assessment

KEY OBJECTIVES
- A Charter of Academic Learning is developed and published
- A systematic framework for the acknowledgment of superior academic performance is devised and implemented K-12
- A communication campaign is implemented to gain support from all parents for high learning expectations
- Differentiated approaches to teaching and learning are made explicit at all levels of learning K-12
- A clearly articulated gifted and talented program for students K-12 is implemented
- The policy framework for students with special needs K-12 is revised and implemented
- Evidence based and data driven improvement plans at school, sub-school and departmental levels are implemented K-12
- A standardised action planning model for enhanced academic achievement K-12 is developed and implemented
- A consistent framework for teaching, learning and assessment K-12 is implemented
- Teachers continue to focus on contemporary practice and innovation in their teaching and programming
- Evaluating the impact of the Charter of Academic Learning through biennial surveys to students, parents and staff
- Evidence of differentiated teaching from teacher appraisals, teaching programs and classroom practice
- Evaluating the gifted and talented program and the policy framework for students with special needs
- Biennial evaluation of the effectiveness of technology to extend and enhance learning
- Evidence from teacher appraisals of effective use of data to inform academic improvement plans
- Evaluation of the effectiveness of improvement plans to lift academic achievement
- Evaluating the K-12 framework for teaching, learning and assessment
- Continual improvement in academic outcomes as evidenced by external tests and examinations
BALANCED EDUCATION

RESPONSIBILITY

ACADEMIC ACHIEVEMENT

WELLBEING

SOCIAL & EMOTIONAL SKILLS

COMPASSION & EMPATHY

CHARACTER & LEADERSHIP

BALANCED EDUCATION
**GOAL:** Every student experiences a balanced education.

**KEY STRATEGIES**
- Each student increasingly takes responsibility for their academic learning, behaviour, relationships and the environment of the school
- Provide a rich and comprehensive cocurricular program
- Nurture a caring community which emphasises the uniqueness of each individual
- Provide a safe, healthy and supportive learning environment for each individual
- Cultivate connected relationships within the school community and beyond
- Strengthen commitment to community service
- Strive for continually improved academic performance and student engagement in learning
- Provide greater opportunities for students to learn in contemporary and non-traditional ways inside and outside the classroom
- Prepare students for life post-school

**KEY OBJECTIVES**
- Wellbeing programs are enriched to increase student resilience
- Interpersonal and leadership skills are developed
- A healthy canteen is enhanced
- Community service program is enhanced and expanded
- Cocurricular program is maintained and developed in a sustainable manner
- Responsibility for independent learning is promoted
- Both academic and non-academic achievement are recognised and rewarded
- A revised student exchange and international programs policy is implemented

**WE WILL MEASURE OUR SUCCESS BY**
- Mapping and evaluating programs and practices that develop leadership skills
- Mapping and evaluating programs and practices that emphasise a healthy lifestyle
- Mapping and evaluating the scope and quality of the cocurricular program
- Evaluating the effectiveness of the canteen
- Evaluating the range of learning experiences provided by the community service program
- Evaluating student engagement in learning through biennial surveys to students
TEACHER QUALITY

COLLABORATION

ROLE OF MIDDLE MANAGEMENT

RECRUITMENT

TEACHER APPRAISAL

INNOVATIVE TEACHING

PROFESSIONAL LEARNING

NEXT GENERATION TEACHING AND LEARNING
CCGS STRATEGIC PLAN 2015-2020
**GOAL:** Continually develop expert Next Generation teachers and the professional relationships between students, teachers and parents, which are fundamental to excellent practice and outstanding student outcomes.

**KEY STRATEGIES**
- Engage all teaching staff in collaboration for the continual improvement of their teaching and student learning
- Enhance the role of middle management in developing teacher quality
- Ensure supportive but rigorous teacher appraisal takes place throughout the school for recognition and improvement
- Make provision for tailored professional learning opportunities for all teachers
- Promote teacher wellbeing to cultivate a quality professional environment
- Promote innovative teaching practice including the use of digital technologies in teaching and professional learning
- Recruit the best quality teachers available

**KEY OBJECTIVES**
- Teaching staff collaborate in professional learning communities
- Enhanced instructional leadership is provided by middle management
- Enhanced middle management accountability for supervision, performance and professional support of their immediate staff
- Teacher appraisal process is revised, introducing professional learning and data management as specific criteria
- Individual teachers become more accountable for their own performance
- A K-12 Professional Learning Plan is developed and implemented
- Professional learning is focussed on the school’s strategic goals, innovative teaching and learning practices and digital technologies, reflecting global best practice

**WE WILL MEASURE OUR SUCCESS BY**
- Tracking specific instances of teacher collaboration
- Evidence from teacher appraisals of staff involvement in professional learning and data management
- Evaluating quality and quantity of professional learning by tracking teacher participation and seeking feedback through biennial staff surveys
- Mapping and reporting use of innovative practice and new initiatives adopted by teachers
- Evaluating the impact of the Professional Learning Plan on teaching practice and student outcomes
DIGITAL LITERACY

CONNECTED COMMUNITIES

DIGITAL SKILLS

COLLABORATION

REAL WORLD PRACTICE

CREATION

INNOVATION

DIGITAL CITIZENSHIP

DIGITAL LITERACY

NEXT GENERATION TEACHING AND LEARNING
CCGS STRATEGIC PLAN 2015-2020
**GOAL:** Develop a high level of digital literacy, with staff and students as active learners and users, to enable them to function effectively now and into the future.

Digital literacy is the ability to find, evaluate, utilise, share, and create content using information technologies and the Internet.

**KEY STRATEGIES**
- Ensure technology is used effectively and meaningfully in order to improve learning and reflect real world practice
- Integrate technology across the school in order to promote innovation, collaboration, creation and publication of digital works
- Establish development pathways for students and staff to enhance digital technology skills
- Prepare learners as effective digital global citizens
- Achieve recognition as a leading digital learning organisation building relationships with schools and communities around the world

**KEY OBJECTIVES**
- A K-12 digital literacy scope and sequence is developed with seamless integration of technology across stages, departments and sub-schools
- Teaching programs are modified to reflect current and emergent technological practice and to optimise learning through collaboration and digital technologies
- Innovative practices are showcased by staff to colleagues
- The school’s appraisal process is revised, introducing skills, learning and application of digital technology as specific criteria
- Formal collaborative relationships with schools and communities regionally, nationally and internationally are established

**WE WILL MEASURE OUR SUCCESS BY**
- Evaluating the impact of the K-12 digital literacy scope and sequence on teaching practice
- Evidence from teacher appraisal, teaching programs and observation of classroom practice that teachers and students are learning and applying digital skills and collaborative approaches
- Mapping and reporting the adoption of emerging technologies
- Tracking specific examples of teachers showcasing their use of technology for learning
- Tracking the number and nature of collaborative relationships with other schools and communities and the range of digital technologies supporting them
GOAL: Enriched engagement with the school's community, present and past, immediate and international.

KEY STRATEGIES
• Take a leadership role in the advancement of the Central Coast region and contribute through community service programs
• Build on the CCGS family by developing the social capital of the school, ensuring a cohesive, supportive school community, present and past
• Develop the intellectual capital of the school through relationships with schools and communities locally, nationally and globally
• Sustain and enhance partnerships with community, business and professional organisations
• Promote the school’s ethos and identity through a positive profile locally and throughout NSW

KEY OBJECTIVES
• Networking opportunities for parents and students, past and present, for social, professional and business reasons
• Parents and teachers continue to work together to enhance a supportive environment
• Alumni are encouraged to engage with the school
• Students exercise community leadership and service and act as ambassadors for the school
• Students have cultural and educational experiences in other countries
• Reciprocal partnerships are sought which benefit the school and our partners
• The school website and portal are effectively employed to enhance community relationships
• A business to business network is established

WE WILL MEASURE OUR SUCCESS BY
• Tracking the number of past students who engage with the school
• Documenting and evaluating opportunities for students to exercise community leadership and act as ambassadors for the school
• Documenting and evaluating partnerships with community, business and professional organisations
• The level of engagement with the school website and portal and through feedback from biennial satisfaction surveys
GOVERNANCE AND MANAGEMENT
GOAL: Ensure the sustainability of our institution through effective and efficient governance and management.

KEY STRATEGIES
• Shape and plan strategic direction
• Ensure ongoing financial capacity and viability
• Promote CCGS as a school of excellence
• Improve productivity by identifying and addressing current inefficiencies in school and business management processes
• Maintain and evolve a rich and diverse curriculum and cocurriculum, fostering academic achievement
• Create and maintain inspiring learning facilities
• Maximise effectiveness of human resources
• Manage risk effectively
• Meet or exceed all statutory compliance requirements

OBJECTIVES
• A Strategic Plan 2015 – 2020 is published and communicated to stakeholders
• Budget forecast, allocations and expenditure are regularly reviewed
• Sound marketing promotes the CCGS brand and school achievements through enhanced digital communication
• Effective technology-based School Learning and School Management Systems are implemented following review
• Customer Relations Management software is implemented
• Staff qualifications are progressively strengthened, professional learning is adequately resourced and staff appraisal is modified in line with strategic priorities
• School Board effectiveness is enhanced through ongoing education initiatives for Board members
• Work, health and safety benchmarks are continually monitored and improved
• Succession and renewal plans are created for the School Board and Senior Executive
• Board governance and executive management processes are regularly reviewed
• The range of subject and cocurricular choices is regularly reviewed
• Risk management processes are regularly reviewed and enhanced
• Compliance with Board of Studies, Teaching and Educational Standards regulatory requirements is assured through ongoing review
• A facilities master plan is developed including an ongoing maintenance program
• The school website and portal are upgraded as key communication and distribution tools

WE WILL MEASURE OUR SUCCESS BY
• Conducting biennial satisfaction surveys with students, parents and staff
• Reporting on success of strategic objectives in an annual Headmaster’s report
• Meeting or exceeding budget forecasts and enrolment targets
• Meeting or exceeding independent school financial health benchmarks through participation in external survey
• Evaluating effectiveness of website, portal, social media sites and digital communications by level of engagement and feedback from satisfaction surveys
• Evaluating resulting productivity improvements from Customer Relations Management software
• Evaluating effectiveness of new School Management System to assess effective use and resulting productivity gains
• Evaluating effectiveness of new Learning Management System to assess increased efficiency and effectiveness in learning
• Achieving annual academic targets for NAPLAN and the HSC
• Identification and mitigation of risks
• Publishing an Annual Report that demonstrates compliance with the requirements of the Board of Studies, Teaching and Educational Standards
• Meeting or exceeding targets within the school’s facilities master plan
• Conducting biennial satisfaction surveys of our built and natural environment