

School plan 2018-2020

Concord Public School 1607



School background 2018–2020

School vision statement

At Concord Public School, we endeavour to nurture an inclusive and diverse learning community that promotes learners to be self-motivated, engaged and to demonstrate a commitment to lifelong learning in a future-focused environment.

School context

Concord Public School is a dynamic and future-focused school, serving a culturally and linguistically diverse community with 70% from non-English speaking backgrounds (NESB), from approximately 35 different countries.

The school provides significant programs including Community Language program (Italian); English as an Additional Language/Dialect (EAL/D) program; Enrichment program and Reading Recovery.

The Italian program is integral to the school curricula, running for 34 years at the school. It enables all students from Kindergarten to Year 6 to learn a second language for 2 hours every week, including the integration of technology.

The school's long term partnership with the local high school allows many of our students to attend specific subject lessons and events on a regular basis, including Science lessons, sports, reading and writing programs and gifted and talented programs.

Concord Public School is a member of the Canada Bay Public School Community of Schools (CoS). This networking is afforded through combined professional development sessions, along with educational leadership opportunities and shared wellbeing practices benefiting students, families and staff of each school across all areas of operation.

Concord Public School and its community form a strong partnership. The Parents and Citizens Association is a very supportive and active part of the school community. The school has extended community partnerships with external agencies including: KU Playgroup, who operate a playgroup in the school hall every Wednesday and trained TESOL (Teaching English to Speakers of other Languages) teachers provide English classes to the school community on a weekly basis.

School planning process

Term 3 and 4, 2017 was dedicated to a rigorous evaluation process involving staff, students and parents. This process was conducted to review the strengths, opportunities and areas for development across the school.

Students

Students across all classes K–6 contributed to a student survey.

Staff

- School Improvement Leaders & Executive analysed NAPLAN (National Assessment Program – Literacy and Numeracy), Planning Literacy and Numeracy (PLAN) and Best Start data to track student performance.
- Key Learning Area (KLA) teams evaluated their priority areas and made recommendations for key focus areas.
- Staff participated in 5 Evaluation professional development (PD) Sessions including: School Excellence Framework Evaluation, 2015–2017 Evaluation and Feedback, Instructional Rounds Evaluation, Milestone Achievements and Whole School Data Analysis: (NAPLAN, Literacy, Language & Learning –L3 and PLAN).
- Term 1 2018 – Teachers, students and the whole school community were introduced to the 2018–2020 School Plan through a number of consultative sessions. The vision statement reflects the evaluative process the school undertook in Term 3 and 4, in 2017.

Parents / Community

Parents across K–6 contributed to the evaluation process. Parents participated in the following workshops:

- “Moving Forward Workshops”: what we do well, where

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we can improve and key priorities for the next School Plan. Chinese and Korean sessions were also held to engage our NESB community.

- 2017 Kindergarten Parents (Kindergarten Orientation) – Future Focused Learning and teaching: “What would you like your child to have in their back-pack by the time they finish primary school”.

As a result, three key strategic directions were identified as a basis for the shared commitment to future developments across the school. These are:

- Enhance Teaching and Learning
- Collaborative Team Work and Leadership Expertise
- Engaging Community Partnerships

The Concord PS School Plan 2018–2020 sets clear improvement measures. It forms the basis for the school's improvement and development efforts for the next three years. Each strategic direction provides details of the purpose (why), people and processes (how), and products and practices (what) that are to be realised through the implementation of the plan.

School strategic directions 2018–2020

**STRATEGIC
DIRECTION 1**
Enhance Teaching and
Learning

Purpose:

To implement rigorous and differentiated teaching and learning programs which foster increased student engagement and ownership for learning. This is embedded with high expectations of student achievement.

**STRATEGIC
DIRECTION 2**
Collaborative team work and
leadership expertise

Purpose:

To maintain an open and collaborative school culture in which staff members strive for innovation and leadership expertise in an endeavour to maximise the outcomes of all students at the school.

**STRATEGIC
DIRECTION 3**
Engaging Community
Partnerships

Purpose:

To promote an inclusive, equitable and collaborative environment for all students, staff and community members.

Strategic Direction 1: Enhance Teaching and Learning

Purpose

To implement rigorous and differentiated teaching and learning programs which foster increased student engagement and ownership for learning. This is embedded with high expectations of student achievement.

Improvement Measures

- Increased proportion of students achieving expected growth in writing.
- Increased proportion of students achieving expected growth in numeracy.

People

Students

- Confidently apply critical and creative thinking skills to successfully become future-focused learners in an environment that promotes increased student engagement levels, high expectations, rigorous feedback on learning and self-regulation.

Staff

- To provide dynamic teaching and learning programs strongly linked to student assessment and continuous tracking of student growth.
- The teaching and learning programs show evidence of adjustments to address individual student need leading to improved learning outcomes, where students are challenged to continue to learn.

Leaders

- Build teacher capacity to provide dynamic teaching and learning programs strongly linked to reliable student assessment and continuous tracking of student progress and achievements.
- To develop teacher understanding and pedagogy through participation of Instructional Rounds with the CoS.

Community Partners

- The community will be aware of the needs of the school and the programs in place to support the students through targeted engagement sessions and “Concord’s Corner” in the newsletter.

Processes

Whole School Monitoring of Student Learning

- Developing a deeper, shared understanding of quality teaching and learning, including, lesson observations, feedback and self-evaluations. Up-skill staff to confidently use systematic data collection to monitor school wide progress and target areas for improvement with particular focus on: Numeracy and Writing.
- Identifying areas of student need through the establishment of a consistent, collaborative and consultative K-6 approach in collecting and analysing data.

Differentiation & Student Engagement

- Critical and creative thinking skills are embedded to enhance student engagement levels and high expectation of student achievement across the curriculum.
- Differentiated teaching and learning programs.

Evaluation Plan

- Internal school measures including CTJ, Bump It Up walls and student learning goals
- Whole school assessment tracking
- Observation
- NAPLAN

Practices and Products

Practices

- Evidence of a whole school assessment approach
- All teaching and learning programs show evidence of differentiation and relevant adjustments.
- Evidence of EAfS (Early Action for Success) Implementation.
- Teachers provided PD to effectively implement and evaluate “7 Steps of Writing”
- Teachers participate in Instructional Rounds (CoS) to re-evaluate the 4C’s and enhanced pedagogy across the school.

Products

- Increased student confidence to apply critical and creative thinking skill in all curriculum areas, particularly in Writing.
- Increased student growth mindset when engaging in all aspects of Numeracy.

Strategic Direction 2: Collaborative team work and leadership expertise

Purpose

To maintain an open and collaborative school culture in which staff members strive for innovation and leadership expertise in an endeavour to maximise the outcomes of all students at the school.

Improvement Measures

- Evidence of collaborative practices within each team
- Aspiring leaders demonstrate examples of adopted leadership roles.

People

Students

- Engage student leaders in the development of student leadership capabilities which integrate skills and learning experiences across the student body.

Staff

- Develop leadership capabilities for staff by engaging in personalised professional development through a range of strategies that focus on feedback, self-evaluation and sharing of professional practice.
- Provide opportunity for aspiring leaders to build leadership capacity and expertise within the school and beyond with the CoS network and Lead4Success Initiatives.

Leaders

- The school leadership team adopts a coordinated approach to continue to embed collaborative practices with all staff, enriching the school culture.
- Leadership team develop capacity to drive the Performance and Development Framework. Support staff through timely and meaningful feedback, professional dialogue and regular professional meetings.

Community Partners

- Community consultation representatives actively take part in school planning and evaluative processes.

Processes

Leadership

- To develop the leadership skills of aspiring leaders, through: executive mentoring, reflection of the Professional Teaching and Leading Standards and participation in leadership team meetings.
- Distributed leadership targeting school priorities: Numeracy, Wellbeing and Gifted and Talented Network.

Collaborative Practices

- Developing team-teaching and mentoring opportunities for staff to share expertise and provide support, feedback and collaborative teamwork opportunities. This open communication will foster a deeper, shared understanding of quality teaching and learning thus enhancing collaboration.
- Enhance a culture of sharing and understanding of best practice for learning, teaching and leading.

Evaluation Plan

- Regular internal reporting against milestones
- Feedback from school priority teams
- Staff and student evaluation processes
- Participation in CoS initiatives

Practices and Products

Practices

- Opportunities for aspiring leaders
- Major Bay BCoS GATE Network – Gifted and Talented opportunities
- Teams engage in a collaborative approach to professional learning
- Regular opportunities for staff to engage in CTJ (Consistency of Teacher Judgement).
- The leadership team embeds a professional learning community which is focused on continuous improvement of teaching and learning.
- The leadership team supports the recognition of the teacher accreditation process with a high-performance culture to maximise student outcomes.

Products

- Aspiring leaders adopt leadership roles within the school and broader community.
- Overall improvement of staff culture and opportunities of collaboration to improve student learning outcomes.

Strategic Direction 3: Engaging Community Partnerships

Purpose

To promote an inclusive, equitable and collaborative environment for all students, staff and community members.

Improvement Measures

- An increase in staff using Sentral to record positive and negative student incidents.
- A decrease in negative incidents and an increase in positive incidents, as indicated in the wellbeing database (Sentral) and student surveys.
- Visible evidence of participation of parents and other community groups in:
 - Classrooms
 - School events
 - Parent meetings
 - School App
 - Social media

People

Students

- Engaging in positive behaviour processes through building positive relationships and developing self-regulation skills.

Staff

- Promoting positive behaviour processes through implementation of whole school wellbeing programs.
- Upholding the common understanding that the wellbeing of all students is a key focus area.

Leaders

- Leadership team make deliberate strategic use of its partnerships and relationships to access resources.

Community Partners

- Open and clear communication occurs between all levels of the school community. Awareness of the programs in place to support stakeholders.

Processes

Student Wellbeing

- For our students to be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community.
- Implement evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to enhance learning.

Engaging Student and Community Partnerships

- The school has planned and proactive engagement with parents and the broader community through open school events, community engagement sessions and communication systems (School App, Newsletter, Concord's Corner, Social Media)
- Community members become liaison officers and communication networks between the school and home partnership to enrich the multicultural learning of school life for all students.
- Multicultural activities are embedded within teaching and learning programs to enhance multicultural perspectives within the school community.

Evaluation Plan

- Regular internal reporting against milestones
- Yearly school evaluation processes
- Staff, student and community group feedback
- Community engagement sessions

Practices and Products

Practices

- Collaborative relationships with community providers to enhance school wellbeing initiatives, guided by the Wellbeing Framework.
- Staff record positive and negative student wellbeing incidents on the school database.
- Practices and processes are responsive to school community feedback.
- Ethnic community members become cultural connections between the school and home partnerships.
- Community Engagement sessions and permission notes are regularly translated into the NESB school populations.
- Multicultural events are supported by teaching and learning activities in each classroom to achieve an understanding of cultural diversity and community respect (such as NAIDOC Week and Harmony Day).

Products

- The school has in place an inclusive framework to support the emotional and social wellbeing of students, leading to a decrease in negative incidents and an increase in positive incidents, as indicated in the wellbeing database (Sentral) and student surveys
- Visible evidence of involvement of parents and other community groups.