

School plan 2015-2017

Concord Public School 1607



School background 2015–2017

School vision statement

At Concord Public School we believe that strategic collaboration within and beyond the school will inspire, engage and challenge our students to become confident, creative, innovative and critical life-long learners in the 21st Century.

School context

Our school community is a culturally and linguistically diverse group with 68% from non-English speaking backgrounds, from 35 different countries.

The school provides students with opportunities to participate in student leadership, inter-school sport, dance, choir and band. The choir, band and dance group perform regularly at school events. Other significant programs offered include: Community Language Program (Italian); English as an Additional Language/Dialect (EAL/D) program; and Reading Recovery.

Our 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 with the use of iPads.

Aspects of 21st century learning underpin all Key Learning Areas, promoting learning environments that allow children to take control of their own learning, nurturing creativity, problem-solving and a love of learning.

Our 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 and programs for the gifted and talented students.

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. We have extended community partnerships with external agencies including: KU Playgroup, who operate a playgroup in the school hall every Wednesday; and the Cornerstone Church group, who run English classes for the immediate and extended school community.

School planning process

Term 4, 2014 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 • All students K–6 contributed to an on-line survey.

The staff

- Staff Development Day, Term 4 – Teachers and Executive made aware of the New School Plan, its format and the new direction of “how, why, when and how” (based on Simon Sinek’s theory), leading to a shared vision.

- School Improvement Team established to analyse NAPLAN, Planning Literacy and Numeracy (PLAN) & Best Start data and track EAL/D students.

- Key Learning Area (KLA) teams evaluated their priority areas and made recommendations for key focus areas.

- Participated in 2 staff surveys –

- 1) Teaching and Learning

- 2) Class structures and specialist support model/enrichment

class survey.

Parents / Community

- Participated in the following workshops –

1. 21st Century Learning, what we do well, where

we can improve and key priorities for the next School Plan (see picture below)

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2.2015 Kindergarten Parents (Kindergarten Orientation) – 21st Century Learning & “What would you like your child to have in their back-pack by the time they finish primary school” session

3.NAPLAN Analysis Parent Workshop.

4. Parent on-line survey.

5.As a result, three key strategic directions were identified as a basis for the shared commitment to future developments across the school. These are: •Embedding quality teaching and learning practices

- Collaborative team work and leadership expertise

- Community trust and quality relationships.

The CPS School Plan 2015–2017 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 plan⁶.

School strategic directions 2015–2017

STRATEGIC DIRECTION 1

Embedding quality teaching and learning practices.

Purpose:

To implement rigorous and differentiated learning opportunities that foster creativity, resilience and increased student ownership for learning. This is supported by explicit instructions and appropriate support to meet the Department of Education and syllabus requirements.

STRATEGIC DIRECTION 2

Collaborative teamwork and leadership expertise.

Purpose:

To maintain a 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

Community trust and quality relationships.

Purpose:

To promote an inclusive, equitable and collaborative work environment where students, staff and community members feel safe, valued and respected.

Strategic Direction 1: Embedding quality teaching and learning practices.

Purpose

To implement rigorous and differentiated learning opportunities that foster creativity, resilience and increased student ownership for learning. This is supported by explicit instructions and appropriate support to meet the Department of Education and syllabus requirements.

Improvement Measures

Students show growth in the Literacy and Numeracy Continuum.

Class programs show evidence of differentiation

People

Students

Achieve their potential and develop a love of learning in an environment that promotes high expectations and self-regulation. Students are 21st century learner sand enjoy a variety of learning experiences and contexts.

Staff

Engage in professional development and dialogue within the Community of Schools (CoS) network.

Develop the capacity to systematically deliver a differentiated curriculum through ongoing professional development where students' level of achievement will be improved through timely and meaningful feedback and formative assessment strategies.

Leaders

Develop coaching and mentoring skills. Develop own understanding of pedagogy through the General Capabilities Framework..

Community Partners

Processes

Differentiation

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:•Reading

•Numeracy

•Writing.

Student Engagement

School planning will incorporate strategies to enhance self-regulation and engagement through the explicit and consistent teaching of:•Positive Behaviour for Learning (PBL)

•Friendly Schools Plus

•Seasons for Growth Program.

Evaluation Plan

Evaluation

PLAN(Planning for Literacy & Numeracy)

NAPLAN

L3(Literacy, Language Learning)

General Capabilities Framework

Assessment- regular and on-going.

Informing teacher practice and promoting self-regulation in students.

Practices and Products

Practices

Practices

Feedback between teachers and students and among peers for school improvement.

Teachers use the General Capabilities Framework Rubrics to determine levels of student engagement.

Learning Intentions and Success Criteria (e.g. Bump It Up Walls) are used and visible in all classrooms as examples of formative assessment.

Teachers actively participate in a variety of mentoring programs (e.g. team-teaching and lesson observations).

Teachers regularly benchmark for numeracy/literacy achievement using the continuum markers.

Allclasses, years 2-6 use the "Say Something"strategy as part of the Focus onReading Program.

All classes K-6 consistently using the language of the Super 6 ComprehensionStrategies .

All classes engaging in the daily recall of number facts and Newman's Analysis Strategies.

Products

Products

All students show growth in the Literacy and Numeracy Continuum.

Strategic Direction 1: Embedding quality teaching and learning practices.

Improvement Measures

People

Our community will be aware of the needs of our school and the programs in place to support our students.

To become appropriately involved in the Friendly Schools Plus Program.

Processes

Practices and Products

All class programs show evidence of differentiation.

Strategic Direction 2: Collaborative teamwork and leadership expertise.

Purpose

To maintain a 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

All teachers are actively engaged in a number of professional learning teams.

- Overall improvement of staff culture and opportunities of collaboration.

People

People

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.

Establishing a collaborative network through participation in the Community of Schools (CoS) initiative.

People

Students

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

People

Leaders

Executive develop capacity to drive the Performance and Development Framework. Support staff through timely and meaningful feedback, professional dialogue and regular professional meetings.

People

Community

Processes

Whole School 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 and staff morale.

Develop a culture of sharing and understanding of best practice for learning, teaching and leading.

Identifying areas of student need through the establishment of a consistent, collaborative and consultative K-6 approach in collecting and analysing data.

Leadership

Providing leadership programs and mentoring opportunities that are fair and equitable. These leadership capabilities are developed through professional dialogue, networking, research, feedback, observation and shadowing of lead teachers. Strategies include: Student leadership practices

- Coaching for executive through the Positive Psychology and Appreciative Inquiry project and Professional Leadership Development and Coaching with Annette Udall.

Practices and Products

Practices

Teams lead a collaborative approach to professional learning.

All staff accredited at appropriate levels of the Professional Teaching Standards and aspire to move to higher levels.

All teachers actively using the Literacy and Numeracy continuum.

Regular opportunities for staff to engage in CTJ.

Targeted support for beginning teachers

Products

All teachers are actively engaged in a number of professional learning teams.

Overall improvement of staff culture and opportunities of collaboration.

All teachers actively engage in peer observation and team teaching.

Strategic Direction 2: Collaborative teamwork and leadership expertise.

Improvement Measures

People

Regularly informed of staff professional learning.

Selected community representatives actively taking part in school planning processes and committees.

Processes

Evaluation Plan

Feedback from project teams and consistent teacher judgement (CTJ) sessions.

BOSTES accreditation.

Practices and Products

Strategic Direction 3: Community trust and quality relationships.

Purpose
To promote an inclusive, equitable and collaborative work environment where students, staff and community members feel safe, valued and respected.
Improvement Measures
School has in place an inclusive framework to support the emotional and social well-being of students, leading to a decrease in bullying incidents, as indicated in Easy School Reporting(ESR) and student surveys
Visible evidence of involvement of parents and other community groups.

People
People
Students
Engaging in positive behaviour processes through building positive relationships and developing self-regulation skills.
People
Staff
Promoting positive behaviour processes through implementation of whole school welfare programs.
Upholding the common understanding that the school's main priority is the well-being of all students.
People
Community
Open and clear communication occurs between all levels of the school community. Awareness of the programs in place to support stakeholders.
People
Leaders
Leadership team make deliberate strategic use of its partnerships and relationships to access resources.

Processes
Resilience
On-going professional development of the school's welfare programs for all staff and the school community in order for all stakeholders to become participants in their child's learning. These include:•Friendly Schools Plus Program
•Positive Behaviour for Learning (PBL)
•Building consistency and continuity of positive reinforcement practices by devising a K-6 Student Wellbeing Policy.
Developing Sustainable Relationships
Informing and catering for the diverse needs of the school community through regular communication.
• Kindergarten orientation-parent workshops offered& centred on early school related topics. For example, anxiety, literacy and promoting concepts of 21st Century Learning.
•Promoting inclusivity by holding international& cultural awareness days of cultural groups represented at Concord PS.
•Enhance the learning and social opportunities for both staff and students within our Community of Schools (CoS) network.
Evaluation Plan

Practices and Products
Practices
We will develop stronger relationships with community providers to enhance school well-being initiatives and industry links.
Practices and processes are responsive to school community feedback.
Staff are part of the Positive Psychology and Appreciative Inquiry Program
Staff continue to implement positive behaviour management strategies:
Positive Behaviour for Learning (PBL).
Friendly Schools Plus.
Positive playground reinforcement using a universal language approach assisted by signs displayed in the playground.
Staff work collaboratively with parents and carers to formulate Personalised Learning Plans (PLPs) for students with specific learning needs.
Products
Products
School has in place an inclusive framework to support the emotional and social well-being of students, leading to a decrease in bullying incidents, as indicated in Easy School Reporting (ESR) and student surveys.
Visible evidence of involvement of parents

Strategic Direction 3: Community trust and quality relationships.

Improvement Measures

People

Processes

Practices and Products

and other community groups.