



School plan 2018-2020

Concord West Public School 1608



School background 2018–2020

School vision statement

At Concord West Public School we are a dynamic learning community committed to delivering a creative, challenging and rigorous education. As a community we work together to build positive relationships which value every student and foster resilience, confidence and respect for others.

School context

Concord West Public School is a dynamic, vibrant primary school which has served the local community for 89 years.

Our school celebrates and values our diverse community, with 370 students coming from 39 different language backgrounds.. Parents have high expectations and are very involved and supportive of the school.

The teaching staff is an effective mix of experienced and early career teachers. This includes an allocation for 15 class teachers as well as specialist music, sport, Italian and Korean Community Languages and specialist learning support teachers.

The school achieves strong academic results and offers a broad curriculum with educational experiences that are designed so that all children can reach their personal, social and academic potential. Opportunities are available for students in sport, debating, public speaking, coding, 14 instrumental music ensembles and in the esteemed interschool band, Symphonia Jubilate.

The Concord West Public School community is committed to the creation of a supportive, cooperative, safe and friendly environment. The school motto, 'Concordissime, Peace and Harmony', defines the environment in which we believe all students can experience the best possible education for lifelong learning.

School planning process

Concord West Public School consulted with staff, students and parents to engage in discussion and obtain feedback and ideas on the future needs and actions for the school.

Parent views were obtained through the Tell Them From Me survey as well as through discussions at groups of parent representatives, including the P & C, Class Parent Representatives and cultural community groups.

The staff participated in whole school meetings and considered aspects of the school where change, innovation or improvement could be made. Staff explored the implications of current educational research and the Department of Education Strategic Plan and reflected on information gathered through surveys and feedback. The teachers were presented with evaluation and assessment data and identified areas of need for Professional Learning.

Review of school internal and external data indicated generally strong outcomes in literacy and numeracy. There is a need to focus on ensuring every student is being challenged and achieving expected growth. Our community values a broad education and opportunities for their children to build confidence cross curriculum and extra-curricula areas.

As a result of this consultation three key strategic priority areas have been identified to build upon the existing strengths of Concord West Public School.

School strategic directions 2018–2020



Purpose:

To engage learners through innovative practices for 21st Century learning needs.

At Concord West staff support students to develop creativity, critical thinking and communication skills.

Purpose:

To realise the potential of all students by ensuring teachers use assessment data to reflect on student learning and refine teaching practices at individual and team levels.

At Concord West we have a shared understanding of how the teacher makes a difference.

Purpose:

To develop students' wellbeing through high expectations, constructive relationships and communication.

At Concord West, staff, students and the community value wellbeing and foster students' ability to build and maintain constructive relationships.

Strategic Direction 1: Broad engaging curriculum

Purpose	People	Processes	Practices and Products
To engage learners through innovative practices for 21st Century learning needs. At Concord West staff support students to develop creativity, critical thinking and communication skills.	Staff Explore & implement a repertoire of teaching strategies that are evidenced based and future focused. Parents/Carers Understand and value engagement as a pathway to creating successful global citizens.	Teachers have opportunities for Professional Learning on how to facilitate creativity and critical thinking in their classrooms. They program collaboratively to provide challenging, rich learning environments. Develop community partnerships to build student engagement.	Practices The school trials innovative practices & teachers share expertise gained from professional learning.
Improvement Measures Increased proportion of students identifying as engaged in their learning. Teachers' programs show evidence of engaging future focused learning experiences. Evidence of aligned professional goals within the annual performance and development plans.	Leaders Adopt a coordinated approach enabling effective professional development of themselves and others.	Evaluation Plan Tell Them From Me Track increase in number of lessons/assessments where students are engaged in future focused skills/thinking routines.	Parents/carers access students' future focused learning which is shared by the school. Leaders support staff to identify strengths and challenges based on effective Performance and Development Plans.
			Products Programs show embedded engaging and challenging learning experiences. Community and business partnerships will be developed to increase student engagement and challenge. Staff engage with targeted professional learning based on their point of need.

Strategic Direction 2: Quality teaching and informative assessment

Purpose	People	Processes	Practices and Products
To realise the potential of all students by ensuring teachers use assessment data to reflect on student learning and refine teaching practices at individual and team levels. At Concord West we have a shared understanding of how the teacher makes a difference.	Students Students strive for and reach timely goals supported by effective feedback. Staff Staff collegially analyse and reflect on data to address students' literacy and numeracy needs and to develop differentiated units of work.	Teachers build a shared understanding of the syllabus and learning progressions to give explicit feedback and improve student outcomes, incorporating self and peer evaluation of performance. Teachers take part in professional development in the areas of learning progressions, cognitive load theory and <i>Gifted and Talented</i> education. Best practice models in programming, assessment and Quality Teaching classroom practices are shared across the school. Evidence-informed research will assist the school team to develop a collective vision of teaching and learning in numeracy and literacy.	Practices Students engage in effective, explicit learning activities that are fair and flexible, and provide an appropriate level of challenge. Teachers develop a shared, data driven framework for teaching and assessing learning throughout the school.
Improvement Measures Increased evidence of research based assessment and differentiation practices in teaching. Increased student growth in literacy and numeracy.	Parents/Carers Parents/carers are engaged in understanding ways to discuss learning goals and aspirations with their child.	Provide an effective match between the needs of teachers, parents/carers and students, so there is genuine commitment to improving learning and wellbeing outcomes together.	Parents and carers regularly access clear information about students' learning and progress.
		Evaluation Plan Analysis of external and internal assessment data and work samples. Tracking of students (Learning Progressions) Review of teaching and learning programs Improved identification of, and support to, students needing targeted assistance such as <i>Gifted & Talented</i> and <i>EaLD</i> .	Products Explicit and differentiated teaching linked to assessment information is evident in teacher programs and practice. Students have a strong foundation in literacy and numeracy and receive tailored support when required. Parents/carers strengthen partnerships with the school to assist in their child's learning.

Strategic Direction 3: Wellbeing

Purpose	People	Processes	Practices and Products
To develop students' wellbeing through high expectations, constructive relationships and communication. At Concord West, staff, students and the community value wellbeing and foster students' ability to build and maintain constructive relationships.	Students Understand expectations and develop strategies to support positive wellbeing. Staff Understand the need to explicitly teach social skills and behaviour strategies. Parents/Carers Parents and the community value and understand the school's wellbeing programs.	Implement a whole school, integrated approach to student wellbeing and positive behaviour. Sustain and increase constructive communication around wellbeing within the school community.	Practices Students are explicitly taught social skills and strategies for positive behaviour. Products Students feel valued and display positive behaviour.
Improvement Measures Increased positive behaviour and expectations. Increase high level of satisfaction in relation to whole school approaches to wellbeing.		Evaluation Plan Student, staff, parent and community surveys (Tell Them From Me) Sentral and Learning Support Team data Focus groups	 Staff utilise the school's positive behaviour model. School community connects with student wellbeing programs through regular communication. Positive behaviour model is consistently implemented across the school. Whole school community understanding of high expectations for positive behaviour and wellbeing.