

School plan 2018-2020

Condell Park Public School 3789



School background 2018–2020

School vision statement

At Condell Park Public School we empower our students to become confident, self-reflective and actively engaged learners. Staff are dedicated to creating future focussed quality learning experiences that enable our students to become informed, connected and respectful citizens.

School context

Condell Park Public School, established in 1950, is situated near Bankstown airport in south-western Sydney. The school comprises of approximately 560 students from diverse cultural, religious and socioeconomic backgrounds. 93% of our students are from a language background other than English. English, Arabic and Vietnamese are the predominant languages spoken at home. The school's NSW Family Occupation and Employment Index (FOEI) is 132, which is higher than the average of 100. Our teaching and learning, student well-being and parent participation programs are designed to address our community's needs. Condell Park Public School strives to create an inviting and engaging 21st Century learning environment for all. The school invests heavily in technology and encourages students and teachers to participate in a wide variety of innovative experiences. As an Early Action for Success (EAFS) school, Condell Park Public School focuses on data driven decision making in all areas of the curriculum, with a major focus on literacy and numeracy.

School planning process

The planning process for 2018–2020 involved evaluating progress on the key elements of the 2015–17 school plan through data analysis and consultation with teachers, students and community members.

Analysis of PLAN data indicated that students are making a strong start to learning, building a strong foundation in literacy and numeracy K–2 through Early Action for Success. This progress is being built upon in 3–6, but data indicates a need to focus on reading 4–6 and writing across the school.

Teachers in strategic direction teams engaged in professional dialogue and evaluative processes including surveys and focus groups and determined that writing and well-being should be priorities 2018–20. These focus areas were also highlighted when stages completed the School Excellence Framework (SEF).

The community indicated through surveys, focus groups and individual interviews that they had an interest in the school improving communication strategies. They also valued an increase in community events which enabled them to participate in school life.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Enhance the engagement of all learners

Purpose:

To utilise teaching strategies including visible learning pedagogies, so students are self-reflective, engaged learners who can confidently articulate their progress in learning and identify areas for growth. Improvements in literacy and numeracy will continue to be a priority.

Staff and students will confidently and authentically embed future focussed (21st Century) teaching and technology to support engagement.

STRATEGIC DIRECTION 2

Sustain and improve quality teaching

Purpose:

To continuously improve teaching practice through engagement with the professional standards.

To create sustainable systems that facilitate professional dialogue, collaboration, observation and modelling to promote teacher reflection and improve quality teaching practice in literacy and numeracy.

STRATEGIC DIRECTION 3

Foster wellbeing & strengthen connections

Purpose:

To build meaningful connections and relationships within and beyond the school, with a renewed focus on wellbeing through positive behaviour for learning (PBL) pedagogy.

To increase parent participation in the school and continue to refine practices which are responsive to community feedback.

Strategic Direction 1: Enhance the engagement of all learners

Purpose

To utilise teaching strategies including visible learning pedagogies, so students are self-reflective, engaged learners who can confidently articulate their progress in learning and identify areas for growth. Improvements in literacy and numeracy will continue to be a priority.

Staff and students will confidently and authentically embed future focussed (21st Century) teaching and technology to support engagement.

Improvement Measures

Student can articulate where they are against achievement markers and identify areas of growth through self-reflective practices.

Students use appropriate metalanguage to provide constructive feedback to their peers.

Teachers are more confident in teaching & using digital technologies and embedding this knowledge into their teaching and learning programs.

Staff share their expertise with peers relating to embedding technology across the curriculum.

Students demonstrate an aptitude and confidence in using various technologies to enhance their learning with an understanding of safety and digital citizenship.

Students participate in a variety of internal and external experiences enriching their understanding of 21st Century technologies.

People

Students

Students need to develop the vocabulary and processes to set self-reflective goals and provide effective feedback with a focus on literacy and numeracy.

Students develop confidence in their ability to explore and use ICT in all learning areas both within and beyond the school.

Staff

Visible Learning leaders and the Innovation Team are up-skilled in the use of a construct and how to create a construct to deliver this information to staff.

Stage teams work collaboratively to effectively create and evaluate program logics associated with Visible Learning.

Innovation team will be up-skilled in the Digital Technologies Framework to deliver it to staff.

Processes

Visible Learning

All programs reflect VL Pedagogy. Strategies to support this include:

- development of constructs and stage program logics.
- Formalising classroom and student observations.
- Students take ownership of their learning as a result of VL pedagogy.

Innovation/Technology

Develop an Innovation Team to support and guide teachers in their implementation of ICT & understanding of Digital Technologies through:

- the use of ACARA (Digital Technologies & ICT Capabilities) and syllabus documents.
- the use of constructs to tailor professional learning opportunities (e.g. TiP, staff meetings, Twenty Tech Talks).
- creating a whole school Digital Citizenship program.

Evaluation Plan

Progress toward improvement measures will be evaluated through:

- Staff and student focus groups & surveys, programs (Digital Citizenship, Scope & Sequence), student work samples, classroom environments, resource booking data (ICT), lesson observations, TiP participation, constructs

Practices and Products

Practices

Constructs will be developed and utilised to identify individual staff developmental needs in both VL and Technology. Professional learning experiences are differentiated to meet these needs.

Every teacher uses VL pedagogies in their classrooms during everyday teaching practice, with a major focus on literacy and numeracy.

Students are taught how to be self-reflective. They set and articulate achievable goals and work towards them, with a focus on literacy and numeracy.

Students and teachers explore and use ICT to enhance teaching and learning and are aware of the ethical implications of use.

Students represent the school in internal and external technology events demonstrating their skills in ICT.

Products

Visible learning and technology constructs are used to identify specific needs which are then reflected in PDP's. Professional learning and TiP is targeted at point of need.

Visible learning is evident across the curriculum in classrooms and is referred to by students and teachers on a regular basis.

Student results will improve as they become actively engaged in their learning. They will develop a greater understanding of their progression of learning and demonstrate growth.

Strategic Direction 1: Enhance the engagement of all learners

Improvement Measures

Parents feel confidently supported and their needs are met in regards to understanding the Digital Technologies Framework and its place in their child's development.

Processes

& program logics.

Practices and Products

Digital Technologies Framework and ICT Capabilities is embedded in a majority of Teaching & Learning programs. Students understand their digital footprint and the importance of digital citizenship.

Students are engaged by the opportunities to showcase their learning beyond the school community.

Strategic Direction 2: Sustain and improve quality teaching

Purpose	People	Processes	Practices and Products
<p>To continuously improve teaching practice through engagement with the professional standards.</p> <p>To create sustainable systems that facilitate professional dialogue, collaboration, observation and modelling to promote teacher reflection and improve quality teaching practice in literacy and numeracy.</p>	<p>Leaders</p> <p>Accreditation mentor/s will build staff skills to create quality evidence sets and annotations for all levels of accreditation.</p> <p>Leaders</p> <p>Instructional leaders and expert teachers adopt a coordinated approach to Teaching in Partnership (TiP) for the implementation of quality literacy and numeracy programs linked to the NSW syllabi and progressions.</p>	<p>Mentors established to run accreditation groups based on survey results and needs of all staff.</p> <p>Accreditation groups support staff in working towards accreditation at all levels, including Highly Accomplished and Lead.</p> <p>Participants in the Highly Accomplished, Leadership and High Performance program share knowledge of processes and program with all staff to support colleagues.</p> <p>Instructional Leaders guide the implementation and ongoing delivery of L3 and TEN. Pedagogy of these programs is reflected in class programs.</p> <p>Shoulder to shoulder support is focussed on professional learning needs of staff.</p> <p>Learning is differentiated for all students through responsive planning.</p> <p>Progressions are used to monitor student achievement, growth and planning where to next.</p>	<p>Practices</p> <p>Establish a group of mentors for each stage of accreditation who have expert knowledge of the process.</p> <p>All staff belong to an accreditation group that meets regularly to share evidence sets, annotations and experiences of accreditation.</p> <p>Mentors will collaborate and organise meetings to address identified needs of all staff. These groups will drive accreditation with targeted support.</p> <p>All K–2 staff will attend PL on L3 and/or TEN at their relevant level (new or OPL). All teachers 3–6 will update literacy and numeracy data.</p> <p>IL's monitor student data and coordinate point of need timetable for intervention support.</p> <p>IL's will provide TiP based on student data and professional learning needs of the teacher.</p> <p>Staff have been exposed to the Literacy and Numeracy Progressions. Responsive planning reflects the needs of students and targeted differentiated programs are created.</p>
Improvement Measures	Staff	Evaluation Plan	Products
<p>An increased percentage of teaching staff are working towards or maintaining accreditation at Highly Accomplished or Lead professional standards compared with 2017 data. There is a strong, visible culture promoting and supporting the attainment of higher levels of accreditation.</p>	<p>Teachers develop confidence in their knowledge of the Standards and Accreditation requirements across all levels.</p>	<p>Progress towards improvement measures will be evaluated through a survey evaluating the effectiveness of mentors. Minutes of accreditation group meetings including requests and responses. A high proportion of staff have attained higher levels of accreditation and TiP evaluations and the improvement of individual student data including relevant national progression growth.</p>	<p>100% of staff will have completed one period of maintenance and/or submitted for a higher level of accreditation.</p> <p>100% have collaborated and share a greater understanding of the NESA standards and the implications of these on</p>
<p>Increase the percentage of students demonstrating expected growth in literacy and numeracy. At least 80% of students demonstrating growth per semester across the DoE literacy and numeracy progressions.</p>	<p>Staff</p> <p>All staff are developing their skills to differentiate and create responsive programs based on the needs of their students and the pedagogy of L3, L3S1, TEN and Talk for Writing.</p>		
<p>Quality programming and delivery of research based programs including L3, L3S1, TEN and Talk 4 Writing. Improved student growth in reading, writing and number.</p>			
<p>TiP is effectively utilised to increase staff knowledge of effective programming and how to effectively cater to the needs of all students.</p>			

Strategic Direction 2: Sustain and improve quality teaching

Practices and Products

day to day practice.

All accreditation meetings are differentiated for the professional learning needs of staff and their level of accreditation.

100% of staff regularly update and monitor data. The results are reflected in the point of need timetable for intervention support.

Teachers have written PLASPs for students who are not showing expected achievement of growth in literacy and numeracy.

TiP uses evidence based pedagogies to create engaging programs where the focus remains on student attainment and achievement.

Students will demonstrate expected growth determined at school and state level in literacy and numeracy.

Strategic Direction 3: Foster wellbeing & strengthen connections

Purpose

To build meaningful connections and relationships within and beyond the school, with a renewed focus on wellbeing through positive behaviour for learning (PBL) pedagogy.

To increase parent participation in the school and continue to refine practices which are responsive to community feedback.

Improvement Measures

Staff will deliver explicit and consistent expectations across the school inline with the PBL Matrix.

Students will feel connected to school through positive, respectful, relationships. They will exhibit school values resulting in improved behaviour modelling respectful citizenship.

Practices and processes are responsive to school community feedback.

People

Students

Students will know that all teachers expect the same high expectations of behaviour in and outside the classroom.

Staff

Staff enable success by contributing to a positive, supportive and encouraging learning environment.

Staff become familiar with the wellbeing framework and PBL pedagogy and are upskilled in utilising resources to best meet individuals and collective student needs.

Parents/Carers

Parents/carers contribute to school planning and decision-making in informal and formal settings.

Leaders

Leadership is seen as everybody's role and is evident at every level of the school environment.

Community Partners

Community partnerships are strengthened and utilised and the broader school community feel connected to the school.

Processes

Implement a positive whole school integrated approach to student well-being and citizenship through a renewed focus on PBL.

The strategic direction team and stage teams target stage based and whole school parent participation events each term and plan for data collection opportunities at events.

Evaluation Plan

Progress toward improvement measures will be evaluated through monitoring and evaluating the effectiveness of community partnerships and its effect on student engagement through focused interviews and student/parent/community self-assessment.

Practices and Products

Practices

PBL team will collect and analyse data regularly which will be shared and form the basis of future weekly focus areas. Teachers will make positive phone calls/send positive postcards home on a weekly basis.

All staff will become familiar with the importance of wellbeing, through a targeted approach to PBL and professional learning. They will utilise their knowledge in the delivery of teaching and learning and everyday interactions with students.

Parent information sessions will inform parents of the school values and the strategies used in school to promote PBL.

Increased, meaningful, community involvement will be given greater consideration in all areas of school planning.

The collection of community feedback will be strategically planned to increase participation. This will be collected to inform future planning.

Products

Data will inform practice, negative behaviours will decrease and positive, respectful relationships will improve.

Improved teacher knowledge will lead to greater consistency of expectations across the school. A high percentage of students will meet the expectations and exhibit school values in all areas of the school.

Parents will have a greater knowledge of

Strategic Direction 3: Foster wellbeing & strengthen connections

Practices and Products

the school values and the methods the school uses to promote these values.

Increased authentic community partnerships are created and maintained to establish ongoing relationships.

Parent participation in feedback to the school increases. Relevant data feeds forward into future planning.