

School plan 2018-2020

Concord High School 8535



School background 2018–2020

School vision statement

To achieve the potential of every student by delivering quality teaching of academic skills and skills for life, in a caring, supportive environment.

As a result of their education at Concord High School, a student has the knowledge, skills and confidence to:

- Be respectful, responsible, achievers.
- Access and apply knowledge.
- Achieve their academic potential.
- Develop their passion for lifelong learning.
- Apply skills in literacy, numeracy and technology to further learning beyond school.
- Approach life's challenges both independently and collaboratively with the future focused learning skills of strategic, critical and creative thinking.
- Be out-looking, respectful, responsible, achieving and empathetic citizens who contribute positively to the local and global community's
- Demonstrate connectedness, resilience and a balanced sense of wellbeing.

School context

Concord High School is a dynamic 7–12 comprehensive co-educational school of over 1200 students, including many 67% students from a language background other than English and international students. Current school focuses include academic achievement, literacy and numeracy and technology, within a supportive welfare environment. This includes wellbeing programs such as Mindmatters and Positive Behaviour for Learning (PB4L).

Concord High School strives to promote a culture of excellence, integrity and caring and supports students through active programs of student wellbeing. The school enjoys a strong reputation in the local community for its high academic achievement, strong sporting programs and particularly the richness of its extra-curricular offerings.

The school has a broad and differentiated curriculum that caters for varied interest and abilities including VET courses, a gifted and talented program, extensive technology resources and a broad range of extra-curricular activities. The diverse student body is catered to with an extensive range of sporting, creative and performing arts, public speaking, leadership, and personal development opportunities.

While fostering the potential of all, the school encourages students to become motivated learners who take responsibility for their actions and outcomes. The school is committed to delivering quality teaching of both academic skills and skills for life in a caring, safe and supportive environment.

The school community has high expectations for students and the school consistently achieves some outstanding academic results.

School planning process

The school has had a consistent history of collecting data through surveys and evaluations. Data relating to HSC and NAPLAN, teaching and learning programs and student wellbeing has assisted in shaping the strategic directions of the school.

During 2017 the three Strategic Directions were developed through a process of consultation with executive, staff, Parents and Citizens and students through the SRC. The planning process and templates were presented to each group, and there was then extensive discussion of the needs of the school. The multiple ideas on future directions, programs and strategies were subsequently distilled into broad areas and refined into the three Strategic Directions. Feedback was given to each group.

In late Term 3, 2017 a school plan team, consisting of the Principal, Deputy Principals, two Head Teachers, cross KLA teachers, a parent and two students from the SRC, was formed to develop the details of the plan. This team continued their work in Term 4, 2017 and Term 1, 2018, meeting on a weekly basis and working in collaboration with the Principal Leadership Officer. During an Executive Conference held in term 4, 2017 the three strategic directions were developed. Regular presentations and consultation with staff occurred during staff meetings on the progress of the school plan and school achievements to date.

A P & C meeting was held to present the plan. Following this a further parent meeting was conducted to refine elements of the plan to ensure it met the needs of all students at Concord High School.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 Engaging Learners

Purpose:

To engage our learners through quality teaching and learning practices that are supportive, clear and aspirational whilst developing capabilities in literacy and numeracy.

STRATEGIC DIRECTION 2 Building Capacity

Purpose:

To create a culture of continual improvement in teaching and learning practices while building the capacity of staff through professional learning, mentoring, and leadership opportunities. This will enable us to empower students to be confident, resilient and positive partners in learning.

STRATEGIC DIRECTION 3 Developing Community

Purpose:

To enhance wellbeing and engagement through connections made within the school, the local and global community. These positive partnerships value and promote inclusivity and support students to develop and consolidate relationships with their community.

Strategic Direction 1: Engaging Learners

Purpose

To engage our learners through quality teaching and learning practices that are supportive, clear and aspirational whilst developing capabilities in literacy and numeracy.

Improvement Measures

Increased proportion of students achieving expected growth in literacy and numeracy.

Positive growth of student performance within all bands in areas of literacy and numeracy leading to more students meeting Band 8 Minimum HSC Standards before the completion of the HSC.

Student attendance is improved through innovative curriculum and reflects an increase in student engagement in the classroom.

People

Staff

Build teacher capacity to utilise data to explicitly set student learning goals and provide targeted intervention in literacy and numeracy.

Utilise quality teaching and learning programs, consistent approaches to technology and differentiation to enrich the learning environment and improve student learning outcomes.

Develop a shared vision in monitoring student attendance and lateness.

Develop their capabilities and confidence in exploring and implementing Project Based learning and STEAM activities within teaching and learning programs

Leaders

Adopt a coordinated approach to providing teachers with sustained differentiated professional learning.

Students

Develop their skills, knowledge and learning experiences through differentiated and challenging learning environments and quality teaching and learning programs.

Learn to regulate their own behaviour and reflect on their engagement in order to improve participation in the learning environment.

Processes

Literacy: Staff Develop and implement a whole school literacy plan and provide quality feedback and guidance to enhance students' literacy skills.

Numeracy: Staff develop and implement a whole school numeracy plan and provide quality feedback and guidance to enhance students' numeracy skills.

Attendance: Staff will review and analyse student lateness data in order to identify student engagement and monitor student learning and progress.

Effective use of technology: Develop student and staff confidence, knowledge and capacity in effectively integrating technologies in everyday practice to enhance student learning outcomes.

Project Based Learning: Participate in school based programs and opportunities to enhance student engagement and develop enriched learning environments.

Evaluation Plan

Progress towards improvement measures will be evaluated by internal achievement data in assessments; internal and external data in literacy and numeracy; and staff and student surveys of learning success.

Practices and Products

Practices

The school's literacy strategy is evident in all student learning and assessment activities.

The school's numeracy strategy is evident in all student learning and assessment activities.

Student attendance is improved and reflects an increase in student engagement, learning and participation.

The introduction of an effective whole school approach to the use of technology and student BYOD.

Staff incorporate technology as a means of influencing learning and strengthening the collaboration and connection between people, within and beyond the community.

Products

Students receive explicitly targeted teaching and learning at their point of need.

STEAM and project based learning initiatives that reflect future focused learning skills and ways of thinking are implemented across key learning areas

Students in Stages 4, 5 and 6 are involved in cross-curricular, innovative and differentiated programs and have an awareness of their learning goals.

Strategic Direction 2: Building Capacity

Purpose	People	Processes	Practices and Products
To create a culture of continual improvement in teaching and learning practices while building the capacity of staff through professional learning, mentoring, and leadership opportunities. This will enable us to empower students to be confident, resilient and positive partners in learning.	Staff Develop staff capabilities for assessment practices, quality feedback and engaging learners. Staff actively build and engage in a professional culture that continues to value and develop skills by working with experts, within and beyond the school. Engage in professional learning communities within the school to deepen understanding and share knowledge and practice surrounding quality teaching and learning.	Assessment: Promote whole school collaborative practice to embed effective assessment strategies and quality feedback in curriculum planning and programming. Assessment: Staff utilise assessment for, assessment as and assessment of learning in determining teaching directions, school performance and effectiveness. Assessment: Develop students knowledge and capability in understanding the way that assessment for learning guides their learning and improvement. Growth Mindset: Students taught and guided on how to reflect on areas of improvement before, during and at the completion of assessment tasks. Students setting goals and reflecting on their learning and areas of improvement. Professional Learning: Quality professional learning for teachers to build capacity to support student engagement in learning and knowledge of assessment. Leadership: School based systems encourage leadership. All leadership positions have a shadow or second in charge to develop capacity.	Practices Assessment for learning to be explicitly used by all staff to inform their teaching practice and implemented into all teaching and learning programs. Common collaborative assessment with personalised feedback and individual formative assessment for learning. Students are able to articulate their strengths and learning goals and reflect and act upon targeted feedback to enhance their learning outcomes and engagement Professional learning activity is planned, linked to strategic directions and allows for ongoing learning that is guided by evaluative practices.
Improvement Measures	Students Develop an understanding of assessment for learning practices and the importance of quality feedback and how to use it to improve performance. Develop a growth mindset that enables students to self-regulate and embrace and pursue their learning goals.	Evaluation Plan Processes will be monitored by self-assessment, team leaders, and executive staff using improvement measurement tools and ongoing	Products Effective use of an assessment and feedback scaffold that will be implemented in all KLA's. All staff are regularly involved in evaluating programs and providing timely and personalised feedback to students to ensure academic growth and engagement. Growth mindset is part of the school culture. All staff are actively engaged in their professional learning and maintenance of teacher accreditation. All staff operate as part of the school's professional learning community, exhibiting a commitment to lifelong learning.
Increased proportion of students completing assessment tasks in the high achievement range. Improved perception and confidence in students self-regulating their learning. 100 % of staff involved in ongoing professional learning and reflection, using the Australian Professional Standards for Teachers as reference.	Leaders Students, staff and executive will be offered opportunities to develop their leadership capacity and skills that support a shared understanding and strengthen teaching and learning practices. Highly visible leadership will build the capacity of all staff school-wide to implement changed processes/practices in alignment with the school plan.		

Strategic Direction 3: Developing Community

Purpose	People	Processes	Practices and Products
<p>To enhance wellbeing and engagement through connections made within the school, the local and global community. These positive partnerships value and promote inclusivity and support students to develop and consolidate relationships with their community.</p>	<p>Staff</p> <p>Staff maintain and develop links within and beyond the school community.</p> <p>Staff participate in whole school and community initiatives to develop their own skills.</p> <p>Staff utilise programs offered for their own wellbeing and professional development.</p> <p>Students</p> <p>Students identify the value of taking an active role in their learning through community connections.</p> <p>Students are empowered to participate in a range of activities, driven by interest and need.</p> <p>Students demonstrate improvement in behaviour through positive learning and community experience.</p> <p>Students are provided with the opportunity to engage in a mentoring program.</p> <p>Parents/Carers</p> <p>Work in partnership with the school to support student learning and engagement.</p> <p>Community Partners</p> <p>Develop effective partnerships with the community to support student's learning outcomes and build a robust network with community partners.</p> <p>Relationships across borders will be further developed and foster a sense of global</p>	<p>Staff empowerment and capability: Staff are supported in their participation and leadership of a range of wellbeing initiatives.</p> <p>Additional training and support is provided to staff in order to further community development.</p> <p>Collaboration between staff and community to provide authentic learning experiences and showcase student work.</p> <p>Student empowerment: Recognition and promotion of talent and inclusion through a range of programs and activities.</p> <p>Parents/Carers: are encouraged to engage with the school community and are provided with information in a variety of ways.</p> <p>Community Partnership: Working collaboratively with local and global community partnerships to develop a strong understanding of students' cultures and backgrounds.</p> <p>Communication: Extended use of a variety of communication methods to inform students, parents and wider community about educational opportunities, school events and student and staff achievement.</p> <p>Positive Behaviour for Learning (PB4L): Staff and students actively engage in and implement Positive Behaviour for Learning practices and core values.</p> <p>Evaluation Plan</p> <p>Processes will be monitored by self-assessment, team leaders, and</p>	<p>Practices</p> <p>A positive, cohesive staff who work collaboratively and celebrate individual and group success and support each other to grow and develop.</p> <p>Students are participating in programs or activities that allow development and/or demonstration of leadership skills.</p> <p>Increased student engagement with learning through opportunities created through the establishment of local and wider community partnerships.</p> <p>Community partnerships provide authentic learning opportunities that support student learning and leadership, enhancing a culture of achievement.</p> <p>Products</p> <p>Students are involved in a range of leadership and participation activities through community partnerships.</p> <p>All forms of school communication are used to promote, highlight, celebrate and encourage excellence in all student achievement.</p> <p>Growth of local and global connections where students collaborate and share their authentic learning experiences.</p> <p>Students will be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community</p>
Improvement Measures			
Increased rates of participation of students in day to day learning creating a sense of belonging.			
All forms of school communication are used to build stronger community connections.			
Effective use of Positive Behaviour for Learning (PB4L) through the reduced number of students transitioning from a level 1 to level 2 & 3.			

Strategic Direction 3: Developing Community

People

responsibility and understanding with our school community.

Leaders

Staff leadership capabilities will be further developed through managing partnerships and working collaboratively with community members.

Processes

staff using improvement measurement tools and ongoing evaluation.

Practices and Products

The development of a student mentoring program to support engagement in the school community.

Positive Behaviour for Learning (PB4L) program reflects a reduction in escalation through levels, reflecting student engagement in local and wider community programs and practice.