

Strategic Improvement Plan 2021-2024

Concord Public School 1607



School vision and context

School vision statement

At Concord Public School, we strive to achieve excellence and equity through a culture of high expectations, consistency and student engagement involving the entire school community.

School context

Concord Public School is a dynamic and inclusive school, serving a culturally and linguistically diverse community. Enrolment is approximately 310 students from Kindergarten to Year 6, including three classes for students with autism and 65% of students are from non-English speaking backgrounds.

The school vision is to nurture a diverse learning community with student-voice playing a major part in the school's planning processes. Students are encouraged to be self-motivated, engaged and respectful. The school offers an extensive and personalised education with differentiated teaching and learning, a focus on self-regulated learning and high standards of literacy and numeracy. Significant programs including an Italian Community Language program, English as an Additional Language/Dialect (EAL/D) program, MultiLit program, PBL program and an Enrichment program.

The school's 2020 External Validation recommendations and consultation with the whole school community, involving students, staff and parents have supported the development of the Strategic Improvement Plan. The school completed an authentic and rigorous Situational Analysis that has identified three areas for the Strategic Improvement Plan. The school's high level areas of improvement are: student growth and attainment, data skills and use and curriculum.

Strategic Direction 1: Student growth and attainment

Purpose

To refine data driven teaching practices that are responsive to the learning needs of individual students, maximising student learning outcomes in reading and numeracy.

Improvement measures

Target year: 2022

Top 2 bands - reading

Uplift of 6.4% of students achieving top 2 bands in NAPLAN reading from baseline.

Target year: 2022

Top 2 bands - numeracy

Uplift of 6.4% of students achieving top 2 bands in NAPLAN numeracy from baseline.

Target year: 2023

Expected growth - reading

Uplift of 6.3% of students achieving expected growth in NAPLAN reading from baseline.

Target year: 2023

Expected growth - numeracy

Uplift of 2.1% of students achieving expected growth in NAPLAN numeracy from baseline.

Initiatives

Effective Classroom Practice

Whole school approach to develop and implement evidence-based programs and lessons, which meet the needs of all students in reading and numeracy.

Explicit Teaching

Teachers understand and implement the most effective evidence-based explicit teaching techniques to improve student growth and achievement in reading and numeracy.

Success criteria for this strategic direction

Teachers collaborate within and across stages to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence-based programs and lessons, which meet the needs of all students. (SEF - Effective Classroom Practice: Lesson Planning).

Teachers are skilled at explicit teaching techniques and assessing to identify students' learning needs, and use a range of explicit strategies to explain and break down knowledge. (SEF- Effective Classroom Practice: Explicit Teaching; Learning and Development: Collaborative Practice and Feedback and Professional Learning).

School data shows that student progress and achievement is consistent with internal and external school performance measures. Reviewed at regular intervals by Executive and Stage Teams (SEF - Student Performance Measures: internal and external measures against syllabus standards, student growth, NAPLAN and value-added).

Evaluation plan for this strategic direction

Questions:

To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in reading and numeracy?

Data:

NAPLAN data analysis, Check-In assessments, feedback surveys, TTFM trends, self-assessment against - What Works Best, Reading and Numeracy guides, teaching programs and whole school assessment analysis processes and practices.

Analysis:

Analyse the data to determine the extent to which the purpose has been achieved.

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

Implications:

Where do we go from here? Future directions and next steps.

Strategic Direction 2: Data skills and use

Purpose

To strengthen teacher capacity in data skills and use to engage student learners and improve educational outcomes.

Improvement measures

Target year: 2022

Attendance

Uplift of 7% of students attending greater than 90% of the time.

Target year: 2024

Assessment and Data Analysis

2020 self-assessment against SEF of Assessment as Delivering to be validated at Sustaining & Growing by 2024 External Validation process.

2020 self-assessment against SEF of Data Skills and Use as Delivering to be validated at Sustaining & Growing by 2024 External Validation process.

Initiatives

Assessment

Consistent, systematic and reliable school-wide practices for assessment to monitor, plan and report on student learning.

Data Analysis

Teachers analyse and interpret data and collaboratively use this to inform planning, identify interventions and modify teaching practice.

Success criteria for this strategic direction

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement (SEF - Assessment: Whole school monitoring of student learning).

Student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions (SEF: Data Skills and Use - Excelling).

Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning. (SEF - Effective Classroom Practice: Feedback. Assessment: Student Engagement. Data Skills and Use: data use in teaching, data use in planning).

Evaluation plan for this strategic direction

Questions:

To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes?

Data:

Whole school-wide assessment tracking documentation (reviewed termly by Executive and at regularly team meeting intervals enhancing consistent teacher judgement).

Analysis:

Analyse the data to determine the extent to which the purpose has been achieved.

Implications:

Where do we go from here? Future directions and next steps.

Strategic Direction 3: Curriculum

Purpose

To drive ongoing, school-wide improvement in quality teaching practice which is responsive in meeting the need of all students.

Improvement measures

Target year: 2024

2020 self-assessment against SEF of Curriculum as Delivering to be validated at Sustaining & Growing by 2024 External Validation process.

Target year: 2024

Collaborative Practice and Feedback

The school embeds explicit systems that facilitate professional dialogue, collaboration, classroom observation, the model of effective practice and the provision of specific and timely feedback between teachers.

Initiatives

Teaching and Learning Programs

Teaching and learning programs are dynamic, showing evidence of differentiation and adjustments to address individual student needs to improve student learning.

Collaborative Practice and Feedback

Collaborative, school-wide development and improvement of all teachers through coaching and mentoring to drive ongoing teaching and learning practices and evaluate and refine student success.

Success criteria for this strategic direction

The school identifies expertise within its staff and draws on this to further develop its professional learning community. Areas for development in teacher expertise are identified and addressed. Teachers are supported to trial innovative or evidence based, future-focused practices. (SEF- Learning and Development: Expertise and Innovation).

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. (SEF- Curriculum: Differentiation).

The school leadership team model instructional leadership and support a culture of high expectations, resulting in sustained and measurable whole school improvement. (SEF - Educational Leadership: Instructional leadership).

Evaluation plan for this strategic direction

Questions:

What has been the impact of differentiation of teaching and learning programs and has this resulted in student growth and achievement?

What has been the impact of coaching and mentoring of teaching and learning programs and has this resulted in student growth and achievement?

Data:

Learning and development, feedback surveys, teaching and learning program feedback, Performance and Development Framework, student growth.

Analysis:

Analyse the data to determine the extent to which the purpose has been achieved.

Evaluation plan for this strategic direction

Implications:

Where do we go from here? Future directions and next steps.