

Strategic Improvement Plan 2022-2025

Condell Park Public School 3789



School vision and context

School vision statement

Condell Park Public School is an inclusive school with a culture of high expectations and collaboration. The whole community are partners in collective decision making. Student voice and parental engagement in learning are highly valued.

Exemplary teachers utilise evidence-based research, data analysis and reflective practices to create learning experiences that inspire and challenge students and continually drive whole school improvement.

Our wellbeing practices foster positive relationships, self-regulation and self-reflection, providing a strong foundation for effective teaching and learning while supporting students to become actively engaged learners and responsible citizens.

School context

Condell Park Public School was established in 1950 and is situated near Bankstown Airport in south-western Sydney. The school has approximately 560 students from diverse cultural, religious and socioeconomic backgrounds. Our teaching and learning, student well-being and parent programs are designed to address our community's needs. The school invests heavily in teacher professional learning and innovative teaching practices. Condell Park Public School focuses on data driven decision making in all areas of the curriculum, with a major focus on literacy and numeracy. Approximately 93% of our students are from a language background other than English. Many students benefit from community language instruction in Arabic and Vietnamese. The 2020 situational analysis highlighted three focus areas namely: Student Growth and Attainment; Data to Inform Practice and Community Engagement in Learning. Our school underwent External Validation in Term 4 2021 and were validated at excelling in many areas of the School Excellence Framework. This process, together with the Situational Analysis and community consultation led to further development of these same focus areas.

Strategic Direction 1: Student growth and attainment

Purpose

To improve student results and teacher knowledge and skills through explicit, reflective and collaborative systems which sustain and grow quality teaching practices.

Improvement measures

Target year: 2022

Uplift of 8.5% in the percentage of students achieving the system negotiated target in top 2 bands in NAPLAN reading.

Target year: 2023

Uplift of 8.8% in the percentage of students achieving the system negotiated target of expected growth in NAPLAN reading.

Target year: 2022

Uplift of 7.3% in the percentage of students achieving the system negotiated target in top 2 bands in NAPLAN numeracy.

Target year: 2023

Uplift of 6.8% in the percentage of students achieving the system negotiated target of expected growth in NAPLAN numeracy.

Initiatives

Instructional Leadership

Instructional leaders work with teachers in classrooms to support the development of literacy and numeracy pedagogy and differentiation of learning at point of need. Collaboratively, they lead and deliver high quality professional learning, participate in the delivery of learning and continually reflect on and evaluate the effectiveness of their practice to improve student outcomes.

Professional Experience (PEX) Hub

Teachers share excellence in practice with pre-service teachers and a community of schools is established to support the development of effective, evidence based reading pedagogy, in partnership with Western Sydney University.

Success criteria for this strategic direction

A whole school approach ensures teachers employ effective evidence-based teaching strategies.

Teachers routinely review learning ensuring all students have a clear understanding of how to improve through feedback.

Teachers model and share a flexible repertoire of strategies for classroom management.

Teachers promote student engagement and responsibility for learning.

Instructional leadership embeds explicit systems that facilitate professional dialogue.

Teaching and learning programs are dynamic, showing evidence of adjustment based on knowledge of students, data and observation to address individual student needs.

The school's curriculum provision supports high expectations for student learning. The curriculum is enhanced by learning alliances with other schools or organisations, where useful and practicable.

Evaluation plan for this strategic direction

Question

Has the delivery of high quality professional learning built the pedagogy of teachers in literacy and numeracy and positively impacted student outcomes?

Data

- internal assessments
- external assessments
- PLAN 2
- surveys
- observation
- constructs/interviews

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- document/work sample analysis
- resource allocation analysis

Analysis

Analysis will be embedded within the project through progress and implementation monitoring. Annually, the school will review progress towards the improvement measures.

Implications

- The findings of the analysis will inform future actions.
- Annual reporting on school progress measures - published in the annual report and published on the school website at the end of Term 1 each year.

Strategic Direction 2: SD 2 Data to inform practice

Purpose

To improve whole school collection and analysis of data to inform teaching and future directions. Improving student results through tiered interventions targeting specific skills in literacy and numeracy.

Improvement measures

Target year: 2023

Uplift of 6.8% in the percentage of students achieving the system negotiated target of expected growth in NAPLAN numeracy.

Target year: 2023

Uplift of 8.8% in the percentage of students achieving the system negotiated target of expected growth in NAPLAN reading.

Target year: 2023

Internal school assessment measures in numeracy demonstrate an effect size in excess of 0.6.

Target year: 2024

Internal school assessment measures in comprehension and writing demonstrate an effect size in excess of 0.6.

Initiatives

Teaching as Partners (TAP) and Data Skills and Use

Class teachers work with instructional leaders and interventionists in a focused approach to the interrogation of literacy and numeracy data. The analysis of data leads to explicit and systematic learning plans that cater for the full range of learning abilities in each classroom. Quality, valid and reliable literacy and numeracy data is systematically collected, moderated, analysed and used to inform planning, identify further interventions and modify teaching practice. Teachers increase their understanding of data concepts and instructional leadership resulting in changes in teaching that lead to measurable improvement.

Tiered Interventions

Assessment data is analysed and tiered interventions provided at point of need for students by intervention teams in literacy and numeracy. Consistent data analysis is reflected in planning, identifying further interventions and modifying teaching practice.

Success criteria for this strategic direction

The learning goals for students are informed by analysis of internal and external student progress and achievement data.

Progress towards goals is monitored through collection of quality, valid and reliable data.

Teachers clearly understand data concepts (e.g. causality, bias) and a full range of assessment strategies - assessment for learning, assessment as learning and assessment of learning.

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

Teachers implement changes in teaching that lead to measurable improvement in teaching based on consistent, evidence-based judgement and moderation of assessments.

Teaching and learning programs are dynamic, showing evidence of adjustment based on knowledge of students, data and observation to address individual student needs.

The school trials innovative intervention practices and has processes in place to evaluate, refine and scale success.

The school uses systematic and reliable assessment information to evaluate student learning daily and over time.

Evaluation plan for this strategic direction

Questions

Has teacher understanding of data use and analysis improved?

Has improved understanding and use of data resulted in adjustments of teaching and learning, addressing individual student needs?

Have student results improved through targeted and

Strategic Direction 2: SD 2 Data to inform practice

Evaluation plan for this strategic direction

tiered interventions?

Data

- internal assessments
- external assessments
- PLAN 2
- surveys
- observation
- focus groups
- interviews
- document analysis
- resource allocation analysis

Analysis

Analysis will be embedded within the project through progress and implementation monitoring. Annually, the school will review progress towards the improvement measures.

Implications

- The findings of the analysis will inform future actions.
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Strategic Direction 3: SD 3 Community engagement in learning and wellbeing

Purpose

To build a school community where families are actively engaged in well-being and learning processes. Students, teachers and families share the language of self-reflection and together, with effective student voice, build a high expectations culture in all aspects of school life.

Improvement measures

Target year: 2022

Internal measures indicate a continuing upwards trend in parent engagement with the school and a continuing upwards trend in authentic parent partnerships in learning K-6.

Target year: 2022

Attendance improves with an uplift of 5.9% in the number of students attending 90% of the time.

Target year: 2024

Uplift in the percentage of students indicating a positive response in the 'Tell Them From Me' survey to the questions related to; Sense of Belonging, Expectations of Success and Advocacy at School is trending upwards towards the system-negotiated upper bound uplift target of 7.7%.

Initiatives

Connecting with Parents - Learning Ecosystem

Teachers work collaboratively with families to develop authentic engagement through a Learning Ecosystem. Literacy and numeracy data is systematically collected and shared with parents through the provision of information about learning processes which impact student improvement.

Wellbeing

Positive behaviour for learning continues to develop a positive, safe and supportive learning culture which improves the social, emotional, behavioural and academic outcomes for students. Professional learning is focused on the Zones of Regulation, learner dispositions and restorative practices as whole school initiatives. Student voice is enhanced through systems which enable greater participation in decision making processes in the school.

Success criteria for this strategic direction

Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes.

Positive, respectful relationships are evident and widespread among students, staff and parents, ensuring optimum conditions for student learning across the whole school.

The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing.

Effective partnerships in learning between teachers, parents and students mean students are motivated to continually improve.

Parents are aware of the impact of attendance on learning outcomes and work in partnership with the school to achieve attendance targets.

The learning goals for students are informed by analysis of internal and external student progress and achievement data and shared with parents.

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

Evaluation plan for this strategic direction

Question

Have we improved our ability to authentically engage with parents to develop their understanding of learning and have results improved in the target areas?

Have we enhanced wellbeing and do teachers, students and parents understand and use a common language to describe student emotions and provide tools to support self-regulation?

Strategic Direction 3: SD 3 Community engagement in learning and wellbeing

Evaluation plan for this strategic direction

Have we engaged students in authentic opportunities to be active participants in their own learning?

Has the increased knowledge of learning and improved wellbeing practices supported improvements in attendance?

Data

- internal assessments
- external assessments
- student worksamples / document analysis
- PLAN2
- NAPLAN
- surveys
- observation
- focus groups
- interviews

Analysis

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Implications

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