



Condell Park Public School

School plan 2015 – 2017

At Condell Park Public School we enable our students to become successful learners, confident and creative individuals, and active and informed citizens through equity and excellence in education.

Strategic Direction 1

Nurturing successful learners

Strategic Direction 2

Foster a strong culture of professional practice

Strategic Direction 3

Developing reciprocal relationships within and beyond the school



School background 2015 - 2017

SCHOOL VISION STATEMENT

At Condell Park Public School we enable our students to become successful learners, confident and creative individuals, and active and informed citizens through equity and excellence in education.

SCHOOL CONTEXT

Condell Park Public School, established in 1950, is situated near Bankstown airport in south-western Sydney. The school comprises of approximately 580 students from diverse cultural, religious and socio-economic backgrounds, with 89% of our students from a language background other than English. The largest cultural group is Lebanese, followed by Vietnamese and then Pacific Islanders. The school NSW FOEI (family occupation and employment index) is 140, which is significantly higher than the average of 100, thus indicating significant socioeconomic disadvantage. Our teaching and learning, student well-being and parent participation programs are designed to address this disadvantage.

Condell Park Public School strives to create an inviting and engaging 21st century learning environment for all. The school has and continues to heavily invest in technology and has BYOD programs for some classes. The library has been re-modelled into an i-land to create a fluid and flexible learning space. All teachers are committed to P3 (problem, project and product based) learning and are supported by school resources to do so.

In previous years Condell Park Public School has received Low SES School Communities National Partnership and Improving Literacy and Numeracy National Partnership funding, both targeted at improving student learning outcomes. In 2015 -16, CPPS will be an Early Action for Success school, with a particular focus on pedagogy in the area of early numeracy.

SCHOOL PLANNING PROCESS

Condell Park trialled the new planning process in 2013 and 2014. Consequently the planning process for 2015-2017 involved re-confirming, reconceptualising and/or refining the key elements of the plan.

Strategies to ensure a consultative process have included:

- A comprehensive analysis of staff surveys including the Tell Them From Me survey and its subsequent clarifying 'follow-up' survey
- Separate focus groups with staff, students and parents on key initiatives
- Focused whole staff meetings on school planning including reflection sessions where staff considered the implications of the plan for themselves, their team and their league
- Students interviewing parents

The consultative part of the planning process will be further enhanced when parents and students complete the Tell Them From Me surveys, as soon as they are released. Data gathered will be used to verify and/or amend aspects of the plan.

The process has involved developing different mindsets in all stakeholders. At each step, the school leadership team has engaged in professional dialogue and learning, before leading staff through a series of learning experiences and collaborative decision making processes.



School strategic directions 2015 - 2017

STRATEGIC DIRECTION 1

Nurturing successful learners

To empower each student with essential skills and attributes to adapt to a rapidly changing world.

To develop and/or enhance teacher practice to implement differentiated teaching and learning programs that meet individual student needs.

Whole school formative assessment project

P3 Teaching and Learning

STRATEGIC DIRECTION 2

Fostering a strong culture of professional practice

To engage teachers in the process of developing professional knowledge in order to improve teaching practice in partnership with colleagues.

To develop each teacher's skills to promote and ensure high quality, effective teacher performance that improves student learning outcomes.

TiP – Teaching in Partnership

Teacher Performance

STRATEGIC DIRECTION 3

Developing reciprocal relationships within and beyond the school

To enable Epstein et al's (2009) six types of involvement (parenting, communicating, volunteering, learning at home, decision-making and collaborating with the community) boosts student success.

To strengthen reciprocal relationships, share resources and build teacher capacity through Community of Schools.

Engagement

Collaborative and collegial system learning

Strategic direction 1: Nurturing successful learners

PURPOSE	PEOPLE	PROCESSES (PROJECTS & PROGRAMS)	PRODUCTS AND PRACTICES
<p>Why do we need this particular strategic direction and why is it important?</p> <p>To empower each student with essential skills and attributes to adapt to a rapidly changing world</p> <p>To develop and/or enhance teacher practice to implement differentiated teaching and learning programs that meet individual student needs</p>	<p>How do we develop capabilities of our people to bring about transformation?</p> <p>Students: Through formative assessment practices students will be supported to develop the capability to</p> <p>i. identify, develop and evaluate their own goals ii. to support and reflect on their peer’s goals.</p> <p>Staff: Students are taught how to identify, develop and evaluate goals in a supportive environment that encourages growth</p>	<p>How do we do it and how will we know?</p> <p><u>Whole school formative assessment project</u></p> <p>All curriculum initiatives are underpinned by formative assessment practices. Strategies to support this include:</p> <ul style="list-style-type: none"> Aligning all TPL Changing of reporting process Differentiating learning experiences including ESES, PLPs Formalising and continuing classroom walkthroughs Using of syllabus documents and learning continuums K-6 (PLAN) EAFS (including implementation of TEN) <p><u>P3 teaching and learning:</u> The focus on integrated learning with embedded technology is enabled through:</p> <ul style="list-style-type: none"> Continuing cross-stage, cross-purpose staff P3 learning groups Applying 4Mat principles TPL supporting the exploration of innovative, effective classroom practice which enhances P3 learning. 	<p>What is achieved and how do we know?</p> <p>Products: All students achieving their negotiated learning goals, which are based on all syllabus documents, the literacy and numeracy continuum and general capabilities framework.</p> <p>All students embrace the choices of technology offered to collaborate, communicate and create, in order to achieve their learning goals.</p> <p>100% of staff feel confident in using a variety of technology to enhance and/or support their teaching and learning programs (increase from 55% in 2014).</p>
<p>IMPROVEMENT MEASURE/S</p>			
<p>All students achieving their negotiated learning goals, which are based on all syllabus documents, the literacy and numeracy continuum and general capabilities framework.</p> <p>All students embrace the choices of technology offered to collaborate, communicate and create, in order to achieve their learning goals.</p>	<p>Through Teaching in Partnership, teachers actively seek and engage with feedback on their practice</p> <p>Through working in partnership with experts (e.g. Instructional Leader, TiP team) teachers implement early targeted intervention with a strong focus on numeracy.</p> <p>Parents: Through a suite of parent engagement strategies, parents are supported to develop the confidence in and ability to contribute to their children’s learning</p> <p>Community partners: Through our community engagement strategies, members are invited and supported to be involved in P3 learning projects and to facilitate students’ personal and social capability, ethical behaviour and intercultural understanding</p> <p>Leaders: Through executive TPL program, leaders are supported to monitor and ensure the sustainable practice of using growth goals to improve student learning and to utilise and grow their own expertise to enable teachers to implement best practice.</p>	<p><u>Evaluation plan:</u></p> <p>Internal: Continuous evidence-seeking of formative assessment and P3 in action through observation of visuals, formal and informal discussions and teaching/learning program reviews</p> <p>P3 showcases</p> <p>Class Movies on P3 learning</p> <p>Literacy and numeracy PLAN data</p> <p>External: NAPLAN results</p>	<p>What are our newly embedded practices and how are they integrated and in sync with our purpose?</p> <p>Practices: Formative assessment practices underpin all teaching and learning. Teachers, in collaboration with students, set regular challenging and visible learning goals which where appropriate are based on formative assessment and/or include technology goals and/or include goals that develop each student’s personal and social capability, ethical behaviour and intercultural understanding.</p> <p>The effective use of technology is embedded in all teaching and learning programs.</p> <p>Teachers regularly engage in structured professional dialogue in order to accurately plot student progress on a five weekly basis.</p> <p>Classroom programs reflect:</p> <ul style="list-style-type: none"> Growth mindset Formative Assessment Practices P3 philosophy Integration of 4Mat principles <p>All teachers are active members of their team and their league.</p>

Strategic direction 2: Fostering a strong culture of professional practice

PURPOSE

Why do we need this particular strategic direction and why is it important?

To engage teachers in the process of developing professional knowledge in order to improve teaching practice in partnership with colleagues.

To develop each teacher's skills to promote and ensure high quality, effective teacher performance that improves student learning outcomes.

IMPROVEMENT MEASURE/S

Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence-based teaching practices and innovative delivery mechanisms.

The school leadership team demonstrates instructional leadership, promoting and modelling effective, evidence-based practice.

PEOPLE

How do we develop capabilities of our people to bring about transformation?

Students: Through formative assessment students understand and articulate what they need to know and do to achieve their learning goals.

Teachers: Through professional learning including talk time with curriculum leaders, teachers embrace the belief that effective practices are based on collaboration, reflection and a commitment to improve pedagogy.

All teachers develop knowledge and skill to teach mathematics effectively

Parents: Support the Friendly Schools and Values programs

Leaders: Using the Performance and Development Framework to support ongoing improvement of student outcomes through continuous development of teachers

PROCESSES (PROJECTS & PROGRAMS)

How do we do it and how will we know?

Teaching in Partnership (TiP)

Staff learning is differentiated and negotiated through the TiP (Teaching-in-Partnership) program. The differentiated, professional learning focuses on:

- Formative assessment
- TEN
- Technology
- Friendly Schools

Teacher Performance

Using the National Standards to constantly improve teacher quality by guiding teachers to move to the next level of knowledge, practice and professional engagement expected in the next step of their career. The focus is on:

- Using the Performance Development Framework
- Accreditation at all levels
- Beginning Teacher programs

Evaluation Plan

Internal - Friendly schools surveys
Collecting evidence of formative assessment practice

External: TEN data
BOSTES accreditation

Number of families signed up for values website

PRODUCTS AND PRACTICES

What is achieved and how do we know?

Products:

Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence-based teaching practices and innovative delivery mechanisms.

The school leadership team demonstrates instructional leadership, promoting and modelling effective, evidence-based practice.

Professional dialogue, programs, assessment tasks and rubrics reflect changes to pedagogy and curriculum especially in Mathematics and P3.

Staff have evidence to demonstrate their progress towards personal goals and whole school strategic directions.

Students will articulate progress towards their personal learning goals.

What are our newly embedded practices and how are they integrated and in sync with our purpose?

Practices:

TEN pedagogy underpins all K-6 Mathematics practice.

Teachers will be introduced to a highly effective new practice, investigate and receive training in the new practice, trial the new practice in classes, reflect and seek feedback to improve practice mastery and add practice to teaching repertoire
help others to adopt the practice

STRATEGIC DIRECTION 3: *Developing reciprocal relationships within and beyond the school*

PURPOSE	PEOPLE	PROCESSES (PROJECTS & PROGRAMS)	PRODUCTS AND PRACTICES
<p>Why do we need this particular strategic direction and why is it important?</p> <p>To enable Epstein et al's (2009) six types of involvement (parenting, communicating, volunteering, learning at home, decision-making and collaborating with the community) boosts student success.</p> <p>To strengthen reciprocal relationships, share resources and build teacher capacity through Community of Schools.</p>	<p>How do we develop capabilities of our people to bring about transformation?</p> <p>Students:</p> <p>Students participate in a range of activities to showcase our school achievements.</p> <p>Students communicate with and build relationships with the wider community.</p> <p>Teachers:</p> <p>Teachers participate in TPL on initiating and sustaining positive parent partnerships.</p> <p>Teachers actively seek community support for their lunchtime interest groups and extra-curricular initiatives.</p> <p>Teachers utilise existing CoS professional relationships and seek to form a wide network of learning partners.</p> <p>Teachers present parent workshops.</p>	<p>How do we do it and how will we know?</p> <p><u>Engagement</u></p> <p>Planned parent involvement opportunities in all six ways including</p> <ul style="list-style-type: none">- Values program- Coffee Club- playgroup- parent workshops (based on needs and wants of CPPS parents)- promoting student well-being and engagement- school projects e.g. veggie garden, chickens, painting, lunchtime interest groups <p><u>Collaborative and collegial system learning</u></p> <p>Planned CPPS teacher visits to other schools and by other schools to CPPS for identified professional purposes.</p> <p>Participation in a variety of formal and informal initiatives such as Growth Coaching, leadership programs</p>	<p>What is achieved and how do we know?</p> <p><u>Products:</u></p> <p>School is rated as 'building' or 'sustaining' on all seven dimensions of the School Assessment Tool – Reflection Matrix.</p> <p>Improved awareness of values and social skills in CPPS families and students as seen through communication from home to school.</p> <p>What are our newly embedded practices and how are they integrated and in sync with our purpose?</p>
<p>IMPROVEMENT MEASURE/S</p>	<p>Parents:</p>	<p><u>Evaluation plan:</u></p>	<p><u>Practices:</u></p>
<p>School is rated as 'building' or 'sustaining' on all seven dimensions of the School Assessment Tool – Reflection Matrix.</p> <p>The school uses collaborative feedback and reflection to promote and generate learning and innovation.</p> <p>Practices and processes are responsive to school community feedback.</p>	<p>Parents contribute to school planning and decision-making in informal and formal ways</p> <p>Leaders:</p> <p>Leaders facilitate teacher-to-teacher connections between teachers beyond CPPS and our CoS</p>	<p><u>Internal:</u> School and Community Engagement Matrix</p> <p>Analysis of school app & website use</p> <p>Tell Them From Me Parent surveys</p> <p><u>External:</u> Our self assessments against the School Excellence Framework will be validated both through formal processes and informal processes with our Community of School partnerships</p>	<p>Visible parent involvement in a variety of school initiatives.</p> <p>The school uses collaborative feedback and reflection to promote and generate learning and innovation.</p> <p>Practices and processes are responsive to school community feedback.</p> <p>Parent Café as one of a number of initiatives to increase parent involvement and engagement.</p>