School plan 2018-2020

Connells Point Public School 1613

School vision statement

Connells Point Public School's vision is to provide an inclusive learning environment for all, within a culture of Equity, Growth and Sustainability.

We value and respect the individuality of teachers, students and community members and aim to empower and engage all in our learning community.

School context

Connells Point Public School, located in Sydney's south, has a student enrolment of 550 students including 73% from non–English speaking backgrounds.

The school focusses on developing excellent skills in literacy and numeracy through challenging and enriching learning programs in a well–resourced environment. Important priorities include student wellbeing, quality teaching and learning, creative and performing arts and the development of critical and creative thinkers who are active, informed and successful members of society. Whole school programs such as Focus on Reading, 4Cs pedagogical practice and Bounce Back have been undertaken by all staff members and implemented in all classrooms. The school offers both Greek and Mandarin Community Language Programs one day per week and Mandarin, Greek and Art classes for students after school.

Central to all programs is building a trusting and respectful relationship between students and teachers and an effective and supportive partnership with parents and carers. Connells Point Public School has a dedicated and collegial staff focussed on quality teaching and learning. Parents are positively engaged and there is a supportive Parents and Citizens' Association and School Council.

School planning process

The Connells Point Public School community used a range of tools and data to evaluate our school plan 2015–2017 and decide on strategic directions for 2018–2020. In 2017, staff members engaged in self–assessment using the School Excellence Framework; used data, both internal and external; and analysed staff, student and parent survey data. Teacher feedback regarding focus areas for 2018–2020 was sought in the Tell Them From Me teacher survey. Results were discussed and analysed and it was apparent that teachers felt they needed more support in Mathematics. This resulted in Numeracy being a focus in our strategic directions and a major project. The whole staff then worked collegially on developing the three directions. Focus areas were shared with, and modified by, stage groups and the executive team. Collation of all stakeholders' analyses, resulted in the three main strategic directions being drafted. These directions were then presented to the P&C and School Council. The Principal led a forum with community members, so that everyone felt they had an equal voice in the choice of the school's directions. Following full community and whole staff collaboration our strategic directions will focus on: 4C pedagogical practice, to ensure whole school quality teaching continues; explicit feedback and data to inform teaching and learning, and whole school well–being, valuing and caring for every individual in our school community.

STRATEGIC DIRECTION 1
Students are challenged, engaged and motivated through differentiated, future focussed teaching and learning programs in Literacy and Numeracy.

STRATEGIC DIRECTION 2
Data and evidence–based practices are used to inform and support consistent quality teaching and learning.

STRATEGIC DIRECTION 3
A positive culture of wellbeing is promoted within our whole school community, focussing on a growth mindset and authentic collaboration where every individual is valued and cared for.

Purpose:

The purpose of Strategic Direction 1 is to improve teaching and learning in literacy, specifically writing, and numeracy, through teacher professional learning and collaborative practice using 4C pedagogy.

Purpose:

The purpose of Strategic Direction 2 is to gain consistency and growth across the whole school in terms of using data and evidence to drive quality teaching and learning.

Purpose:

The purpose of Strategic Direction 3 is to support the development of a wellbeing culture across the entire school community and engage the parent community in their children's educational journeys.

Purpose

The purpose of Strategic Direction 1 is to improve teaching and learning in literacy, specifically writing, and numeracy, through teacher professional learning and collaborative practice using 4C pedagogy.

Improvement Measures

Increased proportion of students in the top two bands literacy and numeracy (specifically writing and numeracy).

Observations, programs and teacher reflections show improving pedagogy in the teaching of writing through student work samples that show increased audience awareness, creativity and student engagement.

Observations, programs and teacher reflections show improving in–class differentiation pedagogy in the teaching of numeracy through student work samples that show increased learning outcomes.

Rubrics, observations and surveys show increasing teacher confidence and expertise in using the 4Cs to enhance student inquiry based and STEAM learning opportunities.

People

Students

Students will be challenged, engaged and motivated through future focussed teaching that incorporates the 4Cs and a focus on student agency.

Staff

Staff will use a growth mindset to engage with new pedagogies and be prepared to experiment and take risks with their teaching practice with a firm focus on increasing student outcomes and opportunities.

Leaders

Leaders will role model, lead, demonstrate and support professional learning and implementation through understanding of the research and instructional leadership.

Processes

Numeracy project with Anita Chin to increase confidence and capacity in developing and implementing engaging, high quality, differentiated and vocabulary–rich teaching and learning

Writing project to develop student engagement, collaborative brainstorming, increased creativity and audience awareness.

Inquiry based STEAM project to promote intellectual challenge, authenticity, problem solving, critical thinking and student work that is publicly displayed, discussed and critiqued.

Evaluation Plan

NAPLAN/Scout

Observations

Programs

Teacher reflections

Student work samples

Rubrics

Surveys

Practices and Products

Practices

In Numeracy, hands on discovery, common language, ICT and differentiated learning are used through explicit teaching across the school.

Teachers observe each other's numeracy lessons, engage in consistent teacher judgement, 5 step programming and professional dialogue increasing confidence and capacity.

Teachers use explicit strategies that are engaging, collaborative and promote creativity and audience awareness in writing. Students produce work samples that are complex, interesting and imaginative.

Inquiry based STEAM projects are integrated across the curriculum and are used across the school throughout the year, emphasising the 4Cs.

Products

Engaging, high quality, differentiated and vocabulary–rich teaching and learning programs are used across the school in numeracy.

Student work samples show creativity, audience engagement and depth of ideas in writing.

Inquiry based projects promote intellectual challenge, authenticity, problem solving, critical thinking and student work that is publicly displayed, discussed and critiqued.

Strategic Direction 2: Data and evidence–based practices are used to inform and support consistent quality teaching and learning.

Purpose

The purpose of Strategic Direction 2 is to gain consistency and growth across the whole school in terms of using data and evidence to drive quality teaching and learning.

Improvement Measures

4C continuums are used to show increasing student progress in creativity, critical thinking, communication and collaboration.

Student growth in literacy and numeracy is shown through PLAN progressions.

Surveys and reflections show increasing teacher confidence and capability in using the progressions and 4C continuum.

Observations, PDPs and surveys show increasing expertise in the use of formative assessment / visible learning practices, with a focus on differentiating and improving student progress.

People

Staff

Staff will value and analyse data so that it is used to inform teaching practice. They will use this evidence to monitor and track student growth.

Leaders

Leaders will lead innovation and research based practices through professional learning, deep understanding and analysing data to inform best practice.

Processes

4Cs continuums will be developed and used to guide programming and assessment in critical thinking, creativity, collaboration and communication.

PLAN progressions

Teachers professional learning in the use of progressions and PLAN 2 software supports programming and assessment.

Visible learning strategies, including **formative assessment**, are used consistently across the school to build, track and monitor student learning growth.

Evaluation Plan

Progressions

PLAN 2

4Cs continuum

Surveys

Reflections

Observations

PDPs

Practices and Products

Practices

Teachers use the 4C continuums to guide programming and assessment.

Teachers use progressions to develop individual learning goals, programming and assessment, promoting consistent quality teaching and learning.

Formative assessment practices are used across the school consistently to enhance differentiation and modify and improve teaching practice.

Products

Learning progress is visible to staff, students and community, as assessment shows students what they need to learn next, eg: bump it up walls, individual learning goals, I can statements.

4C continuums demonstrate student progress.

Student learning progression track and monitor student growth in literacy and numeracy.

Strategic Direction 3: A positive culture of wellbeing is promoted within our whole school community, focussing on a growth mindset and authentic collaboration where every individual is valued and cared for

Purpose

The purpose of Strategic Direction 3 is to support the development of a wellbeing culture across the entire school community and engage the parent community in their children's educational journeys.

Improvement Measures

Surveys show improved wellbeing for students, staff and community through growth mindset, leadership, engagement and resilience.

Surveys and focus groups show increased opportunities and positive parental engagement, feedback and open communication.

People

Students

Students will use a growth mindset and develop resilience as they face challenges and are the link between home and school.

Staff

Staff will use a growth mindset and leadership skills to value new learning, experiment with new ways of teaching and support each other's wellbeing.

Leaders

Leaders will use a broad range of communication strategies to enhance the links between home and school. They will role model a growth mindset and support staff wellbeing.

Parents/Carers

Parents/carers will support school initiatives in growth mindset and wellbeing. They will engage with enhanced communication, attend information sessions and provide feedback to enhance the learning opportunities for students.

Processes

Dan Haesler wellbeing project

Students, staff and parents learn about growth mindset, leadership and resilience to enhance wellbeing.

Communication

New methods of communicating across the school enhances parent engagement and opportunities for feedback.

Evaluation Plan

Surveys

Focus groups

Student and staff TTFM data

Parent feedback / forum evaluations

Wellbeing data

Practices and Products

Practices

Parents attend and engage with school based learning opportunities that enhance the partnership between home and school.

Students, staff and the community use a growth mindset to promote lifelong learning and continuous improvement.

A broad range of communication strategies enhances opportunities for parent understanding and involvement with their child's learning journey.

Products

Increased attendance at parent information sessions demonstrates communication strategies are effective and feedback shows parents feel valued.

There is a school–wide collective responsibility for student learning, wellbeing and success which is shared by parents, staff and students, and underpinned by a growth mindset.