## School background 2015 - 2017

### School vision statement

At Concord West Public School we are a dynamic learning community committed to delivering a creative, challenging and rigorous education. As a community we work together to build positive relationships which value every student and foster resilience, confidence and respect for others.

### School context

Concord West Public School was established in 1929 and located in a fast growing area in the Inner West of Sydney. We have 470 students and cater for a diverse community. It represents over forty different cultural and linguistic groups (including 16% Korean, 9% Arabic, 9% Chinese). The majority of students come from mid to high socio-economic environments and many parents have high levels of educational attainment. Parents have high expectations and are very involved and supportive of the school. The teaching staff is an effective mix of experienced and early career teachers. The school is staffed with an equivalent of 26.418 teaching staff and 3.382 non-teacher staff. The teaching entitlement is met by 32 full- and part-time teachers. This includes allocation for 19 class teachers as well as, specialist music, sport, Italian and Korean Community Language, and specialist learning support teachers. The school achieves strong academic results and offers a broad curriculum with educational experiences that are designed so that all children can reach their personal, social and academic potential. Opportunities are available for students in sport, debating, public speaking, chess, 14 instrumental music ensembles and in the esteemed interschool band, Symphonia Jubilate. The Concord West Public School community is committed to the creation of a supportive, cooperative, safe and friendly environment. The school motto, 'Concordissime, Peace and Harmony', defines the environment in which we believe all students can experience the best possible education for lifelong learning.

### School planning process

Concord West Public School consulted with staff, students and parents to engage in discussion and obtain feedback and ideas on the future needs and actions for the school. Initial planning and discussion drew on the Melbourne Declaration, the Local Schools Local Decisions Consultative decision making guidelines and the National School Improvement Tool.

Parent forums were held to explore the needs and directions of the school to support the development of the vision statement as a guide for planning. Students, staff and parents were surveyed regarding school culture and curriculum, and feedback was sought through the newsletter.

The staff attended whole school meetings and considered aspects of the school where change, innovation or improvement could be made. Staff explored the implications of The Melbourne Declaration and reflected on information gathered through surveys and forums. The teachers were presented with evaluation and assessment data and identified areas of need for Professional Learning.

The Principal consulted with focus groups of parent representatives, including the Class Parent Representatives and cultural community groups.

Review of school internal and external data indicated generally strong outcomes in literacy and numeracy. There is a need to focus on ensuring every student achieves expected growth, particularly in literacy as this was an area of weakness.

The school planning process involved consultation with Principal School Leadership officers and school principals in our community of schools. As a result of this consultation three key strategic priority areas have been identified to build upon the existing strengths of Concord West Public School.
Purpose:
To ensure that students achieve their potential and are engaged in the process of learning. Students become independent self-directed learners who are able to think critically and meet the demands of the future. Successful learners are able to access the full curriculum supported by explicit and systematic teaching and assessment, differentiated programs and targeted feedback.

STRATEGIC DIRECTION 1
Creating Successful Learners

Purpose:
To create a culture of reflective practice in which teachers take responsibility for their ongoing development. Structured professional learning builds teachers’ capacity to work individually and collaboratively on developing quality lessons using evidence based pedagogy. Professional leadership capability is developed using the Australian Standards for Teachers and the Australian Principal Standards.

STRATEGIC DIRECTION 2
Building Professional Practice and Leadership

Purpose:
To support students in developing positive civic values, resilience and the capacity to be active, engaged citizens. Active partnerships support students’ access to a range of opportunities, encouraging the development of students’ interpersonal and intrapersonal skills and fostering students’ ability to build and maintain constructive relationships.

STRATEGIC DIRECTION 3
Making Connections
## Strategic Direction 1: Creating Successful Learners

### Purpose
To ensure that students achieve their potential and are engaged in the process of learning. Students become independent self-directed learners who are able to think critically and meet the demands of the future. Successful learners are able to access the full curriculum supported by explicit and systematic teaching and assessment, differentiated programs and targeted feedback.

### Improvement Measures
- PLAN and NAPLAN data shows an increase in percentage of students making expected growth in reading and writing when measured across each 3 year average.
- PLAN data showing students working at expected levels.
- EALD students make progress at expected rate against EAL/D Learning Progressions.
- PLAN and NAPLAN data showing all Aboriginal students working at expected levels.

### People

**Students:**
Reflect on their own learning and develop an understanding of how to act on this information to improve the quality of their learning.

**Staff:**
Create engaging, differentiated and relevant teaching and learning programs determined by the syllabus outcomes, Australian Curriculum General Capabilities and ongoing assessment data.

Embed practice based on identified specific criteria and explicit teacher feedback that develop student capacity to reflect on and evaluate their own work.

Capacity to embed rich learning experiences that promote deep knowledge, critical thinking and creativity.

**Parents/Carers:**
Develop an understanding of their child’s academic progress and how they are learning.

**Leaders:**
Facilitate differentiated professional learning and support teachers to plan, program and assess for improved student outcomes.

Lead implementation and review of school practices to improve differentiated programming and to ensure quality feedback to students is evident.

### Processes

**Explicit and systematic data-driven teaching and assessment**
- Provide a variety of authentic formative assessment opportunities to gather data which is used to guide teaching, planning and programming.
- Build staff capacity to provide systematic and explicit learning experiences that develop student creative and critical thinking.

**Differentiated programs**
- Build staff knowledge and capacity to embed differentiation in teaching and learning experiences through Professional Learning, structured opportunities for professional teacher dialogue and collaborative planning.

**Engaged Reflective Learners**
- Focus on explicit teacher feedback and student reflective talk and self-assessment to promote student engagement in their learning.

### Products and Practices
- Rich assessment data, including work samples and comprehensive grade and class assessment information that demonstrates achievement of learning outcomes.
- Explicit processes to collect, analyse and report internal and external student and school performance data developed.
- Teaching and learning programs reflect differentiation for all students.
- Teachers are providing explicit teaching in 21 Century Learning Skills.
- Teachers demonstrate differentiation and extension activities throughout curriculum.
- Teachers engage in moderation activities to ensure consistent teacher judgement.
- Teachers develop and action personalised learning plans to support the learning of at risk students within the school.
- Structures in place for teamwork and collaboration.
## Strategic Direction 2: Building Professional Practice and Leadership

### Purpose
To create a culture of reflective practice in which teachers take responsibility for their ongoing development. Structured professional learning builds teachers’ capacity to work individually and collaboratively on developing quality lessons. Professional capability development is supported by effective systems and procedures.

### Improvement Measures
- All staff successfully achieving PLP goals and confidently articulate their professionally capacity, growth and goals using the Australian Professional Teaching Standards
- Whole school community surveys and information from focus groups shows high level of satisfaction with regard to school practices and procedures

### People

<table>
<thead>
<tr>
<th>Staff:</th>
<th>Have a shared understanding of student learning and high expectations of themselves and students</th>
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<tbody>
<tr>
<td></td>
<td>Implement changes to pedagogy through professional learning and regular collaborative planning sessions.</td>
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<tr>
<td>Parents/Carers:</td>
<td>Establish an effective learning community by providing parents with information about new directions in education.</td>
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<td>Community Partners:</td>
<td>Support networks with neighbouring schools enrich professional dialogue and learning.</td>
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<tr>
<td>Leaders:</td>
<td>Demonstrates instructional leadership, promoting effective evidence-based practise in the classrooms and through professional dialogue</td>
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### Processes

<table>
<thead>
<tr>
<th>Professional Self-Reflection:</th>
<th>Implement procedures to support teachers to successfully achieve goals in their Performance and Development Plan (PDP) and opportunities to reflect on own professional practice</th>
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<tr>
<td></td>
<td>Protocols and strategies developed and implemented for professional feedback to support professional goals</td>
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<tr>
<td>Structured Professional Learning</td>
<td>Differentiated program of professional learning to enhance staff capacity</td>
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<tr>
<td>Leadership</td>
<td>Implement and streamline strategies and procedures for consulting with parents, teachers and students</td>
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<td></td>
<td>Provide opportunities to develop leadership and mentoring capacity</td>
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<td></td>
<td>Ensure systems and processes are in place to support effective teaching, resourcing and accountability</td>
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### Products and Practices
- Protocols and procedures in place for implementing PDP and teacher induction.
- Participation of all teachers in Majors Bay School Community of Schools including: Leadership development; Aspiring leaders; Early Career teachers; Stage networking.
- Teachers collaboratively plan and implement quality programs based on current curricula and researched pedagogical practice. Teachers and students critically reflect on their teaching and learning to drive and sustain school-wide improvement in teaching practices and student outcomes.
- Teaching and learning programs and classroom observations evidence differentiation and challenging learning.
- All teachers regularly using classroom observation and feedback and school leaders utilising PL strategies including mentoring and collaborative practice.
- Explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes.
- Leadership teams develop and improve policies and guidelines complying with DEC expectation.
- School Council established and involved in planning consultative decision making, target setting and school evaluation.

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**Strategic Direction 3: Making Connections**

<table>
<thead>
<tr>
<th><strong>Purpose</strong></th>
<th><strong>People</strong></th>
<th><strong>Processes</strong></th>
<th><strong>Products and Practices</strong></th>
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</thead>
</table>
| To support students in developing positive civic values, resilience and the capacity to be active, engaged citizens. Active partnerships support students’ access to a range of opportunities, encouraging the development of students’ interpersonal and intrapersonal skills and fostering students’ ability to build and maintain constructive relationships. | **Students:** Understand and develop positive behaviours, attitudes and expectations that enhance their wellbeing and the wellbeing of others. Are able to talk about wellbeing issues and strategies to build positive relationships. Students can draw on a range of strategies for resolving issues.  
**Staff:** Understand, promote and implement wellbeing initiatives. Have a shared understanding of expectations and wellbeing and confidently identify issues and implement actions to engage with the parents and wider community to support a productive learning environment.  
**Parents/Carers/ Community Partners:** Build positive, respectful and active relationships with the school to ensure a quality learning environment is maintained. Work with the school to support the provision of broad opportunities for students.  
**Leaders:** Provide opportunities for all stakeholders to understand positive wellbeing programs that enhance student engagement. | **Social Skills and Resilience**  
- Build positive social skills to enhance student resilience through Friendly Schools, Kids Matter, Live Life Well, and student involvement in extra-curricular programs  
**Engaged students**  
- Students are supported and given opportunities to participate in a range of curricular and extra-curricular activities  
- Structured opportunities for student leadership and mentoring enhanced and implemented  
**Active Partnerships**  
- Establish and maintain networks of partnerships and links within and beyond the school community  
**Evaluation Plan**  
Establish 2015 data base to monitor implementation using:  
- Tell Them From Me, Friendly Schools and Kids Matter surveys and the School Assessment Tool  
- participation data for students and parents  
- SENTRAL and Learning Support Team data | - Students, staff and parents meaningfully connecting with student wellbeing programs in the school  
- Students confident in utilising conflict resolution skills to contribute to a positive learning culture within the school  
- Consolidated integration of values education in all class programs and a reduction in the percentage of school rules infringements  
- Student information on wellbeing, academic and social issues recorded on SENTRAL and processes in place to ensure monitoring and clear procedures for behaviour management  
- Procedures and practices in place to enhance consultative decision making and evaluation  
- Implementing and embedding programs that develop resilient confident students.  
- Shared whole school community (students, teachers and parents) understanding of school rules and expectations and behaviour management procedures |

**Improvement Measures**

- Sustain and increase high level of satisfaction in relation to whole school approaches to wellbeing, clearly defined core value expectations and teaching and learning environments.
- Increased positive behaviour, student well-being and consistent understanding of school rules and behaviour expectations indicated in data.