### School background 2015 - 2017

#### 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 culture.

#### School context

Connells Point Public School, located in Sydney’s south, has a student enrolment of 518 students including 68% from non-English speaking backgrounds. The school focuses on developing excellent skills in literacy and numeracy through challenging and enriching learning programs in a well-resourced environment. Important priorities include student welfare, creative and performing arts and the development of critical and creative thinkers who are active, informed and successful members of society. The school offers a Greek Community Language Program one day per week and Mandarin and Greek 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. Whole school programs such as Focus on Reading and Bounce Back have been undertaken by all staff members and implemented in all classrooms. Parents are positively engaged and there is a supportive Parent’s and Citizen’s Committee and School Council.

#### School planning process

The Connells Point Public School community used a range of tools and data to evaluate our school plan 2012-2014 and decide on strategic directions for 2015-2017. Staff and community members engaged in: self-assessment using the National School Improvement Tool; data, both internal and external; and staff, student and parent survey data analysis. Following the executive team’s discussion of, and familiarisation with, the NSIT, it was then presented to the P&C, School Council and stage teams. Stage supervisors led team discussion and the Principal led discussion with community members, so that everyone felt they had an equal voice in the choice of the school’s directions. Collation of all stakeholders’ analyses, resulted in further discussion and the three main strategic directions were collaboratively decided. These directions also matched the Tell Them From Me survey results. Priorities were presented to the P&C and School Council to ensure all understood our directions. There will consequently be a focus on: the sustainability of pedagogical practice to ensure whole school quality teaching continues; planned and explicit feedback and data to inform teaching and learning, and authentic community engagement.
School strategic directions 2015 - 2017

**Purpose:**

To improve student learning outcomes, through the delivery of consistent high quality teaching practices, within a culture of educational challenge, change and relevancy.

**Purpose:**

To develop quality leaders who use qualitative and quantitative data and quality feedback, to provide evidence of improved learning that will address the School Excellence Framework and the Performance and Development Framework for all teachers.

**Purpose:**

To contribute positively to student learning by building partnerships within an educational community, aligned to the social and educational goals of Connells Point Public School.
**Strategic Direction 1:** To grow and sustain pedagogical practices and extend quality, differentiated educational programs to cater for all students.

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| To improve student learning outcomes, through the delivery of consistent high quality teaching practices, within a culture of educational challenge, change and relevancy. | **Students:** 1. Students improve achievement levels by engaging in whole school differentiated learning programs, focussed on building the skills of creativity, critical thinking, communication and collaboration. **Staff:** 1. Teachers to engage in whole school, ongoing Professional Learning, for personal growth and sustainability of practice. 2. Capabilities will be sustained and improved by collaboratively developing differentiated learning programs. **Community:** 1. Consultation on school pedagogical framework to enable a shared understanding of whole school teaching and learning goals and programs. 2. Through a diverse range of communication modes support | **Whole School Pedagogical Project**
All staff to provide consistent and differentiated quality teaching in all learning areas, explicitly using new Ipads. This teaching will focus on students’ skills of critical thinking, creativity, collaboration and communication and address the School Excellence Framework. **Performance and Development Project**
Ongoing TPL for all staff, with a focus on ICT and Gifted and Talented. Teachers will have regular collaboration on practice following lesson observation to ensure evidence and practice addresses the Teacher Professional Standards. **Practices:**
1. All teaching and learning programs to be devised collaboratively, with practices that reflect NSW content for the Australian Curriculum and further training on explicit use of Ipads in classrooms. 2. Students demonstrate confidence as learners and progress along continuums, including new English concept continuum. 3. Regular reflection on milestones by whole school community. | **Products:**
1. All students to continue to grow within focussed, planned differentiated programs which provide the skills of communication, collaboration, creativity and critical thinking, as evidenced in the monitoring of reflective journals and videos of lessons/discussions. |

**Improvement Measures**

More students achieving outcomes at, or above, expected levels in all learning areas.
More than 75% of students achieving in the top 2 bands in NAPLAN in years 3 and 5.
80% of students at the expected cluster on PLAN.

All students and teachers to have knowledge and understanding of 4Cs.
100% of teachers to engage in Instructional Rounds to improve pedagogy and collaboration resulting in improved student outcomes.

Parents to understand the learning of their children across all teaching and learning and welfare programs.

**Leaders:** 1. Executive and aspiring executive members will be instructional leaders and ensure pedagogical practices are sustained and improved through quality TPL based on research. A variety of leadership opportunities will be provided for students, parents and the community.

2. All teachers have improved skills in mentoring and leadership qualities by participating in Instructional Rounds with colleagues.
3. Teacher practice improves due to whole school collaborative Teacher Professional Learning Programs and sharing practice with CoS.
4. Provision of whole school quality teaching and learning activities embedded in all learning areas with effective, consistent assessment and differentiation practices, supported by evidence.
## Strategic Direction 2: To grow and sustain leaders who promote and practise effective and purposeful use of data and feedback across the school community.

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| To develop quality leaders who use qualitative and quantitative data and quality feedback, providing evidence that will address the School Excellence Framework and the Performance and Development Framework for all teachers. | **Students:** 1. Through reflection, feedback and an understanding of expectations, students engage in learning at all ability levels. 2. All students to receive equitable opportunities for quality learning, determined by relevant individual data.  
**Staff:** 1. Participate within a structured framework of quality feedback to improve pedagogy and develop leadership skills. 2. Staff recognise and build mindsets and capabilities required to analyse and respond to their overall learning progress and performance. They make informed judgements about their success and set new learning goals. (Performance and Development Framework). 3. To continue to develop a whole school and personalised professional learning plan with a focus on quality discussion. | **Observation and Feedback Project to improve teacher growth.**  
1 Staff reflection and feedback on mentoring, coaching, goals and classroom observation.  
2. Collaborative planning with a CoS to improve teacher learning and feedback processes, based on data identified targets.  
3. Quality student feedback processes implemented in all classrooms. | **Practices**  
1. All teaching and learning programs are driven by quality feedback and assessment data.  
2. Teachers to provide collaborative, constructive feedback to peers, on teaching and learning practice, based on Teacher Professional Standards. This will help to inform teachers’ planning of individual goals for the new Performance and Development Framework requirements.  
2. Students and teachers reflect and report on their own achievements and progress towards learning goals, using evidence based data.  
3. Regular reflection on milestones by whole school community. |
| Use of a range of data and feedback to assess the complexities of our operations. Leaders to be provided with quality, explicit data to inform teaching and learning within a culture of effective feedback. This will ensure a culture of evidence based accountability that reflects Great Teaching Inspired Learning (GTIL) document. | **Assessment and Data Project to Inform Learning**  
1 Work collaboratively with staff, community and Finnish Principal to evaluate and analyse our assessment data and share evidence of, and strategies for, improved data collection and assessment practices. | **Products**  
1. Developed feedback framework and data collection processes will ensure all teachers and leaders |
| Improvement Measures | and feedback, self-evaluation and sharing of professional practice that provides evidence to address the Teacher Professional Standards. | have evidence based data to address the new Performance and Development requirements.  
2. Student and staff leadership opportunities recognised at all levels of the school system.  
3. Classroom walkthroughs personalised to address specific targets. |
|----------------------|------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| **Parents:** 1. Up-skilled in what quality feedback and explicit data looks like, what it involves and how they can be a part of the process.  
2. P&C/School Council to provide leadership to parents and community members in areas related to school directions. | **Evaluation Plan:**  
Evidence gained through:  
- School Excellence Framework  
- 9 domains of NSIT  
- Performance and Development Framework  
- TTFM – focus on learning. |
| 1. Ensure 100% of staff are supported to achieve their professional goals and to develop constructive feedback processes to address the new Performance and Development Framework.  
2. Ensure all staff members are provided with leadership opportunities.  
3. A range of data sources is evidenced in programming and in driving better outcomes for student improvement and equity eg PLAN, NAPLAN, data-wall (tracking growth).  
4. Assess cluster levels at the end of year 2. Specifically target identified needs eg writing, reading/comprehension.  
5. Assess as a whole school community, the relevance of our data collecting. Identify the best practices ie those that lead to change and growth. | |
### Strategic Direction 3: To grow and sustain a culture of authentic collaboration and shared communication, providing access and equity for all students within a changing school demographic

**Purpose**
- To contribute positively to student learning by building partnerships within an educational community, aligned to the social and educational goals of Connells Point Public School.
- To work together as a learning community or CoS to build capacity of all and to develop knowledge, understanding and expertise about the importance of authentic partnerships which provide equitable access to quality education for all students.

**People**
- **Students**: 1 Students to engage with school in a positive way as parents become more supportive and involved in directions and policies.
- **Staff**: 1. Teachers to build stronger networks with Communities of Schools and with the wider community to form partnerships that provide real world learning experiences and increased levels of technological engagement, for all students. 2. Teachers build a culture that is evident to students and the community that we ALL believe in our strategic directions and we ALL have a common vision for the school.

**Community**
- 1. Parents will continue to make positive contributions to the learning culture of the school

**Processes**
- **Parent Communication Project**
  1. Introduction of new modes of communication to build links with community.
  2. Establish shared focus groups (such as our G&T group), to address and develop targeted areas of learning and welfare.
- **CoS Network Project**
  1. Build on links between our CoS to establish a professional network where resources (people and property), programs and ideas are shared to improve common goals.

**Products and Practices**
- **Practices**
  1. School to share implementation of all DEC reforms, whole school programs and policies with the school community.
  2. Provide information to community in languages that reflect the cultural change within the school.
  3. To work closely with P&C and School Council to inform and develop key educational priorities.

**Products**
- 1. P&C involvement. Use strategic plan to align support with strategic directions.
- 2. Increase in parent participation in home/school learning partnership to support both educational and equity programs.
- 3. Increasing links with CoS around student learning.

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**Improvement Measures**
- 1. Positive parent feedback, supportive of programs and policies within the school.
- 2. Stronger links to our CoS with all visions shared with school community.
- 3. All interested members of the community, P&C, School Council and wider community have the opportunity to be engaged in school priorities.
- 4. Increased level of participation in
through targeted focus groups in areas such as Gifted and Talented Education and Assessment and Reporting.

2. Will understand the Melbourne Declaration and its implications for all the new syllabuses in developing students who are critical thinkers, communicators, collaborative and creative.

**Leaders:** Build stronger links so that all school leaders, P&C and School Council members are committed to the overall effectiveness of the school’s organisation.