

School plan 2015-2017

Carrington Public School 1518

School background 2015–2017

School vision statement

Vision

Students strive to reach their potential while developing creative, collaborative and technological skills. Our students are respectful, responsible and resilient 21st Century learners.

Students will have success for today and be prepared for tomorrow.

Mission Statement

To achieve our vision, we will enable our students to become independent learners with the desire, the skills and the abilities necessary for lifelong learning. This will require creating a learning environment which is centred on students, directed by teachers, and supported by home and community.

Belief

We believe in offering more in education.

School context

Carrington Public School is a growing school achieving 5 classes for 2017. It is located in an inner city area of Newcastle. The suburb is close to industry, recreation and the Newcastle Harbour and is in the process of experiencing urban renewal. There are 106 students enrolled for 2017. Students are predominantly from an Anglo–Saxon background. In 2017, eighteen Aboriginal students are enrolled and nine students have English as an additional language or dialect.

The staff is a mix of highly experienced and teachers in their first five years. Carrington Public School has extremely dedicated teachers consisting of 5 full time and 3 part time teachers, including a part time English as an Additional Dialect (EALD) teacher. In 2017, the school also has 2 School Learning Support Officers, Learning and Support Teacher, a School Assistance Officer, a School Administration Manager and a General Assistant. All teaching staff meet the professional requirements for teaching in NSW public schools.

Our aim at Carrington Public School is to provide high quality teaching instruction that meets the learning needs of every student. Optimum performance is encouraged in all learning experiences. The staff at Carrington Public School value our community and believe that a child's success is based on a three–way partnership between staff, parents and students. Through this partnership we aim to create students who are:

- Lifelong Learners
- Independent Thinkers
- Respectful Individuals
- Responsible Citizens

Carrington enjoys the support of its parent body, with an active P&C who run the canteen, the Carrington Village Markets and all fundraising initiatives.

School planning process

The three strategic directions have been determined following a rigorous and multi–faceted evaluation and data collecting process and consultation with staff and parents.

Evaluation and data collection has included:

- Collecting information on individual students including their background and academic achievement
- Meeting with parent focus groups to ascertain their beliefs on what makes a quality education.
- Collecting data from parents and students to find out which school programs they value and which need improvement.
- Analysing NAPLAN data for 2014 and the trend data for the past five years.
- Surveying parents as to what is working well and suggestions for improvement.

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- Consultation has been achieved through:
 - Meeting with the P & C to present and discuss the new school plan.
 - Staff and parent meetings to discuss and write the school vision and mission statements.
 - Publishing the vision and mission statements and school plan on the school website providing the opportunity for feedback
 - Planning time involving all teaching staff to develop the 5 Ps into a school plan.
 - Inviting parent groups and AECG representative to a meeting to discuss, provide feedback and finalise the school plan.

School strategic directions 2015–2017



STRATEGIC DIRECTION 1

High Quality Learning

Purpose:

To help students develop an understanding of their personal abilities and create self-confident lifelong learners who are focused on continuous improvement and prepared to lead and contribute positively to our society.



STRATEGIC DIRECTION 2

High Quality Teaching

Purpose:

Teachers engage in professional training and development so that they can: deliver programs that reflect current educational research of best practice; improve their pedagogy; meet BOSTES requirements; and deliver a quality education to their students, resulting in improved learning outcomes.



STRATEGIC DIRECTION 3

High Quality Systems and
Processes

Purpose:

To improve the quality of current school systems and embed new systems based on reforms and initiatives relevant to Carrington Public School.

Strategic Direction 1: High Quality Learning

Purpose

To help students develop an understanding of their personal abilities and create self-confident lifelong learners who are focused on continuous improvement and prepared to lead and contribute positively to our society.

Improvement Measures

Student growth in NAPLAN is either at or above state average in all areas.

90% of students demonstrate expected growth per semester across DEC Literacy and Numeracy Continuums relevant to PLP goals.

50% reduction in the number of welfare incidents related to peer conflict.

People

Students

- Work independently and collaboratively to explore learning and communicate ideas.
- Use effective techniques for resilience, positive behaviour, leadership and citizenship.
- Have an understanding of how to self-regulate and achieve their personal best, improving engagement and achievement.
- Personalised Learning Pathways are collaboratively developed for ALL students.
- PLPs are regularly monitored to ensure the achievements of Aboriginal students match or better the outcomes of all students.

Staff

- Show evidence of individualised instructive teaching.
- Implement PBL, leading to a consistent approach of expectations.

Leaders

- Provide a positive values culture demonstrating high expectations, consistency and modelling school values.
- Provide collaboration in PBL.

Parents/Carers

- Families will engage with school

Processes

Building Ability, Spirit and Values

- To create opportunities for all of our students to actively engage and participate in a wide variety of internal and external curricula and extra-curricular activities which promotes learning; engagement; and

Positive Behaviour and Resilience

- Develop and implement strategies and techniques for resilience and positive behaviour in directed class learning experiences.
- Implement teacher's professional learning in PBL program.
- Refine the referral process for staff to access learning support.
- Develop and implement PBL scope and sequence, based on the analysis of welfare data.

Student engagement and Self-Regulation

- Staff plan and differentiate programming in Literacy and Numeracy using the quality teaching elements, the continuums and Every Student Every School policy strategies.
- Students engage in learning behaviours designed to encourage creativity.
- Students plan improvement through term reflection and assessment meetings with teachers.
- Teachers recognise and communicate Aboriginal students' achievements to Aboriginal parents, their extended

Practices and Products

Practices

- Quality teaching and learning practices across the school demonstrated through effective pedagogy and differentiated literacy and numeracy lessons to improve student achievement.
- Staff and students reflect and report on the achievement of their own learning every term.
- Teach and reinforce positive behaviours through PBL lessons, encouragement and acknowledgement.
- Regular monitoring and analysis of incidents recorded through Synergy.
- Explicit targets for improvement in student achievement levels are set and regularly communicated to parents and staff.
- Weekly student support by a chaplain.

Products

- Increase student growth in NAPLAN Reading, Writing and Numeracy.
- Students demonstrate expected growth on Numeracy and Literacy Continuums.
- Evidence in classroom and playground data that the majority of students have high expectations and use social conscience in decision making.
- Student surveys show increased self-worth, self-awareness, confident socialisation and emotional well-being.
- Students demonstrate their understanding of Being Safe, Being Kind, Being Respectful and Being a Learner as measured through PBL surveys.

Strategic Direction 1: High Quality Learning

Improvement Measures

People

Student Welfare policy.

- Families will support and reinforce behaviour management strategies being used by staff.
- Families participate in PLP meetings.

Processes

families and the wider community.

Evaluation Plan

Sentral, NAPLAN and PLAN data, surveys

Practices and Products

Strategic Direction 2: High Quality Teaching

Purpose

Teachers engage in professional training and development so that they can: deliver programs that reflect current educational research of best practice; improve their pedagogy; meet BOSTES requirements; and deliver a quality education to their students, resulting in improved learning outcomes.

Improvement Measures

90% of students have reached expected targets in spelling, writing and reading.

100% of teacher programs include regular reference to the use of technology and implementation of activities that develop problem solving, critical analysis and creativity.

100% of teachers can identify improvements in their pedagogy and their classroom data.

People

Students

- Engage with their learning in a positive and productive manner.
- Receive individualised explicit teaching to meet curriculum requirements and identified needs.
- Learn to make relevant judgements about their own progress on the continuums.
- Regularly engaged with technology as a tool for learning.

Staff

- Develop learning skills, knowledge and professional capabilities to confidently implement all BOSTES syllabi.
- Develop deep understanding of latest research into the best practice for the teaching of literacy and numeracy.
- Provide and receive quality feedback to inform student and staff learning.
- Develop the skills and capacity to manage a range of technologies to implement activities to facilitate 21st Century Learning.

Leaders

- Identify and implement professional learning aligned with school priorities; individual learning plans; effective performance and development practices; quality teaching; and DEC accountabilities.
- Develop staff capabilities by designing training and school wide systems to

Processes

PLAN

- A regular assessment schedule, including recording data in PLAN, will provide direction for teaching to maximise learning outcomes.
- This will be supported by formative assessment and feedback (John Hattie).
- IEPs and PLPs developed for every identified student in consultation with parents/carers, teachers, students and LaST.

Curriculum Implementation

- Planned professional learning (PL) to build staff capacity to confidently deliver current BOSTES syllabus documents.
- School scope and sequence, with units of work being developed, for English, History/HSIE and Science.

Effective Pedagogical Practices

- Promote, build and sustain the PL of all staff, by creating systems for teachers to learn from each other as an enabler for: continual development; collaborative teamwork; shared purpose; and enhanced student outcomes.
- Staff sharing of technology skills and the incorporation of technology and C21 learning skills into teaching and learning programs
- Planning Days allocated for student conferencing, student tracking, consistency of teacher judgement and

Practices and Products

Practices

- Students receive feedback based on their progress across the continuums.
- Teaching practice reflects current research, the QTF and BOSTES requirements.
- Planned observations of teachers' practices demonstrate a deep understanding of the effective strategies for improving reading, spelling and writing outcomes.
- Regular professional learning activities occurring which are aligned to school learning goals and system requirements.
- Class programs used to give timely feedback to ensure reflection of the Quality Teaching Framework with evidence of differentiation, BOSTES syllabus documents, and inclusion of school based initiatives.

Products

- Technology plan updated and 21st century teaching and learning in all classrooms.
- Teachers indicate they feel equipped and supported to implement BOSTES syllabi.
- Staff develop and implement a professional learning plan, outlining their goals, with a focus on: new curriculum implementation; spelling, writing and reading initiatives; and the school plan.

Strategic Direction 2: High Quality Teaching

Improvement Measures

People

support differentiation, promote quality teaching and student engagement.

Parents/Carers

- Understand concepts of continuums and actively engage in conversations.

Processes

Quality Teaching Rounds.

Evaluation Plan

Monitor professional learning plans, review scope and sequence and teaching units to determine professional development support for teachers in implementing school plan and vision. Monitor NAPLAN, PLAN data and school based assessment results to analyse student performance in English and Mathematics.

Practices and Products

- Triangulated school and national data using formative and summative measures indicate student improvement in focus areas of spelling, writing and reading.

Strategic Direction 3: High Quality Systems and Processes

Purpose

To improve the quality of current school systems and embed new systems based on reforms and initiatives relevant to Carrington Public School.

Improvement Measures

80% of staff report they have achieved their annual professional learning goals.

85% of school surveys indicate a high level of student, staff and parent satisfaction with school learning and environment.

100% of staff participate in Quality Teaching Rounds

People

Staff

- Engage with the new 5P planning process.
- Engage in implementing new National Curricula.
- Participate in Quality Teaching Rounds.
- Articulate the implications of the Great Teaching, Inspired Learning reform for Carrington Public School.
- Aware of the School Excellence Framework and Performance and Development Framework and the implications for their work.

Parents/Carers

- Parents and LAECG member engage in discussion at P&C meetings, informally, via newsletter and website at key points as new systems and reforms are rolled out.

Community Partners

- Professional partnerships are strengthened through collaboration and critical friend processes.

Leaders

- Principal and School Administration manager prepare for LMBR processes.
- Principal develops a Professional Learning Community for Quality Teaching Rounds.

Processes

Performance and Development Processes

- Staff develop teaching/learning programs (including: planning, scope and sequence, programming and assessing) that are best practice and reflect DEC and BOSTES requirements
- Staff collegially develop, implement and reflect on a personal professional development plan linked to the school plan.
- School leaders support staff to develop their understandings of excellence in curriculum, pedagogy, assessment and reporting.

Strategic Planning

- Staff engage with 5P planning process through evaluation and validation processes and implementation of jointly constructed milestones.

Reforms and Initiatives

- Principal and school leaders facilitate the development of understanding and the implications of current reforms and initiatives.
- Principal, SAM and Finance Team attend professional learning sessions to develop a deep understanding of budgeting and finance and new systems.

Evaluation Plan

School Excellence Framework

Performance Development Framework

Practices and Products

Practices

- Staff contribute to school planning, improvement and validation process.
- Performance and Development processes led and managed by executive staff.
- Awareness and implementation of reforms and initiatives relevant to CPS.
- Use of quality systems including Business Intelligence (BI) tool MyPL, Quality Teaching Rounds, school databases and other school systems to track and support teacher quality and accreditation

Products

- Staff professional growth plans focus on attainment of professional goals reflecting professional standards.
- Staff aligned to goals within the school plan and actively support their implementation.
- Surveys, class programs and teacher observation indicates staff growth in the areas of pedagogy and technology.
- Sustain high level of positive student, staff and parent satisfaction, with school learning culture and environment.
- Team of staff working towards higher levels of accreditation.
- An average of Level 4 or higher achieved in Guskey framework for writing and SSP.