



# School plan 2018-2020

## Carrington Public School 1518

# School background 2018–2020

## School vision statement

Carrington Public School creates a platform for our young people to lead rewarding and productive lives in our complex and dynamic world. We provide excellence, allowing students the best opportunity to achieve their social and academic aspirations.

## School context

Carrington Public School is a small school located in the inner city area of Newcastle. Since its inception in 1873, the school has had a long history of providing quality education for its students. The suburb of Carrington is close to industry, recreation, the Newcastle Harbour and is in the process of experiencing urban renewal.

In 2018, there are 107 students enrolled in 2018. This includes eighteen Aboriginal students and twelve students who have English as an additional language or dialect.

Carrington Public School has dedicated teachers consisting of four full time and three part time teachers. All teaching staff are classified as proficient against the NSW Teaching Standards. In 2018, the non-teaching staff consists of a school learning support officer, a learning and support teacher, a part time school counsellor, a school assistance officer, a school administration manager and a general assistant.

Carrington Public School has a strong commitment to individualised learning through quality literacy and numeracy programs including Speech Sound Pics (SSP) and Targeted Early Numeracy (TENs). Our student wellbeing practices are based on Positive Behaviour for Learning (PBL) and our core values are Be Safe, Be Respectful and Be a learner. Carrington PS prides itself on providing wide ranging opportunities for all students to succeed.

Carrington Public School enjoys the support of its parent body, with an active P&C who run the canteen and the Carrington Village Markets. Strong community partnerships exist between the school and the broader Carrington community, enabling access to resources, expertise and facilities from within its community.

## School planning process

Our school has worked strategically and collaboratively with students, staff, parents, community and AECG to prepare our 2018 – 2020 School Plan.

Student voice was achieved through analysis of TTFM survey data and small focus groups.

Staff were extensively involved in the creation of this document. Through surveys, workshops, professional learning opportunities and the analysis of the 2015–2017 School Plan. High levels of staff engagement and collaboration underpinned the development of this plan.

Parents were invited to participate in forums, including P & C meetings, and to share feedback regularly throughout the process. A small working group was invited to discuss findings from collected data. The collective responses and negotiated ideas were published, compared and matched with those of students and teachers.

Community consultation was effectively established through comprehensive communication in school newsletters, school surveys that were electronically generated and distributed through the school's website, newsletters and Skoolbag App. Data collection methods enabled the school to generate reports reflecting the thoughts and opinions of our parents about their values and expectations of their child's education.

Consultation with Muloobinbah Local Aboriginal Education Consultative Group enabled strong discussion around improving educational outcomes for all students with a strong focus for our Aboriginal students.

A combined group of teachers and parents, worked collaboratively and productively to establish a shared vision and guide the development of our 2018–2020 School Plan.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1 Learning for life

### Purpose:

To empower students to be self-regulated, passionate lifelong learners who gain necessary knowledge and skills to enable them to connect, succeed and thrive as citizens now and in the future.

## STRATEGIC DIRECTION 2 Teaching the future

### Purpose:

To support the development of passionate and committed teachers who demonstrate a personal responsibility towards improving their professional practice to support improved student outcomes. Teachers are future focused educators delivering innovation and excellence to their students.

## STRATEGIC DIRECTION 3 Leading the way

### Purpose:

To provide strong educational leadership to achieve improved student outcomes. Exemplary structures and processes will underpin ongoing school improvement and the professional effectiveness of all school and community members.

# Strategic Direction 1: Learning for life

## Purpose

To empower students to be self-regulated, passionate lifelong learners who gain necessary knowledge and skills to enable them to connect, succeed and thrive as citizens now and in the future.

## Improvement Measures

All students demonstrate expected growth in literacy and numeracy in external (NAPLAN) and school based assessments and data.

All teaching and learning programs reflect the development of future focused skills for all students.

At least 90% students, parents and staff report high levels of satisfaction with school wellbeing practices and overall school culture.

## People

### Students

Take an active role in their own learning by articulating their personal learning goals and identifying effective strategies to become successful learners.

### Staff

Use their deep knowledge of individual student capabilities and needs to provide rich learning experiences to engage students to achieve their personal learning goals.

### Leaders

Co-ordinate personalised learning throughout the school and model instructional leadership using evidence based practices demonstrating a growth mindset.

### Parents/Carers

Participate in classroom programs and teacher led workshops focusing on future focused skills and capabilities, wellbeing, and Key Learning Areas.

### Community Partners

Engage in students' education as experts in their field and or contributory community members.

## Processes

### Innovation

The development of an innovative learning environment based on authentic assessment with a focus on progress, future focused skills and the engagement of all learners.

### Wellbeing

Implement a whole school approach to wellbeing with programs and practices that have clearly defined expectations and create a positive teaching and learning environment.

## Evaluation Plan

Analysis of NAPLAN data

Analysis of PLAN data

Teaching program analysis

Document analysis

Analysis of TTFM survey results

Feedback from staff, students and parents.

Evidenced based school wellbeing evaluation tool.

Reflection of practice against the School Excellence Framework

## Practices and Products

### Practices

Staff and students cooperatively analyse data to ensure continued learning growth for all in literacy and numeracy. Growth is tracked and regularly reported to parents/carers.

Teaching programs and practices explicitly focus on the general capabilities.

All staff are utilising a consistent approach to behaviour management throughout the school. An effective Learning Support Team supports individual learning.

### Products

All students can clearly articulate their learning goals and progress towards achieving them including future directions.

A strong school culture based upon positive wellbeing, and a high expectations learning culture.

Learning sequences and assessment rubrics for the measurement of future focused skills and general capabilities are embedded in teaching and learning.

# Strategic Direction 2: Teaching the future

## Purpose

To support the development of passionate and committed teachers who demonstrate a personal responsibility towards improving their professional practice to support improved student outcomes. Teachers are future focused educators delivering innovation and excellence to their students.

## Improvement Measures

Teachers demonstrate the impact of Professional Learning on their practice and student outcomes.

High levels of student engagement and motivation.

## People

### Students

Are engaged and motivated by their learning and receive productive, timely feedback to ensure continued success.

### Staff

Integrate quality teaching, curriculum planning and development, and assessment, while emphasising future focused learning and quality relationships, to create well equipped students ready to create the future.

### Leaders

Build staff capacity to deliver quality professional learning (PL) aligned to curriculum, research and evidence-based practices.

### Parents/Carers

Parents and Carers support the school by participating in collaborative discussions to better understand what we do and why.

## Processes

### Professional Learning

High level PL to develop staff understanding of the individual needs of students including tracking of performance in literacy and numeracy and future focused pedagogy.

### Professional Growth

Build leadership and teacher capabilities by providing collaborative stage, whole school curriculum and inter-school sessions.

Develop explicit systems and structures which focus on the implementation of NESA syllabus documents.

## Evaluation Plan

TTFM survey results

Program analysis and teacher reflection.

Classroom observations

PDP process and feedback

Student data including work samples.

Reflection of practice against the School Excellence Framework

## Practices and Products

### Practices

Teachers actively evaluate, share and discuss learning from targeted professional development with other staff in their school to improve whole school practice.

Teachers collaboratively engage in professional discussion to improve teaching and learning in their classes, year groups, stages and for particular student groups.

Teachers provide high expectations and goal setting framework, where all students effectively develop their knowledge, understanding and skills and explicitly track their goals.

### Products

Scope and Sequences outline the expectations required of teaching and learning programs.

Programs detail expected student progression in knowledge, understanding and skill and the assessments that measure them.

Learning programs embed and assess future focused skills, ICT and STEM activities.

Collaboratively planned programming, assessment tasks and learning experiences are embedded in all classrooms.

# Strategic Direction 3: Leading the way

## Purpose

To provide strong educational leadership to achieve improved student outcomes. Exemplary structures and processes will underpin ongoing school improvement and the professional effectiveness of all school and community members.

## Improvement Measures

Improved school community satisfaction.

All teachers identify the impact of collaboration within and across schools in improving teaching practice and use this effectively to improve their practice.

## People

### Students

Recognise and respect cultural identity and diversity and share a common expectation of inclusivity building positive relationships within the school and the broader community.

### Staff

Build positive relationships with students, parents and the broader community based on positive education outcomes.

Network within our school, broader education community including Aboriginal Education Consultative Group (AECG) for continuous improvement.

### Leaders

Facilitate Professional Learning Communities through strategic resourcing and management.

### Parents/Carers

Add to an inclusive, collaborative school learning community in order to improve educational programs in the school.

### Community Partners

Support and extend collaboration with colleagues and experts from afield, to enrich the quality teaching practices within our school.

## Processes

### Community Engagement

Enhance communication practices to enable school community to remain informed, contribute and share in school experiences.

Promote and encourage parent involvement in all aspects of school (classroom helpers, volunteering for P&C, school evaluation and planning).

### Community Links

Strengthen links with the local management group (LMG) by engaging common programs which extend student and staff learning opportunities.

Improve preschool and high school transition programs.

Strengthen links with AECG through collaboration and consultation.

## Evaluation Plan

360 reflection tool

TTFM survey

Program analysis

Classroom observations

Student, staff and community survey feedback

Reflection of practice against the School Excellence Framework

## Practices and Products

### Practices

Flexible processes deliver school services and information supporting parental engagement.

Opportunities for the school community to give feedback on school performance are regularly provided.

Identify expertise within school staff, LMG, and broader school community and is drawn upon to further develop professional learning community.

Teachers collaborate within and across schools to share curriculum knowledge, data analysis and pedagogical practices to enhance student achievement.

### Products

An engaged school community, where public education is extensively promoted and celebrated throughout the community. Feedback is used to improve performance.

A Professional Learning Community which focuses on continuous improvement in teaching and learning through collaborative efficacy. Collaborative practice drives and supports professional growth.