

# School plan 2018-2020

## Carramar Public School 3328



# School background 2018–2020

## School vision statement

We are a caring, innovative and collaborative learning community that embraces diversity.

We have high expectations to ensure students are empowered to reach their potential.

We are committed to providing quality learning opportunities that motivate, engage and inspire 21st century learners.

## School context

Carramar PS is in the Fairfield Network of schools and has an enrolment of 240 students in 2018.

Approximately 85.5% of the students are from LBOTE including a number of new arrival and refugee students. Arabic and Asian languages are the dominant groups, with Samoan and a small number of African groups also represented. A small number of students identify as being from an Aboriginal or Torres Strait Islander background.

In 2018, we have ten classes that are named after Commonwealth Games Athletes. Currently half of our staff are New Scheme Teachers. As a result of comprehensive data analysis, the school has implemented a targeted approach to improve student outcomes in Literacy and Numeracy, including Language, Learning and Literacy (L3) and Focus on Reading (FoR).

Our school is committed to optimising student engagement and implementing 21st Century Learning practices and skills through initiatives such as Bring Your Own Device (BYOD), the transformation of learning spaces and the implementation of the new curriculum documents.

As an Early Action for Success (EaFS) school, an Instructional Leader Numeracy and Literacy has been appointed to work directly with teachers in the early years. An interventionist is also funded five days a week via school funds. Through the delivery of high quality professional learning and hands-on instructional leadership, K–6 teachers will be supported in the effective use of data to drive teaching and learning programs, ensuring personalised learning for every student. Interventionist strategies and practices will be utilised to support tiered interventions, focused on progressing all students from their current levels of achievement.

## School planning process

In close consultation with students, staff and community, the school's vision statement and 3 strategic directions were published.

The strategic directions were linked to the vision statement, based on a combination of surveys, focus groups, staff and parent meetings and online polls.

We worked closely and engaged in training with the Principal School Leadership and the community of schools teams. This collegial approach allowed us to discuss, share and develop a common language across our schools.

The executive team, with support from DoE policies established the improvement measures and the 5Ps – purpose, people, processes, products and practices. These were shared and consulted upon through our newsletter, parent meetings, staff meetings, the SRC and our Community of Schools. Each year the plan will be evaluated, reviewed and milestones have been updated.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1

Independent, active and  
engaged learners.

### Purpose:

Improve student well being, behaviour and engagement in learning.

## STRATEGIC DIRECTION 2

Exemplary classroom  
practitioners with a high level of  
professional expertise.

### Purpose:

To ensure every student at Carramar Public School has an excellent classroom teacher and equal access to outcomes for every year of schooling.

## STRATEGIC DIRECTION 3

Informed and engaged parents  
and strong home–school  
partnerships.

### Purpose:

Build effective, collaborative partnerships with parents and caregivers based on mutual trust, respect and a shared responsibility for and understanding of student wellbeing and student learning.

# Strategic Direction 1: Independent, active and engaged learners.

<b>Purpose</b> <p>Improve student well being, behaviour and engagement in learning.</p>	<b>People</b> <b>Students</b> <p>Students take responsibility for their learning and wellbeing.</p>	<b>Processes</b> <p>Implement a whole school approach to improving student wellbeing, behaviour and engagement underpinned by the Wellbeing Framework.</p>	<b>Practices and Products</b> <b>Practices</b> <p>Classroom practice reflects student centred learning whereby students have ownership of and take responsibility for their learning.</p>
<b>Improvement Measures</b> <p>Improved student well being.</p> <p>Increased student engagement in learning.</p> <p>Increased percentage of students achieving in the top 3 bands in NAPLAN for Literacy and Numeracy.</p>	<b>Staff</b> <p>All staff value build and maintain a safe, positive and supportive learning environment in which all students are actively engaged in learning.</p>	<p>Develop students' skills in communicating, collaborating, critical thinking and being creative to promote improved outcomes.</p>	<p>All staff have a deep understanding of the Wellbeing Framework and adopt a collective responsibility for improving and supporting student well being.</p>
	<b>Leaders</b> <p>Provide opportunities for all staff to engage in professional learning around wellbeing and to contribute to the development and implementation of whole school wellbeing strategies. Leaders will implement systems of accountability that relate to the school's wellbeing strategies.</p>	<b>Evaluation Plan</b> <p>Tell Them From me Student and Teacher Surveys.</p> <p>Anecdotal observations and data. (playground and classroom)</p> <p>NAPLAN data</p> <p>EBS4 student behaviour data.</p> <p>PLAN data.</p>	<b>Products</b> <p>Classrooms that promote student self direction, collaboration and high expectations for learning.</p> <p>Students demonstrate behaviours and attitudes that contribute to a positive learning environment.</p>
	<b>People</b> <p>Teachers, students and parents have a shared understanding of the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes.</p>		

## Strategic Direction 2: Exemplary classroom practitioners with a high level of professional expertise.

Purpose	People	Processes	Practices and Products
To ensure every student at Carramar Public School has an excellent classroom teacher and equal access to outcomes for every year of schooling.	<b>Staff</b> Develop an understanding of the significance of literacy and numeracy skills to individuals and to society more broadly and consequently, the need for a sustained focus on literacy and numeracy skill acquisition for all students at Carramar PS, across all stages of schooling.	Draw on research-informed strategies to design and deliver high quality mathematics programs with a strong focus on inquiry, exploring and connecting mathematical concepts, problem solving and reasoning.	<b>Practices</b> Every teacher models effective learning. They are aware of their own learning needs and analyses, evaluates and expands their professional development both individually and collegially.
Improvement Measures	<b>Staff</b> Foster a growth mindset and a culture of continuous improvement focused on the common goal of improving literacy and numeracy practices across the school.	Draw on research-informed strategies to design and deliver balanced and integrated literacy programs with a strong focus on developing students' imaginative, creative, interpretive and critical thinking.	Teachers draw on a body of professional knowledge and research to respond to the needs of their students. They have a repertoire of effective teaching strategies and use them to implement well designed teaching programs and lessons.
Increase teacher capacity to design and deliver integrated English programs underpinned by the use of quality literature.	<b>Students</b> Adopt a growth mindset and build skills to become active learners; communicating, collaborating and thinking creatively and critically.	<b>Evaluation Plan</b> Formal and informal classroom observations. Anecdotal evidence including teacher reflections, surveys etc.	School leadership team coordinates a highly effective and consistent approach to planning and programming for English and Mathematics, K-6.
Increase teacher capacity to design and deliver quality mathematics programs focused on developing students mathematical proficiencies.	<b>Leaders</b> Coordinate a strategic approach to lead change practice in the key learning areas of English and Mathematics with an expectation of improvement in student literacy and numeracy outcomes across the school.	Teacher programs. School policies Scope and sequences Timetables. PDP process. PLAN 2 data. NAPLAN data. Samples of student learning – photos, work samples, videos.	<b>Products</b> Highly effective and skilled classroom practitioners who routinely work independently and collaboratively to improve their own practice and the practice of colleagues. Quality educational programs for English and Mathematics, K-6. Quality literacy and numeracy teaching practices in every classroom, K-6.
School processes are established to support teachers and are evident in teaching programs across K-6.			

# Strategic Direction 3: Informed and engaged parents and strong home–school partnerships.

## Purpose

Build effective, collaborative partnerships with parents and caregivers based on mutual trust, respect and a shared responsibility for and understanding of student wellbeing and student learning.

## Improvement Measures

Increased parent/carer engagement in opportunities to communicate student achievement and wellbeing.

Parents develop an understanding and awareness of how students learn and what processes in classrooms are occurring to develop this.

## People

### Students

Students develop a comprehensive understanding of their learning and can confidently and effectively communicate this to peers, teachers and parents/caregivers.

### Staff

All staff develop an understanding of, value and promote collaborative partnerships with parents/caregivers to improve student learning and wellbeing.

### Leaders

Build teacher confidence and skills in effectively communicating student learning and achievement.

### Parents/Carers

Parents/caregivers develop an understanding of, value and engage in collaborative partnerships with all staff to improve student learning and wellbeing.

### Parents/Carers

Develop an understanding of the pedagogical shift from traditional, transmissive teaching to a student-centred approach and become well informed as to how to support their child's learning and foster critical learning skills in the home.

## Processes

Implement a whole school approach to strengthening partnerships with parents/carers.

Build the capacity of teachers, parents and students to engage in regular and meaningful communication centred around student learning.

## Evaluation Plan

Tell Them From Me parent, teacher and student surveys.

Parent participation data.

Anecdotal observations and data.

## Practices and Products

### Practices

Parents/caregivers, students and teachers are regularly engaged in communication and reporting practices that are evidence based, inclusive and meaningful.

### Products

Strong home/school partnerships focused on student wellbeing and learning.

Enhanced school culture that is inclusive of and actively engages all stakeholders.

Students demonstrate improved resilience and high levels of engagement in learning.