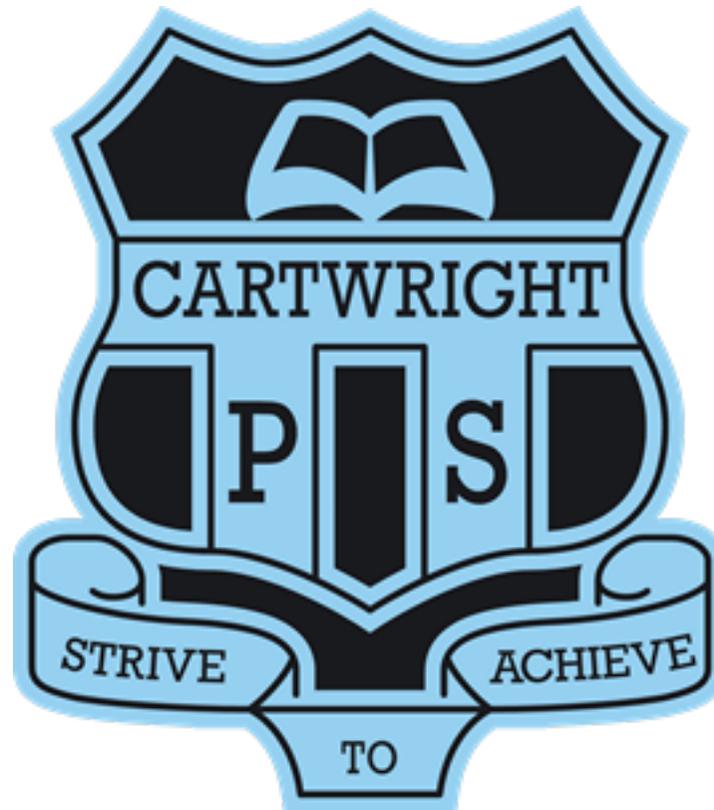# School plan 2018-2020

Cartwright Public School 4360

School background 2018–2020

School vision statement

To create a dynamic school where every student learns, every teacher inspires, every leader motivates and every parent/carer supports the school.

School context

Cartwright Public School is located in Sydney Southwest in the Liverpool region. The school has approximately 205 students of which 73% are from a language background other than English. 9% of students are Aboriginal. The school's teaching staff has a good balance of experienced and early career teachers.

The school provides a robust curriculum based on a pedagogy that is well researched and validated by educationalists. The staff is committed to the school's philosophy and vision of ensuring that no student is left behind.

The social economic background of the school community is quite varied and this has been taken into consideration when contextualising the National Curriculum to suit the learning needs of our students. The school has very systematic and rigorous teaching and learning programs that aim to achieve high outcomes for all students.

Cartwright Public School also offers extracurricular programs to enable opportunities for students in areas other than academics. This includes activities such as dance, music and sports.

The school is part of the Community of Schools 2168, but endeavours to establish community liaison with other schools beyond the 2168 area.

The school is supported by the Transition Equity Funding. This funding is utilised to establish extra support and educational programs across the school to improve students' learning outcomes.

School planning process

The planning process has been comprehensive and all stake holders were provided with the opportunity to have an input.

Following evaluations were conducted: Teaching and Learning Programs – To establish the effectiveness and impact of the various programs being implemented in the school as against student outcomes

Data Collection – To establish how and when data was being collected and how the information was uitilised to drive future teaching and learning

Assessment and Reporting – To establish if assessments were consistent across the school as well as to identify if there was consistency in teacher judgement across the school

Professional Learning – To establish if professional learning for teachers aligned with the school targets and to ensure that professional learning was individualised to cater to the varying needs of all teachers

Student Well being – To establish if a fair and transparent system was being implemented that was clear to all students, staff and community

The above evaluations were conducted through intensive meetings, discussions, survey and presentations

Students – Survey and discussions were held to establish their perspective and opinions on teaching, learning, extra curricular activities and student well being

Staff – Staff members were provided with the opportunity to have one to one discussions with the assistant principals and the principal. Teacher surveys were conducted to consolidate the findings from discussions and meetings

Community – Community members were invited to attend presentations, discussions and were also surveyed to get their opinions on teaching, learning, extra curricular activities and student well being.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1
Effective communication and connections

STRATEGIC DIRECTION 2
Instructional Collaboration

STRATEGIC DIRECTION 3
To enhance student learning and wellbeing through broad and rich curriculum

Purpose:

To deeply engage the community in their child's education and build upon existing links with community partners, increasing student achievement.

Purpose:

To ensure the leadership team maintains a focus on distributed instructional leadership so that every student makes measurable learning progress and gaps in student achievement decrease.

Purpose:

To ensure a student centred learning environment that nurtures, guides, challenges and inspires all students to become skilled, effective, motivated learners and creative individuals.

Cartwright Public School 4360 (2018-2020)

Strategic Direction 1: Effective communication and connections

Purpose

To deeply engage the community in their child's education and build upon existing links with community partners, increasing student achievement.

Improvement Measures

Track data on the participation level of families in school events and look to see ever increasing numbers of families directly involved in the school.

Student attendance data improves over time. Partial attendance data in regards to lateness improves.

Track growth in Tell Them from Me data.

ATSI students' families fully involved in planning and monitoring the progress of PLPs in partnership with the school.

People

Students

Engage students in becoming better communicators about their own learning and school life to enhance home – school connections.

Staff

Engage staff in professional learning around why communities matter.

Parents/Carers

Strengthen family and community engagement by communicating, connecting learning at home and at school, building community identity, consultative decision making, collaboration and by encouraging parent participation at school.

Community Partners

Strengthening and extending the partnerships with Mission Australia, PCYC and Leaderslink to utilise their skills, knowledge and expertise based upon student welfare and learning needs.

Processes

Effective utilisation of social media to enhance communication to parents

Continue to implement and extend planning with Mission Australia and the PCYC. These partnerships support families across the greater Cartwright 2168 area.

Develop, implement and evaluate initiatives to empower parents to connect with teachers and contribute to student learning and wellbeing.

Evaluation Plan

Regular review of user access to school technology applications and other communication media.

Term based student attendance data is collected.

The annual satisfaction survey is implemented.

Practices and Products

Practices

Teaching staff communicate student progress and expectations of learning on a regular basis. Communication is concise, precise and provides more than sufficient advance notice on all school matters.

High quality learning experiences, in support of student learning and parenting practices for parents and carers, are a feature of the school.

Products

The number of parents and carers involved in school activities increases annually for events such as: Interviews, open days, information sessions and meet the teacher nights.

Parents and carers are provided with stategies to best support their children at home via school based workshops and information in newsletters.

Strategic Direction 2: Instructional Collaboration

Purpose

To ensure the leadership team maintains a focus on distributed instructional leadership so that every student makes measurable learning progress and gaps in student achievement decrease.

Improvement Measures

Improved student outcomes in literacy and numeracy

100% of teachers are confident in their ability to track student progress using the literacy and numeracy progressions

100% of teachers confident in implementing formative and summative assessment strategies across Key Learning Areas

People

Students

Engage students deeply in teaching and learning practices and learn to monitor their own progress.

Staff

Actively engage innovation and the spiral of inquiry based approaches to professional learning to develop a deep understanding of formative assessment, feedback and student learning. L3 professional learning and implementation K–2.

Analyse and synthesise internal and external data to reflect upon what has been taught and what is to come.

Parents/Carers

Engage in learning about school curriculum, assessment and reporting practices.

Support their child/childrenwith his/her/their learning.

Informed of the school's educational programs and priorities and are thus equipped to support their children.

Leaders

Learn about coaching to inspire success, excellence and a commitment to continual improvement. Shift the focus of TPLtowards student learning as opposed to teaching. Use student results as a reflection tool on the effectiveness of teaching.

Processes

Timetabled TPL plan across the year for increasing the utilisation of formative assessment, quality feedback strategies, use of ICT, data analysis and other pedagogical practices proven to enhance learning outcomes.

Leaders ensure that team meetings are driven by data as a reflection tool focusing on the achievements of students and the impact of teaching upon these outcomes.

Fortnightly spiral of inquiry meetings K–6 focussing on writing.

Expansion of the numeracy continuum assessment to meet outcomes and learning progression.

Evaluation Plan

Monitor PLAN 2 & NAPLAN progress over time.

Collection of learning data every 5 weeks to determine success of learning, future directions and allocation of human resources.

Implementation of CPS data collection schedule. This schedule is used as a tool to effectively analyse and synthesise student learning K–6.

Practices and Products

Practices

TPL is based on intensive professional dialogue and collaborative planning around student learning and the impact of quality teaching upon learning. TPL is enquiry based (observation, peer coaching, and feedback intensive) and is linked to the spiral of inquiry.

Staff utilise evidence of learning to drive their teaching and as the source of reflection as to the effectiveness of their teaching. Judgements about student learning are consistent across grades and the school. Evidence of learning is used to allocate school resources to areas of need.

Products

NAPLAN trend data shows improvement over time.

Teachers are supported to implement Professional Development Plans that are linked to the school plan.

Strategic Direction 3: To enhance student learning and wellbeing through broad and rich curriculum

Purpose

To ensure a student centred learning environment that nurtures, guides, challenges and inspires all students to become skilled, effective, motivated learners and creative individuals.

Improvement Measures

Decrease in negative referrals for behaviour and suspension.

NAPLAN results trend upwards over time.

Increasing number of students meet expected NAPLAN growth from years 3–5–7.

People

Students

Involve students in learning that develops ethical behaviour, citizenship, leadership, resilience, respect and responsibility, and other pro–social behaviours.

Engage in quality scientific endeavours that inspire problem solving and creativity (STEM)

Staff

Learn about new syllabus and implement quality teaching techniques of differentiation, formative assessment and feedback.

Engage in an integrated approach to teaching and learning program design.

Parents/Carers

Engage families in building their knowledge of school curriculum and student milestones at key stages of student development.

Provide information to families that will help them to provide additional learning support at home.

Leaders

Have a good understanding of syllabus in Science and History and implications for teaching and learning amongst the stages they supervise. Effectively supervise and support stages by collecting programs, walkthroughs and book collections to maintain high expectations of staff and provide written teacher feedback.

Processes

Targeted students participate in specific programs to target social development.

Students engage in student leadership development programs.

Staff embed CPS core values into classroom practice every term.

Staff diagnose learning and wellbeing needs and assess the impact of ILPS and PLPs.

Evaluation Plan

Data collection schedule implemented each term. Schedule covers PLAN 2 data, ESL, learning cycles etc

Monitor NAPLAN results annually

Milestones progress across each term

Program and book evaluations

Practices and Products

Practices

All class programs cater explicitly for the diverse learning needs of every student. An appropriate balance of all 6 KLAs is in place in all classrooms. This is evidenced through walkthroughs of classroom practice, student work and teacher engagement in the professional development framework.

Specialist programs and resources targeted to meet the specific needs of students with disabilities, Aboriginal students and student with learning difficulties via access to up to date student learning data, ongoing review of specialist teacher workflow and timetables.

Products

Across the year, an appropriate balance of all KLAs is delivered according to DEC policy guidelines.

Specialist programs and resources targeted to meet the specific needs of students with disabilities, Aboriginal students and student with learning difficulties via access to up to date student learning data, ongoing review of specialist teacher workflow and timetables.