School plan 2018-2020

Carlingford West Public School 4393

School background 2018–2020

School vision statement

Carlingford West is a world class school that drives excellence. Students thrive as confident, creative, flexible and driven learners in a high quality educational environment. Our staff are outstanding collaborative leaders.

School context

Carlingford West Public School was established in 1967 and is located within the Hills district and the federal electorate of Parramatta. The school is set in a quiet residential location and features include spacious and leafy surrounds. Student enrolment numbers are currently 1337. 95% of our students are from a non–English speaking background and represent a wide variety of cultural groups, primarily Chinese, Korean and Indian. Chinese and Korean community language programs are offered to students. The schools technology policy supports iPad technology and the development of future focused learning. The school provides opportunities for students to participate in a large variety of sporting and cultural pursuits in addition to our academic programs. Extra curricula activities are available in areas such as table tennis, running club, tennis, art and chess. Students are encouraged to develop their leadership skills through participation in the Student Representative Council, Buddy Patrol and House Captains roles. The school has a strong focus on the social and emotional wellbeing of all students through the You Can Sit with Me and You Can Do It! programs. Parents value education and are very supportive of the school and its programs.

School planning process

The school improvement team, comprised of school and parent representatives, worked collaboratively to establish Carlingford West Public School's strategic directions and vision statements. The team examined student achievement data, demographic changes and targets for Carlingford West Public School.

This information was used to summarise the beliefs and vision statements. These statements and information were presented to stakeholders at various meetings to obtain suggestions and feedback. The suggestions and feedback given were used to develop the plans and vision statements. The team utilised:

- analysis of student and school outcomes against performance measures and targets assessment of the achievements of the previous School Plan..
- The team re–examined the school context, curriculum, pedagogy, student diversity and resource management. Further, the team considered all resources within the context of school planning.
- The school held a series of evidence based training sessions exploring base line Best Start, PLAN and NAPLAN performances over three years. School executive staff and teachers were upskilled on strategic thinking and planning.
- The school's Student Representative Council were actively involved in the decision making process through School Map Surveys and focus group workshops.
- Parents were regularly provided updated information through the school surveys and school newsletter.

School strategic directions 2018–2020

Purpose:

Through supporting the departments service values, we work openly in partnership with parents, communities and organisations to support our students teaching and learning.

Purpose:

To create a stimulating and engaging learning environment underpinned by high expectations, where every student is known, valued and cared for. Our teaching practice is flexible, relevant and dynamic ensuring every student, teacher and leader improves every year.

Purpose:

To ensure all students have a strong foundation in literacy and numeracy and confidence in their own ability to learn, adapt and be responsible citizens. Our school infrastructure meets the needs of our growing population and enables future–focused learning and teaching.

Strategic Direction 1: Innovative communication and connections

Purpose

Through supporting the departments service values, we work openly in partnership with parents, communities and organisations to support our students teaching and learning.

Improvement Measures

Tell them from Me surveys for students, staff and parents reflect highly engaged students and transparent culture with collective support and shared school wide responsibility from all stakeholders.

Students are involved in a wide variety of projects and initiatives that encourage students to be active, local and global citizens and use social justice principles.

Continuation of the Community of Schools partnership and establishment of a successful large school network ensuring relevance and connections at a local, national and global level for our whole school community.

People

Students

Will develop a sense of social cohesion and proactive leadership by engaging with the wider community to improve their resilience and social intelligence.

Staff

Community consultation and communication processes will be strengthened and given opportunities for leadership.

Leaders

Opportunities for aspiring leaders and collegiality and support for similar context schools and academic partners.

Parents/Carers

Strong collaboration with school to inform and support the continuation of learning between home and school. Parents will actively support our learning community through sharing skills, expertise and experiences.

Community Partners

Will be strengthened to provide real world learning opportunities and experiences for students through mutually beneficial programs and initiatives.

Processes

Develop teacher efficacy and capacity through high quality and targeted professional learning provided by educational institutions such as Macquarie University.

Develop a connectedness with families, the broader community, AECG and the school through the implementation of quality programs:

- yarning circle
- indigenous garden
- culturally appropriate programming reflective of CWPS community and demographics.

Research outcomes that have a positive impact upon education through improved student and teacher outcomes.

CWPS community has high confidence in the education we provide for them and their children.

Evaluation Plan

Tell them from me and focus group surveys –community.

A school wide culture of high expectations, results in improved student's outcomes through exemplary teaching practice networking, mentoring and coaching.

Practices and Products

Practices

Our school provides support to CCoS including transition programs, leadership, accreditation and expertise eg science, CAPA, STREAM, engineering.

To drive excellence the large school network will meet regularly to provide support and create innovative practices to best meet the needs of staff, students and community.

Strong partnership with Macquarie University as a hub school.

Regular attendance at local AECG meetings by executive and other nominated staff.

Maintain and strengthen our City Country Alliance.

Products

Effective collaboration and innovative teaching practices shared across the CCoS and large school network.

Our partnership with Macquarie University will result in latest research that directly benefits our school community. Professional learning will support STREAM education K–6.

Stronger links to the local Indigenous community to foster awareness and support learning outcomes and engagement for all students.

As part of the city country alliance, staff participate in an exchange program to increase intercultural understanding.

Strategic Direction 2: Engaging Teaching and Sustainable Practice

Purpose

To create a stimulating and engaging learning environment underpinned by high expectations, where every student is known, valued and cared for. Our teaching practice is flexible, relevant and dynamic ensuring every student, teacher and leader improves every year.

Improvement Measures

Increased number of students achieving top two NAPLAN bands and/or growth from Year 3 –5 and Year 5–7.

A shared culture of high expectations resulting in quality, flexible, innovative and responsive teaching.

All staff using grade data to inform teaching and learning programs.

Increased number of staff accredited at the Highly Accomplished and Lead Teacher levels.

People

Students

Develop future focused learning abilities. Students will develop ICT skills to support project based learning.

Staff

Teaching staff engage in various professional learning activities to improve their knowledge, skills and understandings to confidently deliver the NSW Syllabus in an innovative and dynamic way. Student data effectively creates explicit literacy and numeracy programs. Exemplary baseline ICT skills integrate future focused learning into innovative everyday programs. Staff seek regular feedback.

Leaders

Current and aspiring school leaders given structured support and coaching in how to manage and lead professional learning at school and across the Cumberland Community of Schools.

Parents/Carers

Understand the dynamic nature of the curriculum and principles of future focused learning and how best to support their child.

Processes

Teacher professional learning ensures all classrooms are models of innovation and Future Focused Learning where all students are challenge and excel.

Using the School Excellence Framework, teams will develop a well sequenced curriculum based on Choice, Balance and Diversity. We will value individual differences and provide for the different learning needs of all students through an inclusive curriculum.

Implement assessment and tracking strategies using data and common assessment tasks to inform teaching and learning programs K–6.

Staff will devise Teacher Performance and Development Plans that are reflective of personal and school goals.

Through mentoring and professional learning, develop and implement evidence–based teaching practices (setting clear learning intentions, specific criteria, descriptive feedback, questioning, self and peer assessment and student ownership) to support successful learning.

Establish an Aboriginal Education Team that implements best practice systems to support Aboriginal Education in the school.

Evaluation Plan

Staff demonstrating evidence of clear understanding of Australian Professional standards and accreditation process.

Tell them from me and focus group surveys –staff.

Practices and Products

Practices

Staff access professional learning to specifically target the skills to challenge all students to learn, utilising evidence based practices.

Teachers promote social, emotional and physical wellbeing in all learning experiences.

Formation of Aboriginal Education Team who regularly review school programs and liaise with AECG and CCoS.

Teachers work beyond their classrooms to contribute to broader school programs and the Community of Schools.

School–wide systems and environments are in place to promote reflective practice and support teachers at any stage of their career to identify their individual professional goals, plan their professional learning activities and collect evidence of growth in their performance and development.

Documentation of CWPS processes in a central place including role statements for each responsibility in the school. Staff work collaboratively and coach and mentor colleagues through task distribution and sharing of knowledge and expertise.

Products

A culture of high expectations and personal success where students are continually engaged and challenged on an individual level.

Student's results demonstrate expected growth across NSW literacy and numeracy

Strategic Direction 2: Engaging Teaching and Sustainable Practice

Processes	Practices and Products
School infrastructure meets the needs of our growing population enabling future focused learning. Improved transition links with preschools and local high school.	continuums and an increased percentage of students exceeding value added growth shown in Year 3 to 5 NAPLAN data. Aboriginal Education is embedded in all teaching programs. Authenticity of cultural knowledge is clearly articulated in all programs and practice. Staff have purposeful leadership roles based on professional expertise as well as appropriate support and opportunities to attain accreditation at higher levels e.g. highly accomplished, lead teachers and assistant principal level. CWPS will have accessible platforms for all staff to access pooled information. Experience staff mentor beginning teachers and teams through innovative teaching practices and programs to review and evaluate current and future programs and events.

Strategic Direction 3: Inspired Learning

Purpose

To ensure all students have a strong foundation in literacy and numeracy and confidence in their own ability to learn, adapt and be responsible citizens. Our school infrastructure meets the needs of our growing population and enables future–focused learning and teaching.

Improvement Measures

All students are treated as individuals and feel valued and cared for socially, emotionally and academically.

School Excellence Framework Data reports reflect best practice with Learning, Teaching and Leadership areas.

People

Students

To develop their ability to reflect on their learning, set goals and take steps towards addressing their own learning goals and achieve success.

Staff

Use formative data to provide individualised teaching instruction. This will include: quality and explicit teaching with timely feedback for student growth. Staff incorporate project based and future focused learning opportunities for all students to succeed.

Leaders

Provide meaningful professional learning to support staff and community for explicit quality instruction.

Parents/Carers

Maintain positive and productive partnerships between home and school. Parents/carers will develop their understanding of how their children learn and how best to support them.

Community Partners

Participate in and provide opportunities through local networks which promote the social, emotional, physical and spiritual development of all students.

Processes

Explicit literacy and numeracy lessons utilising grade and stage specific data.

Future focused learning environments both indoor and outdoor.

Effective use of learning spaces by maximising outdoor and play areas to provide innovative opportunities for students to explore and learn in a flexible learning environment.

Through the implementation of student wellbeing initiatives (YCSWM & YCDI) K–6 students will become resilient and responsible global citizens.

Provision of quality professional learning across K–6 focused on Visible Learning. Staff will develop a common language for the process of learning across the school. Deliver collaborative and clear learning intentions and success criteria. All students are educated and encouraged to develop personal learning goals to make informed decisions about their own learning.

Evaluation Plan

Tell them from Me and focus group surveys–students.

Adjustments for individual learning needs and EALD/NAP and GATS programs ensuring all students are adaptable and responsible global citizens.

NAPLAN – improved literacy and numeracy results.

Practices and Products

Practices

Feedback on teaching and team teaching/modelling of effective strategies utilising staff expertise and collaborative learning.

A sustained and systematic whole school approach to EAL/D & NAP support through strategic and successful implementation of EAL/D teaching practices.

Through visible learning staff provide explicit, specific and timely formative feedback to students on how to individually grow.

Products

Students demonstrate increased levels of confidence, persistence, resilience and organisation in all areas of school life.

School utilises internal and external expertise to best support and engage EALD and NAP students learning and wellbeing needs. Data is analysed and understood by all staff to implement and monitor student learning.