

Strategic Improvement Plan 2021-2024

Carrington Public School 1518



School vision and context

School vision statement

At Carrington Public School we educate the whole child, ensuring our students have positive emotional wellbeing, and are highly literate and numerate. Teachers, parents, and students work in partnership to foster a high expectations culture in a positive, culturally safe learning environment where every student is known, valued, and cared for. Student success is underpinned by engaging, expert instruction from passionate and committed teachers.

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 2021, there are 127 students enrolled. This includes twenty-one students with Aboriginal or Torres Strait Island descent and sixteen students who have English as an additional language or dialect.

Carrington Public School has a strong commitment to personalised learning through quality literacy and numeracy programs. 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. The school prides itself on providing wide ranging opportunities for all students to succeed including an annual Creative Arts Performance and Art Expression - student art exhibition.

Carrington Public School enjoys the support of its parent body, with an active P&C. Strong community partnerships exist between the school and the broader Carrington community, enabling access to resources, expertise and facilities from within the community. Community consultation was sought throughout 2020 around the programs our school offers, future strategic directions and school vision. Feedback from community members has helped shaped this school plan.

The Muloobinbah Local Aboriginal Education Consultative Group and the school enjoy a productive and cooperative relationship. The guiding voice of Muloobinbah LAECG has ensured Aboriginal community voice is represented within this plan. To continue this highly valued partnership, the school will engage in evaluative conversations semesterly throughout the life of this plan.

Through our situational analysis, we have identified the need for a continued emphasis on embedding quality teaching practices in literacy and numeracy. Through high impact professional learning opportunities and employing evidenced based teaching strategies we will work to achieve our aspirational 2024 improvement measures. By enhancing our wellbeing practices we will ensure that students are engaged and connected with their learning.

Strategic Direction 1: Student growth and attainment

Purpose

Evidence based pedagogies maximise student learning outcomes. Fostering high expectations for students' growth and success in literacy and numeracy, we will embed a cycle of assessment and data analysis to inform teaching programs and promote responsive and challenging learning environments.

Improvement measures

Target year: 2022

A minimum of 47.4% of Year 3 and Year 5 students achieving in the top two bands in NAPLAN reading assessment (baseline data 40.97%).

A minimum of 43.4% of Year 3 and Year 5 students achieve in the top two bands in NAPLAN numeracy assessment (baseline data 38.07%).

Target year: 2024

A minimum of 75% of Year 5 students achieve expected growth in NAPLAN reading (school target).

A minimum of 60% of Year 5 students achieve expected growth in NAPLAN numeracy (school target).

Initiatives

Reading

Embed evidence-based teaching practices through a systematic whole-school approach. Monitor student growth with sustainable processes for collecting and analysing data. Inform and enhance teaching, leading to measurable improvement in learning. To achieve this we will:

- promote early and continued success in the Big 5 reading skills, by selecting, embracing and resourcing evidence-based teaching practices
- use evidence aligned assessment, followed by responsive, tiered interventions to enhance student growth
- develop whole school systems for tracking student progress and responding to achievement trends.
- embed the components of reading across key learning areas.

Numeracy

Embed evidence-based teaching practices through a systematic whole-school approach. Monitor student growth with sustainable processes for collecting and analysing data. Inform and enhance teaching, leading to measurable improvement in learning. To achieve this we will:

- build teacher capacity to deliver evidence based pedagogy to improve student achievement in numeracy
- use evidence aligned assessment, feedback and responsive, tiered interventions to enhance student growth
- develop student achievement benchmarks K-6, and a school wide tracking system to monitor student progress and growth.

Success criteria for this strategic direction

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data in reading.

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.

Students are aware of - and most are showing - expected growth on internal school progress and achievement data in numeracy.

Evaluation plan for this strategic direction

To investigate the extent we have achieved our purpose and can demonstrate improvement in student outcomes in reading and numeracy, we will use a variety of data sources.

- Internal Assessment (school based tracking sheet)
- External Data - NAPLAN, Literacy and Numeracy Progressions, Phonics Screener
- Teaching programs
- Classroom observations
- Student work samples

Analysis of these data sets will determine the extent to which our purpose has been achieved and will inform future directions and budget allocation.

Strategic Direction 2: Wellbeing and Engagement

Purpose

To ensure all students can connect, succeed, thrive and learn we will develop a strategic and planned approach to whole school wellbeing processes that support high levels of wellbeing and engagement.

Improvement measures

Target year: 2022

Increase the percentage of students attending > 90% of the time to above the 77.9%.

Increase the percentage of students reporting positive wellbeing (sense of belonging, expectations for success and advocacy) at school to 87.3% (baseline 82.8%).

Target year: 2024

Staff are equipped with the professional knowledge, confidence and capabilities to positively support students' mental wellbeing.

Initiatives

Wellbeing

Embed a whole-school approach to student wellbeing and engagement where there is a collective responsibility for student learning, engagement and success. To achieve this we will:

- conduct a review of current wellbeing processes and their levels of alignment with the data from the Wellbeing Framework Self-assessment findings to establish focus areas around whole-school wellbeing reform
- update whole-school approach to wellbeing processes to ensure monitoring, analysis and evaluation of student behaviour, attendance, wellbeing, learning and engagement data is evidenced through regularly updated PLSPs
- document school wellbeing practices and provide ongoing professional learning to ensure its success.

Positive relationships

High-quality student-teacher relationships will become the cornerstone of engaging our students and families. The school will provide structure, predictability, and opportunities for active student participation in the classroom and parent involvement in school life. To achieve this we will:

- engage in professional learning to enhance teacher understanding of research and practice that addresses the strengths and needs of all students
- capture student, parent and teacher voice by asking for feedback on lessons, programs and aspects of school life
- empower staff to provide positive, predictable, inclusive and culturally safe learning environments where students thrive and take educational risks
- regularly communicate with parents and carers about student progress, attendance and wellbeing to establish partnerships built on trust and respect.

Success criteria for this strategic direction

The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.

Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

Evaluation plan for this strategic direction

The school will determine whether its systems and processes for enhancing student wellbeing and engagement have been successful through analysis of the following data sets:

- wellbeing Framework Self-assessment pre and post data
- internal data - extra curricula attendance, Forge wellbeing reports, Sentral incident behaviour reports
- Tell Them From Me reports student, parent and teacher.

The findings during the analysis of this data will set future directions for school improvement.

Strategic Direction 3: Continuous Improvement

Purpose

Students achieve continuous improvement in their learning with the guidance of explicit, data informed teaching. Teachers evaluate their effectiveness, and adapt their practices by obtaining high impact professional learning to meet needs of their students. Teachers collaborate to implement and embed assessment practices that are transparent and meaningful for students.

Improvement measures

Target year: 2024

Staff are driven by evidence; acquiring and analysing data they make decisions and solve problems to positively impact on student learning.

Target year: 2024

The school is validated at 'Sustaining and Growing' in 'data skills and use' and 'learning and development'.

Initiatives

Assessment, data skills and use

Embed sustainable whole school processes for creating rich assessment tasks, collecting, monitoring and analysing student achievement data . To achieve this we will:

- build teacher capabilities to ensure data collection is used to differentiate curriculum
- review whole school assessment practices and evaluate the impact of the implemented strategies on student learning outcomes
- engage in professional learning that addresses the strengths and needs of all students
- develop a tracking system enabling teachers and the Learning Support Team to track and monitor student progress on internal based assessments.

Professional growth

Embed a strong culture of shared and personal accountability that enables staff to consistently discuss and evaluate their impact on student learning outcomes. All staff work as a team, within stages and across the school, to measure the effectiveness of their teaching to positively impact on individual student learning. To achieve this we will:

- ensure professional learning is designed to meet student needs, identified through analysis of current system, school and classroom data about progress and achievement
- ensure professional learning is reflective of the most current research and practices, differentiated, comprehensive and ongoing
- embed systems for teacher collaboration, peer observation and feedback to sustain quality teaching practices K-6.

Success criteria for this strategic direction

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement.

The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis.

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school-wide improvement in teaching practice and student results.

Teachers' Professional Development Plans are supported by a coordinated whole school approach to developing professional practice, informed by research.

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

- external data -NAPLAN, checkin assessments, PLAN 2, External Validation
- internal data - student work samples, literacy and numeracy progressions, student PLPs, student focus groups., and School Excellence Framework self-assessment.

The findings during the analysis of this data will set future directions for school improvement.