

Strategic Improvement Plan 2021-2025

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 2024, there are 134 students enrolled. This includes thirty-two students with Aboriginal or Torres Strait Island descent and nine 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 engage with and succeed.

Carrington Public School enjoys the support of its parent body, with 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 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

Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2024

An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 from 378.40 in 2023 to 383.20 for 2024.

Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2024

An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 from 397.5 in 2023 to 402.5 in 2024.

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:

- 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 processes that support high levels of wellbeing and engagement.

Improvement measures

Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

Achieve an increase of 1.1% in the attendance rate, from 90.14 in 2023 to 91.24 in 2027.

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 ensuring monitoring, analysis and evaluation of student behaviour, attendance, wellbeing, learning support and engagement data is evidenced through regular school processes
- document school wellbeing practices and provide ongoing professional learning to ensure its success.

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

Staff Data Confidence

Achieve by year: 2025

Across the school, staff confidence with interpreting data, and using data to inform teaching, sits in the high to very high range.

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 guide explicit teaching and 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.

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.