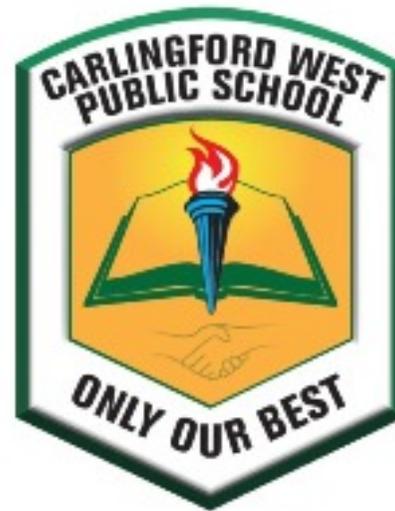


Strategic Improvement Plan 2021-2024

Carlingford West Public School 4393



School vision and context

School vision statement

Carlingford West Public School is a vibrant and innovative learning community that is dedicated to delivering excellence within a rich and diverse learning environment. Every student has the opportunity to achieve their personal best through engaged, active learning in a safe, respectful and supportive school. We are committed to inspiring and encouraging our students to become confident, resilient lifelong learners and responsible global citizens.

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, leafy surrounds.

Student enrolment numbers are currently 1747. 95.8% of our students are from a non-English speaking background and represent a wide variety of cultural groups, primarily Chinese, Korean and Indian.

Chinese, Korean and Hindi Community Language programs are offered to students. We are identified as an Apple Distinguished School due to the extensive development of our technology programs including mobile devices and 3D printing technology.

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, tennis, art and chess.

Students are encouraged to develop their leadership skills through participation in the Student Representative Council, Buddy Patrol and House Captain roles. The school has a strong focus on the social and emotional wellbeing.

Parents value education and are very supportive of the school and its programs. The P&C actively support school improvement.

Through our Situational Analysis we have identified a need for targeted professional learning to further improve teacher capacity and for more efficient use of facilities and resources to provide meaningful and innovative teaching and learning experiences, community engagement, and quality service delivery.

Strategic Direction 1: Student growth and attainment

Purpose

Every Student deserves success. We aim for our students to be reflective learners and develop critical and creative problem-solving skills to reach their full potential.

Improvement measures

Target year: 2022

NAPLAN Band Target - Reading

6% increase in the number of students performing in the top two bands in reading as compared to 2019.

Target year: 2022

NAPLAN Band Target - Numeracy

12% increase in the number of students performing in the top two bands in numeracy as compared to 2019.

Target year: 2023

NAPLAN Growth Target - Reading

18% increase in the number of students achieving expected growth in Reading as compared to 2019.

Target year: 2023

NAPLAN Growth Target - Numeracy

11% increase in the number of students achieving expected growth in Numeracy as compared to 2019.

Target year: 2024

Internal School targets

10% increase in student achievement in identified assessments based on last 3 years trend in English and maths

Target year: 2024

Initiatives

High expectations to improve student engagement through

- Improve classroom practice through focus on explicit teaching, formative assessments, student voice and differentiation.
- Expose students to examples of mastery and analyse them.
- Incorporate frequent and regular revision to build upon of previously learnt concepts.
- Encourage use of rich topic-based vocabulary
- Build student capacity to identify areas of need and design SMART goals.
- Build student capacity to analyse their work and provide peer feedback.
- Establish additional support for students with additional or special learning needs

Instructional Leadership

- Establish and use Instructional Leader positions to work with teachers to design and deliver support for students from backgrounds other than English.
- Establish and use Instructional Leader positions to work with teachers to effectively differentiate to cater to the needs of students with high potential.
- Embed teacher feedback and reflection on teaching effectiveness in
- Embed data informed formative assessment practices as an integral part of daily instruction in every classroom

Success criteria for this strategic direction

Most students achieve in the top two bands for NAPLAN reading, writing and numeracy. (Learning/Learning Culture/Student Performance Measure/NAPLAN)

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. (Learning/Student Performance Measure/Student Growth)

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching

practices, consistent and reliable student assessment and continuous tracking of student progress and achievement. (Learning/Curriculum/Teaching and Learning programs)

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning, and share expected outcomes. (Learning/Curriculum/ differentiation)

Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers. (Learning/Assessment/Formative assessment)

Feedback from students on their learning derived from assessments informs further teaching. (Learning/Assessment/Student engagement)

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:

- NAPLAN results

Strategic Direction 1: Student growth and attainment

Improvement measures

TTFM survey results

10% increase in TTFM results in student challenge through improved differentiation catering to the needs of all learners including gifted and talented

Evaluation plan for this strategic direction

- Internal school data
- TTFM results
- Student self-reflections after lessons
- Reflection on effort level
- Reflection on challenge level
- Reflection on own feelings
- Reflection on enjoyment level
- Reflection on understanding
- CWPS identification criteria for high potential and gifted students
- Teaching and learning programs. IEPs and PLPs reflecting explicit teaching and authentic differentiation to address varied learning needs

The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes.
- Executive team and whole staff reflective sessions.
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.
- Review of student learning habits and the extent to which they take ownership of learning.

After analysing the data a determination will be made as to the future of the four years' work and 'Where to Next?'

Strategic Direction 2: Excellence in teaching

Purpose

To positively impact student achievement, engagement and motivation for learning through quality teaching practices.

Improvement measures

Target year: 2024

Improved literacy and numeracy practice

10 % improvement in positive student responses in TTFM surveys relating to motivation and engagement as a result of

- Explicit teaching
- Effective and timely feedback
- Setting high expectations
- Quality differentiation of teaching and learning programs including assessments.

Target year: 2024

Data skills and use

All teachers consistently and regularly gather and analyse student data to identify students' learning needs and analyse their own impact to tailor their pedagogy to improve teaching and learning in their classroom.

Target year: 2024

Build teacher capacity

All staff are confident in using EALD progressions, literacy and numeracy progressions to assess student results and collect data.

Target year: 2022

Attendance

2022: 6% increase in student attendance from the

Initiatives

Streamlined and consistent practices

Develop consistent practices across the school, guided by the School Excellence Framework, What Works Best document and High Impact Professional Learning

• explicit teaching,

• assessments,

• differentiation,

• teacher feedback and

• behaviour management.

Improve data Skills and Use

High impact professional learning in data literacy, data analysis and data use in teaching for all staff to identify and target areas as needed.

Expertly use student assessment data to reflect on teaching effectiveness and provide individualised, explicit, differentiated and responsive learning opportunities.

Review and adapt practice to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement.

Targeted professional learning

Literacy and numeracy professional learning and teaching practice is informed by research such as What Works Best and High Impact Professional Learning.

Professional learning to improve understanding and use of literacy and numeracy progressions and the High Potential and Gifted Education policy to personalise learning and understanding.

Professional learning for EAL/D teaching and implementation.

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. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth. (Teaching/Effective Classroom Practice/Explicit Teaching)

Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated. (Teaching/Effective Classroom Practice/Feedback)

All classrooms and other learning environments are well managed within a consistent, school-wide approach. Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption. Teachers (particular focus on BT) model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning. (Teaching/Effective Classroom Practice/Classroom Management)

Teachers analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice. (Teaching/Data Skills and use/Data literacy)

Teachers clearly understand, develop and apply a full range of assessment strategies - assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness. (Teaching/Data Skills and Use/Data use in teaching)

School staff collaborate with the school community to use student progress and achievement data to identify strategic priorities, and develop and implement plans for continuous improvement. Strategies implemented reflect

Strategic Direction 2: Excellence in teaching

Improvement measures

baseline data.

Target year: 2023

Attendance

2% increase in student attendance as compared to 2022

Success criteria for this strategic direction

research on best practice and include ongoing monitoring of success ((Teaching/Data Skills and Use/Data use in planning)

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, schoolwide improvement in teaching practice and student results. (Teaching/Learning and Development/Collaborative practice and feedback)

The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning).

Evaluation plan for this strategic direction

The extent to which students are self - directed learners who are aware of their own progress along with data directing future learning, would be determined by using the following data sources to analyse the effectiveness of initiatives:

- NAPLAN results.
- Internal school assessment data.
- Samples of SMART goals and student reflections on how they achieved their goals, what challenges they faced and how did they overcome them.
- Student work samples to show growth and improvement based on teacher feedback.
- Data showing how students are travelling along the progressions.
- Attendance data

The extent to which:

- the quality of teaching practice improved as a result of targeted PL in literacy, numeracy and HPGE
- the collaborative culture across the school

Evaluation plan for this strategic direction

improved?

- data informed teacher practice and improved student engagement.

Will be demonstrated through following data sources:

- Teacher survey to reflect confidence in:
 - data use and analysis.
 - Effective differentiation.
 - Providing quality feedback.
 - Confidence in providing feedback.
 - Lesson observations
 - Level of collaboration.
 - Use of progressions
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- Evidence of data use in planning and programming.
 - Centralised data collection and tracking over years.
 - Lesson observations before and after peer/IL feedback.

Strategic Direction 3: Partnerships

Purpose

Continue to enhance collaboration with our partners to improve system and student learning outcomes.

Improvement measures

Target year: 2024

Improvement measure

Through fostering reciprocal relationships with our current partners based on academic and industry relationships:

- we will be able to improve student learning experiences and engagement.
- develop teacher capacity in areas of effective iPad use, 3D printing, evidence based pedagogy and collaborative teaching and learning.

Target year: 2024

Improve service delivery and customer experience by improving design and timeline of surveys to capture timely responses of all stakeholders for all major projects and initiatives.

Initiatives

Hub School

Broaden our links with Macquarie University.

Collaborate with large 5 primary schools to mentor early career teachers in maths concepts.

System based approach to PEX relationships between Universities and schools and building teacher capacity for supervising teachers

Connecting Communities

Continue organising enrichment tasks in liaison with our immediate Community of Schools.

Continue Forest schools program to develop the self-resilience and general capabilities of students through develop student self-confidence and risk taking practices through cooperative learning.

SASS staff creates team values to improve customer service experience of all stakeholders for all projects and initiatives in alignment with SIP.

City Country Alliance of Schools

Develop the GoGol Immersion and Cultural Centre to offer virtual learning experiences to students.

Success criteria for this strategic direction

Continues support and development of multiple partnerships that create opportunities for learning. Our students and teachers will be able to benefit from the latest resources, curriculum and research to provide an engaging and enriching learning environment.

Evaluation plan for this strategic direction

Professional Experience Hub annual report submission

Pre and post data related to early career teachers and their knowledge of mathematical teaching

Go! Go! Immersion centre developed into own identity and it's own governance model

Tell Them From Me data reinforces improvements in relationships with community and SASS communication