

Strategic Improvement Plan 2021-2025

Carlingford Public School 7302



School vision and context

School vision statement

Equity and Excellence for all. Our school will provide a safe, respectful and inclusive environment. Every student will be challenged to learn and continually improve within a culture of high expectations. Teachers, parents and students work in a learning partnership and collaboratively empower all students to become resilient, self-directed and successful learners.

Carlingford is an inclusive school that holds high expectations of all students. The core business of the school is to ensure that learning outcomes are maximised and, achieved in a challenging, safe and happy environment.

School context

Carlingford Public School is a school with more than 134 years of history and tradition in providing quality education to the children from the Carlingford area. Our school currently has 780 students distributed across 31 classes. Students come from a culturally diverse population with 88% from a language background other than English. Between these students, 50 language speaking backgrounds are represented, the five highest being Mandarin, Cantonese, Korean, Hindi and Urdu. We have recently had a \$20 million facility upgrade in the form of a three-storey building comprising of a hall, twenty classrooms and shared learning spaces. Collaborative teaching practices and innovative pedagogies continue to be a focal point for our school. Carlingford Public School has a highly dedicated staff that consistently focuses on providing quality educational programs. Excellence is promoted across all areas of the curriculum and emphasis is placed on providing a broad range of learning opportunities to meet the needs of all students. Our school is a member of the Cumberland Community Connections (CCC) Learning Community and participates in professional learning activities, designed to enhance teacher and leadership capacity and strengthen student outcomes. We enjoy a very supportive community, with parents being actively involved in their children's education and the schools' planning process. Our P&C provides strong support to the students and staff. The school is committed to continuous improvement in teaching and learning.

The school has completed a situational analysis that has identified three areas of focus for our 2021 - 25 Strategic Improvement Plan. It is important to note that this builds upon the work undertaken in the previous school planning cycle around teacher deep engagement with the syllabus and the quality implementation of explicit teaching using assessment data to differentiate the curriculum.

Focus Area 1: Student Growth and Attainment. Analysis of student outcome measures show historically high student achievement. Reading and numeracy are areas that were identified as targets for improved growth in student outcomes. The NAPLAN gap analysis indicated the areas of focus include: Reading - viewing and comprehension strategies, and Numeracy - measurement. Our whole school focus to improve student growth in reading and numeracy is underpinned by the evidence base provided by the 'What works best: 2020 update'. The focus will be on developing and sustaining whole school processes for collecting and analysing data and embedding evidence-informed teaching strategies.

Focus Area 2: Contemporary Teaching Practices. The situational analysis and the data collected from the staff TTFM survey indicated the overall school mean was 6.1 when implementing technology in the classroom compared to the NSW Government mean of 6.7, highlighting this is an area for improvement. Further work will need to occur around how teachers can authentically implement technology in classrooms. Teachers will work collaboratively to create units that use both digital ICT as well as the incorporation of project/inquiry-based learning within KLAs. The staff TTFM survey indicated that teacher collaboration had a high mean of 8.3 confirming the benefits of collaboratively planning and teaching. Structures will be put in place to continue to support coteaching and collaborative practices across K-6. Teacher's foundational knowledge around critical and creative thinking will continue to be developed in order to apply these strategies within teaching and learning programs. Staff professional learning time will be allocated to support these initiatives.

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Focus Area 3: Student Behaviour Strategy. When conducting the review of the last school plan, it was evident that a Wellbeing Strategy continues to be a focus. The literature (CESE, 'What works best: 2020 update') as well as our internal data collection identified core elements of focus that aligned to our needs. In 2020, staff participated in the self-assessment survey and school-based surveys. The results from the school-based survey indicated that 80% of the staff knew the playground expectations well. 100% of staff members indicated that reward systems were in place to support positive student behaviour. 100% of staff felt that they were involved directly and indirectly in the management of playground settings. The last school plan focused on student behaviour in the playground and shared learning spaces. Anecdotal evidence collected from student focus groups affirms the need to move into classroom environments. This is supported by the literature that suggests that behaviour is only part of wellbeing. Therefore, our three focus areas will be: implementing evidence-based interventions to support our students requiring early intervention, a whole school focus on strengthening consistency in our school-wide systems as well as communicating and educating our parent community about Wellbeing practices.

Strategic Direction 1: Student growth and attainment

Purpose

Our whole school focus is to improve student growth in reading and numeracy to develop and sustain whole school processes for collecting and analysing data and embedding evidence-informed teaching strategies.

Improvement measures

Reading growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for reading in Year 3 for 2023 compared with Year 3 in 2022.

Reading growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for reading in Year 5 for 2023 compared with Year 5 in 2022.

Numeracy growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for numeracy in Year 3 for 2023 compared with Year 3 in 2022.

Numeracy growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for numeracy in Year 5 for 2023 compared with Year 5 in 2022

Numeracy growth

Achieve by year: 2023

Year 5 students are able to demonstrate growth and achievement in Numeracy over the year, comparing the Check-in assessment scaled score from Year 4 in 2022 to Year 5 in 2023.

Reading growth

Initiatives

Personalised Student Learning

- Utilise the the Learning and Success Team (LST) to work with teachers using data to monitor and assess students' progress and design student learning on a whole class, group and individual level.
- Embed and use professional learning models to build teacher capabilities and collective pedagogical practice.
- Establish use of Learning Intention Success Criteria in all classrooms to inform student learning.

Data Driven Practices

- Embedding sustainable whole-school processes for collecting and analysing data in reading and numeracy.
- Build staff capacity to use student assessment data to reflect on teaching effectiveness and provide individualised, explicit differentiated and responsive learning opportunities.

Success criteria for this strategic direction

Assessment data is consistently collected in reading and numeracy on a regular and planned basis and used responsively as an integral part of classroom instruction (SEF - Whole school monitoring of student learning).

Teachers routinely use evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of students (SEF - Formative Assessment).

Teachers share criteria for student assessment with students. Formative and summative assessments create opportunities for students to receive feedback on their learning (SEF - Student engagement).

Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning (SEF - Feedback).

All students articulate, understand and achieve their literacy and numeracy learning goals (SEF - Explicit teaching).

EAL/D and LST teams are collaborative, build the capabilities of all teachers and are an integral component of whole school approaches to language, literacy and numeracy programs. (SEF - Collaborative practice and feedback)

Evaluation plan for this strategic direction

The school will use a range of data sources (including NAPLAN, Check-in, PAT, Best Start, Plan 2 and Phonics Screener) 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 through internal and external data.

The evaluation plan will involve:

- Scheduled review of these data sources to provide clarity around whether we are on track for achieving

Strategic Direction 1: Student growth and attainment

Improvement measures

Achieve by year: 2023

Year 5 students are able to demonstrate growth and achievement in Reading over the year, comparing the Check-in assessment scaled score from Year 4 in 2022 to Year 5 in 2023.

Evaluation plan for this strategic direction

the intended improvement measures.

Strategic Direction 2: Contemporary Teaching Practices

Purpose

Authentic integration of contemporary teaching practices through using the collaborative co-teaching cycle within innovative learning spaces.

Improvement measures

Co-Teaching

Achieve by year: 2025

Co-Teaching Model

At least 70% of teachers engage in the Carlingford Public School co-teaching model.

Technology

Achieve by year: 2025

Technology

At least 75% of staff are authentically integrating technology in their classrooms.

Innovation and Differentiation

Achieve by year: 2025

Innovation and Differentiation

100% of teachers utilise innovative learning spaces to engage in high quality differentiated learning experiences.

Initiatives

Collaborative Teaching Practice

- Developing a co-teaching network within the school
- Embed a tailored co-teaching model into stage/grade programs
- Professional Learning
- Utilising staff expertise to develop teacher capacity
- Stage Teams collaboratively program using Microsoft 365
- Utilising the learning environment to suit the students' learning needs and learning experience.

Contemporary Learning Opportunities

- Critical and Creative thinking
- Inquiry-Based Learning
- Problem Solving
- Real-world tasks
- Developing Design Processes
- Authentic integration of Technology

Success criteria for this strategic direction

Co-teaching will be evident across K to 6 (SEF - Collaborative practice and feedback).

Learning spaces are utilised as required by learning tasks (SEF - Facilities).

Professional dialogue using shared language is evident among staff (SEF - Collaborative practice and feedback).

Teachers actively evaluate, share and discuss learning from targeted professional development with other staff in their school to improve whole school practice (SEF - Professional learning).

Projects and design processes have evidence of authentic technology integration (SEF - Technology).

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 through internal and external data.

The evaluation plan will involve:

- Collaborative teaching programs
- Student work samples
- TTFM
- Focus groups
- Learning walks

Strategic Direction 3: Wellbeing Strategy

Purpose

To create a school culture that fosters a sense of belonging for all students, staff and community.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

Attendance

Increase percentage of students attending school more than 90% of the time to be at or above the system negotiated lower bound target of 90.6%.

Wellbeing and Student Behaviour

Achieve by year: 2025

Wellbeing and Student Behaviour

100% of staff have consistent expectations, follow procedures and consequences within the Wellbeing framework and the updated Student Behaviour Strategy.

Initiatives

Student Wellbeing & Attendance

- Liaising with Home School Liaison Officer twice a term to conduct roll checks.
- Increase parent awareness of impact of partial attendance on student learning.
- Explicit teaching of strategies to support social skills and resilience through the development of a school wide program.
- Peer Support Program for all students K-6.
- Buddy Program across K-6.
- Shared responsibility and understanding of student behaviour systems between home and school.

Community Wellbeing

- Informal and formal opportunities for parents to be engaged in school activities (Cultural celebrations, Classroom Visits, Coffee and Chat sessions)
- Shared responsibility of student learning goals between home and school.
- Regular communication between staff and parents through: Newsletter, Dojo, Website, Parent Sentral Emails, Parent workshops, Enrolment Packs.

Staff Wellbeing

- Professional Learning with staff.
- Team building activities for staff.
- Leadership opportunities.
- Accreditation mentoring.
- Early career teacher mentoring.
- Collaborative planning opportunities.

Success criteria for this strategic direction

An increase of student whole day attendance and a decrease in partial student attendance (SEF - Attendance).

School-wide, collective responsibility for student learning and success, which is shared by parents and students (SEF - Individual learning needs).

Positive, collaborative relationships are evident and widespread across the school. Parents are engaged in school community and events (SEF - Community satisfaction).

A culture of shared responsibility, belonging and trust ensures conditions for wellbeing and learning across the whole school (SEF - Individual learning needs).

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 through internal and external data.

The evaluation plan will involve:

- TTFM survey data
- Parent and student focus groups
- Attendance data
- Website and Dojo analytics