

Strategic Improvement Plan 2022-2026

Carramar Public School 3328



School vision and context

School vision statement

We are a caring, innovative and collaborative learning community that embraces diversity. We have high expectations to ensure students are empowered to reach their potential. We are committed to providing quality learning opportunities that motivate, engage and inspire learners to take responsibility for their learning.

School context

Carramar PS is in the Auburn Network of schools and has an enrolment of 220 students. Approximately 81% of the students are from LBOTE including a number of new arrival and refugee students. Arabic (25%), Vietnamese (9%) and other Asian languages are the dominant groups, with Samoan and a small number of African groups also represented. A small number of students (1%) identify as being from an Aboriginal or Torres Strait Islander background. Currently half of our staff are New Scheme Teachers. There has been some in area, local development and construction of apartments which is projected to impact and increase student numbers in the next one to three years. Local council re-zoning will continue to impact and increase student enrolment numbers beyond the three year period. The school is well resourced and can accommodate the provision of classrooms required for such growth.

Our school employs a Community Liaison Officer 2 days a week. This role focuses on encouraging our parents/carers to become involved in the life of the school and become an active partner in their child's schooling. This role also supports community wellbeing and builds life experiences for students by coordinating programs including: Breakfast Club, Parent Cooking Club, Bike Riding and Community Playgroup.

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan. It is important to note that it builds upon the work undertaken in the previous school planning cycle around independent and active learners, exemplary classroom practitioners with high level professional expertise, and informed and engaged parents with strong home partnerships. The three new directions contain a similar theme and approach with the goal to build and extend on the traction and progress already made. We will continue to use data driven practices that ensure all students have access to stage appropriate learning.

Our school is committed to optimising student engagement and implementing innovative learning practices and skills. As an Early Action for Success (EaFS) school for several years and now being allocated an APC&I position of 1.4, we are able to continue our processes around Literacy and Numeracy support and development for students and teachers. Led by the two APC&I, through the delivery of high quality professional learning and hands-on instructional leadership, K-6 teachers will be supported in the effective use of data to drive teaching and learning programs, ensuring personalised learning students. Interventionist strategies and practices by support staff are utilised to support tiered interventions, focused on progressing all students from their current levels of achievement. In addition to this focus the teachers will be supported with new curriculum updates and best practice required for successful planning, delivery and outcomes.

Led by the two APC&I, quality summative and formative assessment tasks and data collection practices will be a focus to ensure that teachers are gathering data and that they are developing greater consistency of judgement across grades. This process will be aligned to effective teacher feedback. Work with individual students will be responsive and closely monitored. Individual and targeted support will be provided where growth is not evident. Pre and post assessments will be carried out to assess the impact of the support structures and programmes put in place. The support structures in place will ensure that we

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identify students who need intervention and identify the students not showing the desired growth, this will enable their inclusion in a support program. Continual monitoring of student performance data will determine areas of need and success, this will be reflected in our evaluations and will guide the where to next.

Strategic Direction 1: Student growth and attainment

Purpose

To ensure all students have a strong foundation in literacy and numeracy, deep content knowledge and confidence in their ability to learn and adapt.

Improvement measures

Reading growth

Achieve by year: 2026

An increase in Check in Assessment mean scaled score for reading in Year 3 and 5 for 2026 compared with Year 3 and 5 in 2025.

Numeracy growth

Achieve by year: 2026

An increase in Check in Assessment mean scaled score for Numeracy in Year 3 and 5 for 2026 compared with Year 3 and 5 in 2025.

Initiatives

High Expectations

Establish, build and maintain a school-wide ethos around high expectations and a shared commitment to continuous improvement and the pursuit of excellence.

- Establish, build and maintain a culture of a quality teacher, quality classroom and quality student in every K-6 classroom and across the broader school community.
- Ensure every student is actively engaged and challenged to continue to learn, through successful curriculum implementation and the most effective, evidence-informed teaching practices.

Systematic Monitoring of Student Learning

Effective use of school-wide student achievement and progress data in order to reflect on teaching effectiveness and inform future school directions.

- Establish and implement a robust and systematic plan for the collection, analysis and use of reliable assessment information, external and internal, to identify gaps in student learning and to monitor and evaluate improvement over time.
- Engage teachers and leaders in ongoing professional development to build the capacity of staff to effectively use data to measure and monitor students' literacy and numeracy progress and evaluate the impact of targeted teaching.

Success criteria for this strategic direction

- Established systems and processes in place for regular and ongoing collection and entry of student reading and numeracy data, utilising PLAN 2.
- Evaluation of student achievement and progress data shows evidence of expected growth for every student in reading and numeracy.
- School staff are highly skilled in using student progress and achievement data to identify strategic priorities, and reflect on teaching effectiveness.
- The whole school community demonstrates aspirational expectations of learning progress and achievement.
- Families are supported as partners in their children's literacy and numeracy development.
- Each classroom teacher has created and visibly displayed a set of criteria that meets the culture of a quality teacher, a quality classroom and a quality student.

Evaluation plan for this strategic direction

Question:

How can the school determine that every student has a strong foundation in literacy and numeracy, deep content knowledge and confidence in their ability to learn and adapt?

Data:

The following data sources will be used to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction:

- NAPLAN/SCOUT data
- Literacy and numeracy PLAN 2 data
- Best Start Kindergarten Assessment
- Check-in Assessment

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- Interview for Student Reasoning
- Year 1 Phonics Screening Check
- Data triangulation between external and school-based data
- School based assessments

Analysis:

Analyse the data to determine the extent to which the purpose has been achieved.

Impact:

What are the implications for our work? Future directions and next steps.

Strategic Direction 2: Excellence in teaching.

Purpose

Teachers will develop and demonstrate high levels of professionalism and commitment while working individually and collaboratively to evaluate the effectiveness of teaching practices.

Improvement measures

Achieve by year: 2022

High level of teacher confidence among K-2 staff to effectively implement the K-2 English and Mathematics curriculums, measured on the implementation readiness teacher survey.

Effective classroom practice

Achieve by year: 2026

The school is represented as 'Excelling' against the SEF element of *Effective classroom practice* in the Teaching domain.

Curriculum and Assessment

Achieve by year: 2026

The school is represented as 'Excelling' against the SEF element of *Curriculum* in the Learning domain.

Curriculum reform

Achieve by year: 2026

Practices and programs throughout the school indicate that the new K-6 English and Maths syllabuses are embedded in all classrooms across the school.

Initiatives

Professional Learning

Employ evidenced-based effective teaching strategies in literacy and numeracy as part of a whole school approach.

Enhance the professional growth of teachers through the design and delivery of high impact professional learning that supports teachers to identify and understand the most effective explicit teaching methods and the impact of collaboration.

Establish and embed practices to ensure a continuous cycle of strategically planned, differentiated professional learning for individuals/teams/stages to support the transfer of evidence-based teaching strategies to classroom practice. Professional learning forms to include: intentional professional conversations, observations of practice, co-teaching, co-planning, reviewing evidence and reflecting on practice.

Establish and embed regular and ongoing collaborative practices among the leadership team to develop a shared and deep understanding of the role literacy and numeracy plays in the curriculum and strengthen the school-wide instructional capabilities of middle and senior leaders.

Engage all staff in 3-6 professional learning focusing on the new 3-6 syllabus

APCIs to attend Masterclass and engage in Teachmeet sessions led by Jann Farmer-Hailey. APCIs to network with other schools to explore quality core literacy pedagogical practices using the new K-2 English syllabus.

Data Informed Teaching Practice

Effectively use data to inform literacy and numeracy improvement.

Success criteria for this strategic direction

- All teachers demonstrate a deep understanding of the most effective evidence-based explicit teaching methods and successfully transfer these into practice to improve literacy and numeracy outcomes.
- All students receive high quality feedback that is focused on improving tasks, processes and student self regulation in literacy and numeracy.
- Established processes of data-informed practice ensures teaching and learning is responsive to the needs of all learners and shows evidence of revisions based on feedback on teaching practice.
- All teachers routinely and effectively plan using the teaching and learning cycle.
- All teachers effectively implement the new K-2 NSW curriculum and syllabus ensuring every student learns with understanding, builds skills in applying knowledge and makes excellent, ongoing progress in their learning.
- All staff dedicate time and work in partnerships with colleagues to collaboratively plan, develop and refine teaching and learning programs.

Evaluation plan for this strategic direction

Question:

Do K-2 programs reflect the implementation of the new NSW curriculum for English and Maths?

How can the school determine that all staff are using evidenced-based effective teaching strategies in literacy and numeracy as part of a whole school approach?

Data:

The following data sources will be used to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction:

- SEF

Strategic Direction 2: Excellence in teaching.

Initiatives

Build teacher capacity to use data to inform practice through meaningful professional learning in assessment and evaluation, utilising the departmental suite of diagnostic tools alongside effective school-based formative assessment strategies.

Work closely with individuals/teams/stages to elevate teacher knowledge and understanding of the four phases of the teaching and learning cycle, embedding regular opportunities for teachers to consider: where are my students now? what do I want my students to learn? how will my students get there? how will I know when my students get there?

Implementation of K-6 NSW curriculum and syllabus

Effectively embed the new K-2 and enact the new 3-6 curriculum and syllabus ensuring every student learns with understanding, builds skills in applying knowledge and makes excellent, ongoing progress in their learning.

- Engage teachers and leaders in professional conversations about the evidence base to support effective curriculum implementation including unpacking the research articles (identified by NESA), as key research underpinning the syllabuses.
- Build teacher capability to implement literacy and numeracy requirements of the syllabus through trialling/transferring practices in the classroom.
- Support teachers to understand how syllabus content aligns to the literacy and numeracy progressions and provide support in monitoring student progress using available departmental resources.
- Collaborate with key staff to design K-2 and 3-6 scope and sequences.
- Support teachers in knowing how to adapt and adjust the DoE new units of work.
- Build middle leaders capacity in using the new K-2 syllabus and to modify the units of work.

Evaluation plan for this strategic direction

- What Works Best Data
- PLAN 2 data
- Tell Them From Me Survey Data (Teachers)
- Observations, including PDPs
- Teaching and learning reflections/evaluations
- Professional conversations
- K-2 programs

Analysis:

Analyse the above data to determine the extent to which programs reflect the new syllabus and the impact on student achievement.

Evaluate teachers' growth and understanding of the new syllabus.

Impact:

What are the implications for our work? Future directions and next steps.

Strategic Direction 3: Effective wellbeing practices that support student learning.

Purpose

To ensure high levels of student wellbeing and engagement there will be a strategic approach to creating an effective environment for learning where students feel known, valued and cared for, with a school wide collective responsibility for student learning and wellbeing.

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

The attendance rate for the school is increased by an uplift of 1.10% from 91.43% in 2023 to 92.53% by 2027.

Achieve by year: 2024

Staff consistently implement the school's behaviour management systems and processes in line with our PBL Values and Quality Classroom expectations.

Initiatives

Whole school approach to wellbeing

Embed a whole school approach to student wellbeing where there is a collective responsibility for student wellbeing, student learning and success. This will be achieved through:

- Review current wellbeing processes and their alignment to TTFM data and the What Works Best toolkit data to establish focus areas around whole school wellbeing reform.
- Ongoing Professional Learning in effective wellbeing strategies, particularly those that promote self regulation and resilience, and embedding these strategies into school culture through explicit teaching and making direct links to our school PBL values.
- Playground initiatives including the provision of additional play resources, strategic implementation and facilitation of interest groups and SLSO playground support to promote positive, respectful relationships among students and staff.
- Embed improved processes for effective identification of early signs of student disengagement including monitoring, analysing and evaluating attendance, behaviour, wellbeing and learning data evidenced through regularly updated Personalised Learning and Support Plans.

Whole school approach to Improving Learning Culture

- Refine Learning Support processes to strengthen parent/carer consultation around Individual Learning Plans, Behaviour Plans and Personalised Learning Pathways to promote collective responsibility for student success.
- Demonstrate our commitment to the Walking Together Working Together Partnership agreement through greater consultation with Aboriginal Education Consultative Group (AECG) and Aboriginal Learning and Wellbeing Advisor (ALWA) and the Aboriginal Community Liaison Officer

Success criteria for this strategic direction

- Regular and ongoing planning monitoring and evaluation of the whole school approach to wellbeing and engagement.
- Teachers demonstrate increased expertise in effective classroom management to provide optimum conditions for learning.
- Respectful and positive relationships are evident throughout the school through explicit teaching and reflection of school values and expectations. and strategies to promote resilience and self regulation.
- Planning and provision for learning is informed by holistic information about each student's wellbeing and learning needs in consultation with parents/carers.
- Highly effective Learning and Support processes guide and assist teachers and parents in actively supporting students.
- Transition programs and initiatives are tailored to support the individual needs of students and parents.
- School wide practices reflect the school's commitment to Aboriginal Education and demonstrates increased understanding of the identity, culture, heritage and languages of Aboriginal students.

Evaluation plan for this strategic direction

Question:

How can the school determine that its systems and processes for enhancing student wellbeing and engagement have been successful?

Data:

The following data sources will be used to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction:

- TTFM Survey Data from staff, students and parents.

Strategic Direction 3: Effective wellbeing practices that support student learning.

Initiatives

- (ACLO), ongoing staff PL around Aboriginal Education, PLPs for all Aboriginal students are developed and implemented in consultation with students, parents/carers.
- Engage in strong collaborations between parents, students and the community that inform and support continuity of learning, engagement and wellbeing at key transition points.
- Embed consistent and systematic processes supported by teachers and parents to ensure student absences do not impact on learning outcomes.

Evaluation plan for this strategic direction

- Parent/carer attendance data and feedback from school events such as Three Way Conferences, Parent Workshops, Open Classrooms etc.)
- ILPs
- Personal Attendance Plans.
- What Works Best Toolkit pre and post reflection data.
- EBS4 behaviour data
- Suspension data
- Interest group data.
- Transition programs feedback via surveys
- Professional Development Plans (PDPs)
- Teaching and Learning programs (reference to personal and social capabilities and PDHPE outcomes)

Analysis:

Analyse the data to determine the extent to which the purpose has been achieved.

Implications:

What are the implications for our work? Future directions and next steps.