

# Strategic Improvement Plan 2021-2024

## Carlton South Public School 1513



# School vision and context

## School vision statement

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At Carlton South Public School, our vision is to prepare all students to experience success in a dynamic world through quality, differentiated teaching and building high expectations in learning. Personalised learning is utilised to ensure that students are engaged, challenged and achieve their educational potential. Students will be provided with opportunities to develop learning powers that will support them to become life-long, active learners who are connected, creative and self-aware.

Our core values of Cooperation, Honesty, Kindness, Respect and Responsibility are embedded in all learning experiences across the school.

## School context

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### School context

Carlton South Public School is a large, diverse school with approximately 645 students, 80% of which come from a language background other than English. The student population is extremely diverse, with 53 language groups represented. The school's enrolment has been steady, with no significant change in student enrolment numbers. Numbers of students with an EAL/D background have remained steady over the last few years. The school is located in the southern suburbs of metropolitan Sydney in close proximity to the St George Hospital and St George TAFE. Carlton South Public School is a proud member of the Bayside Community of Schools, comprising of six primary schools and two secondary schools, who collaborate to sustain quality teaching practice to enhance student learning. The school values its community partnerships which develop a sense of belonging for each student, as well as supporting the school's vision to empower students to develop a sense of personal and social responsibility for their actions. The school's partnerships include Kogarah Community Services and AllSalt Speech Pathology. An on-site Out of School Hours Care service, provide by Kogarah Community Services, works closely with the school to meet the needs of the school community. The school has over the past two years engaged in a partnership with Corwin Australia and Ramsgate Public School to support the implementation of Visible Learning.

Carlton South Public School is seeking to demonstrate significant school improvement through its emphasis on quality, evidence-based teaching practices; each teacher strives to implement evaluative data-driven practices that support personalised and differentiated learning for every student. The school is committed to promoting high expectations to ensure that each student experiences growth in their learning each year. Carlton South Public School has a dedicated teaching and support staff, who work in collaboration to design and implement teaching and learning programs that incorporate explicit teaching and feedback to support students with information about their next steps in learning. Teaching staff are committed to utilising quality formative and summative assessment, along with data collection practices to develop greater consistency of judgement across the school. Technology is embedded across all learning areas; the school library supporting this with coding and robotics instruction.

Student wellbeing is prioritised in order to ensure that students are engaged and challenged and encouraged to reach their learning potential. Student wellbeing continues to be supported by our Promoting Positive Behaviour (PPB) program, along with the implementation of our Learning Powers (Active Learner, Connected Learner, Creative Thinker, Self-Aware). A variety of extra-curricular opportunities are provided for students, including, dance, band, chess, choir, PSSA and drama.

Parents and the wider community work in partnership with the school and are supportive of its aspirations. Parents and the community provide strong support through volunteering, fundraising and collaborating with staff members. The P & C is committed to promoting authentic and meaningful collaboration and consultation with the school, appreciative of the school's efforts to improve learning outcomes of all students. The P & C is dedicated to organising events and initiatives which raise valuable funds for the school.

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As a result of a comprehensive situational analysis, the school has identified focus areas in the use of evaluative data-driven practices to support differentiated learning and quality, evidence-based teaching practices in literacy and numeracy. Visible Learning will continue to be implemented, with an emphasis on instructional feedback strategies and teacher clarity in the form of learning intentions and success criteria that is differentiated. These focus areas will work interdependently and will be supported by professional learning communities that utilise an inquiry approach through action research that involves identifying a focus, trialling, feedback and analysis. Student performance data will be monitored and evaluated on an ongoing basis in order to maximise student learning outcomes for every student in literacy and numeracy.

# Strategic Direction 1: Student growth and attainment

## Purpose

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We will improve student growth and attainment with a focus on differentiated curriculum through quality, collaborative teaching practices in literacy and numeracy.

## Improvement measures

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### Target year: 2022

Increase the percentage of students achieving in the top two NAPLAN bands in Reading to be above the system negotiated target baseline of 54.9%.

### Target year: 2022

Increase the percentage of students achieving in the top two NAPLAN bands in Numeracy to be above the system negotiated target baseline of 52.3%.

### Target year: 2023

Increase the percentage of students achieving expected growth in NAPLAN Reading to be above the system negotiated target baseline of 65.7%.

### Target year: 2023

Increase the percentage of students achieving expected growth in NAPLAN Numeracy to be above the system negotiated target baseline of 68%.

### Target year: 2024

To move towards Excelling in Learning and Development/ Collaborative Practice and Feedback.

### Target year: 2024

To move towards Excelling in Learning Culture/ High Expectations.

### Target year: 2024

To move towards Excelling in Curriculum/Differentiation.

### Target year: 2024

## Initiatives

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### Leading Improvement, Innovation and Change

Leaders will ensure that the vision and strategic plan is put into action across the school and that its goals and intentions are realised.

Leaders will set high expectations for the whole school through careful, collaborative planning, monitoring and reviewing the effectiveness of teaching and learning.

Leaders will foster a high performance culture with a clear focus on student growth and attainment.

Leaders will support others to build their professional practice and build leadership capacity.

### Whole School Writing/ Numeracy Project

All teachers will strengthen their capacity to effectively teach explicit writing and numeracy skills to drive improvement.

Consistency of explicit writing strategies will be developed to maximise impact on student learning outcomes.

Quality assessment tasks will be embedded to track student improvement in writing and to identify further learning needs.

All teachers will monitor and reflect on the impact of teacher practice, interventions and student growth and attainment.

Instructional leader in numeracy will build teacher capacity to develop flexible thinking and mathematical strategies in all students. There will be an emphasis on building a deeper understanding of mathematical vocabulary so that students can develop higher order problem solving skills.

Teachers will use formative assessment data to monitor student progress and inform future directions.

## Success criteria for this strategic direction

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**Learning and Development/ Collaboration:** 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.

**Curriculum/ Differentiation:** 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.

**Learning Culture/ High Expectations:** The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.

**Educational Leadership/ Instructional Leadership:** The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective evidence-based teaching and ongoing improvement so that every student makes measureable learning progress and gaps in student achievement decrease.

## Evaluation plan for this strategic direction

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**Question:** What has been the impact of differentiating the curriculum through quality, evidence-based and collaborative teaching practices in literacy and numeracy?

How have differentiation practices supported student growth and attainment?

How have collaborative practices strengthened professional learning to impact student achievement?

Are equity gaps closing for our EAL/D and Targeted Students?

# Strategic Direction 1: Student growth and attainment

## Improvement measures

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Progress and achievement of equity groups within the school is equivalent to the progress and achievements of all students in the school measured in the percentages of EAL/D and targeted students meeting individual learning goals as measured through progressions and internal data.

### Target year: 2022

Increase the percentage of students attending school to greater than 90% of the time from the baseline of 84.8%.

## Evaluation plan for this strategic direction

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**Data:** The following data sources will be collected, monitored and analysed by relevant teachers, leaders and teams:

- External student performance measures - NAPLAN, Check in assessment data
- SCOUT data
- PAT Comprehension and PAT Maths data
- Literacy and Numeracy PLAN 2 data
- Teaching and learning programs
- Student Work Samples
- Phonics Assessments
- Observations
- Learning Walks
- Teacher reflections
- Professional Learning Communities/ Qualitative data
- School Excellence Framework

**Analysis:** Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved. We will revisit progress every five weeks to analyse the quality of our work and impact.

**Implications:** Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.

### 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.
- Term by term review and triangulation of data

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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sources including qualitative and quantitative, internal and external data to corroborate conclusions.

Deep analysis of the data will guide future school planning to provide ongoing improvement to maximise student learning.

# Strategic Direction 2: Evaluative data-driven practices

## Purpose

We will use quality assessment practices to generate data that will be used to inform differentiated learning and monitor student progress.

## Improvement measures

### Target year: 2024

To move towards excelling in Data Skills & Use

### Target year: 2024

To move towards excelling in Assessment

### Target year: 2024

To move towards excelling in Curriculum/Differentiation

### Target year: 2024

Increase the proportion of high potential students who are accessing talent programs with improved student outcomes across the curriculum.

## Initiatives

### Quality Assessment and Data Practices

Develop and apply a variety of assessment methods during each lesson to check for students' understanding and inform what should be taught next.

Use assessment as an ongoing opportunity to provide feedback to support each student at their point of challenge.

Make assessment visible by explaining its purpose and support students to use the assessment as an opportunity to reflect on their progress.

Assessment will be used flexibly and responsively as an integral part of daily classroom instruction.

Monitor and reflect on the progress of every student to identify strengths and gaps in learning.

Promote data informed practices by supporting staff to collect meaningful data and regularly dedicate time to using data effectively.

Analyse data to monitor student learning and progress and modify teaching practices based on data analysis.

### Differentiated Learning

Use data to evaluate the effectiveness of teaching practice and moderate practice to meet the learning needs of students across the full range of abilities.

Teachers will differentiate curriculum delivery to meet the needs of students at different levels of achievement.

Teaching and learning programs across the school will be developed to show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning.

Assessment and data will be used in an ongoing manner to inform learning and teaching across all domains of

## Success criteria for this strategic direction

**Data Skills & Use:** Student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.

**Assessment:** Consistent school-wide practices for assessment are used to monitor, plan and report on student learning across the curriculum. Formative assessment is integrated into teaching practice in every classroom, confirming that students learn what is taught.

**Curriculum/Differentiation:** 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.

## Evaluation plan for this strategic direction

**Question:** What has been the impact of using quality assessment and data to differentiate for student learning?

What has been the impact on classroom teaching practice?

**Data:** The following data sources will be collected, monitored and analysed by relevant teachers, leaders and teams:

- Teaching and Learning Programs
- Differentiation outcomes
- Student Learning Goals
- Student Work Samples
- Tracking sheets
- Learning Walks
- Observations
- Teacher Surveys,
- Tell Them From Me Teacher Survey
- Literacy and Numeracy PLAN 2 data

## Strategic Direction 2: Evaluative data-driven practices

### Initiatives

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potential: intellectual, creative, social-emotional and physical.

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### Evaluation plan for this strategic direction

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- Individual Education Plans
- School Excellence Framework
- Professional Learning Communities/ Qualitative data
- Performance and Development Plans
- Focus groups

**Analysis:** Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved. We will revisit progress every five weeks to analyse the quality of our work and impact.

**Implications:** Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.

#### 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.
- Term by term review and triangulation of data sources including qualitative and quantitative, internal and external data to corroborate conclusions.

Deep analysis of the data will guide future school planning to provide ongoing improvement to maximise student learning.



# Strategic Direction 3: Quality teaching practice

## Purpose

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We will develop a high expectations learning culture that focuses on effective classroom practice through explicit teaching and feedback.

## Improvement measures

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### Target year: 2024

To move towards excelling in Learning Culture/High Expectations

### Target year: 2024

To move towards excelling in Effective Classroom Practice.

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## Initiatives

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### Effective Evidence-based Reading Strategies

All teachers will be equipped with a deep understanding of evidence-based reading instruction and the ability to effectively implement in the classroom, with an emphasis on explicit teaching and high expectations.

Teaching and learning programs in reading will be developed to describe expected student progression in knowledge, understanding and skill.

Develop a whole school approach in reading that ensures that the most effective evidence-based teaching methods are utilised by all teaching staff.

Building teachers' understanding of evidence-based instruction as well as their capacity to assess reading ability and growth and use assessment data to inform appropriate intervention strategies.

### Visible Learning

Develop a learning culture where explicit and concise learning and success criteria are shared to establish clear expectations in the learning process.

All staff will provide clear and specific feedback that identifies the next step and skills needed for students to improve and achieve growth as a learner.

Provide frequent opportunities for students to act on feedback, encouraging students to self-assess, reflect and monitor their work.

Develop a shared language of learning across the school that reflects the learning powers that have been identified to support students to become life-long, active learners who are connected, creative and self-aware.

Develop a culture where teachers are an evaluator of their impact on student learning and where they collaborate to maximise student growth and achievement.

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## Success criteria for this strategic direction

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**Learning Culture/High Expectations:** The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence.

**Effective Classroom Practice/Explicit Teaching & Feedback:** All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

## Evaluation plan for this strategic direction

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**Question:** What has been the impact of a high expectations culture on explicit teaching and feedback?

What has been the impact on student learning from explicit teaching and feedback?

**Data:** The following data sources will be collected, monitored and analysed by relevant teachers, leaders and teams:

- PAT Comprehension data and PAT Maths data
- PROBE Reading levels
- PM benchmarking levels
- Tell Them From Me Student, Teacher and Parent surveys
- Performance and Development Plans and Reflections
- Teacher surveys
- Qualitative data sources
- Observations
- Professional Learning Communities/ Qualitative data
- Learning Walks
- Visible Learning planning matrix
- Visible Learning online matrix

### Evaluation plan for this strategic direction

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**Analysis:** Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved. We will revisit progress every five weeks to analyse the quality of our work and impact.

**Implications:** Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.

#### 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.
- Term by term review and triangulation of data sources including qualitative and quantitative, internal and external data to corroborate conclusions.

Deep analysis of the data will guide future school planning to provide ongoing improvement to maximise student learning.