

# Strategic Improvement Plan 2021-2025

## Carlton South Public School 1513



# School vision and context

## School vision statement

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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Carlton South Public School is a large, diverse school with approximately 550 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 declining slightly each year due to the pandemic. The number of students who speak an additional language or dialect at home has 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.

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.

As a result of a comprehensive situational analysis, the school has identified focus areas in

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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.

# Strategic Direction 1: Student growth and attainment

## Purpose

To improve student learning outcomes in reading and numeracy through a whole school approach to embed effective evidence-based teaching methods that optimise learning progress for all students through explicit teaching in line with the curriculum reform.

## Improvement measures

### 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 for 2024, compared with Year 3 and 5 in 2023.

### 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 reading in Year 3 and 5 for 2024, compared with Year 3 and 5 in 2023.

### Attendance

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

Achieve by year: 2027

To increase the percentage of students attending school greater than 95% of the time from 90.4% in 2023 with an uplift = 1.1%

## Initiatives

### Explicit Teaching

Student attainment in reading and numeracy will be enhanced through explicit teaching using the following strategies (From WWB) in line with curriculum reform:

- \* Prepare for explicit teaching
- \* Explain, model and guide learning
- \* Monitor student progress and check for understanding

*\*WWB - What Works Best in practice document*

## Success criteria for this strategic direction

**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.

## Evaluation plan for this strategic direction

**Question:** What has been the impact of the implementation of targeted evidence-based teaching practices in literacy and numeracy?

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

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

**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
- Teaching and learning programs
- Student Work Samples
- Observations
- Learning Walks
- Teacher reflections

**Analysis:** Data is analysed and triangulated regularly to

## Evaluation plan for this strategic direction

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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.
- 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 2: Evaluative data-driven practices

### Purpose

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

### Initiatives

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#### Data Informed practices

Ensure effective systems, strategies and processes for data collection and analysis are used for responsive curriculum delivery using the following strategies (From WWB) in line with curriculum reform:

- \* Regularly dedicate time to using data effectively
- \* Collect and use meaningful data
- \* Analyse the data to monitor student learning and progress
- \* Make teaching decisions based on data analysis

*\*\*WWB - What Works Best in practice document*

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### Success criteria for this strategic direction

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**Make teaching decisions based on data analysis:** 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. This can be achieved by identifying needs of individual students through data analysis and differentiating teaching accordingly to provide additional support or opportunities for extension.

### Evaluation plan for this strategic direction

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**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
- Student Work Samples
- Learning Walks
- Observations
- Teacher Surveys,
- Tell Them From Me Teacher Survey
- Individual Education Plans
- 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.

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future school planning to provide continuous improvement, ensuring students grow in their learning.

**The evaluation plan will involve:**

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# Strategic Direction 3: Quality teaching practice

## Purpose

To empower teachers and improve teacher quality through effective collaborative practice; working together to achieve a common goal through the sharing of evidence-informed practices, knowledge and problem solving.

## Improvement measures

Achieve by year: 2025

To move towards excelling in Effective Classroom Practice.

## Initiatives

### Effective collaborative practice

Teacher collaboration that improves teacher quality in Numeracy using the following strategies (From WWB) in line with curriculum reform:

- Work in partnership with colleagues to achieve shared collaboration goals.
- Seek professional learning opportunities to share and gain expertise in evidence-based teaching practices.
- Regularly participate in structured lesson observations that focus on how different teaching approaches impact on student learning.
- Regularly dedicate time throughout the school year for working with colleagues to plan, develop and refine teaching and learning programs.

*\*\*WWB - What Works Best in practice document*

## Success criteria for this strategic direction

**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.

**Productive Collaborative practice:** Collaboration that is frequent and ongoing, and teachers actively engage in sharing their experiences, insights, and teaching strategies with one another. This could take place during informal conversations in the staff room, through email exchanges, or via dedicated communication channels established by the school. The sharing of ideas and advice would be done in a non-threatening manner, where individuals feel respected, supported, and encouraged to contribute.

## Evaluation plan for this strategic direction

**Question:** What has been the impact of effective collaborative practice on teacher quality in Numeracy?

What has been the impact on student learning from explicit teaching in Numeracy?

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

- PAT Comprehension data and PAT Maths data
- Performance and Development Plans and Reflections
- Teacher surveys
- Qualitative data sources
- Observations
- Professional Learning Communities/ Qualitative data
- Learning Walks

**Analysis:** Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved. We will



### Evaluation plan for this strategic direction

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