

School plan 2018-2020

Carlton South Public School 1513



School background 2018–2020

School vision statement

At Carlton South Public School we strive to prepare all students to succeed in a dynamic world through quality teaching and building high expectations in learning. Students will be provided with opportunities to develop essential life competencies in order to be adaptive and responsible citizens.

School context

Carlton South Public School is a large, diverse school with approximately 645 students, 75% of which come from a language background other than English. 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 five primary schools and two secondary schools, who collaborate to sustain quality teaching practice to enhance student learning. The school is focused on utilising dynamic, evidence-based teaching practices that incorporate innovative digital technologies and personalised learning for every student. 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.

School planning process

The school has implemented an extensive consultation process with the school community prior to the establishment of its three strategic directions. School staff engaged in a series of professional learning sessions which involved reflecting on the previous school plan and analysing a range of data to determine the school's future directions. Staff also discussed best practice of quality schools and referred to the CESE (Centre for Education Statistics and Evaluation) documents, 'What Works Best' and 'Six Effective Practices in High Growth Schools'. The School Excellence Framework Version 2 was also utilised to help facilitate discussion amongst staff and parent focus groups. Staff worked collaboratively to reflect on the current school vision and coupled with feedback from the parents and students within the school community, the school's vision statement was refined. School surveys were distributed to selected students and to all parents from within the school community. Several parent forums were conducted at the conclusion of 2017. This collaborative and consultative approach with all stakeholders from within the school community is an ongoing process. The Carlton South Public School Plan 2018–2020 provides a foundation for transformational school improvement and development over the next three years. School excellence will be achieved through purposeful partnerships with all stakeholders. Each of the three strategic directions identifies the purpose, people, processes, products and practices to be implemented through the plan.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1 Learning Excellence

Purpose:

The creation of high expectations will result in a school culture that is focused on deep learning with all students demonstrating growth in literacy and numeracy outcomes, utilising data as evidence and formative assessment to inform the level of growth for all students. Teachers will plan for the wellbeing and learning needs of all students and the development of essential life competencies, such as, problem solving, critical and creative thinking, communication, resilience and intercultural understanding, as well as the ability to learn, adapt and be responsible citizens.



STRATEGIC DIRECTION 2 Teaching Excellence

Purpose:

The promotion of collaborative practices will lead to all staff sharing the responsibility of improving student engagement, learning and success. Evidence-based teaching practices will be utilised in order to optimise learning and develop high quality teaching and instructional leadership. The increased emphasis on enhanced data literacy and analysis will inform teaching practices and the planning process. Teaching excellence will be created through quality professional learning and teachers will be supported in their ability to utilise innovative digital technologies and future-focused practices.



STRATEGIC DIRECTION 3 School & Community Leadership Excellence

Purpose:

The establishment of Professional Learning Communities will ensure that the leadership team emphasises continuous improvement of teaching and learning. Instructional leaders will promote professional learning that is directly related to improving student learning outcomes. Student leaders will be given the opportunity to develop their leadership capacity and student voice. Purposeful and sustained interschool relationships across the Bayside Community of Schools will result in sharing of best practice and expertise. School leaders encourage community engagement in order to embed a culture of high expectations to support ongoing improvement.

Strategic Direction 1: Learning Excellence

Purpose

The creation of high expectations will result in a school culture that is focused on deep learning with all students demonstrating growth in literacy and numeracy outcomes, utilising data as evidence and formative assessment to inform the level of growth for all students. Teachers will plan for the wellbeing and learning needs of all students and the development of essential life competencies, such as, problem solving, critical and creative thinking, communication, resilience and intercultural understanding, as well as the ability to learn, adapt and be responsible citizens.

Improvement Measures

Increased proportion of students demonstrating at least a year's growth in literacy and numeracy.

Increased proportion of students in the top two NAPLAN bands for literacy and numeracy. (Premier's Priorities)

Increased proportion of students being able to reflect on the learner dispositions and articulate where they are in relation to the learning progressions using specific behaviours as an indicator.

People

Students

Students will be able to clearly articulate their learning goals, demonstrating an understanding of where they are, where they are going and what they need to do in order to achieve their learning goals. Students will engage in respectful relationships with others and through opportunities to develop life competencies, they will utilise strong communication and resilience skills.

Staff

Staff will have high expectations of all students and consistently embed formative assessment practices in their teaching and learning.

Leaders

Leaders will model and support high expectations in the teaching and learning cycle and will drive the process of learning excellence.

Parents/Carers

Parents/ Carers will be informed, collaborative partners in the process to achieve learning excellence and become partners in their child's learning journey.

Processes

Formative Assessment

Through partnership with Corwin, formative assessment practices will be promoted through professional learning, where teachers will collaborate on consistent school-wide practices for assessment and ways to integrate formative assessment into everyday teaching practice.

Personalised Learning

Teaching and learning programs reflect the needs of individual students and the curriculum is differentiated accordingly. The Gifted and Talented committee will review policy. Learning support processes will continue to be reviewed.

Life Competencies

Programs will be developed to ensure that students are able to connect, succeed, thrive and learn through a focus on learner dispositions as part of our 'Visible Learning' partnership with Corwin.

Evaluation Plan

Standardised Comprehension and Mathematics data

PLAN data/ Sentral data

Student Surveys/ TTFM surveys

Observations/ Student improvement data

NAPLAN data/ Scout data

Teaching and Learning programs

Practices and Products

Practices

Teachers embed the principles of visible learning into their daily practice. Learning intentions and success criteria are made visible to students and teachers are utilising effective feedback and ongoing evidence/ assessment about student learning to inform further teaching. Students are active participants in their learning.

Teaching and learning programs reflect and are responsive to meeting the personalised needs of all students. Students are challenged in their learning and can articulate this learning and their learning goals. The school has programs and processes in place to identify and monitor individual learning needs.

Teaching and learning programs will reinforce the learner dispositions through instruction, feedback, classroom displays, classroom talk and lesson planning. Teachers will provide students with opportunities to engage in problem solving and critical and creative thinking.

Products

Surveys and recounts show students consistently receive quality feedback on their learning to ensure that they are challenged.

Teaching and learning programs demonstrate evidence of adjustments to address individual needs.

Evidence shows students know how metacognitive strategies support their learning and how to identify where they are in relation to the learning progression.

Strategic Direction 2: Teaching Excellence

Purpose

The promotion of collaborative practices will lead to all staff sharing the responsibility of improving student engagement, learning and success. Evidence-based teaching practices will be utilised in order to optimise learning and develop high quality teaching and instructional leadership. The increased emphasis on enhanced data literacy and analysis will inform teaching practices and the planning process. Teaching excellence will be created through quality professional learning and teachers will be supported in their ability to utilise innovative digital technologies and future-focused practices.

Improvement Measures

Surveys and staff reflections demonstrate an increase in the use and sharing of evidence, research and data to underpin teaching practices.

Surveys and staff reflections show an increased proportion of teachers utilising innovative digital technologies and future-focused practices.

Teacher satisfaction and evaluation survey results demonstrate an improvement in staff knowledge of pedagogical practices and engagement as a result of collaborative practices.

People

Students

Students will be engaged and challenged through productive learning opportunities and their learning goals are informed by data.

Staff

Staff will consistently utilise data effectively to evaluate student understanding of lesson content. They will trial and implement innovative, future-focused practices.

Leaders

Leaders will demonstrate and support the use of evidence-based and innovative technology teaching practices and will be involved in comprehensively analysing student progress and achievement data.

Parents/Carers

Parents/ Carers will be encouraged to engage with and reflect on student progress and achievement data. They will be informed about the evidence-based teaching practices the school utilises.

Processes

Evidence-based teaching practices

Implementation of the most effective explicit teaching methods and delivering the professional learning required for teachers to be able to do this successfully.

Innovative digital technologies

Staff will receive professional learning to effectively implement the technology scope and sequence. Professional learning and school wide processes will support teacher capacity to implement innovative digital technologies in their daily practice.

Enhanced data literacy/ analysis skills

The school will promote collaborative processes in the collection and analysis of formative assessment data. Learning support needs will be informed by data to personalise learning to ensure all students succeed.

Evaluation Plan

Teaching and learning programs.

Staff surveys/ staff evaluations/ staff reflections

TTFM surveys

Professional learning evaluations

NAPLAN data/ Scout data

Practices and Products

Practices

A whole school approach exists where the most effective evidence-based teaching methods are explicitly utilised, including themes in 'What Works Best'. Teachers utilise English Textual Concepts programming model and Seven Steps to Writing Success is embedded across the school to support the teaching of writing.

All staff are utilising the technology scope and sequence and incorporate technology into everyday teaching practices. Students are engaged in opportunities to learn about and through technology. Teachers are confident users of innovative digital technologies.

Student assessment data is regularly used school-wide to identify student achievements and progress. All teachers understand student assessment and data concepts and contribute to gathering and analysing data.

Products

Observations show that the employment of evidence-based teaching strategies has resulted in student learning being optimised, across the full range of abilities.

Student work samples show they are engaged in learning about and through digital technologies and demonstrate well-developed information and communication technology capabilities.

Teacher programs and evaluations show evidence they are consistently analysing, interpreting and extrapolating data and collaboratively using this to inform planning and modifications to teaching practice.

Strategic Direction 3: School & Community Leadership Excellence

Purpose

The establishment of Professional Learning Communities will ensure that the leadership team emphasises continuous improvement of teaching and learning. Instructional leaders will promote professional learning that is directly related to improving student learning outcomes. Student leaders will be given the opportunity to develop their leadership capacity and student voice. Purposeful and sustained interschool relationships across the Bayside Community of Schools will result in sharing of best practice and expertise. School leaders encourage community engagement in order to embed a culture of high expectations to support ongoing improvement.

Improvement Measures

Evidence and data shows instructional leadership has made an impact on student learning, promoting a culture of high expectations.

Surveys, including TTFM data show an increase in opportunity for student leadership, student voice and feedback to improve school culture and an increase in parental engagement with the school.

Surveys and staff reflections show increasing collaborative practices that build quality teaching through shared expertise, with a focus on student improvement.

People

Students

Students will be empowered to take opportunities to be active leaders and contribute to a positive school culture.

Staff

Staff will have a mindset where they are prepared to take on leadership roles, collaborate and change teaching practice.

Leaders

Leaders will become instructional leaders with a deep understanding of the research when leading Professional Learning Communities. Leaders will provide opportunities for the school to develop relevant community partnerships that are reciprocal, authentic and collaborative.

Parents/Carers

Parents will become authentic partners in their child's learning journey and ongoing, positive collaborators with the school.

Processes

Professional Learning Communities

Professional Learning Communities will be created around six of the processes within the school plan. Their purpose will be a shared focus on student learning, reflective dialogue and action enquiry.

Student Voice

Student voice will be promoted through increased leadership opportunities within the school, including the SRC and student leadership team.

Engagement with the community

Opportunities will be provided for the school to engage with the community in order to promote positive and respectful partnerships that improve learning for students.

Evaluation Plan

IL Rubric, TTFM surveys, Scout data, NAPLAN

Surveys, staff reflections, observations, professional learning evaluations, student improvement data

Practices and Products

Practices

Instructional leaders lead professional learning that is student focused, changes teacher practice through inquiry based collaboration and involves trialling, feedback. Students are continually achieving success through the use of the model for professional collaboration.

Students are involved in authentic leadership opportunities where their feedback and skills promote positive changes and contribute to the culture of the school.

Parents are valued and contributing partners to their child's ongoing learning journey and positively engage with the school.

Products

Evidence shows that through collaborative practice and ongoing professional learning there is increasing teacher expertise and a high performance culture with a clear focus on student performance and achievement.

Students demonstrate the confidence to lead and represent their peers through increased student leadership opportunities.

The school is recognised and responsive to its community because it uses best practice to embed a culture of high expectations and ongoing improvements. Community confidence in the school is high.