

School plan 2015-2017

Carlton South Public School 1513



School background 2015–2017

School vision statement

Building success for the future by providing quality teaching and learning in an inclusive, safe and supportive environment where personal best and life-long learning are promoted.

School context

Carlton South Public School is a large, diverse school with approximately 625 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. The school recently celebrated 90 years of quality education. Carlton South Public School is a proud member of the Bayside Community of Schools comprising of five local primary schools and two secondary schools, which collaborate to enhance programs and connections across the middle years of schooling. The school has quality links with local businesses and preschools and the staff profile features a mix of beginning and more experienced teaching staff. Carlton South Public School offers a wide range of learning opportunities and experiences and focuses on success for all students. The school is well known for its extensive extra-curricular activities in creative arts such as dance, band and drama. Programs including literacy, numeracy, future focused learning, sport, student leadership and student wellbeing are also a key focus.

School planning process

The school has implemented an extensive 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 extensively to the 'Melbourne Declaration on Educational Goals for Young Australians'. Groups of staff worked together collaboratively to describe school purpose and when coupled with feedback from the parents and students within the school community, became the school's vision. School surveys were sent to Year 3 students and their parents and a parent forum was conducted at the conclusion of 2014. This collaborative and consultative approach with all stakeholders from within the school community will be ongoing. The Carlton South Public School Plan 2015–2017 provides a foundation for 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 2015–2017

STRATEGIC DIRECTION 1 Student Success

Purpose:

Student success through quality teaching and learning promoting wellbeing and personal best. The purpose of promoting student success at Carlton South Public School is to build confident, determined, organised and responsible students who are able to think critically and creatively to solve problems and reflect on their learning.

STRATEGIC DIRECTION 2 Teacher Quality

Purpose:

Staff and leader learning through building teacher quality and staff capacity. The purpose of staff and leader learning at Carlton South Public School is to develop professional staff who are committed towards providing an inclusive and collaborative culture based on quality teaching and learning with a focus on building capacity and continuous improvement.

STRATEGIC DIRECTION 3 Community Partnerships

Purpose:

Community partnerships in an inclusive, safe and supportive school. The purpose of community partnerships is to expand the links and communication with the wider community. This will promote effective reciprocal connections which will benefit all stakeholders. Student learning will be empowered and strengthened through effective community partnerships.

Strategic Direction 1: Student Success

Purpose	People	Processes	Practices and Products
<p>Student success through quality teaching and learning promoting wellbeing and personal best. The purpose of promoting student success at Carlton South Public School is to build confident, determined, organised and responsible students who are able to think critically and creatively to solve problems and reflect on their learning.</p>	<p>Students</p> <p>Students: will be explicitly taught 21st century skills to become critical, creative and reflective in their own learning by engaging in the general capabilities of the Australian Curriculum.</p>	<p>Building 21st Century Learning Skills through the implementation of Australian Curriculum in Science, History, Geography and Mathematics with an explicit focus on the teaching of the general capabilities and the promotion of a quality learning environment. Learning will be enhanced through embedded technology and the implementation of innovative, high interest and self-directed learning experiences.</p>	<p>Practices</p> <p>Improvement in Year 3 NAPLAN Numeracy results with 40% of students placing in the top two achievement bands (19% in 2014)</p> <p>Greater than 75% of students achieving expected growth in Year 5 Literacy and Numeracy (Reading/Writing 2014 59%) and (Numeracy 2014 51%).</p> <p>Improved levels of wellbeing by decreasing instances of negative behaviour as recorded by 'SENTRAL Wellbeing' as well as an increase in student engagement (Baseline to be established in 2015) as measured by TTFM Survey.</p> <p>80% of all students achieving the expected number of cluster markers along the Literacy and Numeracy Continuums (PLAN data).</p>
<p>Improvement Measures</p> <p>Improvement in Year 3 NAPLAN Numeracy results with 48% of students placing in the top two achievement bands in 2017 (45% in 2016) and improvement in Year 3 NAPLAN Reading results with 62% of students placing in the top two achievement bands (59% in 2016)</p> <p>Improvement in Year 5 NAPLAN Numeracy results with 32% of students placing in the top two achievement bands in 2017 (29% in 2016) and improvement in Year 3 NAPLAN Reading results with 32% of students placing in the top two achievement bands (29% in 2016). These are based on Premier's Priorities.</p> <p>Greater than 70% of students achieving expected growth in Year 5 Literacy and Numeracy (Reading 2016 60%) and (Numeracy 2016 60%) with all students in Year 5 demonstrating positive growth.</p> <p>Improved levels of student wellbeing by decreasing instances of negative behaviour as recorded by 'SENTRAL Wellbeing' as well as an increase in student engagement and wellbeing related student outcomes as measured by TTFM Survey.</p>	<p>Staff</p> <p>Staff: will access quality teacher professional learning in regards to the NSW Quality Teaching Model and the general capabilities within the Australian Curriculum to promote student directed learning.</p> <p>Parents/Carers</p> <p>Parents/Carers: will be informed, collaborative partners through increased involvement in their child's education and within the school community.</p> <p>Community Partners</p> <p>Community Partners: including universities, local services/agencies as well as the Bayside Community of Schools will engage regularly with the school to provide mutually beneficial programs and initiatives that build upon student learning outcomes.</p> <p>Leaders</p> <p>Leaders: will mentor and provide support by leading the staff in teacher professional learning and model exemplary practice with a focus on continuous improvement.</p>	<p>Differentiated Literacy and Numeracy Programs informed by an evidence base utilising student data. Learning is meaningful within a high expectations environment providing opportunities for students to develop individual strengths, interests and ownership of learning</p> <p>Student Wellbeing and Engagement through the Promoting Positive Behaviour program. Students are provided with explicit expectations of behaviour with supportive frameworks that will result in improved performance, engagement and retention.</p>	<p>Products</p> <p>Students reflect on their own learning mapped against their personal goals.</p> <p>School programs address the needs of identified student groups to improve learning outcomes promoting personal best and inclusivity.</p> <p>Teachers regularly utilise student performance data and other feedback measures to evaluate the effectiveness of their teaching practice.</p> <p>Teaching and learning programs reflect the general capabilities and embedded assessment.</p>
		<p>Evaluation Plan</p> <ul style="list-style-type: none"> Regular reporting of projects in staff, stage and executive meetings Monitoring of milestones Analysis of PLAN, NAPLAN, SENTRAL and school assessment data Meetings with colleagues to promote professional dialogue in regards to student learning outcomes and wellbeing 	

Strategic Direction 2: Teacher Quality

Purpose	People	Processes	Practices and Products
<p>Staff and leader learning through building teacher quality and staff capacity. The purpose of staff and leader learning at Carlton South Public School is to develop professional staff who are committed towards providing an inclusive and collaborative culture based on quality teaching and learning with a focus on building capacity and continuous improvement.</p>	<p>Students</p> <p>Students: will improve in their learning outcomes through enhanced quality teaching practice within an inclusive learning environment.</p>	<p>Performance and Development Culture through: personal goal setting aligned with the 'Australian Professional Standards for Teachers' promoting professional and collaborative learning that builds capability and is driven by teacher identified needs.</p>	<p>Practices</p> <p>All teachers develop individual performance and development plans (PDP) aligned to 'Australian Professional Standards for Teachers' which are designed collaboratively with executive support incorporating the NSW Quality Teaching Model.</p>
<p>Improvement Measures</p> <p>All teachers develop individual performance and development plans (PDPs) aligned to 'Australian Professional Standards for Teachers', designed collaboratively with executive support with the whole school 'Formative Assessment' goal embedded into the process.</p>	<p>Staff</p> <p>Staff: will build capacity by being active participants in the Performance and Development Framework to improve their teaching pedagogy by setting professional goals focusing on efficiency, collaboration and continuous improvement (Australian Professional Standards For Teachers and the NSW Quality Teaching Model).</p>	<p>Quality Teaching Model focusing on Formative Assessment by promoting improved pedagogy with teachers forming reciprocal partnerships based on ongoing feedback to focus on continuous improvement of the teaching and learning cycle.</p>	<p>Succession plans and programs are sustained by the Aspiring Leaders Project which encourages staff to build their leadership capacity through mentoring and coaching by assuming leadership roles within the school to promote leadership density.</p>
<p>All identified aspiring leaders build their leadership capacity through mentoring and coaching by assuming leadership roles within the school to promote leadership density.</p>	<p>Parents/Carers</p> <p>Parents/Carers: will engage in authentic two-way communication in regards to teaching and learning practice. Parents will be provided with opportunities to give feedback about the quality of teaching and learning at the school.</p>	<p>Aspiring Leaders Project by identifying staff and building leadership capacity via action research, teachers working towards highly accomplished and lead levels with the 'Australian Professional Standards for Teachers' and evidenced-based teacher professional learning resulting in improved teacher quality and the promotion of leadership density across the school.</p>	<p>Increased numbers of teachers achieving accreditation at a higher level within the 'Australian Professional Standards for Teachers'.</p>
<p>Opportunities to promote professional growth of all teaching staff, focusing on evidence-based practices and research.</p>	<p>Community Partners</p> <p>Community Partners: will engage regularly with the school to develop networks to provide mutually beneficial programs and initiatives that build upon accreditation, enhanced pedagogy and capacity building within the Bayside Community of Schools.</p>	<p>Evaluation Plan</p> <ul style="list-style-type: none"> • Regular reporting of projects in staff, stage and executive meetings. • Monitoring of milestones. • Meetings with colleagues to promote professional dialogue with reference to the NSW Quality Teaching Model and Australian Professional Standards for Teachers. 	<p>Products</p> <p>A culture of collaborative professional learning is established that is valued and builds the capacity of all staff with beginning and early career teachers being provided with targeted support in areas of identified need.</p>
	<p>Leaders</p> <p>Leaders: are identified and their leadership capability is enhanced through targeted teacher professional learning programs.</p>		<p>Teaching staff using evidence-based research to inform teaching practice.</p>
			<p>Formal mentoring and coaching to support improved teaching and leadership practice.</p>
			<p>Teaching staff engage in self-reflection of teaching practice and professional learning goals.</p>

Strategic Direction 3: Community Partnerships

Purpose	People	Processes	Practices and Products
<p>Community partnerships in an inclusive, safe and supportive school. The purpose of community partnerships is to expand the links and communication with the wider community. This will promote effective reciprocal connections which will benefit all stakeholders. Student learning will be empowered and strengthened through effective community partnerships.</p>	<p>Students</p> <p>Students: learning is supported by the effective use of school and community expertise and resources. Students are supported and engaged in quality transition programs that enable them to move successfully along a continuum of learning.</p>	<p>Community Of Schools Bayside Learning Community focusing on improved student learning outcomes, engagement and the promotion of a quality learning environment across five primary schools and two high schools.</p>	<p>Practices</p> <p>More authentic collaborative partnerships with the Bayside Learning Community developed focusing on learning alliances with other schools and professional organisations.</p>
<p>Improvement Measures</p> <p>Increased percentage of parents engaging purposely in supporting their child's education and in the life of the school with improved levels of parent satisfaction (Tell Them From Me Partners In Learning Survey).</p> <p>Students attending transition sessions with increased number of parents choosing local feeder high schools (6–7), as well as an increase in parents attending transition information sessions (P–K).</p> <p>Increased combined teacher professional learning sessions across the Bayside Community of Schools to improve student learning outcomes with a focus on sharing of quality practice to enhance future focused learning outcomes.</p>	<p>Staff</p> <p>Staff: will build productive professional relationships based on collaboration to promote and improve the inclusivity of the school as a community.</p> <p>Parents/Carers</p> <p>Parents/Carers: will develop a greater understanding of student learning, school expectations and feel valued and actively involved in school decision making and future planning.</p> <p>Community Partners</p> <p>Community Partners: will engage regularly with the school to develop networks to provide mutually beneficial programs and initiatives including accessing local services and agencies to build upon student learning outcomes within the Bayside Community of Schools.</p> <p>Leaders</p> <p>Leaders: will provide opportunities for the school to develop strong relevant community partnerships which are reciprocal, authentic and collaborative.</p>	<p>Quality Transition Programs by collaboratively developing and sustaining active partnerships to ensure continuity of learning for all students focusing on continuous improvement. Programs are strengthened through a collaborative culture with community and interagency support.</p> <p>Enhanced Parent Engagement in Schools parents and carers both engage with and contribute towards school life, school improvement and student learning via regular workshops, surveys, forums and focus groups. Feedback and consultation are integral and sustained components of the school's evaluation and planning processes.</p> <p>Evaluation Plan</p> <ul style="list-style-type: none"> • Regular reporting of projects in staff, stage and executive meetings. • Monitoring of milestones. • Meetings with colleagues to promote professional dialogue. • Parent satisfaction surveys. 	<p>Increased opportunities provided for parents to become increasingly involved in the life of the school by valuing and supporting their child's education by increased participation forums, workshops and key focus groups giving opportunities for constructive feedback on school practices and procedures.</p> <p>Increased combined teacher professional learning sessions across the Bayside Community of Schools to improve student learning outcomes with a focus on continuity of learning for students.</p> <p>Products</p> <p>Collaborative partnerships working together to enhance student learning outcomes through consistent quality transition programs at key points P–K and 6–7 through the Bayside Learning Community.</p> <p>School leadership teams sharing planning and professional learning within the community of schools.</p> <p>Community views are regularly sought and utilised to inform on school planning and programming with parents and students.</p> <p>Embedded practices for parents to be engaged and understand the learning progress of their children and how to effectively support them in their learning.</p>