School plan 2015-2017

Carlton Public School 1512
Our vision is to educate students to become creative and critical thinkers, motivated and engaged learners. They will become proud, resilient, responsible and active local and global citizens.

We will achieve this through the provision of challenging, innovative learning programs delivered by high performing staff in an inclusive, safe and supportive learning community.

Carlton Public School has an enrolment of 872 students (2016). The school is situated in the Sydney suburb of Bexley. Students are organised into a structure of 34 classes from Kindergarten to Year 6 and come from diverse socio-economic and cultural backgrounds. 90% of students come from language backgrounds other than English and 1% identify as Indigenous Australians. Carlton PS has a strong academic focus with programs to extend every student. A dedicated staff team of early career and experienced teachers is supported by a collegial approach to ongoing professional development. Parental involvement is highly valued and the Parents and Citizens’ Association plays a vital role in supporting school programs and improving educational outcomes for all students. The school provides a safe and secure learning environment which is underpinned by the Kidsmatter framework – a belief that every face has a place. To support student engagement in learning the school has embarked on the process of implementing the Positive Behaviour for Learning program (PBL) to complement the Kidsmatter framework.

Specialist learning support teachers ensure all student needs are met and students reach their full potential. The school has an extensive and popular community languages program. Carlton Public School provides a range of performing arts and sporting programs giving students the opportunity to participate in extracurricular activities. Promoting student voice is a priority and students are given opportunities to develop leadership skills. A strong emphasis is placed on integrating technology in classroom learning programs.

The School Planning process included representatives of the Carlton Public School community. Staff, parents and students were offered opportunities through a variety of forums to engage in consultative processes and effective decision making. As a preliminary step, the school designed and conducted evaluations and surveys of previous programs from the last planning cycle. This included student surveys to identify the values and skills that students felt were important for lifelong learning and their vision for the school. Additionally students were asked to highlight the qualities of good teachers.

Staff gathered evidence from internal and external sources such as SMART and PLAN data and from evidence based programs such as TEN & TOWN. Analysis of data led to the investigation of other evidence based programs such as Language, Learning & Literacy (L3K) that have the greatest leverage. Staff, Parents &Citizens and students collaboratively developed the school vision statement reflective of The Goals For Young Australians—“The Melbourne Declaration”. Along with data analysis and school evaluation information the vision statement underpinned the development of the three strategic directions. Consultative decision making occurred in various forums such as professional learning meetings, stage meetings, P&C meeting and Student Representative Council meetings. These processes ensured the Strategic Directions within the plan reflect the views expressed by all school community representatives.

Staff and parent workshops supported by training material in the Higher Performance Directorate allowed the opportunity to articulate the purpose for each strategic direction. People were identified and processes outlined to achieve the planned improvement measures, products and practices. This included looking at the capabilities of students, staff and the community to implement transformative practices. Feedback from the staff, students, principal leader officers and parents occurred as part of the drafting process.
**STRATEGIC DIRECTION 1**
Promote, develop and enhance Excellence in Teaching & Learning.

**Purpose:**
To design a learning environment conducive to student development which is purposeful, meaningful, engaging and differentiated. Students are motivated to reach their full potential through a creative, innovative and relevant curriculum which focuses on developing students’ ability to play an active role in their own learning.

**STRATEGIC DIRECTION 2**
Deliver positive Wellbeing programs that create respectful and safe learning environments.

**Purpose:**
Deliver a wellbeing program that promotes respectful and resilient learners in a safe and supportive learning environment.

**STRATEGIC DIRECTION 3**
Fostering a collaborative and dynamic learning community.

**Purpose:**
To enhance leadership capacity and innovation where all members of the community are encouraged to take on the role of leader as appropriate. Development of leadership capacity of all staff with a knowledge and understanding of the national teaching standards. Development of staff that are committed to excellence and high expectations for every student.
Strategic Direction 1: Promote, develop and enhance Excellence in Teaching & Learning.

### Purpose
To design a learning environment conducive to student development which is purposeful, meaningful, engaging and differentiated. Students are motivated to reach their full potential through a creative, innovative and relevant curriculum which focuses on developing students' ability to play an active role in their own learning.

### Improvement Measures

**ES1:** 84% of students achieving level 8 reading & 82% of students reaching Figurative Level in early arithmetic strategies: Baseline 80%

**Stage 1:** (End of Year 2) 80% of students achieving level 21 reading & 80% of students reaching Counting On & Back Level in early arithmetic strategies.

**Stage 3:** 55% of students reaching expected growth in Reading. Baseline: 43%

30% increase of teachers confident in utilising learning technologies to maximise 21st Century learning opportunities for students Baseline: 60%

30% increase of parent feedback affirming the school's strategic directions & processes in relation to the delivery of quality learning experiences.

### People

**Students**
Set their own learning goals and reflect on their learning. Engaged as quality learners by planning their own learning goals, monitoring their successes, gathering evidence of their learning and developing skills to report on their learning to their peers, teachers and parents.

**Staff**
Develop consistent planning, programming, assessment and reporting processes throughout the school by engaging in structured critical reflection of teaching practice to facilitate the implementation of National Teaching Standards.

**Leaders**
The school leadership team demonstrates instructional leadership, promoting and modelling effective, evidence–based practice.

**Parents/Carers**
Foster positive partnerships between parents, school and community by informing all stakeholders of current DEC reforms.

### Processes

**Learn, Lead, Succeed in 21st Century Learning**

Expand delivery of 21st century learning through a 3 year strategic technology plan. Students and teachers will demonstrate and showcase critical thinking and creativity in Key Learning Areas.

**Assessment of / as/ for Learning**

School–wide systems for continuous formative, summative and diagnostic assessment procedures, including SMART, that contributes to the evaluation of class programs. Student performance and data is analysed, evaluated and reviewed by EAL/D and LaST staff, Learning Support Team, Stage Teams and the leadership team.

**Quality Teaching**
Staff develop & enhance a deep and explicit knowledge of the NSW National Curriculum and the National Teaching Standards. Staff effectively implement The Quality Teaching Framework into classroom pedagogy.

### Practices and Products

**Practices**

Students engage in critical and creative thinking through inquiring, generating ideas and possibilities, reflecting on thinking and analysing. (Identified through the Critical & Creative Thinking learning continuum.–ACARA)

Teachers use problem solving processes, flexible grouping and diverse environments to foster creativity, differentiate learning and cater for various learning styles.

Assessment data to monitor achievements and gaps in student learning are used extensively to inform planning for differentiated learning experiences.

Quality teaching and learning practices across the school, demonstrate differentiated lessons, assessments and cross–curricular priorities.

**Products**

ES1: 84% of students achieving level 8 reading & 82% of students reaching Figurative Level in early arithmetic strategies: Baseline 80%

**Stage 1:** (End of Year 2) 80% of students achieving level 21 reading & 80% of students reaching Counting On & Back Level in early arithmetic strategies.

**Stage 3:** 55% of students reaching expected growth in Reading. Baseline: 43%
# Strategic Direction 2: Deliver positive Wellbeing programs that create respectful and safe learning environments

## Purpose
Deliver a wellbeing program that promotes respectful and resilient learners in a safe and supportive learning environment

## Improvement Measures
- At least 98% of students demonstrate resilience and positive behaviour techniques in the classroom and playground. (Sentral data indicates a 10% decrease of student negative behaviour referrals)
- 75% of students receive Gold Award by the end of 2016. Baseline 44%

## People

### Students
Able to make sense of their own world and develop their capacity to learn, play an active role in their own learning, and participate in the school community by being involved in effective decision making. Have a sense of belonging, self-worth, self-awareness and a personal identity that enables them to manage their emotional, mental, spiritual and physical well-being.

### Staff
Develop capabilities by undergoing training and refining school wide systems and structures to support the wellbeing and welfare of the whole school community.

### Leaders
Facilitate innovative programs to support student wellbeing and promote high expectations.

### Parents/Carers
To further develop a learning community by providing opportunities for parents, students and teachers to work together to embed authentic implementation of wellbeing programs in the school.

### Community Partners
Individual learning & wellbeing is supported by community expertise & resources

## Processes

### Positive Behaviour Learning
The school has in place a comprehensive and inclusive framework to support the cognitive, emotional, social, physical and spiritual wellbeing of students, which measurably improves individual and collective wellbeing.

### Quality Wellbeing Programs
Recognise and celebrate student attainment through a reward system at a class, stage and school level

Continue to implement the Kidsmatter Primary Framework–A whole school student well-being and mental health strategy.

Implementation of quality wellbeing programs including drug education, child protection, anti-bullying, social skills and personal safety. Implement the every student every school strategy. Provide the community with ongoing information and opportunities for feedback in relation to student wellbeing.

## Practices and Products

### Practices
Extensive evaluation and review of the school well-being policy through parent, teacher and student discussion. Implementation of a student leadership programs such as SRC, Peer Mediators, Buddy System, School Prefects.

Students are self-aware, build positive relationships and actively contribute to the school, the community and the society in which they live.

All positive behaviour interventions and teaching strategies are reflected in class programs and playground procedures and supported by stage leaders providing consistency of practice across the school.

### Products
At least 98% of students demonstrate resilience and positive behaviour techniques in the classroom and playground. (Sentral data indicates a 10% decrease of student negative behaviour referrals)

75% of students receive a Gold Award by the end of 2016. Baseline 44%

Performance for equity groups within the school is comparable to the performance of all students in the school.

## Evaluation Plan
The school executive will convene every 5 weeks to complete progress monitoring relevant to the milestones.

The staff will meet each term to assess progress of the strategic direction products & practices.
Strategic Direction 2: Deliver positive Wellbeing programs that create respectful and safe learning environments

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<tr>
<th>Improvement Measures</th>
<th>People</th>
<th>Processes</th>
<th>Practices and Products</th>
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<td>through contextual decision making &amp; planning.</td>
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### Strategic Direction 3: Fostering a collaborative and dynamic learning community

#### Purpose
To enhance leadership capacity and innovation where all members of the community are encouraged to take on the role of leader as appropriate. Development of leadership capacity of all staff with a knowledge and understanding of the national teaching standards. Development of staff that are committed to excellence and high expectations for every student.

#### Improvement Measures
- **People**
  - **Students**
    - Engage students in the development of student leadership capabilities across K–6 integrating skills and learning experiences to develop social, emotional and intellectual quality
  - **Staff**
    - Create opportunities for leadership training and mentoring to support the extended executive in leading teams through professional learning. Embed professional learning teams as structures for promoting consistency of teacher judgement, planning, skill development, designing and implementing programs and lessons.
  - **Leaders**
    - Facilitate innovative programs to support student wellbeing and promote high expectations
  - **Parents/Carers**
    - To further develop a learning community by providing opportunities for parents, students and teachers to work together to embed authentic implementation of wellbeing programs in the school.
  - **Community Partners**
    - Individual learning & wellbeing is supported by community expertise & resources through contextual decision making & planning

#### People

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| **Students** | Leadership & Professional Growth | **Practices**
| Engage students in the development of student leadership capabilities across K–6 integrating skills and learning experiences to develop social, emotional and intellectual quality | Shared school –wide responsibility is evident through leadership, teaching, learning, and community evaluations to review learning improvements |
| **Staff** | The Performance and Development Framework processes encompass the development of professional goals and the strategies and support required to achieve those goals. Teachers work with the supervisor to systematically and strategically review progress based on evidence, self–reflection and feedback |
| Create opportunities for leadership training and mentoring to support the extended executive in leading teams through professional learning. Embed professional learning teams as structures for promoting consistency of teacher judgement, planning, skill development, designing and implementing programs and lessons. | Formation of a community of schools for professional learning and development networks. Responding to current reforms such as The Australian Curriculum; Local Schools; Local decisions; Every Student Every School; and Great Teachers, Inspired Learning documents, to enhance quality teaching practices and ongoing professional learning. |
| **Leaders** | **Evaluation Plan** |
| Facilitate innovative programs to support student wellbeing and promote high expectations | The school executive will convene every 5 weeks to complete progress monitoring relevant to the milestones. |
| **Parents/Carers** | The staff will meet each term to assess progress of the strategic direction products & practices |
| To further develop a learning community by providing opportunities for parents, students and teachers to work together to embed authentic implementation of wellbeing programs in the school. | Parents develop and implement a range of strategies that support student learning. |
| **Community Partners** | |
| Individual learning & wellbeing is supported by community expertise & resources through contextual decision making & planning | |

#### Products

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<td><strong>100% of staff produce individual professional learning plans aligned to the National Teaching Standards &amp; 2015–2017 School Plan.</strong></td>
<td><strong>10% increase in staff taking on leadership roles &amp; responsibilities.</strong></td>
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<td>30% increase in attendance by parents and the extended community to our P&amp;C meetings.</td>
<td><strong>Evidence of student voice in a variety of roles such as SRC peer mediators, prefects, house captains, Kindergarten Buddies in school and community contexts.</strong></td>
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<td>10% increase in staff taking on leadership roles &amp; responsibilities.</td>
<td><strong>Parents develop and implement a range of strategies that support student learning.</strong></td>
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#### Evaluation Plan
The school executive will convene every 5 weeks to complete progress monitoring relevant to the milestones. The staff will meet each term to assess progress of the strategic direction products & practices