

School plan 2018-2020

Carlingford Public School 7302



School background 2018–2020

School vision statement

Equity and Excellence' for all students

Our school will provide a safe, respectful & supportive environment where every student will reach their potential through active & engaged learning. Our students will become lifelong learners who are able to apply their knowledge, skills and understanding, to solve problems and respond appropriately in new and unfamiliar situations.

School context

Carlingford Public School is a school with more than 130 years of history and tradition in providing quality education to the children from the Carlingford and surrounding districts of North Western Sydney.

Carlingford is a caring, community school that provides outstanding personal development and self-esteem programs, comprehensive student welfare policies and holding high expectations of all students. The core business of the school is to ensure that learning outcomes are maximized for all students, achieved in a stimulating safe and happy environment.

Our school currently has 700 students distributed across 28 classes. Students come from a diverse population with 70% from a non – English speaking background. Between these students, 50 language speaking backgrounds are represented, the five highest being Mandarin, Cantonese, Korean, Sinhalese and Urdu.

School enrolment numbers are expected to increase in the next few years as there are a large number of medium density housing projects being constructed in close proximity to the school. In 2017, the NSW State Government announced that a multi – million dollar facility upgrade would take place at Carlingford Public School in the form of three storey building comprising of a hall, twenty classrooms and shared learning spaces. Construction will commence in 2018 with completion expected by 2020.

Carlingford Public School has a highly dedicated staff that consistently focuses on providing quality educational programs. Excellence is promoted across all areas of the curriculum and emphasis is placed on providing a broad range of learning opportunities to meet the needs of all students.

The school is a member of the Cumberland Community Connections (CCC) Learning Community and participates in professional learning activities, designed to enhance teacher and leadership capacity and strengthen student outcomes.

School planning process

Carlingford Public School's planning process has been authentic, collaborative and consultative.

The school community worked collaboratively to establish our vision statement and strategic directions.

This process included examining student achievement data, progress towards targets in our existing 2012 – 14 school plan, surveying students, staff and community, seeking opinions of what type of school we wanted CPS to be, and what we needed to do to make it a reality. This information was collated to form our draft vision statements and strategic goals. These statements and information were then presented to stakeholders to obtain suggestions and further feedback to refine the schools vision and strategic goals.

Stakeholder consultation was sought through a number of avenues seeking feedback on leadership, teaching and learning practices and the future directions of the school. Data was obtained through

- *Principal '360 degree reflection tool'*
- *'Tell them from me' Teachers Survey –focus on learning*
- *'Tell them from me' Student Survey*
- *Community and Staff surveys on school performance, vision and future directions*
- *P & C forums*
- *Student surveys on teaching & learning*

Our school plan was written in accordance with current DEC and BOSTES publications including:

- *The Melbourne Declaration*

School background 2018–2020

School vision statement

School context

We enjoy a very supportive community, with parents being actively involved in their children's education and the schools' planning process. Our P&C provides strong support to the students and staff.

The school is committed to continuous improvement in teaching and learning.

School planning process

- *School Excellence Framework*
- *Great Teaching, Inspired Learning*
- *Performance and Development Framework*
- *Australian Professional Standards for Teachers*

Our plan was developed in consultation with Principal Leader, Anne Ezzy.

As a result of this extensive planning process, we have identified several strategic priority areas which form the basis of the 2018–2020 Carlingford Public School Plan.

School strategic directions 2018–2020



Purpose:

Teachers will effectively implement quality teaching practices to deliver a challenging, differentiated and engaging curriculum for all students.

Purpose:

Students will engage in purposeful, real-word projects, that foster critical and creative inquiry capabilities within flexible learning spaces.

Purpose:

All stakeholders will uphold consistent expectations that develop students resilience, self-esteem and aspirational growth.

Strategic Direction 1: Engaging, Personalised Learning

Purpose

Teachers will effectively implement quality teaching practices to deliver a challenging, differentiated and engaging curriculum for all students.

Improvement Measures

All students demonstrating expected growth in literacy and numeracy against the learning progressions.

100% of teachers communicating Learning Intentions and Success Criteria of lessons to students.

Classroom programs indicating that 100% of teachers are employing systematic assessment practices and using the data to initiate student growth.

People

Students

Students will achieve personal excellence and growth through actively engaging and accessing more personalised learning pathways. Students are self-reflective and are able to make real world connections.

Staff

Staff are confident in providing explicit, timely and specific feedback related to defined success criteria underpinned by the teaching and learning cycle.

Leaders

School leaders drive a systematic approach to collaboratively designing, implementing and evaluating high quality teaching programs to engage and deliver continual student improvement.

Parents/Carers

By engaging with accurate and reliable feedback on their child's individual learning needs parents and carers have greater capacity to support their child at home.

Processes

Implement a whole school approach to student assessment and goal setting underpinned by use of reflective feedback.

Utilise Learning Progressions and Bump it Up Walls to implement high quality differentiated teaching and learning practices.

Evaluation Plan

Progress toward improvement measures will be evaluated through monitoring and evaluating the use of whole school assessment data and processes, and its effect on student understanding and improvement. Data sources include:

- NAPLAN
- Literacy and Numeracy Continuums
- Learning Progressions
- EAL/D Learning Progressions
- Learning Intention Success Criteria (LISC)
- Walls that Teach
- Lesson Observations
- Plan Data
- Plan 2 Data

Practices and Products

Practices

Every teacher uses data to inform and differentiate their teaching and learning by tracking student progress on the learning progressions.

Teachers facilitate and support students to set, monitor and evaluate learning goals.

Teachers understand and develop and apply a full range of assessment strategies – assessment for learning, assessment of learning and assessment as learning.

Teachers develop and implement engaging differentiated programs utilising current data to enhance student growth.

Products

Teaching and learning programs show evaluations and evidence of adjustment to address individual student needs.

The school has a culture of explicit instruction and feedback. Explicit learning intentions and success criteria are evident in all teaching programs and learning spaces.

Systematic whole school process for assessment and programming in English and Mathematics.

Strategic Direction 2: Future Focused Learning

Purpose

Students will engage in purposeful, real-world projects, that foster critical and creative inquiry capabilities within flexible learning spaces.

Improvement Measures

100% of teachers have evidence of critical and creative thinking initiatives in their programs.

100% of teachers have flexible learning spaces established in their classrooms that embed evidence based pedagogies.

People

Students

Students are active participants and engage with future focused pedagogies in flexible learning spaces to demonstrate critical and creative thinking strategies.

Staff

Staff use future-focused pedagogies and the general capabilities, in particular critical and creative thinking, to facilitate student learning.

Leaders

Leaders mentor and support staff as instructional leaders; fostering future-focused pedagogies and supporting staff during the transition to the upgraded facilities.

Parents/Carers

Parents/Carers have a deeper understanding of and value the benefits of future focused pedagogies and use of flexible learning spaces.

Community Partners

Community Partners demonstrate support for the school's initiatives and are active partners in embedding these into school culture.

Processes

Students will engage in purposeful, real world learning across key learning areas, utilising critical and creative thinking skills.

Staff draw on research to develop and implement high quality professional learning in future focused pedagogies.

Staff utilise digital technologies and physical resources including furniture to develop and enhance flexible learning spaces.

Evaluation Plan

Progress towards improvement measures will be evaluated through assessing the effectiveness of learning spaces and evidence based pedagogies on student engagement, and critical and creative thinking. Data sources include:

- Current research
- 'Tell Them From Me' surveys
- Focus Groups
- School Generated Surveys

Practices and Products

Practices

Students and teachers use resources, including furniture, flexibly within learning spaces.

Teachers collaboratively plan teaching and learning programs that include explicit teaching of skills and understandings and allow application of these through purposeful, real world learning.

Students engage with the teaching of dispositions and collaborative skills to support future focused learning.

Products

A school culture of expectation for students to be critical and creative thinkers and effective collaborators.

Teaching and learning programs show evidence of future focused pedagogies with a real world connection.

Learning spaces across the school reflect a physical transformation to future focused environments.

Strategic Direction 3: Whole School Wellbeing

Purpose

All stakeholders will uphold consistent expectations that develop students resilience, self-esteem and aspirational growth.

Improvement Measures

All stakeholders have had an opportunity to evaluate school practices, procedures and priorities that support student wellbeing.

All students are active participants in school wide initiatives that increase resilience and self-esteem and, promote aspirational growth.

100% of staff have consistent expectations, follow procedures and consequences of the updated school wellbeing policy.

People

Students

Students are reflective, confident and resilient global citizens.

Staff

A culture of collective responsibility and high expectations for every student is evident.

Leaders

School leaders model high expectations and adopt a systematic approach to support whole school wellbeing.

Parents/Carers

Parents/Carers collaboratively plan with staff to accurately identify their child's skills, strengths and needs.

Community Partners

Maintain strong communication networks to enhance individual and collective responsibilities.

Processes

Develop a culture of high expectations through clear expectations that drive school based wellbeing initiatives and develop a framework that increases accountability.

Evaluation Plan

Progress towards improvement measures will be evaluated through monitoring and evaluating whole school wellbeing practices and procedures. Data sources include:

- 'Tell Them From Me' surveys
- Pre & Post Surveys
- Wellbeing Framework

Practices and Products

Practices

Staff, students and school community collectively review, refine and implement wellbeing strategies and procedures for all stakeholders.

Products

Culture demonstrates shared school wide responsibility that supports school systems, protocols and wellbeing.