

School plan 2015-2017

Campsie Public School 1488



School background 2015–2017

School vision statement

Campsie Public School aims to develop engaged, motivated 21st Century learners who proactively embrace different cultures and languages through high quality engaging learning programs as proud multicultural Australians. This is in line with our school motto of 'Learning Together For Life' and our school crest of 'Character Alone Ennobles'.

Inherent in this, we:

- hold high expectations that all students can achieve;
- promote a positive and inclusive school culture in which all community members are valued;
- promote best practice pedagogy through the study of a language other than English;
- engage in strong engagement in the arts and physical education;
- provide a broad and balanced curriculum with a strong focus on the cross curricular priorities of the NSW syllabuses for the Australian Curriculum (ecological sustainability, Aboriginal perspectives and engagement with Asia);
- develop the skills of collaboration, critical thinking, communication and creativity through explicit and inquiry based learning amongst our students and staff;
- seek continual improvement through innovative future focused learning and evidence-based observation and ongoing data collection and analysis.

School context

Campsie Public School is a large school in the CBD of Campsie, adjacent to local shops and facilities. A wide range of public transport options are available enabling families to easily travel to and from school and workplaces. 97% of our students come from over 40 language backgrounds other than English. Our school timetable ensures a wide curriculum choice including languages, the arts and physical education, as well as prioritising the literacy and numeracy needs of all students through effective curriculum differentiation (K–6). Campsie Public School hosts the only Korean Bilingual program in NSW, also offering three additional community languages, as well as five other languages offered for study as a Language Other Than English (LOTE) or through a club. Many students study a language other than English and some students study more than one. The school site is a small one and, as a result, the school utilises local facilities and operates lunch breaks on a rotating timetable to allow access to play areas, facilitating safe, regular physical activity. We utilise specialist staff to provide high quality educational and co-curricular programs. Campsie Public School has strong community support including an active and growing P&C. There is an onsite Out of School Hours centre that provides quality care for students before and after school, as well as during school holidays. The school has strong links to community groups including the Salvation Army, Campsie RSL and a playgroup which operates within the school. The school is used for a wide range of activities outside school hours, including martial arts, language classes and church groups.

School planning process

All staff have been meaningfully involved in the school planning process. In 2015 whole staff meetings were held regularly to collaboratively construct the plan, beginning with discussion and agreement about school improvement priorities. The strategic directions were presented to the parent body at a P&C meeting for their approval and feedback. Feedback from the Student Representative Council (SRC) also informed the strategic directions and 5Ps. The previous school plan was evaluated by staff to determine school strengths and areas for further development and refinement. All staff then formed interest groups, led by executive staff, who then established the improvement measures and the 5Ps for each strategic direction before presentation to the whole staff for further collaboration. The senior executive team finalised the plan and presented it to the staff and P&C for discussion and final approval. In 2016 this process ensured further refinement of the plan in line with the Department's School Excellence Framework implementation and whole school validation process. Again, thorough consultation took place with all community stakeholders – students, staff and parents.

School strategic directions 2015–2017

STRATEGIC DIRECTION 1

Curriculum – To ensure high expectations about effective curriculum differentiation for 21st Century learners

Purpose:

To improve student learning outcomes in all Key Learning Areas literacy and numeracy through the development and delivery of consistent high quality teaching and assessment practices for 21st century learners: implementing and effectively differentiating the NSW syllabuses for the Australian curriculum in English, mathematics, science and technology, history, geography, personal development and physical education and in eight languages other than English.

STRATEGIC DIRECTION 2

Student Wellbeing – To collaboratively improve students' social and emotional wellbeing

Purpose:

To meet the learning and wellbeing needs of all students to enable them to fully participate in school life as effective learners. To 'bridge the gap' in student needs to support all students, including those with recognised and unrecognised disabilities, gifts & talents, through individualised learning plans and through the provision of quality learning experiences that engage all students in school life and learning.

STRATEGIC DIRECTION 3

Innovative Community Engagement – To innovatively create a positive whole school community

Purpose:

To establish more effective partnerships with families; continually build the capacity of a high-quality teaching staff and to ensure the necessary infrastructure is in place to develop technologically competent students in the 21st century.

Strategic Direction 1: Curriculum – To ensure high expectations about effective curriculum differentiation for 21st Century learners

Purpose	People	Processes	Practices and Products
<p>To improve student learning outcomes in all Key Learning Areas literacy and numeracy through the development and delivery of consistent high quality teaching and assessment practices for 21st century learners: implementing and effectively differentiating the NSW syllabuses for the Australian curriculum in English, mathematics, science and technology, history, geography, personal development and physical education and in eight languages other than English.</p>	<p>Students</p> <p>Students will master all six Key Learning Areas, as well as a variety of Languages Other Than English with a focus on literacy and numeracy acquisition so they think deeply and critically and make relevant connections to become independent, lifelong learners.</p>	<p>Implementation of integrated units of work embedding NSW syllabuses for the Australian Curriculum.</p>	<p>Practices</p> <p>Regular collaborative planning meetings accepted as part of school culture.</p>
<p>Improvement Measures</p> <p># Sustained student growth in NAPLAN achievement for all student groups.</p>	<p>Staff</p> <p>Staff will work collaboratively to implement the NSW syllabuses for the Australian Curriculum through effective, innovative teaching practices to engage all students through an inquiry based learning approach.</p>	<p>Effective Curriculum Differentiation.</p>	<p>Planned classroom/teaching observations and evaluations accepted by all staff to share and develop expertise across faculties and stages.</p>
<p># Continued improvement in PLAN continuum results for all student groups.</p>	<p>Parents/Carers</p> <p>Parents/Carers will be well informed about current curriculum and pedagogy as well as ways they can support their children's learning at home.</p>	<p>Evaluation Plan</p> <p>Stage-based team approach to supervision of teaching and learning programs. Collaborative practice about Professional Development Plan implementation and review; observations and feedback to inform whole school evaluation. Whole school consistent curriculum mapping documentation about planning, implementation and assessment of integrated units of work (K–6).</p>	<p>Regular classroom observations and collaborative reflection is an integral part of staff Professional Development Plans.</p>
<p># Increased numbers of students participating in and successfully completing external LOTE and ICAS assessments.</p>	<p>Leaders</p> <p>Positional and Aspiring Leaders will provide visible leadership in quality teaching practice and will seek out and facilitate professional learning around curriculum. They will model and lead the development and implementation of high quality teaching, learning and assessment programs and practices.</p>		<p>Consistent and regular tracking and monitoring of students' curriculum achievements against syllabus criteria which informs future teaching and learning programs (K–6).</p>
<p># Continued progress of students on school based assessments as an integral part of NSW syllabuses for the Australian Curriculum implementation.</p>	<p>Community Partners</p> <p>Community Partners will actively support the school in facilitating curriculum access.</p>		<p>Effective curriculum mapping procedures are successfully developed and utilised to effectively track student learning (K–6).</p>
			<p>Products</p> <p>Sustained student growth in NAPLAN, PLAN & school-based assessment measures.</p>
			<p>Staff Professional Development Plans show goals linked to this strategic direction and aligned to Australian Professional Standards for Teachers.</p>
			<p>Stage-based scope and sequences for integrated units of work shared with all staff on Google Drive.</p>
			<p>Assessment 'as', 'of' and 'for' learning recorded on databases and shared consistently with all staff.</p>

Strategic Direction 1: Curriculum – To ensure high expectations about effective curriculum differentiation for 21st Century learners

Improvement Measures

People

Processes

Practices and Products

Strategic Direction 2: Student Wellbeing – To collaboratively improve students' social and emotional wellbeing

Purpose	People	Processes	Practices and Products
<p>To meet the learning and wellbeing needs of all students to enable them to fully participate in school life as effective learners. To 'bridge the gap' in student needs to support all students, including those with recognised and unrecognised disabilities, gifts & talents, through individualised learning plans and through the provision of quality learning experiences that engage all students in school life and learning.</p>	<p>Students</p> <p>All students will be supported in terms of their individual social, emotional and learning needs.</p> <p>Staff</p> <p>Staff will promote a wellbeing focus in all school programs and will support students' social, emotional and learning needs through the implementation of PBL strategies and in ensuring thorough LaST processes and protocols are developed, utilised and refined.</p>	<p>Consistent implementation of PBL in all classrooms K–6.</p> <p>Consistent implementation of PBL in the playground.</p> <p>Whole school community implementation of high quality Learning and Support Team structures.</p>	<p>Practices</p> <p>Use of EBS4 Student Wellbeing site by all appropriate staff to track progress of all students identified through LaST and for whom ILPs have been developed.</p> <p>Learning and Support Team practices are an inherent part of school culture – the core group includes a diverse cross section of the school community who meet regularly to identify, plan for and evaluate initiatives to support holistic student needs.</p>
Improvement Measures	Leaders	Evaluation Plan	Products
<p># Learning and Support Team structure protocols are evaluated and refined successfully as measured by quantitative and qualitative data.</p>	<p>Both positional and aspiring Leaders will ensure a wellbeing focus in all school programs and will extend their professional capabilities to lead and manage identified areas of responsibility.</p>	<p>Evidence of professional learning and support for all staff through understanding and following high quality, thorough LaST practices and protocols. Evidence of supported, collaborative development, implementation and evaluation of Individualised Learning Plans for identified students with all stakeholders. Statistical evidence of the benefits of the implementation of PBL in classrooms across the school and on the playground.</p>	<p>There are regular reviews of Learning and Support Team protocols and PBL implementation strategies to best cater for all individual students' academic and social needs and to ensure continued improvement to students' engagement in their own learning.</p>
<p># Successful Positive Behaviour for Learning (PBL) implementation as measured by specific data relating to the classrooms across the school and the playground.</p>	Parents/Carers		<p>Improved attendance rates, especially partial attendance (baseline data collected in 2015).</p> <p>Targeted intervention programs run by highly trained/specialist staff within and outside the school that results in improved academic achievement; behaviour; engagement; and attendance for all students.</p>
	Community Partners		<p>Banks of pertinent resources readily accessible to support teachers to plan individually for students' needs.</p>
	<p>Parents/Carers will be well informed about how to support their children's social, emotional and learning needs.</p>		

Strategic Direction 3: Innovative Community Engagement – To innovatively create a positive whole school community

Purpose	People	Processes	Practices and Products
To establish more effective partnerships with families; continually build the capacity of a high-quality teaching staff and to ensure the necessary infrastructure is in place to develop technologically competent students in the 21st century.	Students All students (K–6) will be engaged in innovative 21st Century learning practices in the classroom and beyond.	Students (K–6) engaged in innovative learning activities appropriate for students in 2017. Staff engaged in self-reflective professional learning to enhance their understanding of best practice. Parents and carers engagement enhanced through opportunities to share in and understand students' learning.	Practices A cohesive, engaged P&C is established at Campsie PS which is representative of the school's multicultural community.. GROWTH Coaching is established at the school as part of school culture and 'how we do things around here' by teaching and non-teaching staff. Students are actively involved with STEM activities and can articulate their learning (K–6).
Improvement Measures	Staff All staff will be committed self-reflective learners through an effective PDP process focused on ongoing whole school improvement and teacher quality.	Evaluation Plan STEM; ACARA ICT Framework & Flexible Learning Spaces are evaluated in terms of overall impact. The annual PDP review has been carried out by all staff. Communication media utilised in 2017 are evaluated and refined.	Products Staff are actively involved and fully supported in the annual PDP process. The Skoolbag App is utilised by an ever growing number of parents and carers. Students (K–6) recognise and articulate the benefits of flexible learning spaces to enhance their learning in specific learning activities.
Ongoing evidence and refinement of use of ACARA ICT framework in all classes (K–6). The PDP cycle in terms of implementation and review has been carried out and refined by all staff. All communication media utilised in 2017, as well as the community forums carried out on teaching and learning, is evaluated and refined for 2018.	Leaders Positional and aspiring leaders will develop the professional practice and capacity of colleagues through structured and incidental mentoring and coaching opportunities.		
	Parents/Carers Parents and carers will be active partners in their students' learning.		