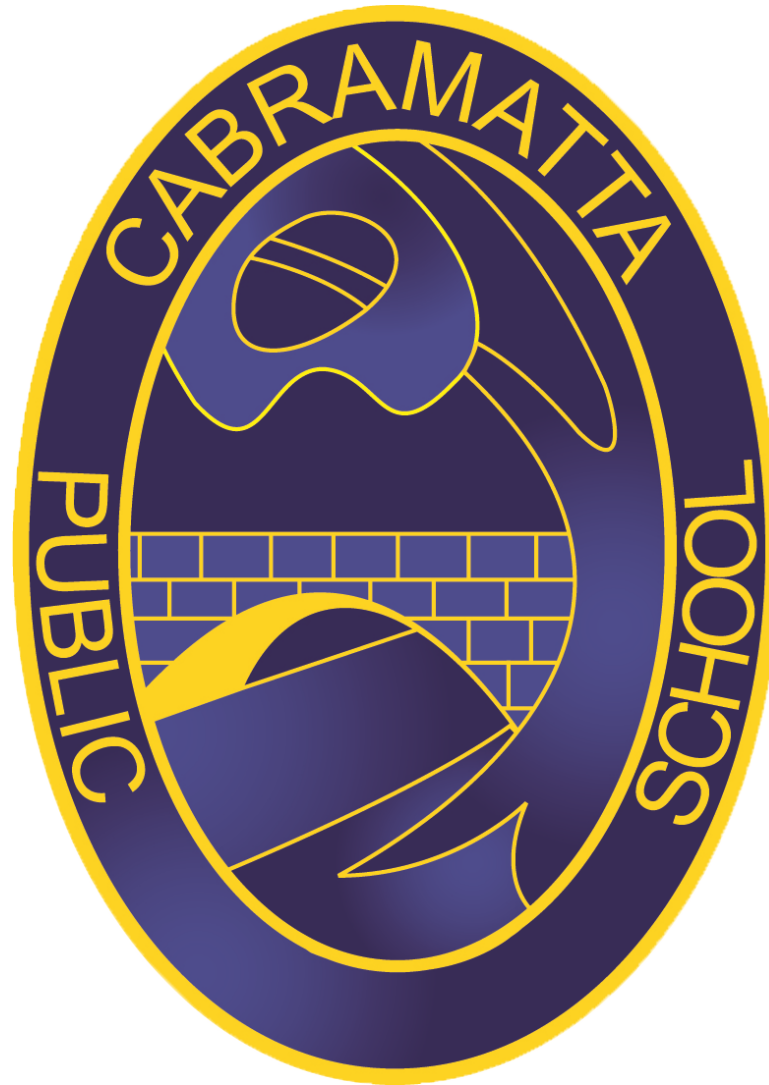


School plan 2018-2020

Cabramatta Public School 1472



School background 2018–2020

School vision statement

Cabramatta Public School is a nurturing high performing school where students are empowered to achieve success through a shared commitment to excellence.

School context

Cabramatta Public School is a government primary school in a bustling suburb of south western Sydney. The large suburb of Cabramatta is part of the local government area of Fairfield City Council. Our school has a strong focus on academic achievement in a community that values learning and has high expectations for the academic success of its children.

We pride ourselves on catering for students and parents with English as an Additional Language or Dialect. There is a positive and mutually respectful relationship between students, staff and families. In 2018 710 students attended the school, including 98% of students from a non-English speaking background representing over 40 cultural groups. The majority of the students were born in Australia and are of South East Asian background. We had 28 mainstream classes and 3 Support classes. Cabramatta Public School has a School as Community Centre working in close partnership with the community. As a school community we are proud of our cultural diversity which is reflected in all aspects of school organisation, planning and programming. A unique feature of the school organisation is the Community Languages program which provides tuition for students to maintain their first language and access the curriculum.

The staff at Cabramatta Public School is a strong and dedicated team of both experienced and beginning teachers who work collaboratively towards a shared vision of providing a high quality teaching and learning programs to improve outcomes for all students. In 2017–2020 we have two Instructional Leaders appointed as part of the Early Action for Success initiative. These specialist practitioners will continue to provide professional learning for staff in the areas of literacy and numeracy to personalise learning for students in K–2. We have also created a Professional Learning Partner position to provide support for 3–6 teachers.

The school welfare processes focused on the identification of every student's needs and ensuring our students are known, cared for and valued.

School planning process

To develop the 2018–2020 school plan a comprehensive process of review of the 2015–2017 school plan and school programs was undertaken. Data was collected from parents, staff and students and evaluated. This included surveying students about their views on the learning that takes place in their classrooms and school; surveying the parents on their beliefs on what makes a quality education and collating comments from staff to find out which school programs were successful, valued and which needed improvement. Analysis of NAPLAN data for 2017 and the trend data for the past five years was also undertaken.

From the data collected with students, staff and parents, the school's vision statement and strategic directions were developed and shared. A period of consultation and redrafting followed in which terminology and specific programs were clarified. Key reforms were also considered including Great Teaching, Inspired Learning; Every Student, Every School; Literacy and Numeracy Strategy; the Learning Progressions and the School Excellence Framework.

Further consultation with key stakeholders at staff meetings and parent meetings enabled the final development of the 2018–2020 school plan.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Excelling: achievement for every learner

Purpose:

To deliver quality teaching programs and assessment practices to cater for the needs of all students so they can meet and exceed expectations in academic success

STRATEGIC DIRECTION 2

Empowering: personal growth & wellbeing

Purpose:

To inspire with a sense of wellbeing where everyone is recognised, respected and valued to support their growth as active learners and citizens

STRATEGIC DIRECTION 3

Connecting: partnerships that matter

Purpose:

To foster an active community invested in connecting through digital communication where partnership practices develop community pride and instil a strong cultural identity in our students

Strategic Direction 1: Excelling: achievement for every learner

Purpose

To deliver quality teaching programs and assessment practices to cater for the needs of all students so they can meet and exceed expectations in academic success

Improvement Measures

An increased number of students across K–6 are achieving at or beyond expected benchmarks in literacy.

An increased number of students across K–6 are achieving at or beyond benchmarks in numeracy.

Increase percentage of Year 3 and Year 5 students achieving in top two bands in NAPLAN in literacy.

Increase percentage of Year 3 and Year 5 students achieving in top two bands in NAPLAN in numeracy.

All Aboriginal students have PLPs that are relevant to educational goals.

People

Students

Students are actively involved in monitoring their learning growth using data and setting challenging learning goals.

Students develop as independent learners by self-regulating their learning and reflecting on achievement.

Staff

Teachers build capacity and embrace best practice to drive student improvement in literacy and numeracy.

Grade based teams actively participate in collaborative practices to know their students and cater for their individual needs.

Leaders

The school executive adopt a coordinated approach to literacy where oral language is valued for reading and writing development and there is an expectation of improvement in literacy standards.

Instructional Leaders through Early Action for Success strategy working directly with K–2 staff in monitoring and analysing student progress.

Parents/Carers

Parents and carers develop an understanding of what their child is learning based on syllabus standards and how to progress, communicated regularly to support their child at home.

Processes

All teachers participate in professional learning sessions with shoulder to shoulder support K–6 delivered by Instructional Leaders and mentors to design and implement effective literacy programs across K–6.

Whole school professional learning and implementation of programs that ensures continuity of learning and goal setting for all students in numeracy.

Establish and put systems in place where evidence-based data is used to inform, monitor and track student achievement and progress.

Evaluation Plan

PLAN2

'Bump It Up' walls

NAPLAN literacy and numeracy data.

School based assessment data

Student survey and focus groups

Early Action for Success data reports

Practices and Products

Practices

Active and collaborative professional learning for all teachers in continual improvement of their pedagogical practice that is responsive to student needs in literacy.

Teachers implement highly effective numeracy practices which cater for a range of student needs empowering all students have a clear understanding of how to improve their learning and progress in numeracy.

Each teacher uses data to inform and differentiate teaching by gathering, monitoring and tracking student achievement against benchmark standards.

Products

Continuous development of teachers in implementing quality literacy programs by reviewing assessment, feedback and reporting strategies; collaborating on best practice in the classroom; utilising appropriate resources to engage and extend students.

Students are actively involved in their learning setting achievable goals and reflecting on their own achievements through visible learning.

A coordinated whole school approach to monitoring and tracking student progress and achievement in literacy and numeracy.

Strategic Direction 2: Empowering: personal growth & wellbeing

Purpose

To inspire with a sense of wellbeing where everyone is recognised, respected and valued to support their growth as active learners and citizens

Improvement Measures

80% of students can articulate strategies that they can use to self regulate and make well informed choices in their learning in and out of the classroom.

Increased opportunities for students to support each other and contribute positively to the school and community.

Increase in the number of staff taking on leadership roles across within and beyond the school setting

Decrease in the number of behaviour concerns reported in the classroom and in the playground.

People

Students

Students will experience a sense of connection, a respect for individuality and difference, resilience and a capacity to confidently contribute to their learning.

Student leaders and members of the Student Representative Council (SRC) will be provided with continued training and leadership experiences.

Staff

Staff will develop capabilities to support the social and emotional wellbeing of students.

Staff have a shared understanding of and value the importance of a positive environment to foster wellbeing and learning.

Leaders

School leaders have a shared understanding of the behaviours, attitudes and expectations that enhance wellbeing.

Instructional Leaders and school executive will plan and consult with local school networks to build teacher leadership.

Parents/Carers

School wellbeing practices and procedures will be clearly communicated to parents and carers in a variety of forums.

Community Partners

The school supports access to community agencies to address and promote student wellbeing.

Processes

Develop a whole school approach to student and staff wellbeing through the provision of learning experiences in social and emotional programs aligned with the Wellbeing Framework.

Implement school leadership programs providing opportunities for students to actively participate in and take on leadership roles within and beyond the school context.

Design and implement a whole school wellbeing and discipline policy to develop a consistent understanding of expectations.

Provide leadership professional learning for staff who are aspiring and substantive leaders within the school.

Evaluation Plan

Questionnaires

Student surveys

Classroom observations and discussions

PDPs

Sentral Wellbeing data

Practices and Products

Practices

Positive learning behaviours are embedded, valued and communicated to the whole school community to enable students to connect, succeed and thrive.

School opportunities are presented to address and build leadership capacity and skills for staff and students through professional learning, collegial mentoring and leadership experiences.

Products

The school is a safe and healthy environment that contributes to developing individual character traits of self-regulation, resilience and positive self-esteem for student growth and development.

Leaders are developing capacity, inspiring others and guiding innovative teaching and learning.

Strategic Direction 3: Connecting: partnerships that matter

Purpose

To foster an active community invested in connecting through digital communication where partnership practices develop community pride and instil a strong cultural identity in our students

Improvement Measures

Increase in the number of visits and page views on at least two social networks including the school website

Up to 80% of students across K–6 are able to use a portfolio tool to regularly communicate their learning goals and progress with teachers and parents

Increase in parents/carers attending and participating in identified partnership practices

People

Students

Students are involved in the decision making process regarding their learning goals and share this with teachers and parents via portfolio tools.

Students are provided with opportunities and experiences to participate in school events to gain a greater understanding of what makes up the Cabramatta cultural community.

Staff

Staff undertake professional learning in using portfolio tools to share student learning and awareness of protocols when communicating with the school community

Staff supported in researching and developing a shared value for the importance of cultural connections through professional learning and open forums

Leaders

Provision of human and technology resources to build capacity of communication channels that operate smoothly and efficiently

Participating in community meetings to communicate the goals of the partnership practices and connect the students, families and the community

Parents/Carers

Parents are welcomed by all staff into the school environment and parents are encouraged and supported in communicating with all staff.

Processes

Establish a digital connections team to set up the identified social networks and portfolio tools to connect with and engage students and parents across the K–6 setting

Provide a range of partnership practices where families can utilise the school as a place to come together and connect with others sharing their skills, experience and information

Evaluation Plan

Interviews

Focus groups and parent meetings

Participation data

Best Start Kindergarten Assessment

Practices and Products

Practices

Clearly articulated communication between parent–teacher–student through social networks and portfolio tools set up to share goals in student learning and to connect with and engage students and parents.

Students and parents are engaged in partnership practices, based on student learning or areas of expertise and interest, that allow them to make connections with each other and the wider school community.

Products

Parents as learning partners being informed about student learning in literacy and numeracy and equipped to support their children through digital connections including social networks and portfolio tools.

Expertise and skills of parents and the wider professional community are utilised in whole school partnership practices where parents, carers and family members engage on a regular basis.