

# School plan 2018-2020

## Camden Public School 1482



# School background 2018–2020

## School vision statement

Our vision is to work in partnership with our families and community to develop in students a strong sense of belonging and create an environment where learners thrive. We share with our community the responsibility for a well–rounded, inclusive education that supports students' cognitive, social, emotional and physical wellbeing. We aim to empower students to achieve their personal best in a supportive environment where challenges are embraced and effort is celebrated as a path to improvement. We are committed to inspiring our students to become respectful, tolerant, resilient, lifelong learners and responsible citizens who make valuable contributions to a sustainable society.

## School context

Camden Public School has a long tradition of quality public education dating back to 1849. It continues to serve the township that bears its name as well as the surrounding semi–rural community. Our children have a history of strong academic, sporting and cultural involvement. Camden Public School is inclusive of students with special learning needs. The school strives to provide a wide–ranging educational experience that provides a consistent, relevant, challenging and diverse curriculum for all students. The school has a strong productive partnership with the community, who are active contributors to the school's success.

## School planning process

The three key strategic directions, key improvement measures and the 5P planning for each strategic direction, were completed through consultation of staff and the school's Parents and Citizens Association.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1

Quality collaborative teaching,  
learning and leadership in  
literacy.

### Purpose:

To ensure a collaborative learning culture in literacy which is underpinned by high expectations, curriculum knowledge, outstanding understanding of individual students and evidence-informed practices that deliver expected or above expected growth for all students.

## STRATEGIC DIRECTION 2

Quality collaborative teaching,  
learning and leadership in  
numeracy.

### Purpose:

To ensure a collaborative learning culture in numeracy which is underpinned by high expectations, curriculum knowledge, outstanding understanding of individual students and evidence informed practices that deliver expected or above expected growth for all students.

## STRATEGIC DIRECTION 3

Student Wellbeing – Connect,  
Succeed and Thrive

### Purpose:

To develop and shape the character, wellbeing and engagement of students through fostering mindfulness (self-regulation and positive behaviour), curiosity, courage, resilience, ethics and leadership and the effective implementation of new syllabi.

# Strategic Direction 1: Quality collaborative teaching, learning and leadership in literacy.

Purpose	People	Processes	Practices and Products
To ensure a collaborative learning culture in literacy which is underpinned by high expectations, curriculum knowledge, outstanding understanding of individual students and evidence-informed practices that deliver expected or above expected growth for all students.	<b>Staff</b>  Staff actively engaged in collaborative planning meetings to determine: Where are our students? Where are our students going? How will our students get there? What has been the impact for our students?	Development and implementation of a whole school approach to collaborative planning.  Professional learning, coaching and peer mentoring to continue to support explicit and effective teaching strategies including evidence-informed lesson components including the use of formative assessment practices.  Providing opportunities to inform the school community on current teaching practices and content knowledge within literacy.	<b>Practices</b>  Systematic use of reliable writing and reading assessment data to evaluate growth, inform teaching, foster professional learning conversations as part of the stage-based collaborative planning cycle.  Teachers collaboratively plan for and implement quality literacy sessions that are explicit, systematic, balanced and integrated to support the teaching and learning of cognitive and metacognitive comprehension strategies.  Systematic implementation of evidence-informed lesson components based on current research, with embedded and authentic formative assessment strategies that support teams to ensure all students reach expected growth or beyond.  Students can also articulate their learning and understand what they need to learn next to enable continuous improvement. Students who can interpret, integrate, critique, infer, analyse, connect and evaluate ideas in stage appropriate texts to ensure they reach expected growth in reading and viewing. Students demonstrating appropriate growth in knowledge of comprehension strategies and the ability to use a variety of strategies simultaneously and deliberately.  Students capable of composing and reflecting on high quality texts to demonstrate stage-appropriate skills and strategies for learning, communication and self-expression.  Parents and caregivers who strategically support their children in aspects of writing and reading comprehension at home.
Improvement Measures	<b>Staff</b>  Staff setting high expectations for student achievements in literacy including; sharing work samples, collaboratively setting growth targets for individual students, displaying explicit learning progressions to show students what performance benchmarks are and use assessment strategies to support tracking systems and school-based targets to inform teaching and learning in literacy	<b>Evaluation Plan</b>  The school will monitor and evaluate the implementation of key strategies with the strategic direction of 'Quality collaborative teaching, learning and leadership in literacy' through; <ul style="list-style-type: none"> <li>regular evaluation of priorities within curriculum teams,</li> <li>evaluation meetings with the leadership team to monitor milestones and improvement measures,</li> <li>participation of the self-evaluation team to analyse data from school, community and student performance sources.</li> </ul>	
80% of students (2018 Kindergarten cohort) reaching expected growth in the 'Aspect of Writing' by 2020.			
A 9% improvement of students reaching or exceeding expected NAPLAN growth by 2020 in Reading.			
A 9% improvement of students reaching or exceeding expected NAPLAN growth by 2020 in Writing	<b>Students</b>  Students are developing their knowledge, skills and mindset to monitor their own progress, using self-assessment and teacher feedback to reflect on their literacy learning, consolidate their understanding and work towards learning goals		
85% of students (2018 Kindergarten cohort) reaching expected growth in 'Reading Level Targets' by 2020.	<b>Parents/Carers</b>  Parents and caregivers who have an increased knowledge of stage-based English content and how it is taught.		

## Strategic Direction 2: Quality collaborative teaching, learning and leadership in numeracy.

Purpose	People	Processes	Practices and Products
To ensure a collaborative learning culture in numeracy which is underpinned by high expectations, curriculum knowledge, outstanding understanding of individual students and evidence informed practices that deliver expected or above expected growth for all students.	<b>Staff</b>  Staff actively engaged in collaborative planning meetings to determine: Where are our students? Where are our students going? How will our students get there? What has been the impact for our students?	Detailed and regular whole school and stage analysis of growth in numeracy to identify the impact of planned delivery of personalised approaches to numeracy, to inform teaching and learning and support professional learning.  High quality, needs-based professional learning to ensure the delivery of personalised approaches to learning and the effective use of assessment to improve student outcomes in numeracy.  Providing opportunities to inform the school community on current teaching practices and content knowledge within numeracy.	<b>Practices</b>  Systematic use of reliable numeracy assessment data to evaluate growth, inform teaching, foster professional learning conversations as part of the stage-based collaborative planning cycle.  Implementation of evidence-informed lesson components based on current research, with embedded and authentic formative assessment strategies.  Teachers collaboratively plan for and implement quality numeracy sessions that are; explicit, use a range of flexible groupings & develop mathematical language, allow the manipulation of concrete materials, are purposeful and allow different possibilities, strategies and products to emerge, and develop numeracy understanding through questioning & feedback by staff and explanation of reasoning and methods by the student.  Students who are developing increasingly sophisticated mathematical understanding, fluency, communication, logical reasoning, analytical thought and problem solving skills. These capabilities will enable students to respond to familiar and unfamiliar situations by employing strategies to make informed decisions and solve problems relevant to their learning and lives.  Parents who are able to support the above mentioned mathematical capabilities at home.
Improvement Measures	<b>Staff</b>  Staff setting high expectations for student achievements in numeracy including sharing work samples, collaboratively setting growth targets for individual students, displaying explicit learning progressions to show students what performance benchmarks are and use assessment strategies to support tracking systems and school-based targets to inform teaching and learning in numeracy  <b>Students</b>  Students are monitoring their own progress, using self-assessment and teacher feedback to reflect on their numeracy learning, consolidate their understanding and work towards learning goals.  <b>Parents/Carers</b>  Parents and caregivers who have an increased knowledge of stage-based mathematical content and how it is taught.	<b>Evaluation Plan</b>  The school will monitor and evaluate the implementation of key strategies with the strategic direction of 'Quality collaborative teaching, learning and leadership in numeracy' through; <ul style="list-style-type: none"> <li>• regular evaluation of priorities within curriculum teams,</li> <li>• evaluation meetings with the leadership team to monitor milestones and improvement measures,</li> <li>• participation of the self-evaluation team to analyse data from school, community and student performance sources.</li> </ul>	

# Strategic Direction 3: Student Wellbeing – Connect, Succeed and Thrive

Purpose	People	Processes	Practices and Products
To develop and shape the character, wellbeing and engagement of students through fostering mindfulness (self-regulation and positive behaviour), curiosity, courage, resilience, ethics and leadership and the effective implementation of new syllabi.	<b>Parents/Carers</b>  Parents and care givers with an increased knowledge of student wellbeing strategies.	Opportunities provided for individual and groups of parents and caregivers to build capacity in aspects of student wellbeing including growth mindset and fostering social and emotional intelligence. Strengthening communication strategies between home and school.	<b>Practices</b>  Parents and caregivers have a shared understanding of elements that enhance student wellbeing and demonstrate an ability to support their children to foster wellbeing at home and in the community. Parents and caregivers are provided with effective opportunities for communication and engagement in their child's learning and school life.
Improvement Measures			
Quality opportunities for parents, students and staff to learn about and implement wellbeing strategies at home and at school.	<b>Staff</b>  Teachers with a thorough understanding of the new Science and Technology K–6 syllabus and the ability to implement the outcomes, 5 content modules and working scientifically and design and production skills to develop in students a sense of accomplishment and enhance their skills in inquiry and manipulating tools and materials to produce solutions.	Professional learning to support the implementation of the new PDHPE K–10 Syllabus and Science and Technology K–6 Syllabus	Effective implementation of the new PDHPE syllabus that systematically incorporates content into collaboratively planned and explicitly taught teaching and learning programs to develop in each student the knowledge & understanding, skills & values & attitudes needed to lead healthy, active and fulfilling lives.
Teachers with a high level of content knowledge, evidence of explicit instruction and knowledge of assessment practices when implementing the new Science and Technology and PDHPE Syllabi	<b>Staff</b>  Teachers with a thorough understanding of the new PDHPE Syllabus and the ability to implement the 3 content strands effectively to collaboratively meet the wellbeing needs of all students.	Expectations of student behaviour, growth mindset and social and emotional intelligence (including mindfulness) are explicitly and consistently applied across the school.	Effective implementation of the new Science and Technology syllabus which allows students to apply working scientifically, and design and production skills to develop interest in and an enthusiasm for; nature, phenomena and the built environment.
An increase of 4% of Yr 4, 5 and 6 students with a positive sense of belonging by 2020. The 2017 'Tell Them From Me Student Survey' indicated 83% of students indicated a high level of belonging.	<b>Staff</b>  Staff with knowledge of a range of wellbeing strategies and approaches which can be incorporated into classroom practice and reflect our positive school culture	Whole school approach to physical health and fitness, social skills and friendship, empathy and resilience, peer support and mentoring, student leadership, citizenship and community engagement. Including staff professional learning on skills, strategies and knowledge that support student wellbeing.	Students understand their responsibility as learners and exercise self-regulation appropriate to their age and level of understanding.
A 2 point increase of parents supporting their child's learning at home by 2020 according to "Tell Them From Me" parent survey		<b>Evaluation Plan</b>  The school will monitor and evaluate the implementation of key strategies with the strategic direction of 'Student wellbeing – Connect, Succeed and Thrive' through; <ul style="list-style-type: none"> <li>regular evaluation of priorities within curriculum teams,</li> <li>evaluation meetings with the leadership team to monitor milestones and improvement measures,</li> <li>participation of the self-evaluation team to analyse data from school, community and student performance sources.</li> </ul>	Staff who are able to explicitly teach wellbeing strategies and have the ability to provide experiences and opportunities that develop character by promoting self-regulation, curiosity, courage, resilience, ethics and leadership.
			There is a collective responsibility for student success, which is shared by parents, carers, students and teachers.