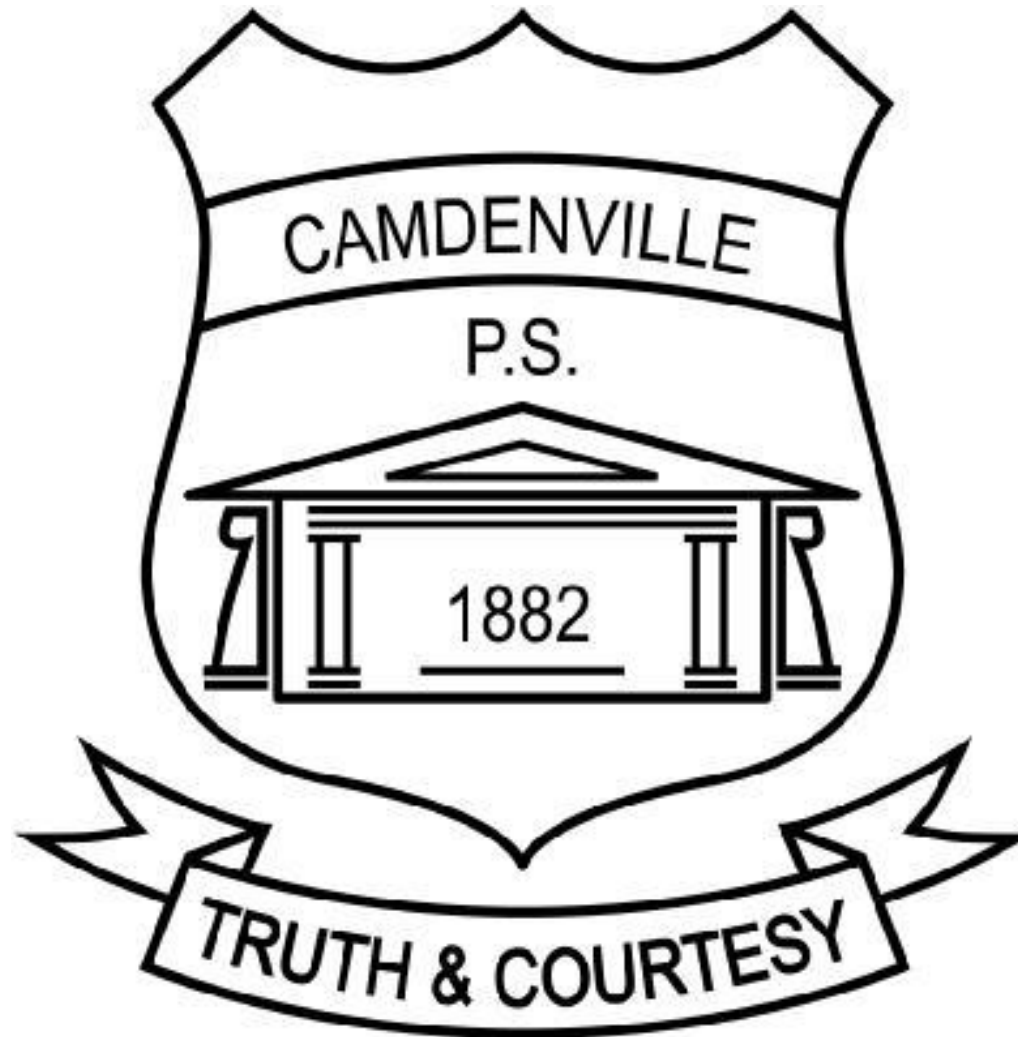


School plan 2018-2020

Camdenville Public School 1483



School background 2018–2020

School vision statement

At Camdenville our inclusive school community of staff, students and families work together to build a stimulating, future focused and supportive learning environment to ensure our children develop the skills, values and attitudes necessary to become connected and empathetic global citizens.

School context

Camdenville Public School is an innovative school with a focus on continual improvement of student learning outcomes within a safe, caring and supportive environment. The school engages a growing population of over 340 students Preschool to Year 6 from a wide variety of social and economic backgrounds with 30% of students from language backgrounds other than English.

Our innovative approach to teaching and learning is evident in our incorporation of project based learning, and design thinking, integration of technology in all aspects of learning, student led design of flexible learning spaces, the use of social media and our rich and authentic connections with the wider community.

Our contribution to a range of initiatives, such as the Learning Frontiers through Australian Institute for Teaching and School Leadership and the Newtown Network of Schools creates a culture of continual school improvement leading to improved student outcomes and engagement.

The school provides a rich learning environment catering for the needs of individual students with a significant focus on the values of environmental sustainability, reconciliation and inclusivity through projects such as the school and community gardens, NAIDOC celebrations and commitment to empowering student voice

School planning process

In 2017 NAPLAN and school based assessment data was used to review and analyse current student outcomes and coaching observations and Instructional Rounds looked at classroom practices to collect evidence that what we were doing was working or to identify what needed to change. The school also sought the ideas of parents, students and teachers about the school in terms of our future directions in supporting our current students to develop the capabilities and values to thrive in an ever transforming world. Teacher surveys and student and parent focus groups were held to review our strengths and identify areas for development.

The leadership team worked across our community of local primary schools to identify areas of convergence and to develop a collaborative approach to providing the highest quality and future focused education for our students. As a result of this process three strategic directions were identified as a basis for the future development of Camdenville Public School.

These are:

To create a transparent learning culture where teachers engage in quality evidence based contemporary practice and a shared responsibility for student improvement and where students are engaged in meaningful, connected and future focused learning that is responsive to their needs.

To develop a community of learners who are engaged and self-motivated, confident and creative individuals with the personal resources for future success and wellbeing.

To promote collaboration, innovation and leadership within and beyond the Newtown Schools Network.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Excellence in teaching and learning

Purpose:

To create a transparent learning culture where teachers engage in quality evidence based contemporary practice and a shared responsibility for student improvement in literacy and numeracy. Students are engaged in meaningful, connected and future focused learning that is responsive to their needs.

STRATEGIC DIRECTION 2

Wellbeing and future success

Purpose:

To develop a community of learners who are engaged and self-motivated, confident and creative individuals with the personal resources for future success and wellbeing

STRATEGIC DIRECTION 3

Collaboration, innovation and leadership within and beyond the Newtown Schools Network

Purpose:

To enrich student learning through authentic communication and collaboration between Newtown Network schools and the wider community.

Strategic Direction 1: Excellence in teaching and learning

Purpose

To create a transparent learning culture where teachers engage in quality evidence based contemporary practice and a shared responsibility for student improvement in literacy and numeracy. Students are engaged in meaningful, connected and future focused learning that is responsive to their needs.

Improvement Measures

School Based Assessment Data

Increasing proportion of K–6 students achieve expected growth in relation to the Literacy Progressions and Class Targets.

Increasing proportion of K–6 students achieve expected growth in relation to the Numeracy Progressions and Class Targets.

NAPLAN Data

Increase proportion of students in the top two bands for reading and numeracy.

Increase proportion of students achieving value added growth in internal and external measures.

Consistent improvement in teacher's PDPs and observations show professional growth including the use of data to track and monitor student progress and in their understanding and successful implementation of an inquiry based curriculum.

People

Students

Students will be motivated to deliver their best and continually improve. They are engaged in their learning and develop the confidence to solve real world problems.

Staff

Take will take responsibility for changing and improving their practice. They recognise and value the importance of collaboration, data analysis and implementing future focused pedagogies.

Leaders

Leaders will value innovation and work collaboratively as instructional leaders to drive ongoing school improvement to meet the needs of all students and teachers.

Parents/Carers

Establish meaningful and proactive partnerships to engage students in real world activities. They have high expectations of learning progress and achievement for students.

Processes

Literacy and Numeracy Project

All teachers are supported through professional learning, coaching, a culture of open classrooms, regular reflections, collaborative planning, and explicit peer feedback, to enhance their understanding and skills in programming, assessing and teaching literacy and numeracy

Learning and support project

Collaboration between executive, teachers, parents and the learning support team to ensure evidence based programs are developed, monitored and reviewed using informed data about the learning needs of all students.

Future Focused Learning Project

All teachers are supported through professional learning, regular reflections, collaborative practice, and feedback, to enhance their knowledge and skills in providing a responsive and engaging curriculum that will equip their students with the skills to be active, responsible and engaged citizens.

Evaluation Plan

- NAPLAN
- PLAN Data (then Learning Progressions)
- School Based Data
- Instructional Rounds
- SCOUT Data
- Professional development plans (PDPs)
- Coaching observations

Practices and Products

Practices

Students' literacy and numeracy development is tracked and analysed against the Learning Progressions and students are provided with individualised instruction to support their literacy and numeracy development.

Personalised plans are created collaboratively by all stakeholders to meet the identified learning needs of students.

High quality integrated curriculum is implemented by teachers using an inquiry-based learning approach that embeds STEAM.

Products

Teaching and learning programs show evidence of reliable student assessment, consistent tracking of student progress and achievement and differentiation in both literacy and numeracy lessons.

All students PLPs demonstrate personalised learning that supports improvement and maximises their potential including those working beyond.

Students work samples demonstrate future focused, inquiry based learning across integrated curriculum areas that develops skills and capabilities to thrive in a rapidly changing world.

Strategic Direction 2: Wellbeing and future success

Purpose

To develop a community of learners who are engaged and self-motivated, confident and creative individuals with the personal resources for future success and wellbeing

Improvement Measures

Increased parent workshops with positive evaluations.

Increasingly positive TTFM survey from staff, students and the community.

School devised action research tool demonstrates a connection between improved student engagement and student learning outcomes.,

People

Students

Students will understand how to set their own challenging learning goals, including social and emotional goals, and value feedback and self-reflection to achieve those goals.

Staff

Teachers will build the capacity and value the need to support students in developing social emotional literacy, and ensure their practice is responsive to student voice.

Parents/Carers

Parents value and contribute to a holistic approach to supporting their child's wellbeing and engagement in learning to reach their full potential.

Leaders

Leaders value and support positive and respectful relationships across the school community that ensures a productive learning environment and to support the development of all in the community to identify as learners

Processes

Positive relationships for learning

The school community will focus on developing understandings around positive mindsets for learning and emotional literacy for healthy relationships with themselves and others.

Monitoring and tracking welfare and behaviour

Staff will investigate and implement a whole school approach in identifying and tracking student welfare and behaviour needs in order to provide personalised support for wellbeing.

Engagement action research project

An action research project that defines and evaluates student engagement in order to strengthen all students connections to school life.

Evaluation Plan

School devised action research tool linking student learning outcomes and wellbeing.

Parent workshop evaluations

Tell Them From Me survey

Student engagement surveys developed and completed by teachers

Learner profiles.

Student focus groups.

Practices and Products

Practices

Staff and the community create and use a shared and inclusive approach to support the social and emotional wellbeing of students and to improve individual and collective wellbeing.

Teachers collect, collate and use school based data and communication from all stakeholders to monitor student behaviour and support student wellbeing.

Staff develop and implement an action plan by collecting and analysing data related to students interests and skills to maximise areas of high student engagement.

Products

Positive relationships between the community, teachers and students is widespread and reflect a sense of belonging. Students are self regulated learners who collaborate effectively and embrace challenges to increase their abilities and achievement.

Students will be identified and supported at point of need for welfare and behaviour and be supported to be successful at critical transition points.

Students access a range of significant learning experiences including extra-curricular opportunities, planned by teachers based on students interests, to connect them to their school community, support development and that foster a positive approach to learning.

Strategic Direction 3: Collaboration, innovation and leadership within and beyond the Newtown Schools Network

Purpose

To enrich student learning through authentic communication and collaboration between Newtown Network schools and the wider community.

Improvement Measures

Staff surveys and feedback show across school collaborations resulting in increased self efficacy, knowledge development and sharing of expertise.

Student feedback shows increased opportunities for collaboration beyond the school with a focus on student leadership and authentic problem solving.

People

Leaders

School leaders will recognise the collective benefit of shared decision making and collaboration for sustainable growth across the network.

Staff

Staff will value collaboration as a mechanism to develop self and others in the pursuit of excellence.

Students

Students will develop skills and understandings in how to be an effective leader and how to collaborate with diverse range of students

Community Partners

Community of schools will collaborate to develop programs and plans that enhance staff and community shared opportunities.

Processes

Early Career Teachers Network will meet regularly with school executive and aspiring school leaders to develop their capacity and effectiveness as beginning teachers.

Student Leadership project will engage identified student leaders in each school to collaborate across schools to work on a real world authentic problem.

Newtown Professional Learning Community– Hubs, school visits and joint Staff Development Days.

Evaluation Plan

Teacher Surveys

ECT surveys

Student feedback

Aggregated network data

Practices and Products

Practices

Through collaboration Early Career Teachers are receiving targeted support in areas of their own identified need.

Teachers are collaborating across the network, identifying, establishing and sharing best practice to improve student outcomes.

Students demonstrate leadership and recognise that they can make a positive difference in their own lives, and the lives of others in their community.

Products

Innovative teacher programs and practices are identified and collated for sharing across the network.

ECT feedback demonstrates positive connections with increased effectiveness and confidence as teachers.

Student feedback shows opportunities for collaboration beyond the school with a focus on student leadership and authentic problem solving.,