

School plan 2018-2020

Campsie Public School 1488



School background 2018–2020

School vision statement

Campsie Public School exemplifies that *'every child and young person is known, valued and cared for'*, in line with the Department of Education's 2018–2022 Strategic Plan. We develop school programs where students are at the centre of future focused learning. All community members embrace different cultures and languages through high quality pedagogical practices. This aligns with our school motto of 'Learning Together For Life' and our school crest of 'Character Alone Ennobles'.

Inherent in this, we:

- ensure a whole school culture of *'excellence, equity, accountability, trust, integrity and service'*
- are ambitious in our belief 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
- promote 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 of impact.

School context

Campsie Public School is a large school in the Central Business District 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. The specific literacy and numeracy needs of all students are prioritised 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 one language in addition to 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. This facilitates 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 a church group.

School planning process

All staff have been active participants in the school planning process. The previous school plan was evaluated by staff to determine school strengths and areas for further development and refinement. This was done through the collective evaluation of the milestones as well as the completion of the School Excellence Framework Self Assessment Survey (SEFS-aS) at the end of 2017. In term one, 2018 a community focus group further refined the directions of the school and gained understanding of the school planning process. The strategic directions were presented to the parent body at a P&C meeting for their endorsement. Feedback from the Student Representative Council (SRC) also informed the strategic directions and 5Ps.

Also in term one, 2018 three extended whole staff professional learning meetings were held to collaboratively construct the plan. This involved discussion and consultative agreement about school improvement priorities. All staff formed interest groups facilitated 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 further discussion and final approval.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Differentiated Teaching & Learning

Purpose:

The school places a high priority on ensuring that all teachers identify and address the learning needs of students. Teachers are encouraged and supported to closely monitor the progress of individuals, identifying learning strengths and areas for improvement. Classroom activities are tailored to levels of readiness and need. Special emphasis is placed on embedding the literacy and numeracy progressions across the curriculum. Student assessment data is used regularly to identify student achievement and progress, to reflect on teaching effectiveness and inform future directions. All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.

STRATEGIC DIRECTION 2

Learning Culture

Purpose:

The school is driven by a deep belief that *'every child and young person is known, valued and cared for'* and is capable of successful learning. A high priority is given to building and maintaining positive and caring relationships amongst staff, students and parents. There is a strong collegial culture of mutual trust and integrity amongst all staff, while parents are treated as equal partners in the promotion of student learning and wellbeing. The school works to refine and positively build upon a learning environment that is equitable, safe, respectful and inclusive. The learning culture promotes accountability and excellence to ensure intellectual rigour. There is a strategic and planned approach to develop whole school wellbeing processes that support students so they can connect, succeed and thrive.

STRATEGIC DIRECTION 3

Effective Pedagogical Practice

Purpose:

The school aims to provide a future focused learning environment through a differentiated curriculum which meets the needs of a diverse and multicultural community. This is driven by research-based pedagogy and a culture of collaboration, observation and feedback between staff and students. All teachers are ambitious in seeking continual improvement in the skills of critical and creative thinking and using data to analyse impact. Highly effective pedagogical practice supports students' development as they actively participate in their learning journey.

Strategic Direction 1: Differentiated Teaching & Learning

Purpose

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Improvement Measures

Growth in NAPLAN trend data in both literacy and numeracy for all student groups.

Continued progress on PLAN continuum / PLAN2 learning progressions .

Increased student participation and improved results in external ICAS assessments.

Results from lesson observations targeted at specific problems of practice show evidence of quality literacy and numeracy differentiated learning experiences and a consistent school-wide approach to teaching practice.

People

Students

Students will successfully access the curriculum in all Key Learning Areas with a focus on literacy and numeracy acquisition so they think deeply, critically and creatively to make authentic connections as independent, lifelong learners.

Staff

Classroom teachers monitor the progress of students, identifying learning strengths and areas for improvement and differentiate classroom practice to accommodate for each individual student. Specific emphasis is placed on literacy and numeracy across the curriculum.

Leaders

Positional and aspiring leaders will provide visible and instructional 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.

Parents/Carers

Parents/Carers will be well-informed about current curriculum and pedagogy, as well as ways in which they can support their children's learning.

Community Partners

Community Partners will actively support the school in facilitating curriculum access and activity participate where applicable.

Processes

Explicit Integrated Teaching – A whole-school, consistent approach to the teaching and learning of specific skills to support students' literacy and numeracy development.

Integrated Units – Authentic and purposeful integrated units of work that embed literacy and numeracy across all Key Learning Areas.

Evaluation Plan

A whole-school approach to the development and implementation of differentiated integrated units of work. Effective literacy and numeracy skills are explicitly taught. Data is collected and analysed to inform evidence-based teaching and learning.

Practices and Products

Practices

K–6 staff use differentiated teaching strategies to explicitly teach literacy and numeracy.

Professional learning sessions aimed to develop strategies and enhance teaching practice around literacy and numeracy differentiation.

High quality assessment as, of and for learning as evidence of pedagogical impact for effective curriculum differentiation.

Consistent collection and analysis of data.

All stages participating in fortnightly data rounds, progressing to cross-stage data rounds.

Products

Integrated units of work include teaching and learning experiences that are differentiated to at least three levels.

Evidence of data collection and analysis is visible in all classrooms.

Strategic Direction 2: Learning Culture

Purpose

The school is driven by a deep belief that *'every child and young person is known, valued and cared for'* and is capable of successful learning. A high priority is given to building and maintaining positive and caring relationships amongst staff, students and parents. There is a strong collegial culture of mutual trust and integrity amongst all staff, while parents are treated as equal partners in the promotion of student learning and wellbeing. The school works to refine and positively build upon a learning environment that is equitable, safe, respectful and inclusive. The learning culture promotes accountability and excellence to ensure intellectual rigour. There is a strategic and planned approach to develop whole school wellbeing processes that support students so they can connect, succeed and thrive.

Improvement Measures

Learning and Support interventions are focused on the learning and wellbeing of students and on continually meeting the needs of all students. Evidence-based programs increase social, emotional and intellectual outcomes for all students.

A shared understanding of the PBL framework and its place in the school as an integral program to support wellbeing. Improved student behaviour and engagement in all areas of learning.

Learning environments show evidence of research-based pedagogies, wellbeing interventions and a consistent school-wide approach to meeting student wellbeing needs. Consistent and effective use of targeted resources and a common understanding of the procedures used in the school to support wellbeing.

People

Students

Students will be known, valued and cared for so that they can connect, succeed and thrive. There is a common understanding of the PBL framework and students understand and articulate the values within.

Staff

All teachers share responsibility for the wellbeing of students, identifying learning needs and strengths and engaging in processes and practices to accommodate these personalised needs. Specific emphasis is placed on PBL processes and Learning and Support Team practices.

Leaders

Leaders promote research-based pedagogy as the key to improving student wellbeing across the school. They have a shared role with classroom teachers, encouraging the use of research-based interventions to ensure that every student has equitable access to the curriculum.

Parents/Carers

Parents and Carers will work collaboratively with the school to support their child's learning and social and emotional wellbeing.

Community Partners

Community Partners will actively support the school in facilitation of wellbeing programs.

Processes

Learning & Support Team

– Strong procedures are in place to encourage school-wide shared responsibility for student wellbeing. Understanding of these procedures meet the social, emotional and intellectual wellbeing needs of all students, to enable them to fully engage in school life as effective learners.

Positive Behaviour For Learning – Strong procedures are in place to encourage school wide shared responsibility for the school's PBL program which aims to develop safe, responsible, and respectful learners.

Learning Environment – Strong procedures are in place to encourage school wide shared responsibility for student learning and targeted use of resources create safe, effective teaching and learning environments that enable students to be healthy, happy, successful and productive.

Evaluation Plan

Stage-based team approach to wellbeing programs and interventions. Whole school PBL lesson documentation. PBL data collection and analysis. Continual behaviour tracking and data analysis. Analysis and evaluation of future focused pedagogies and learning environments.

Practices and Products

Practices

Learning & Support Team

– Evidence-based programs are utilised to increase outcomes for targeted

Positive Behaviour For Learning – The PBL program is part of the whole-school commitment to improved student wellbeing. Students and teachers understand and articulate the PBL framework and its place in the school as a wellbeing program. Data on student behaviour is collected and analysed to maximise positive behaviour for learning.

Learning Environment – Shared school-wide responsibility for student wellbeing needs is evident through the use of Learning and Support resources. Learning environments support emotional, social and intellectual needs of students.

Products

Learning & Support Team – Improved student engagement in learning activities. Improved attendance data. Improved use of targeted resources and interventions.

Positive Behaviour For Learning – Increased awareness of the four pillars of PBL. Improved use of data to track behaviour trends. Decrease in incidences of negative behaviour. Improved use of targeted resources and interventions.

Learning Environment – Improved student engagement in learning activities. Improved attendance data.

Strategic Direction 3: Effective Pedagogical Practice

Purpose

The school aims to provide a future focused learning environment through a differentiated curriculum which meets the needs of a diverse and multicultural community. This is driven by research-based pedagogy and a culture of collaboration, observation and feedback between staff and students. All teachers are ambitious in seeking continual improvement in the skills of critical and creative thinking and using data to analyse impact. Highly effective pedagogical practice supports students' development as they actively participate in their learning journey.

Improvement Measures

Improvement in lesson observation data about a particular problem of practice and this data is used to identify future focus areas and professional learning.

Improvement in continua results for all student groups.

Feedback from staff shows ICT infrastructure effectively supports pedagogical practice.

People

Students

Students will be active, future focused learners who take an active part in their own learning journey.

Staff

All teachers understand and use research-based pedagogy (including explicit instruction) to maximise student learning. Teachers work collaboratively on a problem of practice in order to gain feedback to sustain quality teaching practice and to evaluate the impact of professional learning on the quality of teaching and student learning outcomes.

Leaders

Leaders promote research-based pedagogy as the key to improving student learning outcomes across the school. They take an instructional leadership role, encouraging the use of research-based teaching practices in all classrooms to ensure that every student is engaged, challenged and learning successfully.

Parents/Carers

Parents/Carers will be well informed of the current pedagogical focus of the school as well as ways they can support their children's learning.

Community Partners

Community partners will work collaboratively with the school to support professional learning and specific lesson observations around particular problems of practice.

Processes

Active Learning

Active learning develops students who understand learning intentions, personalised success criteria and how to set and achieve their next learning goal in response to feedback which is informed by ongoing assessment.

Future Focused Learning

Future focused learning develops students who are critical and creative thinkers with well developed ICT skills that they apply across all curriculum areas along with ethical and intercultural understanding.

Language Integrated Learning

Language integrated learning develops students who are explicitly taught the grammatical and language features required to aid the comprehension of key curricular concepts.

Evaluation Plan

Stage-based team approach to supervision of teaching and learning programs. Specific lesson observation data collection and analysis. Whole school consistent curriculum mapping documentation. Continua tracking and data analysis. ICT software and hardware audits of allocation and use.

Practices and Products

Practices

Teachers employ LI/SC and feedback in all lessons and utilise personalised learning goals for all students informed by assessment as, of and for learning.

ICT software and hardware is accessed and utilised in a purposeful way in response to student needs and curriculum.

Stage teams map key content concepts and associated grammatical and language features and continua focus happens on a termly basis.

Lesson observations aligned to a particular problem of practice are part of a regular process to gather data and inform classroom pedagogy.

Teachers track student achievement and growth on the continua.

Products

Stage-based scope and sequences for integrated units of work incorporate the continua and required grammatical and language features.

ICT infrastructure adequately supports future focused teaching and learning in line with the continua.

Documented procedures for lesson observation data collection and analysis.

Students are active participants in their own learning journey and can articulate their personalised learning goals and identify the steps toward achieving them.