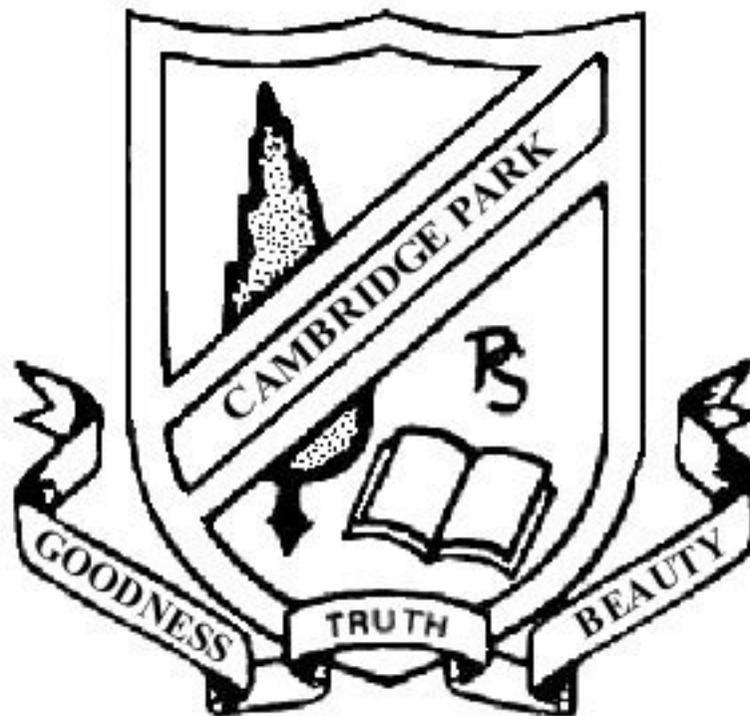


School plan 2018-2020

Cambridge Park Public School 4060



School background 2018–2020

School vision statement

At Cambridge Park Public School genuine learning partnerships are nurtured through respectful relationships between students, staff, families and community members. Our learning partners are recognised and appreciated for their valuable contributions. Learner-centred experiences are provided in an innovative, flexible and engaging learning environment. We recognise and cater for student diversity and aim to build confident, resilient and self-directed learners. Life-long learning is achieved through high expectations of all, with an emphasis on the creation of high quality literate and numerate learners. We have a focus on early action and building fundamental skills for learning in the early years of education.

School context

Cambridge Park Public School opened in February 1958. It is located north of Penrith in the electorate of Londonderry. In 2018 there is an enrolment of over 600 students. The index of community social and educational advantage (ICSEA) attached to the school indicates that almost 60% of students come from families in the bottom quartile of the population in terms of income and education levels. Indigenous students comprise 18% of the student population and 18% of students are from language backgrounds other than English. The school includes 21 mainstream classes, four support classes and a pre-school. There is a full time teaching staff of 34 including two non-teaching executive members, and 1.6 Instructional Leaders. Six part-time teaching staff support students requiring additional assistance and 6 full-time school learning support officers provide teachers with additional support in the special education unit and pre-school. The school provides an extensive range of researched-based programs and initiatives in addition to mandated curriculum, to meet the educational needs of its students including L3, Intensive Reading Support, Focus on Reading, Literacy Pro, Get Reading Right, Speech program, smaller class sizes, Breakfast Club and an extensive SLSO initiative. The school integrates Positive Behaviour for Learning (PBL) into its day to day educational provision. Dance, Choir, PSSA, Chess club and Drumbeat feature as part of the extra-curricular offerings available to students.

School planning process

In developing the vision statement the school consulted widely with its staff, student body and community. Opinions and views on the school's future directions were gathered through focus groups for parents and students, as well as, a series of staff sharing and self assessment sessions. The completion of the 2015–2017 School Plan in conjunction with the School Excellence Framework and External Validation were also substantial contributors to setting the school future directions. The resulting data from all forums and school self-assessments was collated and synthesised to create a clear vision statement and to outline the key school-wide future directions. Staff, under the guidance of the school executive team, then underwent a number of collaborative processes to extrapolate and decide upon the final three strategic directions, drawing direct links back to the data and opinions expressed by teachers, students and parents in terms of school future direction. The executive staff shared themselves equally across the three directions and staff selected which strategic direction they would devote their energies to over the next 3 years, and through collaboration in a number of meetings, drafted the strategic plan in terms of the 5P planning process. The final draft was synthesised by the Deputy Principal and Principal and presented back to staff, the parent consultative group and SRC for final amendments and revision. Leadership of project implementation has been taken on by aspiring leaders, supported by experienced executive staff. Parents and senior students were given opportunities to be involved in the implementation of projects under each strategic direction.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Literate and Numerate Learners

Purpose:

Cambridge Park Public School strives to create confident literate and numerate learners with a strong capacity for critical thinking, collaboration, creativity and communication. Data driven teaching practices underpin personalised learning, with literacy and numeracy being an essential tool for learning across all Key Learning Areas.

STRATEGIC DIRECTION 2

Innovative and Holistic Learning Environments

Purpose:

Cambridge Park Public School takes an integrated approach to innovative teaching and learning to develop independent self-motivated learners who can work collaboratively to solve real-world problems and enhances the social-emotional regulation of all stakeholders. Students utilise a large variety of mediums, including technology, to participate in complex inquiry based learning tasks that engage the learner in real world tasks.

STRATEGIC DIRECTION 3

Collective School Efficacy

Purpose:

Cambridge Park Public School aims to create a school learning community where collective school efficacy drives improvement in student, teacher and community learning. CPPS will develop a shared framework of vision, values, beliefs and outcomes (Window of Certainty) with staff, students and the community. The Window of Certainty will be clearly communicated and used as a frame of reference for our collective efforts. The Window of Certainty will underpin the development of a collective Growth Mindset, and the provision of quality feedback to develop self-directed, goal orientated learners. The community will have shared ownership of and access to collaborative research-based programs that develop and enhance engagement with the school.

Strategic Direction 1: Literate and Numerate Learners

Purpose

Cambridge Park Public School strives to create confident literate and numerate learners with a strong capacity for critical thinking, collaboration, creativity and communication. Data driven teaching practices underpin personalised learning, with literacy and numeracy being an essential tool for learning across all Key Learning Areas.

Improvement Measures

80% of K – 2 students achieving at or above grade expectation in reading, writing and numeration, in line with EAfS reform.

95% of students on an Individual Education Plan are meeting their SMART goal within the expected timeframe.

Increase the number of students showing expected growth from 56% to 68% in reading and 53% to 65% in Numeracy for students Year 3 – 5 and 57% to 70% in reading and 50% to 65% in Numeracy for students in Year 5 – 7.

People

Students

Build skills to self-assess, utilising rubrics, feedback and the literacy and numeracy progressions with a focus on the syllabus general capabilities.

Staff

School Learning Support Officers support staff in achieving SMART goals, addressing literacy and Numeracy needs and providing quality, tailored interventions.

Staff

Teachers program, plan and implement quality units with an emphasis on general capabilities, reflecting their own understanding within the syllabus progressions with an emphasis on the 4C's.

Leaders

Have a shared vision where literacy and numeracy are valued as essential learning goals for all students.

Parents/Carers

Parents are involved in and understand data and work together with school community to improve outcomes.

Processes

Learning and Support Team (LST) –

Development of extensive LST and personalised learning processes for identification and support of at-risk students through Intervention Project including School Learning Support Officers, Learning and Support Teachers, teachers, parents and outside agencies.

Early Action for Success (EAfS) –

Draw on research-based pedagogy to develop and implement high quality personalised teacher professional learning in Literacy and Numeracy teaching practices, through continued implementation of Early Action for Success reform with 3 – 6 extension.

Literacy and Numeracy in all Key Learning Areas (KLA's) –

Coaching and mentoring to develop deeper understanding of effective syllabus implementation across all Key Learning Areas while making connections to the general capabilities with efficient allocation of teaching time, resulting in life long literate and numerate learners.

Evaluation Plan

Progress towards the improvement measures will be evaluated through regular review of:

- NAPLAN data annually,
- School collected data every 5 weeks,
- L3 data collection every term,
- Learning and Support Team Reviews of IEP's.

Practices and Products

Practices

All teachers use modelled, guided and independent teaching and learning practices within their classroom.

Assessment as, for and of learning underpin daily teaching programs.

Teaching and learning programs, as well as, shared work samples reflect literacy and numeracy being used across Key Learning Areas.

Opportunities exist for sharing outstanding Literacy and Numeracy practices across school settings.

Every teacher uses data to inform and differentiate their teaching and learning by tracking student progress on the learning progressions.

Products

All students identified as working significantly below or above grade expectation have Individual Education Plans that reflect individualised SMART goals.

Strategic Direction 2: Innovative and Holistic Learning Environments

Purpose

Cambridge Park Public School takes an integrated approach to innovative teaching and learning to develop independent self-motivated learners who can work collaboratively to solve real-world problems and enhances the social-emotional regulation of all stakeholders. Students utilise a large variety of mediums, including technology, to participate in complex inquiry based learning tasks that engage the learner in real world tasks.

Improvement Measures

100% of teachers involved in professional learning related to innovative and holistic teaching.

Senior students (Year 5/6) report increased enjoyment and engagement of student learning from 70% in 2017 to 80% in 2020 .

10% reduction of student referrals for verbal and physical aggression.

People

Students

Students will benefit from an innovative approach, which encompasses a diverse range of learning needs in an environment where they feel supported to take risks and self-regulate their learning and the way they resolve conflict.

Staff

Administrative and SLSO staff will engage in a range of professional development opportunities to support social-emotional learning to develop a holistic approach to teaching in and beyond the classroom.

Staff

Staff will engage in a range of professional development opportunities related to subject integration including technology and social-emotional learning to develop a holistic approach to teaching in and beyond the classroom. Teachers will learn and implement STEAM projects that enhance the skills and engagement of students.

Leaders

Leaders will lead, direct and support their teams in undertaking professional development in innovative practices, new technology and SELF to find pathways to effectively integrate these into teaching programs.

Parents/Carers

Parents will have increased understanding of an integrated approach to learning across KLAs to support their child to take risks and self-regulate their emotions.

Processes

STEAM – Professional learning that focuses on quality STEAM projects will be developed and implemented with a particular focus on integration of KLA's. Collaborative programming will be embedded in school timetabling with a focus on integration of KLA's through project based learning. Staff will be supported to implement STEM/STEAM projects in practice through careful scaffolding and considered change management approaches.

Social Emotional Learning Framework (SELF) – A Social and Emotional Learning Framework (SELF) will be implemented to enhance learner capacity for self-management, self-awareness and conflict resolution.

Integrated Technology Practices – Staff members will investigate and trial technology learning spaces and associated strategies. They will become core teachers who specialise in up-skilling students in coding and robotics. They will share their professional learning and practice with staff.

Evaluation Plan

Progress towards the improvement measures will be evaluated through regular review of:

- student satisfaction surveys,
- Tell them from Me,
- PBL data collection each term,
- Executive regular reviews of STARS Data.
- Staff training register,

Practices and Products

Practices

Students collaborate on STEM/STEAM projects and celebrate their learning through regular project showcasing for the school community.

Teachers embrace and integrate quality STEM/STEAM projects and strategies into their programming and practice, with integration clearly observable across KLAs.

Feedback is given to students and staff for instant reflection, allowing students time to reflect upon their own social/emotional behaviours and giving them greater opportunities to set goals.

Students are able to confidently use a range of technological programs to aid their future education and careers.

Parents/carers engage in home links to deepen their knowledge and support their children surrounding social/emotional development.

Teachers actively seek Professional Learning to support their own teaching practice in terms of implementing Stem/Steam and ICT within their classrooms, increasing their TTFM confidence rating form 5.9 in 2017 to 7.0.

Teachers are up-skilled in Coding and Robotics and specialise in explicitly teaching this to the students through the establishment of a Core ICT classroom position.

Students are able to confidently use a range of technological programs to aid their future education and careers.

Strategic Direction 2: Innovative and Holistic Learning Environments

People

Parents will increase their understanding of their child's social-emotional skills through additional SELF take home links. Parents will feel more valued and engaged in their children's learning through increased communication.

Community Partners

Community partners will understand and be recognised for their support to school improvement and increased student engagement.

Processes

- Professional Development Plans (PDP's) and goal achievement

Practices and Products

Products

Close the gap between the state mean of 78% and the school mean of 66% of students who express they are interested and motivated in their learning by 10%

100% of staff report that their professional learning is meaningful, engaging and leads to improvement in classroom practice.

Decrease in the proportion of students who report exposure to physical, verbal and social bullying from an average of 11% in 2017 to 8% in 2022.

10% increase in the proportion of student's ability to successfully use a range of technological devices and programs.

Strategic Direction 3: Collective School Efficacy

Purpose

Cambridge Park Public School aims to create a school learning community where collective school efficacy drives improvement in student, teacher and community learning. CPPS will develop a shared framework of vision, values, beliefs and outcomes (Window of Certainty) with staff, students and the community. The Window of Certainty will be clearly communicated and used as a frame of reference for our collective efforts. The Window of Certainty will underpin the development of a collective Growth Mindset, and the provision of quality feedback to develop self-directed, goal orientated learners. The community will have shared ownership of and access to collaborative research-based programs that develop and enhance engagement with the school.

Improvement Measures

Increase the proportion of parents/carers who report that the school consistently/often supports families to participate in their child's learning from 61% in 2017 to 75% in 2020.

80% of teacher programs, classrooms and practice demonstrate their understanding and successful implementation of Growth Mindset language and structures.

80% of teachers demonstrate confidence in providing students with quality feedback.

Increase student rating of teacher expectation of success from an average of 7.9 in 2017 to 8.4 in 2020

People

Staff

Actively contribute to the development of the Window of Certainty and enhance self-reflection skills to align their stated beliefs with their enacted beliefs. They increase their capacity to use the language and structures of growth mindset and quality feedback with students colleagues and parents.

Students

Learn the language and skills associated with growth mindset and apply it to their day to day experiences in the classroom and at home. They develop goal setting and monitoring skills based on the literacy and numeracy progressions and share this knowledge with their parents, teachers and peers.

Leaders

increase their capacities and capabilities in supporting colleagues and students to use the language and structures of growth mindset and quality feedback and apply these capabilities to their own leadership responsibilities and goals. They regularly take opportunities to share this knowledge with parents and the wider community through verbal and written communication channels.

Parents/Carers

Learn the language associated with growth mindset and quality feedback and regularly take opportunities to use it when supporting their children. They also develop the confidence and skills to engage positively with the school and actively participate in

Processes

Window of Certainty. The school will establish a "Window of Certainty" which clearly communicates the school's vision, student outcomes to be achieved, the beliefs that guide our practice and the values that drive our culture. This framework will be used on a regular basis to drive whole school direction and realign our practice in action with our stated practice.

Growth Mindset. The school will investigate, adapt and adopt structures and practices that lead to the enhancement of staff, student and community Growth Mindset. This project will be developed and implemented in collaboration with Cambridge Park High School.

Quality Feedback. The school will research the nature of quality feedback as defined by John Hattie and provide teachers with significant professional learning in this area. This professional learning will drive significant improvements in the school's capacity to deliver high quality assessment and evaluation practices across all key learning areas.

National School and Community Partnerships Framework will continue to be implemented to support, deepen and extend quality relationships across the school learning community. The implementation of the framework will be aligned with all school strategic directions and processes.

Evaluation Plan

Window of Certainty. Survey monkey to gather base-line data. Focus group interview technique to establish teacher integration of Window of Certainty into

Practices and Products

Practices

Staff confidently describe each aspect of the "Window of Certainty", link aspects to their day to day practice and use the "Window" to reflect on their practice and relationships with colleagues, students and community members.

Staff, students and parents/carers regularly use the language of growth mindset in their day to day practice, learning and at home support.

Teachers confidently deliver feedback to students that relates to their learning goals, progress towards goal achievement and setting up the next learning goal.

Students set literacy and numeracy goals based on the learning progressions, and articulate their progress towards meeting those goals.

Parents and community members are represented on all strategic direction teams.

Products

Teachers actively and confidently participate in collaborative inquiry with colleagues and Instructional Leaders to make data driven decisions to improve literacy and numeracy outcomes for students.

Students demonstrate increased confidence to take risks and learn from their mistakes.

Parents/carers demonstrate increased confidence in supporting their child's literacy and numeracy goals from an

Strategic Direction 3: Collective School Efficacy

People

workshops, on-line forums and surveys about their child's learning and progress.

Community Partners

Cambridge Park High School staff, students and leaders support the growth and development of our staff in acquiring and implementing growth mindset language and structures. Together we develop common structures and processes that facilitate smooth transition to high school for Stage 3 students and parents/carers.

Processes

reflective practice.

Growth Mindset and Quality Feedback.

TTFM survey used to establish base line of student perception of "teacher expectations of student success" at 7.9 in 2017. Follow up annually. Hattie walkthroughs to establish changes over time in classroom environments.

Focus group interviews with students to determine growth in use of growth mindset language and capacity to discuss personal learning goals. Student work sample analysis.

Observational rounds and program collection using checklist format to establish base line of data re Growth mindset and quality feedback. Annual follow through.

National School & Community Partnerships Framework. Focus group interviews, event polls and Survey Monkey.

Practices and Products

established baseline in 2018.

Leaders actively monitor and confidently support teacher use of language and structures associated with the Window of Certainty, growth mindset, and quality feedback.

Leaders confidently articulate the importance of whole school collective efficacy and describe its links the Window of Certainty growth mindset, and quality feedback.

Students confidently articulate what it means to be a learner and use the language of growth mindset