

Strategic Improvement Plan 2021-2024

Camden Public School 1482



School vision and context

School vision statement

Our vision at Camden Public School is to develop excellence in student achievement, where every student is supported to improve their performance across the curriculum. 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, inclusive, resilient, lifelong learners and responsible citizens who make valuable contributions to a sustainable society.

School context

Camden Public School has 307 students, including an inclusive support unit, consisting of IM, Hearing and Autism classes. Enrolment includes 5.5% of Aboriginal students and 11% of students who have a Non-English Speaking Background. Camden continues to serve the township that bears its name as well as the surrounding semi-rural community. The school community has a vision where students are empowered to discover their strengths and strive for excellence: academically, socially and emotionally.

Our students have a history of strong academic, sporting and cultural involvement. The school provides students with a range of extra-curricula activities. A strong and proactive approach to student wellbeing exists in a safe, respectful and supportive environment.

At Camden Public School professional learning has a strong focus on student outcomes and building a school-wide consistency of quality teaching practice. There is a learning culture amongst staff where teachers and school learning support officers are committed to their professional learning and that of their colleagues and collaboratively evaluate the effect of their teaching on their students' achievement.

A key focus at Camden Public School is involving students in the learning process, where they: monitor their own learning, use self-assessment and teacher feedback to reflect on their learning and work towards learning goals. Camden Public School fosters a Growth Mindset, students: embrace challenges, are inspired by others, see effort as a pathway to achievement and are open to feedback.

Camden Public School prides itself on active community participation within all facets of school life. There is a strong partnership between students, parents and staff. A large percentage of parent volunteers and community members regularly participate in school-based activities.

The school is well resourced through the annual NSW Department of Education's School Budget Allocation. In 2021, as part of the School Budget Allocation, Camden Public School received flexible equity funding of \$104, 727. The school is also expected to utilise community-based revenue of \$10,000, as well as gaining additional school resources through our high effective P&C Association.

Camden Public School continues to strive to improve the way it delivers educational services to students. As a result of the recent school evaluation as part of the school's Situational Analysis, the following improvement focus areas have been identified.

- Implementation of the new High Potential and Gifted Education policy.
- Development of teaching practice in the areas of reading, spelling and numeracy.
- Effective implementation of new NSW syllabi in 2022, with a strong focus on English and Mathematics.
- Increase student wellbeing through the introduction of dispositions of learning and the explicit teaching of social and emotional wellbeing strategies.

Strategic Direction 1: Student growth and attainment

Purpose

To increase achievement and growth in reading and numeracy, we will further develop the school's collective understanding of evidence-based practices that supports each teacher's ability to use student learning data to monitor and inform explicit and differentiated teaching and learning.

Improvement measures

Target year: 2023

Increase of 5.3% of students achieving expected growth in reading.

Target year: 2022

Increase of 5.9% of students achieving the top two bands in reading.

Target year: 2023

Increase of 7.8% of students achieving expected growth in numeracy.

Target year: 2022

Increase of 7.1 % of students achieving the top two bands in numeracy.

Target year: 2024

An increase by 8% of students in the Year 3 2021 cohort achieving at grade expectations or above in the PAT assessment focus areas of comprehension, vocabulary and spelling by 2024.

Target year: 2024

A 7 point average increase in the Year 3 to Year 6 teacher 'Camden Public School High Impact Instructional Practice in Mathematics Self-assessment Framework.'

Initiatives

Growth and attainment in reading

A structured whole school approach to reading that engages every student in high impact, research-based reading programs and practices. Explicit, systematic and sequential teaching that focuses on the five key components of reading instruction:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

Growth and attainment in numeracy

A whole school approach to numeracy that ensures every student is accessing high quality numeracy lessons that are provided by teachers who have a shared understanding of:

- mathematical knowledge that is foundational to becoming numerate,
- evidence-based pedagogies that promote the effective teaching of mathematics, and
- effective assessment practices that reveal students' mathematical knowledge.

Success criteria for this strategic direction

- Teachers demonstrating explicit teaching practices that clearly show students what to do and how to do it and who are effectively utilising formative assessment to monitor and inform teaching and learning.
- Teachers continually evaluating their effect on learning to refine their practice as part of the school's collaborative planning cycle.
- A leadership team that strategically plans, monitors, refines and evaluates the school's professional learning plan in reading and numeracy based on the collaborative analysis of internal and external student progress and achievement data.
- Teachers with a demonstrated ability to target teaching through effective differentiation of the curriculum to lift the performance of at risk students while challenging students who are above grade expectations.

Evaluation plan for this strategic direction

The school will monitor and evaluate the implementation of initiatives within 'Student growth and attainment'. This will determine whether there has been improvement in the school's collective understanding of evidence-based practices that supports each teacher's ability to use student learning data to monitor and inform explicit and differentiated teaching and learning to increase achievement and growth in reading and numeracy.

The school will do this through;

- Leadership team evaluation meetings (twice a term) that reflect on the progress of activities related to each initiative and the analysis of student data to confirm impact and inform strategic school planning. Data sources to be analysed as part of this strategic direction, will be; NAPLAN, Scout -School value added, PAT Tests (Spelling, Vocabulary and Comprehension), Additive Strategies Data, Phonological Awareness Diagnostic Assessment and Phonics Screener.

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- Weekly evaluation and planning meetings with the two instructional leaders.
- Whole school reflection meetings (yearly) to collate and reflect on evidence gathered as part of the school's ongoing self assessment using the School Excellence Framework.

Analysis will be used to implement appropriate changes where necessary to improve student learning outcomes.

Strategic Direction 2: Students as positive, reflective and self-aware learners.

Purpose

To improve skill development and deeper understanding of content knowledge within all KLAs, students need to have increased engagement levels, positive relationships, a sense of belonging and motivation to challenge themselves in their learning. This will be achieved through empowering students to be active in their own learning and when managing their social and emotional wellbeing.

Improvement measures

Target year: 2022

A 2.7% increase of the proportion of students reporting positive expectations of success, advocacy and a sense of belonging at school.

Target year: 2022

A 4% increase of the proportion of students attending school 90% of the time in Semester 1.

Initiatives

Students as learners

Develop the capacity of all students to be exceptional and lifelong learners by improving how students approach their learning and therefore the outcomes of their learning. This will include:

- the deliberate exposure and explicit teaching of capabilities and dispositions, and
- developing whole school, stage and classroom strategies that foster positive attendance.

Self-regulation to increase wellbeing and improve student learning outcomes

Increase the capacity and responsibility of students to be active learners who exercise social and emotional self-regulation appropriate to their age and level of understanding. This will be achieved through:

- teacher professional learning to improve understanding of students with social and emotional needs and how to cater for them,
- an increased range of social and emotional initiatives and programs coordinated through the learning and support team, and
- an increase in parent and caregiver agency.

Success criteria for this strategic direction

A school with an integrated approach to quality teaching where students:

- actively embrace challenging learning experiences
- are aware of how they learn and what drives their learning
- evaluate and assess their own learning
- demonstrate a willingness to seek feedback
- demonstrate; persistence, problem solving, flexibility in their views, motivation and high order question skills that enhance their knowledge and understanding, and
- are enthusiastic and committed to their own positive school attendance.

A school culture focused on learning and ongoing improvement where teachers:

- understand the link between student wellbeing, academic success and the capacity of all students
- contribute to their school and wider community, and confidence to positively shape their own future.
- can explicitly teach and foster wellbeing strategies including self regulation and coordinate wellbeing programs through stage and learning support teams.

A school with strong instructional practice, high expectations and positive community engagement where parents and caregivers:

- have a strong connection and understanding of their child's learning and are empowered to collectively work with the school community to improve the learning process and self-regulation to increase academic achievement and growth.

Evaluation plan for this strategic direction

The school will monitor and evaluate the implementation of initiatives within 'Students as positive , reflective and self-aware learners' to determine whether there has been

Strategic Direction 2: Students as positive, reflective and self-aware learners.

Evaluation plan for this strategic direction

an improvement in students actively engaging in their own learning and managing their social and emotional wellbeing to increase skill development and deeper understanding of content knowledge within all KLAS.

The school will do this through;

- Leadership team evaluation meetings (twice a term) that reflect on the progress of activities related to each initiative and the analysis of student data to confirm impact and inform strategic school planning. Data sources to be analysed as part of this strategic direction, will be; Tell Them From Me Student and Parent Surveys, Attendance Data, Staff and student feedback sessions on wellbeing initiatives and student discipline log entries.
- Weekly evaluation and planning meetings with the two instructional leaders.
- Whole school reflection meetings (yearly) to collate and reflect on evidence gathered as part of the school's ongoing self assessment using the School Excellence Framework.

Analysis will be used to implement appropriate changes where necessary to improve student learning outcomes.

Strategic Direction 3: Building Strong Foundations

Purpose

To support the building of strong foundations to enable students to fulfil their potential, develop mastery of key skills and explore their creativity, the school will focus on the effective implementation of new NSW syllabi that improves student outcomes, including those who have high potential.

Improvement measures

Target year: 2024

80% of Year 1 students achieving 'on track' phonic knowledge.

Target year: 2024

A 7 point average increase in the Kindergarten to Year 2 teacher 'Camden Public School High Impact Instructional Practice in Mathematics Self-assessment Framework.'

Target year: 2024

Improvement from Delivering to Growing and Sustaining in the focus areas of 'Identification and assessment', 'Curriculum', 'Teaching practice', 'Enrichment and extracurricular programs' and 'Partnerships' within the Camden Public School's High Potential and Gifted Education Framework.

Initiatives

Effective implementation of new NSW curriculum

Exemplary implementation of new curriculum (English and Mathematics) which focuses on the professional development of teachers, to ensure:

- outstanding knowledge of syllabus' skills, knowledge and understanding outcomes,
- collaboratively planning to support high expectations and differentiation, and
- explicit lessons that are based upon assessment practices that support effective feedback, future learning and the monitoring of achievement and growth.

Meeting the needs of all students

The school plans for, implements and evaluates strategies to meet the needs of high potential and gifted students through a whole-school approach to the following high impact focus areas:

- Identification and assessment,
- Curriculum,
- Teaching practice,
- Enrichment and extracurricular programs, and
- Partnerships.

Success criteria for this strategic direction

Teachers expertly teaching and prioritising knowledge, understanding and skills in English and Mathematics with a focus that ensures students:

- are demonstrating a depth of learning,
- are developing skills in applying knowledge, and
- are challenged in their learning while progressing through stage-based syllabus content once they have demonstrated mastery.

An updated school-based Assessment, Curriculum and Reporting plan that allows all teachers to:

- collaboratively create flexible teaching and learning programs which are dynamic and systematic,
- plan teaching, learning and assessment strategies to challenge all students, and
- continuously track student progress and achievement at a class, stage and whole school level.

Creation of an updated school-based Assessment, Curriculum and Reporting plan that allows all teachers to collaboratively create flexible teaching and learning programs which are dynamic, systematic and involve the use of teaching, learning and assessment strategies to challenge all students and continuously track student progress and achievement at a class, stage and whole school level.

The school caters for high potential and gifted students by:

- utilising quality assessment practices that support identification,
- planning for adjustments to teaching strategies and curriculum content, and
- providing enrichment and extra curricular programs.

Evaluation plan for this strategic direction

Strategic Direction 3: Building Strong Foundations

Evaluation plan for this strategic direction

The school will monitor and evaluate the implementation of initiatives within 'Building Strong Foundations' to determine whether the implementation of new NSW syllabi has been effective to build strong foundations to enable students to fulfil their potential, develop mastery of key skills and explore their creativity.

The school will do this through;

- Leadership team evaluation meetings (twice a term) that reflect on the progress of activities related to each initiative and the analysis of student data to confirm impact and inform continued strategic school planning. Data sources to be analysed as part of this strategic direction, will be; NAPLAN, PAT Tests (Spelling, Vocabulary and Comprehension), Additive Strategies Data, Phonological Awareness Diagnostic Assessment and Phonics Screener and staff and student feedback sessions on enrichment and extra curricular programs.
- Weekly evaluation and planning meetings with the two instructional leaders.
- Whole school reflection meetings (yearly) to collate, and reflect on evidence gathered as part of the school's ongoing self assessment using the School Excellence Framework.

Analysis will be used to implement appropriate changes where necessary to improve student learning outcomes.