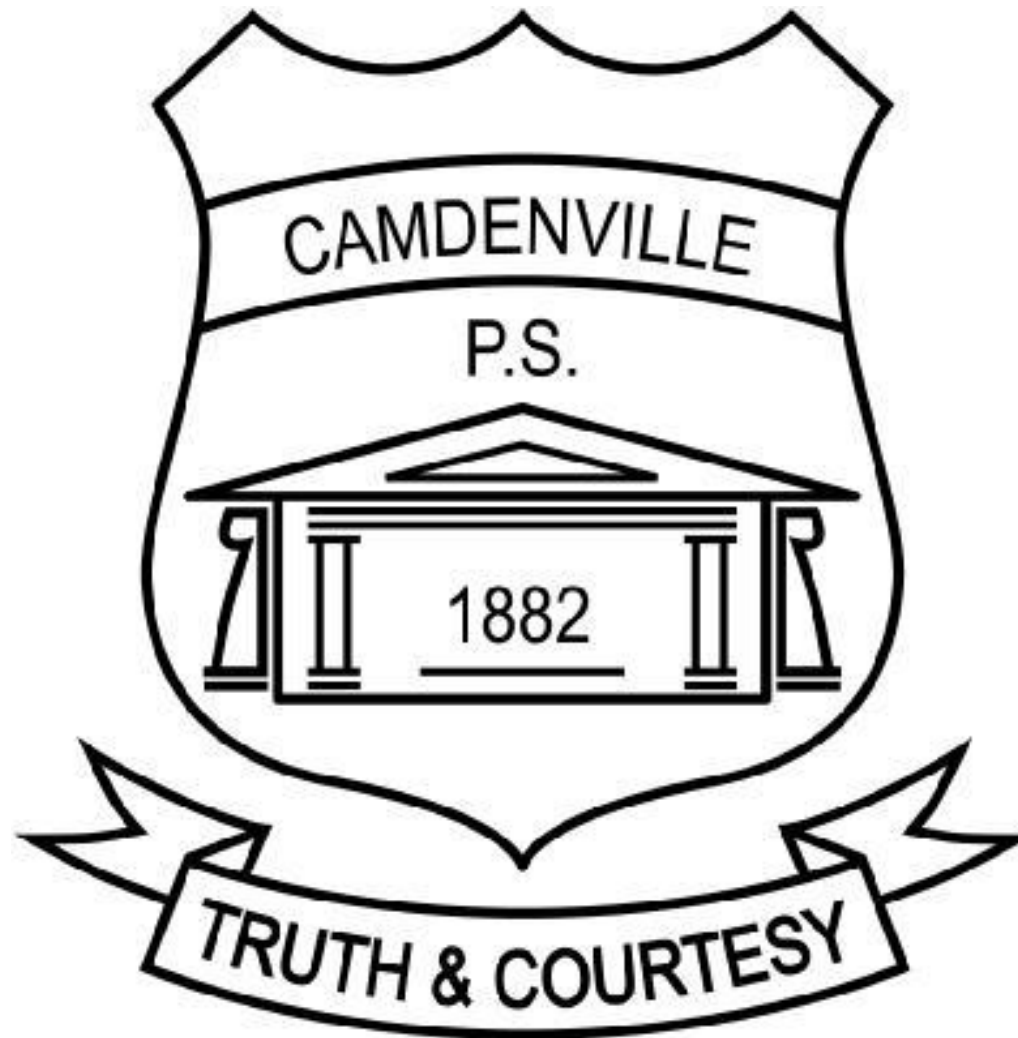


# Strategic Improvement Plan 2021-2025

## Camdenville Public School 1483



# School vision and context

## School vision statement

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We believe students at Camdenville Public School develop the values and attitudes necessary to become connected and empathetic global citizens. Our students, teachers and community engage in learning experiences focused on solving authentic problems linked to their lives beyond the classroom. Students drive their learning and develop skills to succeed at life, including resilience, persistence, confidence and the ability to collaborate with others. Staff are reflective practitioners who respond to the ever-changing educational landscape. Our community values developing a sense of social equity, learning in natural and adaptive spaces, and that their children view themselves as being part of an ecosystem.

## School context

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Camdenville Public School is located in the inner west of Sydney and has a long history of implementing innovative approaches within a safe, caring and supportive environment. The school culture is welcoming and inclusive, with staff, families and the wider community working together to provide rich learning experiences and opportunities for students. Camdenville is a beacon of future-focused practice, evidenced through school-wide inquiry-based approaches, rich and authentic connections within and beyond the school community as well as a collective commitment to school improvement.

The school is the focal point of the community and has an enrolment of 323 students from preschool to Year 6. 30% of students are from language backgrounds other than English. 3% of students identify as Aboriginal or Torres Strait Islander. The school has strong partnerships with an active P&C and school community which help to inform school practices and programs. Extra-curricular opportunities including, music ensembles, sport, drama, visual arts, languages and robotics, enable students to excel in areas of interest and talent.

An in-depth situational analysis underpinned the development of this Strategic Improvement Plan by 'looking inward', 'looking outward' and 'looking forward'. This process involved interrogating both quantitative and qualitative data, engaging with relevant research and genuine consultation with all stakeholders.

As a result, the Strategic Improvement Plan will focus on student growth and attainment through data driven practices and a case management approach. This will be underpinned by developing collective efficacy across the teaching team through an inquiry-based approach to teacher professional learning. Strong partnerships within and beyond Camdenville will ensure that all students are valued, known and experience learning success.

# Strategic Direction 1: Student growth and attainment

## Purpose

To ensure high expectations of student achievement is embedded in school culture, with all staff using systematic and reliable assessment information and data analysis to evaluate student learning over time and implement changes in teaching that will lead to measurable improvement.

## Improvement measures

Achieve by year: 2025

### School-Determined Target:

#### Learning Progressions

Majority of students will achieve at or above expected growth in the Creating Texts sub-element of the Literacy Progressions.

Achieve by year: 2025

### School-Determined Target:

#### Learning Progressions

All students to achieve at or above expected growth in the Number Place Value, Additive Strategies and Multiplicative Strategies sub-element of the Numeracy Progressions.

Achieve by year: 2025

### School-Determined Target: School Excellence Framework

To excel across all themes within the 'Data Skills and Use' element of the School Excellence Framework.

#### Reading growth

Achieve by year: 2023

An increase in Check-In Assessment mean scaled score for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

## Initiatives

### Initiative 1: Data Driven Teaching Practices

Embed data driven teaching practices, through a focus on assessment, tracking, consistent teacher judgement and responsive evidence-based teaching strategies:

- Develop tracking systems aligned with the numeracy and literacy progressions to track student progress
- Develop consistent formative and summative assessment practices to analyse student progress
- Moderating sessions for literacy and numeracy as an opportunity for teachers to identify student need and develop a deep understanding of the progressions
- A whole school approach, embedded through professional learning, focused on the most effective evidence-based teaching methods to optimise learning progress for all students
- Establish a Deputy Principal position to support improvement in teacher practice in assessment and data analysis through coaching, team teaching and professional learning

### Initiative 2: Case Management Approach

- Stage Teams will be supported to identify student needs through the analysis of progress and achievement data.
- Case Management Meetings will focus on identifying instructional strategies informed by rich dialogue and the analysis of internal and external progress and achievement data.
- Teachers will implement the teaching sprint approach of 'prepare, sprint and review' based on plans developed through Case Management Meetings

## Success criteria for this strategic direction

Assessment is used flexibly and responsively as an integral part of daily classroom instruction.

Student assessment data is regularly used school wide to identify student learning and progress, reflect on teaching effectiveness and inform future directions.

All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

Individually and collaboratively, teachers evaluate the effectiveness of their teaching practices, including sophisticated analysis of student engagement, learning growth and outcomes, to plan for the ongoing learning of each student in their care.

## Evaluation plan for this strategic direction

Q: To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in reading and numeracy?

D: A combination of data sources will be used, including:

- Internal tracking systems aligned with the progressions
- NAPLAN
- Teacher Surveys
- Observations
- Focus groups
- Student voice

A: Analysis will be embedded within the initiatives through progress and implementation monitoring. The school will review progress annually towards the improvement measures.

I: The findings of the analysis will inform:

\* Future actions

# Strategic Direction 1: Student growth and attainment

## Improvement measures

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### Numeracy growth

Achieve by year: 2023

An increase in Check-In Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

## Evaluation plan for this strategic direction

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\* Annual reporting on school progress measures

# Strategic Direction 2: Teachers as Learners

## Purpose

Purpose: To develop a shared belief that, as part of a team and as leaders, all teachers can have a positive impact on student achievement as a result of authentic professional inquiry, focused on continuous school improvement through evidence-based practice.

## Improvement measures

Achieve by year: 2025

### Australian Professional Standards for Teachers

All teachers to demonstrate increased highly accomplished or lead attributes across the Australian Professional Standards for Teachers as measured by the AITSL Teacher Self Assessment Tool

Achieve by year: 2025

### Teacher Survey

For the majority of the teaching team to identify themselves as expert collaborators with a strong sense of collective professional agency

Achieve by year: 2025

### School Excellence Framework

To excel across the 'Professional Standards' element of the School Excellence Framework

Achieve by year: 2025

### School Excellence Framework

To maintain excelling across the 'Learning and Development' element of the School Excellence Framework

## Initiatives

### Initiative 1: An Effective Professional Learning Community

The teaching team will engage in recurring cycles of collective inquiry and action research that positively impact teacher practice and student progress.

- Implement Instructional Rounds that will scale systemic improvements in teaching and learning by engaging teachers in identifying problems of practice followed by observation, collaborative decision making and evidence-based evaluation.
- Develop collective professional agency with teams of teachers by engaging in the six steps of Timperley's Spiral of Inquiry, focused on transforming practice based on school priorities.

### Initiative 2: Personalised Professional Development

The Leadership Team will codify our approach to Instructional Coaching to best support changes in practice with a direct impact on student learning, aligned with individual Professional Development Plans and school priorities.

### Initiative 3: Distributed Leadership

Embed a culture of distributed leadership and collective responsibility within the school by establishing systems that support authentic and purposeful professional collaboration and the utilisation of expertise across staff, and professional learning to develop the leadership capacity of teacher leaders.

## Success criteria for this strategic direction

Teachers take shared responsibility for student improvement and contribute to a transparent learning culture, including through the observation of each other's practices.

Teachers demonstrate personal responsibility for improving their teaching practice in order to improve student learning.

There is tight alignment of all teachers' practice resulting in embedded evidence-based approaches. Lessons are engaging and innovative.

School leaders enable a self-sustaining and self-improving community that will continue to support the highest levels of learning as a lasting legacy of their contributions.

## Evaluation plan for this strategic direction

Q: To what extent have we embedded a culture of inquiry and differentiated professional learning that empowers teachers to take ownership and to lead?

D: A combination of data sources will be used, including:

- Professional Learning Website records with teacher annotations
- Self-Assessment against the School Excellence Framework
- Instructional Coaching Logs
- Teacher Surveys -pre and post
- Focus groups
- Student voice
- Teaching and learning programs
- Student work samples

A: Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the

## Strategic Direction 2: Teachers as Learners

### Evaluation plan for this strategic direction

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school will review progress towards the improvement measures.

I: The findings of the analysis will inform:

- \* Future actions

- \* Annual reporting on school progress measures

# Strategic Direction 3: Positive Partnerships

## Purpose

To establish strong partnerships within and beyond Camdenville that create shared high expectations for all students and ensure that students are valued, known and experience learning success.

## Improvement measures

### Wellbeing

Achieve by year: 2023

### System Target:

### Tell Them From Me

Wellbeing (incorporating advocacy at school, expectations for success, sense of belonging) increases to be at or above the lower bound system-negotiated target of 86.9%

Achieve by year: 2025

### School Determined Target:

For 100% of Aboriginal and Torres Strait Islander students to attend >80% of the time and achieve at or above personalised targets

Achieve by year: 2025

### School Excellence Framework

To maintain excelling across all themes within the 'Learning Culture' element as outlined in the School Excellence Framework

### Attendance (>90%)

Achieve by year: 2023

### System negotiated target:

For the student attendance rate to be between 91 - 95.5% by 2022.

## Initiatives

### Initiative 1: A Supportive School

There will be active consideration and support of individual student's academic needs and wellbeing, through partnerships within and beyond the school community.

- Provide wraparound support through the Learning Support Team so that academic, behavioural and emotional needs of all students are being met. The leadership team, school counsellor, speech therapist, classroom teachers, support staff and parents/carers will work collaboratively to address the needs of referred students.
- Utilise the 'Every student is known, valued and cared for' in our schools support and assessment platform. Through self-assessment and connection with the School Excellence Framework and Wellbeing Framework, the platform directs schools to deliver strong, robust and effective programs and plans to drive outcomes for all students that address each domain.
- Establish strong learning alliances that support the educational outcomes and wellbeing of Aboriginal students. The school is committed to lifting expectations for students by examining its strengths and core purpose in collaboration with community groups.

### Initiative 2: School as a Learning Organisation

- Engagement in the Newtown Network of Schools with a focus on consistent teacher judgment through moderation and leadership development.
- Partner with innovative schools to develop reciprocal relations and engagement in cross-school professional development focused on authentic and future focused learning that develops students interpersonal, collaboration and relationship skills in a range of environments for different purposes, in line with Every student is known, valued and cared for.

## Success criteria for this strategic direction

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence.

Students benefit from the school's planned and proactive engagement with parents and the broader community. Effective partnerships motivate students to deliver their best and continually improve.

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school.

Excellent leaders have a commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development, wellbeing and success.

## Evaluation plan for this strategic direction

Q: Do the partnerships within and beyond the school, support and enrich the learning for all students and have enabled the improvement measures?

D: A combination of data sources will be used, including:

- Every student is known, valued and cared for in our schools survey
- Advocacy, Expectations, Belonging: By School over Time Report
- Student Surveys
- Teacher focus groups
- Tell Them From Me Survey
- School Excellence Framework Self-Assessment

A: Analysis will be embedded within the initiatives through progress and implementation monitoring.

# Strategic Direction 3: Positive Partnerships

## Initiatives

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## Evaluation plan for this strategic direction

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I: The findings of the analysis will inform:

- \* Future actions

- \* Annual reporting on school progress measures