

Strategic Improvement Plan 2021-2024

Campbelltown Public School 1486



School vision and context

School vision statement

At Campbelltown Public School we embrace each student as a unique individual within an inclusive and supportive learning environment where differing needs are acknowledged, accepted, and met. We value the knowledge, skills, experiences and stories that our diverse community brings to our school, adding to, and enriching our unique context. We know that we are all learners and value opportunities to work together and learn from each other in partnership with families and community. We hold high expectations for our staff, students and community, aiming to provide learning opportunities that promote the development of the knowledge, critical thinking skills, and character necessary to succeed as active and informed citizens in an unpredictable and rapidly changing world.

School context

Campbelltown Public School is situated approximately 60km South West of Sydney on the traditional land of the Dharawal people. It has an enrolment of 298 students, including 178 who have identified as having a Language Background Other Than English (LBOTE), and 29 Aboriginal and Torres Strait Islander students. 163 students are identified as learning English as an Additional Language or Dialect (EAL/D). The school site was established in 1876 and was the first public school in Campbelltown. The students and community represent different cultures, languages, beliefs and experiences, with the main languages spoken other than English being Samoan, Arabic and Hindi.

The school has a Family Occupation and Employment Index (FOEI) of 126 and has a combination of experienced and early career teachers. The school values its community and is focused on maintaining and building strong partnerships with staff, parents and students.

Campbelltown Public School has been identified as an Early Action for Success school focusing on effective literacy and numeracy in the early years of learning with the support of an Instructional leader in addition to the school's staffing allocation.

Through our situational analysis, we have identified the need to strengthen the use of data driven practices that ensure all students have access to personalised and stage appropriate learning. The use of formative assessment and effective feedback is something that will need further work to ensure students understand what they are learning and what they can do to move their learning forward.

In the next 4 years there will be a focus on collaborative practices to develop quality formative assessment tasks that support the implementation of regular and systematic collection of student assessment data using PLAN2 Areas of Focus. Planned Data conversations will continue to inform teacher professional learning through high impact collaborative practices every fortnight. The use of the 'Knowledge Building Cycles of Inquiry' based on the research of Helen Timperley, will provide a framework for teachers to identify both the needs of the students, as well as their own professional needs to improve learning outcomes.

Attendance data indicates a decline in the average attendance rate and the school will be implementing various strategies under the Attendance Pilot Program to engage students and their families, and decrease the lost learning time that is impacting on student performance.

According to Tell Them From Me data, the percentage of children indicating a sense of belonging declined, while 73% of students indicated that there is a high sense of expectation. A need for the evaluation and review of current wellbeing and behaviour practices has been identified by staff. As more complex wellbeing issues increase, there is a need to look further into trauma informed and restorative practices to meet the holistic needs of each student.

Strategic Direction 1: Student growth and attainment

Purpose

To improve and sustain growth in literacy and numeracy outcomes through the delivery of explicit teaching that is informed by ongoing assessment and identifies and supports individual student needs.

Improvement measures

Target year: 2023

- 8.2% uplift of students achieving expected growth in Numeracy

Target year: 2023

- 7% uplift of students achieving expected growth in Reading

Target year: 2022

- 8.2% uplift of students achieving in the top 2 bands in Numeracy

Target year: 2022

- 8.1% uplift of students achieving in the top 2 bands in Reading

Initiatives

Processes for Monitoring Student Progress, Data conversations

Teachers will regularly track and monitor student performance data in whole school targeted focus areas in literacy and numeracy using external and school-base performance measures to identify trends, focus on identified skills/areas for improvement, and to deliver strategic and timely intervention. to support learning.

Formative Assessment and Effective Feedback Practices

Formative assessment practices are strengthened through ongoing professional learning that is embedded in classroom practice. Teachers will use student assessment data to evaluate the effectiveness of their practice, and deliver personalised and explicit learning that enables students to create, receive feedback and achieve their learning goals. and improve performance against syllabus outcomes.

Success criteria for this strategic direction

Regular data conversations with teachers and executive clarify what growth is expected for each student and the strategies needed to support the achievement of grade benchmarks. (*SEF Student Performances-Student Growth*)

Progress and achievement of equity groups within a school is equivalent to the progress and achievement of all students in the school. (*SEF Learning -Performance measures*)

The school has processes in place to support teachers' consistent, evidence-based judgement and moderation of assessments. (*SEF Learning-Assessment-Whole school monitoring.*)

Teachers clearly understand, develop and apply a full range of assessment strategies (*SEF-Teaching-DS&U-Data Use in Teaching*)

Evaluation plan for this strategic direction

Questions

- To what extent have we achieved our purpose and identified improvement measures for the strategic direction Student Growth and Attainment?

Data

- Teaching programs/Assessment tasks
- Classroom observations/walkthroughs
- NAPLAN., Check-in Assessment Data
- Data conversations

Analysis-Data is analysed and triangulated regularly to determine the extent of impact achieved.

Implications -The findings of the analysis will be used to inform future directions.

Strategic Direction 2: Connected Learning Community

Purpose

To strive for continuous improvement by implementing teaching programs that are current, evidence-based and embedded into daily classroom practice with the support of high impact professional learning to maximise student learning outcomes.

Improvement measures

Target year: 2024

- Students expectations of success will meet or exceed state norms. (TTFM)

Target year: 2024

- Percentage of students who are interested and motivated in their learning exceeds state norms. (TTFM)

Target year: 2024

- 85% of students meeting or exceeding stage outcomes in reading and number against the A-E reporting scale.

Initiatives

Collaborative Practices

All staff engage in collaborative learning opportunities within, and across stages and school communities to share successful and innovative evidence-informed practices, and engage in professional collaboration that explicitly aims to improve teacher practices and student outcomes.

High Expectations through evidence-based programs

Implementing evidence-based practices and effective strategies that support literacy and numeracy acquisition that challenge and engage, and enable mastery of critical skills. Ongoing collaboration and professional dialogue supports teacher understanding of learning progressions and how they can be used to set high expectations for all students.

Success criteria for this strategic direction

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. *(SEF-Teaching-Learning and Development-Collaborative practices and Feedback)*

Teachers demonstrate and share expertise within and across other schools. They have expert contemporary content knowledge and trial innovative practices.

Processes are in place to evaluate, refine and scale success. Teachers are supported to trial innovative or evidence-based, future-focused practices. *(SEF-Teaching-Learning and Development-Expertise and Innovation)*

Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated. *(SEF Effective Classroom Practice -Feedback)*

Evaluation plan for this strategic direction

Questions

- To what extent have we achieved the associated improvement measures through collaborative practices. and high impact professional learning?

Data

- School based performance data-PLAN2, Reporting scale-A-E
- TTFM
- T&L programs
- Student/staff survey data

Strategic Direction 2: Connected Learning Community

Evaluation plan for this strategic direction

- Professional Learning Evaluations

Analysis

Data is analysed and triangulated regularly to determine the extent of impact achieved.

Implications

The findings of the analysis will be used to inform future directions.

Strategic Direction 3: Wellbeing and Belonging

Purpose

To build an inclusive learning environment that has the capacity to meet the holistic needs of learners, and where all students feel safe and supported to learn and succeed.

Improvement measures

Target year: 2024

- The percentage of students indicating a high sense of belonging, advocacy and high expectations at school exceeds state norms. (TTFM)

Target year: 2022

- 6.2% uplift in students who attend school 90% of the time

Target year: 2024

- School self-assessment of the School Excellence Framework (SEF) elements 'Wellbeing a Whole School Approach' indicates improvement from Sustaining and Growing to Excelling.

Target year: 2022

- 23% uplift of Aboriginal and Torres Strait Islander students attending school more than 90% from our school baseline.

Initiatives

Attendance Partnerships, Systems and Processes

A whole school approach to improving student attendance, consistent with the *Campbelltown Attendance Strategy*, to embed a collective responsibility and accountability for student success.

A Whole-school Approach to Wellbeing

Ongoing whole school professional learning for all stakeholders to develop an understanding of trauma and wellbeing practices, and implement strategies that enhance positive relationships and supportive learning environments.

Success criteria for this strategic direction

Attendance data is regularly analysed and is used to inform planning. Whole of school and personalised attendance approaches are embedded school systems. (*SEF Learning -Attendance*)

Teachers, parents and the community work together to ensure student absences do not impact on learning outcomes. (*SEF Learning -Attendance*)

Evidence-based change to whole school wellbeing practices demonstrate a collective responsibility for student learning and success. Learning plans are informed by holistic learning needs in consultation with parents/carers. (*SEF-Learning-Wellbeing-Behaviour*)

Students are supported to achieve challenging learning identity goals (learning preferences, social factors, academic performance and biological traits).

Evaluation plan for this strategic direction

Questions

To what extent have we achieved our purpose and associated Improvement Measures for attendance?

To what extent have we created an inclusive and supportive learning environment to achieve the identified improvement measures for Wellbeing?

Data

- Daily Attendance rates and personal attendance plans
- HSLO/ASLO and SCOUT data
- Data re students attending 80-89%
- Teacher/student/parent surveys and focus groups
- TTFM Data
- classroom practices-environment-suspension data

Analysis

Evaluation plan for this strategic direction

Data is analysed and triangulated regularly to determine the extent of impact achieved.

Implications

The findings of the analysis will be used to inform future directions.