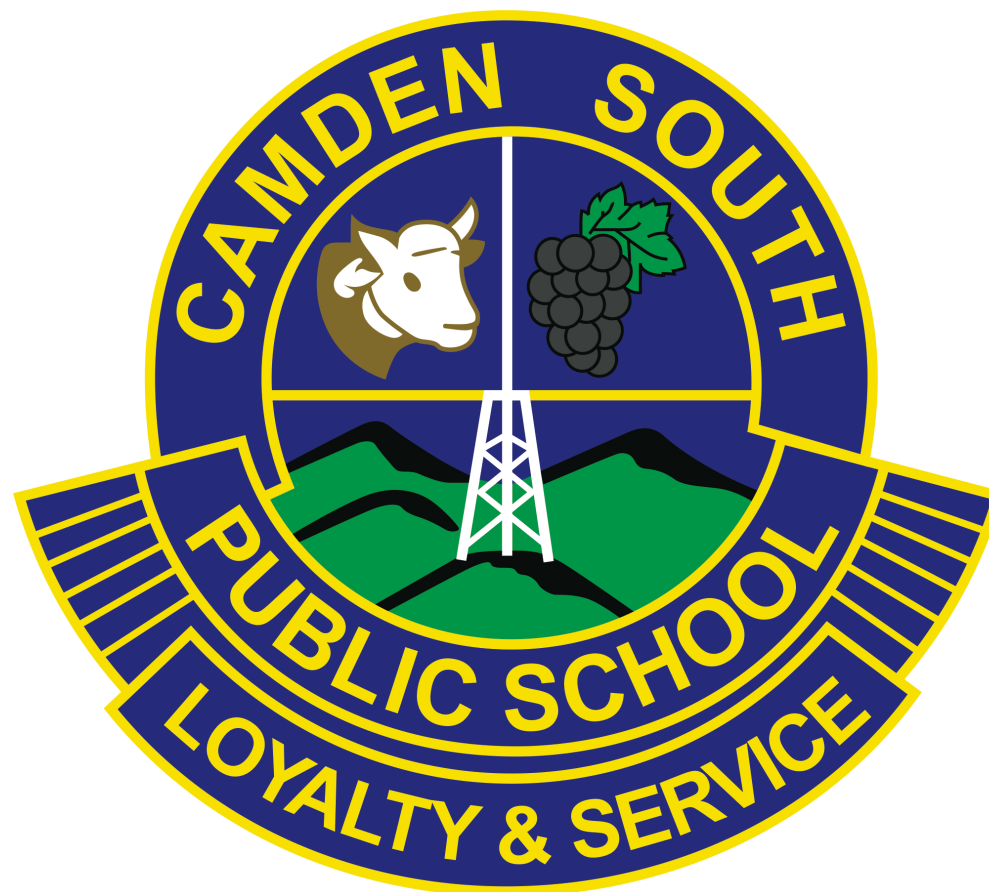


Strategic Improvement Plan 2021-2025

Camden South Public School 4286



School vision and context

School vision statement

Grow Great Teachers - Grow Great Students

At Camden South student growth is our core business. This is underpinned by our thorough analysis of data, feedback and school priorities as seen in our situational analysis and aligns with NSW Department of Education priorities. The culture of **challenging yourself to grow** represents this analysis and our developing culture of high expectations for **every** student at Camden South PS. Collaboration is a key feature between staff, students and the community in both the planning and implementation stages of our Strategic Improvement Plan. All strategic decisions are driven by clear and planned opportunities for growth for all students in literacy and numeracy.

To achieve this, we strive to **grow great teachers**. Professor John Hattie said, "We should focus on the greatest source of variance that can make the **difference** - the **teacher**". Through developing a strong understanding of curriculum and consistent analysis of valid and reliable data, we collaborate to create engaging and responsive teaching and learning programs that **grow great students** who are consistently challenged to achieve aspirational goals. By growing great teachers, we **will** grow great students who will continue to show academic growth at all levels.

School context

Camden South Public School is a large primary school in South West Sydney with over 700 students including approximately 5% Aboriginal and Torres Strait Islander students. Camden South is located in the outskirts of Sydney and although now mostly semi-rural, it still maintains its country town feel. The school has a regional gifted and talented class and a support unit incorporating three multi-categorical classes.

A committed teaching staff have worked collaboratively to build a culture of challenge across the school. Challenging ourselves every day is a goal for every student teacher and leader at Camden South to achieve our vision for growth across the school - academically, socially and emotionally.

There has been a large turnover of staff over recent years with an average of 17% new staff appointed to Camden South PS and an average of 7% of staff moving to other schools over this time mostly through merit selection. Since 2018, a new Principal, 2 Deputy Principals and 2 Assistant Principals have been appointed to the executive team. 1.2 IL positions have been internally funded since 2019 at an Assistant Principal level, partially funded through the QTSS allocation. Additional support staff are funded through Equity Funding. The SAM position became vacant in 2018 due to leave and was officially unfilled in 2019. In 2020, the relieving SAM was moved to a full time Business Manager position leaving the SAM position vacant.

Enrolment figures are relatively consistent. We expect a downward trend in coming years with larger numbers leaving in year 6. This is due to an aging school age population in the Camden Park area. The current FOEI is slightly higher than 2019. This indicates a slight change in the demographic of the area. Aboriginal and EAL/D student enrolments remain stable when compared to recent years.

Student voice is a key initiative in recent years with a reinvigorated SRC structure who lead initiatives across the school including creating PBL (Positive Behaviour for Learning) videos for each weekly focus, management of student-led lunchtime clubs and fundraising activities. Student voice is also evident in classrooms with goal setting and feedback becoming a feature in teaching programs across the school. Extra-curricula activities are a strong feature of the school, particularly sport with many students reaching representative levels in team and individual sports.

The school has an active and involved community who are committed to supporting the wellbeing of their children. Parent participation in regular school activities has declined over recent years, mostly due to the increase in the number of working parents, however whole school events such as Easter Hat parade, Book character parade and sporting carnivals are strongly patronised and widely supported.

Strategic Direction 1: Student growth and attainment

Purpose

At CSPS, we strive to increase the number of students achieving at or above expected growth in Reading and Numeracy through strategic planning, valid assessment practices, and data collection/analysis processes.

Improvement measures

Achieve by year: 2025

Minimum of 70% of K-2 students achieving at or above expected growth in PAT Reading and Maths.

Achieve by year: 2025

At least 80% of students are achieving grade expectations in literacy and numeracy focus areas as recorded in PLAN 2.

Reading growth

Achieve by year: 2023

Year 4 cohort of students demonstrating reading growth through an increase in the % of questions answered correctly in Check In assessments (against 2022 baseline data).

Numeracy growth

Achieve by year: 2023

Year 4 cohort of students demonstrating numeracy growth through an increase in the % of questions answered correctly in Check In assessments (against 2022 baseline data).

Initiatives

Valid and Reliable Data

PLAN 2 is seen as a true and reliable indicator of staff achievement and is tracked consistently K-6. Staff use a variety of sources to triangulate data and collegial discussion to ensure consistency across classes and grades. This data forms a strong basis for future planning.

Teachers use data to check and understand where their students are in their learning and to plan what to do next. Effective analysis of student data helps teachers identify areas where students' learning needs may require additional attention and development. Use of Data To Inform Practice - WWB 2020

Effective Collaboration

Effective collaboration in teams is an integral part of all planning and assessment. It is key to improving teaching practices and student outcomes by developing consistent understandings and sharing evidence based best practice. Staff work collaboratively to plan lessons based on an understanding of curriculum requirements and valid and reliable student data using a backward mapping approach.

Professional collaboration allows best practice to be identified and shared across classrooms. Effective collaboration explicitly aims to improve teacher practices and student outcomes. Collaboration - WWB 2020

High quality student assessment helps us know that learning is taking place. Assessment is most effective when it is an integral part of teaching and learning programs. Assessment - WWB 2020

Success criteria for this strategic direction

- All teachers collaboratively analyse and interpret data to inform planning, identify interventions and modify teaching practice.
- CSPS has processes in place to support teachers' consistent, evidence based judgement and moderation of assessments.
- Teachers use assessment to determine teaching directions, monitor and assess student progress and achievement.
- Teachers collaborate across teams to share curriculum knowledge, data, feedback and other information about student progress and achievement to inform the development of evidence-based programs and lessons.

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in Reading and Numeracy strategic planning, valid assessment practices, and data collection and analysis processes

Data:

We will use a combination of data sources. These will include:

- NAPLAN, PLAN, PAT, Check in Assessment, Report Data
- Meeting agenda, minutes and exit slips

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring at least once per term. Annually, the school will review progress towards the improvement measures.

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

Implications

The findings of the analysis will inform:

- Future actions
- Annual reporting

Strategic Direction 2: Classrooms as Centres of Excellence

Purpose

At CSPS we strive to create challenging and engaging classrooms that foster resilience and engagement to build innovative, motivated and self directed learners who excel in literacy and numeracy.

Improvement measures

Wellbeing

Achieve by year: 2023

A minimum of 90% of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School.

Achieve by year: 2025

At least 75% of lessons observed in Challenge walks include a learning goal, maths pedagogy (e.g. LFHC tasks - if observing a maths lesson) and differentiation

Achieve by year: 2025

At least 95% of lessons observed in Lesson Observations include a learning goal, LFHC (Maths) and differentiation

Achieve by year: 2025

1.0 point uplift in students feeling that teachers are responsive to their needs and encourage independence with a democratic approach(as per TTFM)

Initiatives

Purposeful Pedagogy

Teachers teach explicit literacy and numeracy lessons with a clear purpose aligned to curriculum and data. Open-ended and thinking tasks are a strong feature, and students are encouraged and supported to challenge themselves. Students regularly utilise the language of challenge in reference to the learning muscles when engaged in reflective and challenging tasks with productive struggle evident.

Teachers' beliefs about their students influence how they teach and interact with them. High expectations are linked with higher performance for all students. The reverse can also be true. Students may achieve less than their full potential if expectations of their ability are low. High Expectations WWB 2020

Explicit teaching practices involve teachers clearly showing students what to do and how to do it, rather than having students discover that information themselves. Students who experience explicit teaching practices make greater learning gains than students who do not experience these practices. Explicit Teaching - WWB 2020

Student Ownership of Learning

All students collaboratively design individual learning goals which are informed by the analysis of data as well as summative and formative assessment. Staff and students reflect, evaluate and provide feedback on their learning goals and collaboratively determine where to next with their learning.

Effective feedback provides students with relevant, explicit, ongoing, constructive and actionable information about their performance against learning outcomes from the syllabus. Effective Feedback - WWB 2020

Success criteria for this strategic direction

- Curriculum provision supports high expectations for student learning.
- Teaching and learning programs across the school ensure that all students are challenged and all adjustments lead to improved learning.
- Teachers employ evidence-based effective teaching strategies.
- Learning goals for students are informed by analysis of internal and external student progress and achievement data.

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate impact in creating challenging and engaging classrooms that build innovative and motivated learners?

Data:

We will use a combination of data sources. These will include:

- TTFM
- PL and QT documents
- Challenge walks data
- Staff goals and journals and programs

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring at least once per term. Annually, the school will review progress towards the improvement measures.

Implications

Strategic Direction 2: Classrooms as Centres of Excellence

Evaluation plan for this strategic direction

The findings of the analysis will inform:

- Future actions
- Annual reporting

Strategic Direction 3: Teachers as leaders of Learning

Purpose

At CSPS we are creating a high expectations environment where teachers work toward achieving school priorities through modelling an ethos of continuous improvement.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

A minimum of 85.9% of students attending for 90% or more of the time during semester one

Achieve by year: 2025

90% of teachers achieving co-developed PDP goals linked to school priority areas.

Initiatives

Continuous Improvement through Collective Efficacy

The school is responsible for supporting staff to build capacity and achieve student growth. A strong vision for improvement that is drawn from the school plan is at the core of our professional learning across the school. As a school, we are consistent in our message of collaborative practices with a focus on narrow and deep learning opportunities for all staff and opportunities for implementation. Students are at the centre of all we do, with a strong focus on content, data, pedagogy, attendance and engagement..

Consistent use of explicit teaching practices cross the school supports teachers use of effective practices. A whole school approach creates a common language around practice which in turn supports teacher collaboration and strengthens classroom observation practice. -WWB 2020

Continuous Improvement through Personal Efficacy

Staff have a personal responsibility for their own ongoing professional growth. This is supported by the school through opportunities for all staff to reflect on their practice, set professional goals, participate in professional dialogue and work collaboratively with others to increase their skills within our school context.

Effective Collaboration requires teachers to recognise their own expertise and feel comfortable in offering it while also being open to accepting advice and feedback from others. - WWB 2020

Success criteria for this strategic direction

- The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning.
- Whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk.
- All teachers use professional standards and PDPs to identify and monitor specific areas for development or continual improvement.
- Effective teaching methods are identified, promoted and modelled. Staff use embedded and explicit systems that facilitate the modelling of effective practice and the provision of specific and timely feedback between teachers.
- Teachers collaborate with staff in other schools to share and embed good practice.

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate the impact that teachers as leaders of learning create an ethos of continuous improvement to achieve school priorities?

Data:

We will use a combination of data sources. These will include:

- Attendance Data
- PL agendas and meeting attendance
- Staff Journals
- Student goal setting and reflection

Strategic Direction 3: Teachers as leaders of Learning

Evaluation plan for this strategic direction

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring at least once per term. Annually, the school will review progress towards the improvement measures.

Implications

The findings of the analysis will inform:

- Future actions

- Annual reporting