

Strategic Improvement Plan 2022-2026

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 307 students, including 178 who have identified as having a Language Background Other Than English (LBOTE), and 30 Aboriginal and Torres Strait Islander students. 127 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 values the collaborative partnership it has developed with Lead Specialists, Assistant Principal, Curriculum and Instruction, and stage leaders to improve the delivery of Reading and Numeracy instruction.

Through our situational analysis, we have identified the need to strengthen the design and use of common assessment tasks in literacy and numeracy together with collation of valid and reliable data to identify gaps in student knowledge and skills, and support the design of explicit and precise learning experiences. Professional learning in Formative Assessment Practices will be a focus over the next 4 years, supporting teachers in the design of relevant and engaging learning programs and promotion of student self-regulation.

Annual evaluation data indicates that collaborative practices are highly valued by teachers and have been an effective way for professional dialogue and sharing of effective practice. 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. Moving forward, all teaching staff will be involved in fortnightly collaborative planning and professional learning, including non-teaching staff such as Student Learning Support Officers (SLSO) as support across the school is aligned closely to areas of focus in Literacy and Numeracy. This Stage Hub model will be used during the next cycle of the School Plan to ensure a sharp focus on priority areas of learning, promoting collaborative professionalism and a streamlined approach to individual support. I

Teacher surveys, clearly show the shift of teacher understanding towards an awareness of Trauma and its impact on learning and wellbeing as a result of intensive teacher professional learning. The same survey also highlighted the need for an evaluation and update of current behaviour and well-being practices at Campbelltown Public School. During 2023, through the engagement of all stakeholders we will capture the values and beliefs of our school community, ensuring our approach to wellbeing and behaviour is inclusive and restorative.

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 data that identifies and supports individual student needs.

Improvement measures

NAPLAN expected growth - Reading

Achieve by year: 2023

An Uplift of 5% in Term 4 2023 Check-in assessments results in Reading for Years 4,5 and 6, compared to Term 4 2022 cohort baseline data.

NAPLAN expected growth - Numeracy

Achieve by year: 2023

An Uplift of 5% in Term 4 2023 Check-in assessments results in Numeracy for Years 4,5 and 6, compared to Term 4 2022 cohort baseline data.

Initiatives

High Expectations

Differentiated instruction that not only focuses on closing learning gaps, but challenges high potential students to encourage continuous improvement. Learning experiences provide increasingly more complex tasks that consider prior knowledge and ability of each student, which are assessed against learning progressions in literacy and numeracy.

Student and parent/carer involvement in co-developing learning plans enables sharing of outcomes and high expectations.

Explicit Teaching

The delivery of explicit teaching that is cumulative and systematic building strong foundations in core skills and knowledge in literacy and numeracy. Learning instruction demonstrates a progression of learning that moves the learner from surface to deeper learning that requires the application of knowledge and skills to solve problems and more complex tasks.

Success criteria for this strategic direction

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged, and all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning and share expected outcomes. **(SEF-Learning-Curriculum-differentiation)**

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students and is committed to the pursuit of excellence. **(SEF-Learning-Learning Culture -High Expectations)**

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth. **(SEF-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/surveys
- NAPLAN., Check-in Assessment Data
- Data conversations

Analysis and Implications-Data is analysed and triangulated regularly to determine the extent of impact achieved. The findings of the analysis will be used to inform future directions.

Strategic Direction 2: Collaborative 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 collaborative and high impact professional learning to maximise student learning outcomes.

Improvement measures

Achieve by year: 2026

A 20% increase of students achieving or exceeding a 'C' grade in reading and number K-6.

Achieve by year: 2026

Assessment against the School Excellence Framework indicates improvement in SEF theme, Collaborative Practices and Feedback (Teaching, Learning and Development) from sustaining and growing to excelling.

Initiatives

Leading Collaborative Professionalism

Effective collaboration through formalised communities of practice that promote sharing of evidence-based practice, and allow feedback to promote reflection and improvement. Collaborative Professionalism involves students, parents/carers and teachers working together to improve learning outcomes for all.

Effective Feedback and Formative Assessment

Ongoing formative assessment aligned to syllabus outcomes, coupled with clear intentions of learning that refer to the knowledge and discrete skills to be achieved is embedded in teaching and learning programs. Effective feedback strategies provide timely and actionable student data against relevant progressions of learning to ensure all students acquire the necessary skills and knowledge for learning.

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)**

The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning. Teachers collaborate with staff in other schools to share and embed good practice. **(SEF-Teaching-Learning and Development-Professional Learning)**

Evaluation plan for this strategic direction

Questions

- To what extent have we achieved the associated improvement measures through Collaborative Professionalism and Formative Assessment Strategies?

Data

- Student Focus Groups
- Teaching and Learning Programs,
- Student/staff survey data, TTFM, Class walk-throughs
- Professional Learning Evaluations

Analysis and Implications-Data is analysed and triangulated regularly to determine the extent of impact achieved. The findings of the analysis will be used to inform future directions.

Strategic Direction 3: Inclusive School community

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 reach their potential.

Improvement measures

Wellbeing

Achieve by year: 2023

8.6% uplift in the proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School. (TTFM)

Attendance >90%

Achieve by year: 2023

6.2% uplift from baseline data in the proportion of students attending >90% of the time.

Achieve by year: 2026

Assessment against the School Excellence Framework indicates improvement in SEF theme, A Planned Approach (Learning, Well-being) from sustaining and growing to excelling.

Initiatives

A Whole School Approach to Well-being

Implementation of a whole-school approach to behaviour and well-being that is consistent across stages and underpinned by Trauma Informed practices. Peer-based strategies are embedded to support self-awareness of emotions and behaviour so that students have the social and emotional skills to develop and maintain positive relationships and engage in pro-social behaviour. Well-being and behaviour plans are co-developed with students to ensure student voice informs the design and implementation promotes positive relationships.

Respectful, Inclusive, and Engaging Practices

Promoting a supportive and inclusive environment that embraces diversity and enhances a sense of belonging. Effective learning and support processes ensure all students have the support and resources they require to thrive. Behaviour management and support is a collective responsibility underpinned by positive relationships that are fostered across the school community.

Success criteria for this strategic direction

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school. **(SEF-Learning-Wellbeing-Individual learning needs) Excelling**

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

Positive, respectful relationships are evident and widespread among students and staff, and promote student wellbeing to ensure optimum conditions for student learning across the school. **(SEF-Learning-Wellbeing) Excelling**

There is high engagement and sense of belonging at school amongst all stakeholders.

Evaluation plan for this strategic direction

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

To what extent have we impacted student wellbeing through whole school evidence-based practices that ensure students can succeed and thrive?

Data

- Daily Attendance rates and personal attendance plans
- HSLO/ASLO and SCOUT data, TTFM data
- Teacher/student/parent surveys and focus groups
- classroom practices-environment-suspension data

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

Evaluation plan for this strategic direction

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