

Strategic Improvement Plan 2023-2026

Campsie Public School 1488



School vision and context

School vision statement

Campsie Public School, on Gadigal-Wangal land, is the hub of a connected community that celebrates diversity and empowers all students, staff and families to nurture our individual and collective potential. We provide rich and purposeful learning experiences that enable character growth, develop friendships and cater to individual learning needs, interests and passions; where academic excellence, societal participation and emotional, social and spiritual wellbeing are valued. We ensure every learner (adult and child) understands their strengths and areas for development, through structured reflection and feedback processes, ensuring every individual is continually growing and adding value to the growth of others and the school. We partner with the whole school community to inspire innovative, respectful lifelong learners who are passionate and confident about making a difference, and who advocate for themselves and their wider community, as global citizens and world changers. Distributed leadership ensures students are at the heart of decision making.

School context

Campsie Public School (CPS) is a large school in the Central Business District of Campsie, adjacent to local shops and facilities. 97% of our approximately 600 students come from approximately 40 language backgrounds other than English (42% Chinese, 10% Nepali, 7% Vietnamese, 6% Indonesian and 7% Korean). A large student body on a small physical site has led to creative use of school resources, including a split timetable to enable active use of the school playground by all students. Significant playground upgrades are underway, with the generous support of our P&C and a range of successful grant applications, which will result in a safer and more engaging school environment. CPS operates a school run canteen which provides healthy and affordable food choices and is readily responsive to community needs. Our parent body is highly supportive and engaged and our entire school community has high expectations for success. The specific literacy and numeracy needs of all CPS students are prioritised through effective curriculum differentiation. Students with additional needs receive individualised learning and support, in partnership with families and specialist support providers within and beyond the school. We employ a speech therapist to provide targeted intervention and to deliver job embedded professional learning for school staff. All students with a disability (9% students) have regularly reviewed Individual Learning Plans. All students of Aboriginal or Torres Strait Islander background (6 students) have a regularly reviewed Personalised Learning Pathway, which includes an aspirational goal selected by the student. CPS provides enrichment classes for high performing and high potential students.

Our school timetable ensures a wide curriculum choice including languages, the arts and physical education. We offer a wide range of sporting activities including PSSA sports, swimming, ice-skating and specialist PDHPE lessons delivered with specialised equipment. Our performing and creative arts programs include dance groups, choir, art club, drumming, a school band program and participation in the Dance Sport Gala, the Combined Public Schools Music Festival and School Spectacular. Students have opportunities to develop their skills in debating, public speaking, spelling, film making, coding and gardening. There are opportunities for student leadership through the nominated school leadership teams (captains and prefects and class Student Representative Council), the Green Team (environmental group), Koori Club, buddy programs and student led clubs.

Campsie Public School hosts the only Korean Bilingual program in NSW, also offering three additional community languages, as well as five other languages offered for study as a Language Other Than English (LOTE) or through a club. Many students study one language in addition to English and some students study more than one. Our Korean Bilingual program is taught through a CLIL (Content Language Integrated Learning) approach, where students learn regular curriculum content in the target language for 5 hours per week.

Our school has a strong focus on English language learning to support our students from language backgrounds other than English (14% Beginning, 31% Emerging, 27% Developing and 4% Consolidating). A highly qualified and experienced team of five EALD teachers support students in small groups and in the classroom, and provide professional learning to all staff to ensure best practice EALD pedagogy.

School vision and context

School vision statement

School context

Campsie Public School has established a number of learning alliances and partnerships to support student learning and engagement. As a PEX HUB school, we partner with the University of Sydney to provide exceptional induction of preservice teachers, teachers and leaders. We participate in a range of Community of Schools, focusing on improving teaching and leadership practice and providing opportunities for students in the arts. We have growing partnerships with local organisations, including the RSL, Rotary Club and Salvation Army. We are working in partnership with the Sydney Opera House to develop creativity through the Creative Leadership in Learning project. We proactively seek opportunities from external agencies to provide specialist support for our students, such as Reading for Life, the Rise program, Got It program, Salvation Army and Stewart House Camps, as well as UNSW art therapy student placements and professional learning through the Macquarie University Multilingual Storytelling Project. There is out of hours care operated on site, as well as the Play2Learn community playgroup run by Save the Children, and numerous community users providing a range of community services.

In 2020, our school conducted an extensive situational analysis, including an independent evaluation followed by External Validation in 2021. This highlighted large pockets of exceptional practice and the need to share that practice and expertise to ensure more teachers teach like the best. The desire to ensure an equity of educational experience for all students has therefore driven the evolution of our School Improvement Plan. The other major areas for improvement focused on improving student outcomes in reading; driving deeper parental and community engagement and partnership in the learning process; and provision of connected, rich, purposeful and real-life learning experiences for students.

Strategic Direction 1: Student growth and attainment

Purpose

Collaborative inquiry for all learners to reach their potential:

Collective responsibility results in optimal growth in teaching practice and student reading and numeracy outcomes. Staff engage in regular and ongoing collaborative inquiry to ensure effective evidence-based teaching and learning, with regular adjustments resulting in continual improvement. This is supported by refined data practices; student, staff and parent feedback; and clear and purposeful professional learning.

Improvement measures

NAPLAN expected growth - Numeracy

Achieve by year: 2023

A minimum of 72.7% of students achieve expected growth in NAPLAN numeracy (lower bound target)

NAPLAN expected growth - Reading

Achieve by year: 2023

A minimum of 65% of students achieve expected growth in NAPLAN reading (lower bound target)

Achieve by year: 2026

Improvement as measured by the School Excellence Framework: moving from 'Sustaining & Growing' to 'Excelling' in Curriculum and Assessment (Learning Domain) and in Data Skills & Use and Learning & Development (Teaching Domain)

NAPLAN top 2 bands - Numeracy

Achieve by year: 2026

A minimum of 50.8% of students achieve in the top two bands in NAPLAN numeracy (lower bound target)

NAPLAN top 2 bands - Reading

Achieve by year: 2026

A minimum of 50.8% of students achieve in the top two bands in NAPLAN reading (lower bound target)

Initiatives

Engage in team based collaborative inquiry to improve student outcomes in literacy & numeracy, leading to a whole school approach to the teaching of literacy & numeracy

Develop and document an evidence based approach to collaborative inquiry focused on student learning, in particular in reading and numeracy. Document effective inquiry processes, including refined data practices that measure growth in teaching practice and align that to growth in student outcomes. Develop systems and processes to gather and monitor team and cohort data resulting from inquiry which also informs the instructional model.

Develop and implement a shared understanding of tailored learning and support in reading and numeracy

Develop teacher knowledge and skills to differentiate teaching to meet the learning needs of every student, resulting in continual improvement for all students, in particular in reading and numeracy. Teachers supported to refine their data practices and utilise student, staff and parent feedback to inform adjustments to teaching. Document clear and visible, tiered levels of support and develop teachers' ability to access the most appropriate support in a timely manner, and develop collective responsibility for every student achieving optimal growth.

Success criteria for this strategic direction

1.1

Teachers understand and engage in evidence based collaborative inquiry within and across stages.

Collaborative inquiry identifies and provides evidence of successful teaching strategies and its impact on students, with a specific focus on new curriculum implementation.

Collaborative inquiry is informed by various data sources which include student, parent and staff feedback.

Parents and community are informed and consulted throughout the inquiry process.

Collaborative inquiry informs whole school programs and routine directions.

1.2

Teachers, students and parents use shared language regarding learning and support in reading and numeracy in alignment with the new English and Mathematics syllabuses.

Every student and family engage in focused learning conversations with the teacher about individual goals, strategies and consistently review student progress.

Visible processes and clear referral mechanisms support students, staff and parents in knowing how to access, and accessing information and supports in learning so all students continue to make progress.

Evaluation plan for this strategic direction

1.1

Questions: What impact has Collaborative inquiry (CI) had on improving teaching practice? To what extent has CI had an impact on student growth and attainment in literacy and numeracy? What was the impact of involving the school community in the process of CI? How will CI

Strategic Direction 1: Student growth and attainment

Improvement measures

Achieve by year: 2026

Every student demonstrates growth in literacy and numeracy, with a focus on student equity groups

Achieve by year: 2026

Student TTFM and surveys/feedback indicate the % of students in the desirable quadrant for learning challenge (high skills and high challenge) is at or above 53% (NSW Govt norm)

Evaluation plan for this strategic direction

inform the next strategic improvement plan? To what extent has CI become a part of the learning culture?

Data:

Pre and post teacher survey focusing on the success of CI?; NAPLAN data and growth; TTFM data; Student scout data; results of CI in teaching programs; PLAN 2 Data; CI analysis

1.2

Question: To what extent has tailored learning and support improved student growth in reading and numeracy? To what extent has the inclusive and collaborative culture of community engagement increased?

Data: longitudinal tracking of number of parents per class who attend goal setting meetings/ILP meetings; parent feedback regarding meeting process; teaching program reviews; NAPLAN and ALAN data; Sentral data tracking including Plans (number/evaluations etc); tracking of student/teacher/parent support access and outcomes

Analysis will be embedded through implementing and monitoring the process. Annually the school will review progress towards the improvement measures resulted from the initiatives.

Implications: The findings of the analysis will inform future planning.

Strategic Direction 2: Whole school instructional model allows high performance teaching and equity of experience for all learners

Purpose

Providing rich and purposeful learning experiences that cater to the individual learning needs and passions of all students, and maximising the effect size of (or value added by) our work requires every student and teacher knowing what to do, how to do it and why it is important. This is underpinned by sharing of knowledge and expertise; evidence informed practice; and ongoing, job embedded professional learning. This results in confident, efficient and effective decision making, equity of experience for all learners and development of the skills required for lifelong learning.

Improvement measures

Achieve by year: 2026

Improvement as measured by the School Excellence Framework: moving from 'Sustaining & Growing' to 'Excelling' in Effective Classroom Practice and Professional Standards from the Teaching Domain and Educational Leadership from the Leading Domain

Achieve by year: 2026

An agreed criteria/Instructional Model/Teaching Standards are demonstrated in all classrooms

Achieve by year: 2026

All teachers can articulate their impact on student learning and achievement

Achieve by year: 2026

Instructional Leadership support and PDP processes provide evidence of improved teaching practice and learning outcomes

Initiatives

Research and design an evidence-based whole school instructional model

Conduct and share research into evidence based teaching practice and validate that practice within our context aligned to our school vision through school-based research. Document the high impact teaching strategies to be included in all teaching and learning activities through the PEX HUB (Professional Experience HUB).

Use the Australian Professional Standards for teachers to build a strong, visible school culture focused on the identification, development and sharing of teacher expertise across all career stages and levels of accreditation

Build teacher understanding of the standards and embed the standards within the PDP process, including all professional learning and observations. Identify school-based expertise and utilise job-embedded professional learning to share that expertise. Document processes to support the acknowledgement and sharing of expertise and obtaining higher levels of accreditation.

Success criteria for this strategic direction

2.1

All teachers (including pre service teachers) can clearly articulate what, why and how the elements of the instructional model are implemented in the classroom, and how it improves student outcomes.

All lessons demonstrate elements of our agreed instructional model, based on evidence-based practice and high impact teaching strategies, to ensure an equity of experience for all learners and ensuring continuous improvement for all students, across the full range of abilities.

2.2

All students experience high quality teaching that results in success that can be measured by achievement data.

There are documented processes in place to support the identification and sharing of expertise across all career stages, and to embed opportunities to obtain higher levels of accreditation.

Evaluation plan for this strategic direction

2.1

Question: To what extent have we achieved our purpose? To what extent have we accurately collated and analysed existing data to identify strengths and areas for improvement? How and to what extent has the instructional model led to student growth? To what extent is the instructional model a part of whole school planning and programming?

Data: We will use a combination of data sources (internal assessments, surveys, observations, focus groups, NAPLAN data; case study (action research); Existing evidence: AITSL self-reflection data; 'What Works Best' survey data; AP data

2.2

Strategic Direction 2: Whole school instructional model allows high performance teaching and equity of experience for all learners

Evaluation plan for this strategic direction

Question: To what extent has there been an improvement in teaching practice? To what extent has expertise been shared? To what extent has student learning improved?

Data: AITSL TSAT; Accreditation Tracking Sheets; PDPs (goals, feedback/observation/evaluation of student progress or impact); SCOUT/NAPLAN data; MyPL professional learning logs

Analysis: Will be embedded annually within the research and design to implement quality of teaching/findings and monitor progress towards measures.

Implications: The findings of the analysis will inform future actions.

Strategic Direction 3: Connected learning experiences in partnerships with students, parents and community

Purpose

We aim to develop adaptive, lifelong learners who contribute positively to society, and are empowered to be innovative, critical and creative risk-taking learners. Highly visible systems and processes support educational engagement through purposeful and sustained partnerships, between students, staff, families and other agencies, from the beginning and throughout each child's school life. Opportunities for connected, rich, purposeful and real-life learning experiences, and intentionality in understanding, valuing and utilising individual strengths, results in a strong sense of belonging for all stakeholders.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

An increased proportion of students attending >90% of the time to be at or above 90% (lower bound system-negotiated target)

Wellbeing

Achieve by year: 2023

An increased proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at school to be at or above 88.2% (lower bound system-negotiated target)

Achieve by year: 2026

Student, parent and staff surveys indicate improved engagement in purposeful and sustained educational partnerships

Achieve by year: 2026

Students are tracked and continue to improve on measures of Social Emotional Learning, Wellbeing and Critical and Creative Thinking

Achieve by year: 2026

Improvement as measured by the School Excellence

Initiatives

Develop, teach and evaluate deeply engaging integrated units of learning that embed the principles of Gold Standard PBL

Build teacher knowledge and skill, through job-embedded professional learning, to plan for challenging problems, sustained inquiry, student voice & choice, reflection, critique & revision and public product. Develop processes and supporting documentation to ensure a consistent approach to planning, teaching and evaluating teaching programs.

Develop and strengthen effective partnerships in learning with parents, students and the broader community

Work collaboratively with all initiatives to embed partnerships across all strategic directions. Identify, document and implement strategies to engage families in reciprocal communication, dialogue and engagement (parents contributing to the learning process) about learning and school.

Implement the EALD Evaluation Framework elements in whole school practice

Work collaboratively with all initiatives to embed EALD EF elements across all strategic directions. Job-embedded professional learning on effective programming and teaching for EALD students including developing knowledge of and skills to use of the EALD progressions. Document processes and procedures for supporting EALD students and families.

Success criteria for this strategic direction

3.1

Consistent and embedded evaluation process of our integrated units that aligns with the school's K-6 Gold Standard PBL matrix/rubric and CLIL (Creative Leadership in Learning - Opera House Creativity initiative).

Students will have the skills to advocate for change and impact their community through real life learning experiences.

All students, parents and community members will have a shared understanding of metalanguage and application of practice of gold standard PBL and CLIL (Creative Leadership in Learning - Opera House Creativity initiative).

3.2

Staff, parents and the broader community will have a collective responsibility for teaching and learning, resulting in measurable improvements in student engagement and wellbeing.

A systematic partnership is implemented across K-6 to identify parent and community knowledge, skills and expertise in order to motivate students to achieve their best and continually improve. Opportunities for parent engagement are clearly communicated and documented.

Streamlined communication methods between initiative teams in order to clearly communicate to the school community.

3.3

All class teachers use the EALD learning progression and the literacy learning progression to describe levels of English language proficiency.

EALD expertise informs the development of whole school approaches to language, literacy and numeracy programs resulting in measurable student attainment.

Strategic Direction 3: Connected learning experiences in partnerships with students, parents and community

Improvement measures

Framework: moving from 'Sustaining & Growing' to 'Excelling' in Wellbeing and Learning Culture from the Learning Domain

Achieve by year: 2026

Teaching and learning programs have evidence of real-life learning experiences with opportunities for parent and student input and an authentic audience

Success criteria for this strategic direction

School leaders and EALD specialist teachers regularly lead school-based PL which integrates EALD practices for all teachers of EALD students.

Teachers can articulate and follow processes and procedures (as described in the EALD support, assessment and pedagogy flow chart).

Evaluation plan for this strategic direction

3.1

Question: To what extent have we achieved our purpose? What has been the impact of the evaluation process (on teaching, on learning)? What level of shared understanding and metalanguage has been achieved? What evidence of student and community advocacy do we have?

Data: IU evaluations that reflect GSPBL rubrics; TTFM open ended Qs for Ss, Ts & Ps reflect shared understanding; Student work samples; stakeholder focus groups; PL agendas

3.2

Question: What has been the impact on CCT, SEL and Wellbeing of students? To what extent has parent engagement/involvement in students' learning increased? Is Sentral capturing the data required? Are the staff utilising the capacity that is expected? Has the implementation shown any improvement in attendance and learning?

Data: Case studies tracking individual students/families;

Parent exit slip (from workshop attendance); Regular review of data sources (sentral) to track attendance and achieving the intended improvement measures.; Improvements in student attendance (specifically at risk less than 80%) - parent communication and support from school for students at risk;Referral to HSLO (Home

Strategic Direction 3: Connected learning experiences in partnerships with students, parents and community

Evaluation plan for this strategic direction

School Liaison Officer) as baseline data

3.3

Question: To what extent is planning for EAL/D practice embedded in English programming? How well do the staff understand the EAL/D Learning Progression? How did we improve implementing EAL/D teaching and learning practice? What student growth will be evident on the EAL/D Learning Progression phases? What co-teaching models are being used across the school?

Data: Agendas showing EAL/D specialist teacher and classroom teachers collaborate; Teachers surveyed and observed about their use of the EAL/D pedagogies within their English lesson; EAL/D student tracking on the EAL/D learning progression - increased rate of growth; Case study - targeted students to see the development of their growth over the year; LBOTE Census Data and Annual EAL/D Survey (in collaboration with the PLAN2 and Best Start Assessment Data - consistent judgment); Community engagement plans with evidence of implementation and evaluation.

Analysis will be embedded through implementation and progress monitoring. Document analysis will be done each term and the data analysis will be done annually.

Implication: The findings of the analysis will inform: Future directions, effective resourcing, termly and annual reporting on progress measures, ongoing implementation and progress monitoring.