

# Strategic Improvement Plan 2023-2026

## Campsie Public School 1488



# School vision and context

## School vision statement

*Campsie Public School, on Cadigal-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 (37% Chinese, 10% Nepali, 8% Vietnamese, 7% Indonesian and 6% 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 (20% students) have regularly reviewed Individual Learning Plans. All students of Aboriginal or Torres Strait Islander background (5 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 (18% Beginning, 35% Emerging, 30% Developing and 14% 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

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## School context

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*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.

The school places a high priority on ensuring that all teachers identify and address the learning needs of students. Teachers are encouraged and supported to closely monitor the progress of individuals, identifying learning strengths and areas for improvement. Classroom activities are tailored to levels of readiness and need. Special emphasis is placed on embedding the literacy and numeracy progressions across the curriculum. Student assessment data is used regularly to identify student achievement and progress, to reflect on teaching effectiveness and inform future directions. All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.

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## Initiatives

### **Engage in team based collaborative inquiry to improve student outcomes in reading & numeracy**

Develop and document an evidence informed 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 Teaching and Learning Model (TLM).

## Success criteria for this strategic direction

1. Teachers understand, engage, document and evaluate a collaborative inquiry within and across stages and identify successful teaching strategies and their impact on student and teacher outcomes.
2. Improved teacher capacity to use and analyse student progress and achievement data as outlined in the whole school assessment schedule
3. Learning goals for students are informed by the analysis of wellbeing and internal and external student data sources
4. Collaborative inquiry informs teaching and learning programs and whole school processes.
5. Teachers utilise staff expertise to support the improvement of reading and numeracy practices

## Evaluation plan for this strategic direction

### **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 reading and numeracy?

How will CI inform the next strategic improvement plan?

To what extent has collaborative inquiry informed whole school programs and processes?

### **Data:**

Pre and post teacher survey focusing on the success of inquiry

Check In data

Progressive Achievement Tests (PAT)

Tell The From Me data

### **Analysis:**

# Strategic Direction 1: Student growth and attainment

## Improvement measures

### Improvement measures

#### Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2024

An increase in Check-in Assessment mean scaled score for reading in Year 3-6 for 2024 compared with Year 3 - 6 in 2023

#### Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2024

An increase in Check-in Assessment mean scaled score for numeracy in Year 3-6 for 2024 compared with Year 3 - 6 in 2023

## Evaluation plan for this strategic direction

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: A Teaching and Learning Model (TLM) allows for 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

#### School Excellence Framework

Achieve by year: 2026

2026 Improvement as measured by the School Excellence Framework: moving from Sustaining & Growing' to 'Excelling' in Learning Domain: Curriculum, under the themes 'Teaching and Learning Programs' 'Differentiation' and 'Literacy and numeracy focus

### Initiatives

#### Implement and evaluate a Teaching and Learning Model (TLM)

Teachers will implement and evaluate an evidence-informed whole school Teaching and Learning Model (TLM) that will build consistent quality teaching. This will ensure a common understanding of the structure of a lesson or learning sequence, a consistent language used by teachers across the school and clear expectations of how learning and student feedback are to take place in each lesson or learning sequence.

### Success criteria for this strategic direction

1. Teachers understand and demonstrate all elements of our school's Teaching and Learning Model (TLM), including explicit teaching strategies, to ensure an equity of experience for all learners and ensure continuous improvement for all students, across the full range of abilities.
2. Lesson planning is informed by students' prior achievement, curriculum requirements, and student feedback, and provides continuous improvement for all students, across the full range of abilities.
3. Teachers think critically and exercise their professional judgment in adjusting teaching and learning programs to address individual student needs and learning goals.
4. All students are challenged, and all adjustments lead to improved engagement for learning

### Evaluation plan for this strategic direction

#### Questions:

To what extent has the Teaching and Learning Model (TLM) improved teacher practice ?

To what extent is the Teaching and Learning Model (TLM) a part of whole school planning and programming?

How has the model been enhanced to meet student and teacher needs?

#### Data:

Analysis of teaching and learning programs

Lesson observations

Surveys

Student voice

#### Analysis:

## Strategic Direction 2: A Teaching and Learning Model (TLM) allows for high performance teaching and equity of experience for all learners

### Evaluation plan for this strategic direction

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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 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

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

The attendance rate for the school is increased from 91.2% in 2023 to 92.3% by 2027.

### Initiatives

#### **Develop and strengthen effective partnerships in learning with parents, students and the broader community so that students can connect, succeed, thrive and learn**

The community will work collaboratively to embed partnerships that enhance student outcomes. The whole school will actively engage in improving student learning outcomes by valuing and supporting student attendance and wellbeing through the implementation of evidence informed procedures and processes. We will identify, document and implement strategies to engage families in reciprocal communication, dialogue and engagement (parents contributing to the learning process) about learning and school.

### Success criteria for this strategic direction

1. There is an embedded school wide and data informed approach to student and staff wellbeing. Student voice and agency is used to inform and refine practices and processes.
2. Teachers, students, parents/carers and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.
3. Teachers engage with parents/carers to improve understanding of student learning.
4. The leadership team measures school and community satisfaction and shares its analysis and actions in response to the findings.

### Evaluation plan for this strategic direction

#### Questions:

To what extent has parent engagement/involvement in students' learning and attendance increased?

To what extent is School Bytes enhancing the administrative systems and processes for monitoring attendance?

How effective are the school's documented processes for monitoring attendance?

To what extent did student voice increase?

To what extent did the students' sense of belonging increase?

What needs to be adjusted to further enhance community engagement?

#### Data:

Tell Them From Me

Positive Behaviour for Learning data



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

### Evaluation plan for this strategic direction

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Attendance data

Surveys

Focus groups

#### **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.