

School plan 2018-2020

Cammeray Public School 1485



School background 2018–2020

School vision statement

At Cammeray School we equip students with the tools to be successful, confident, creative individuals. This is achieved in a high performing school that is inclusive and works in partnership with our community. Our staff is innovative and dynamic, providing leadership that inspires learning. This quality education is provided in a nurturing environment so that all students can become active, confident participants in an ever-changing world.

School context

Cammeray school is located on the lower north shore of Sydney close to the city centre. A strong community partnership enhances our school identity further.

Student enrolments are large, with a recent average of 940 enrolled. 25% of this student population includes children from a non-English speaking background. The school values the richness and diversity of its student population.

The school grounds are diverse and interesting. A variety of playground areas have been developed to encourage creative and imaginative play. Boardwalks meander through wetlands and link to the adventure playground area. The parent community have actively supported and created these areas in partnership with the school.

Students are given the opportunity to participate in a large and vibrant band program, many and varied sports programs, public speaking and debating programs and performing arts including dance, choir and drama.

Strong partnerships have developed with local community groups offering further experiences and opportunities for our students.

School planning process

The Educational Goals for Young Australians continue to drive school planning.

Goal 1: Australian schooling promotes equity & excellence

Goal 2: All young Australians become successful learners, confident and creative individuals, and active and informed citizens.

Current school data and records were measured against these goals and created the opportunity for community discussions and evaluation of processes. Surveys were created and community forums were developed. Survey results formed the basis of future focused group discussions. Staff, students and parents continue to participate in the Department of Education survey 'Tell them from Me'. These results inform future directions.

Student achievement, student growth and school trends in NAPLAN, Best Start, ICAS University tests, learning progressions & school assessments guide and inform planning further.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1 Engaged Learners

Purpose:

To create a climate of learning that engages all stakeholders. All learners will be encouraged to actively reflect and have a voice, by understanding future directions for success through collaboration, feedback and effective partnerships. Professional learning programs will extend and deepen teachers' explicit knowledge of curriculum through professional dialogue and analysis of student work, leading to improved pedagogy and improved student outcomes in the focus areas of Literacy and Numeracy.



STRATEGIC DIRECTION 2 Creative & Critical Thinkers

Purpose:

To enhance in all stakeholders the skills of communication, collaboration, critical and creative thinking through innovative and purposeful projects requiring a redesign of teaching and learning programs and flexible use of classroom space. Immersion in curriculum that is purposeful and challenging will encourage 21st century learning through inquiry and problem solving skills. A focus on Science, Maths and Technology will create engaging learning opportunities for all students and teachers. The role of curiosity will be nurtured.



STRATEGIC DIRECTION 3 Compassionate Citizens

Purpose:

To embed a culture of collective responsibility and empathy through respectful relationships. A commitment to equity and social justice will lead to ethical decision making as part of the broader society. The growth of both the intellect and the character of the learner will be a key feature of programs that support student well-being.

Strategic Direction 1: Engaged Learners

Purpose

To create a climate of learning that engages all stakeholders. All learners will be encouraged to actively reflect and have a voice, by understanding future directions for success through collaboration, feedback and effective partnerships. Professional learning programs will extend and deepen teachers' explicit knowledge of curriculum through professional dialogue and analysis of student work, leading to improved pedagogy and improved student outcomes in the focus areas of Literacy and Numeracy.

Improvement Measures

- Improvement in student outcomes with an increase in the percentage of students demonstrating expected growth in literacy and numeracy. Over 90% of students demonstrating expected growth through literacy and numeracy progressions and NAPLAN.
- Collective teacher efficacy and a shared responsibility for student growth in Literacy and Numeracy is evident through grade planning and programs and through teacher reflection and feedback.
- An increased use of rich literature to engage learning and enrich high performance.

People

Students

- Students will build skills and knowledge in using complex language and deep comprehension understandings.
- Students will improve their knowledge and understanding of mathematical thinking and problem solving.

Staff

- Teachers will improve and expand their skills in planning, teaching and assessing student achievement in Literacy and Numeracy.
- Teachers will improve their pedagogy through collaboration, reflections on current research and sharing of practice.

Leaders

- The leadership team will coordinate professional learning programs that draw on research and build teacher capacity to improve student outcomes.
- The leadership will facilitate a school environment that improves learning for every student.

Parents/Carers

- Parents will develop an understanding of and value the theories and models of learning that underpin the schools' educational philosophy.
- Parents will demonstrate support and will actively participate in strategies to improve student outcomes in Literacy and Numeracy.

Processes

- Introduce and embed 'Spirals of Inquiry' into professional learning to extend and deepen teachers' explicit knowledge of learning through professional dialogue and a shared responsibility for student improvement.
- Grade planning and collaboration that adjusts learning to meet individual student needs, that challenges and improves learning through a deep understanding and application of curriculum.
- Embedding Literacy and Numeracy progressions into student assessment, school projects and reporting systems.

Evaluation Plan

- The plan to evaluate impact and growth will include: regular gathering of data to analyse – school based assessments & external assessments, observational rounds and teaching programs & reflections.

Practices and Products

Practices

- Shared responsibility for student improvement in Literacy and Numeracy is evident through the professional learning achieved in 'Spirals'.
- Student progress is tracked on the learning progressions for Literacy and Numeracy. This monitoring of student achievement is evident in work samples.
- The effective use of the 'Literary corridor', classroom libraries and home reading programs to improve student outcomes.

Products

- Enhanced teacher capacity is reflected in greater collaboration, self-reflection, higher expectations and cohesive school teams.
- All teaching & Learning programs are differentiated based on student needs and demonstrate a deep understanding of syllabus content measured by program review and student work samples.

Strategic Direction 2: Creative & Critical Thinkers

Purpose

To enhance in all stakeholders the skills of communication, collaboration, critical and creative thinking through innovative and purposeful projects requiring a redesign of teaching and learning programs and flexible use of classroom space. Immersion in curriculum that is purposeful and challenging will encourage 21st century learning through inquiry and problem solving skills. A focus on Science, Maths and Technology will create engaging learning opportunities for all students and teachers. The role of curiosity will be nurtured.

Improvement Measures

- Improve student outcomes in Mathematics through a focus on mathematical thinking and problem solving that engages students in critical and creative ways. Evidence of success will include teaching and learning programs, student work samples, improved results in NAPLAN & improved student attitude towards Mathematics.

- Improved implementation of Science, History and Geography through an inquiry approach to curriculum design. Outcomes are contextualised in authentic learning opportunities, as evidenced by student work and school projects.

- The creation of 21st century classrooms that use technology in meaningful ways, have flexible learning spaces and empower students in directing their learning. Evidence of success will include: student & teacher surveys, innovative projects and products created, monitoring of technology use.

People

Staff

- Teachers collaborate and plan for authentic learning opportunities that challenge students in their thinking in the curriculum strands of Mathematics and Science.
- Teachers create classroom learning environments that support student directed learning with the teacher as the facilitator.

Leaders

- The school executive adopts a coordinated approach to 21st century learning through STEM projects and curriculum programs that focus on Inquiry learning. There is an expectation of implementation across the school.
- The school executive support the staff and students in 21st century learning and create engaging professional learning opportunities.

Parents/Carers

- Develop an understanding of and value the theories and models of learning that underpin the school's educational philosophy.

Students

- Students build the skills to effectively engage in inquiry learning and critical & creative thinking.
- Students gain confidence and skills in engaging with a variety of technology for different purposes.

Processes

- Implement a whole school approach to the teaching of Mathematics that extend, expand and challenge students thinking in critical and creative ways.
- Research informed pedagogy – Draw on research to develop and implement Inquiry based learning in Science, History & Geography and expand teaching practice.

Evaluation Plan

- Progress toward improvement measures will be evaluated through: student, teacher and parent surveys, observational rounds, teaching programs, improved student outcomes in external tests and school/ community projects.

Practices and Products

Practices

- Teaching and learning programs and the school scope and sequence of skills and knowledge in Mathematics reflect critical and creative thinking challenges as a core feature in student success and growth.
- Curriculum planning & implementation includes an inquiry block of student directed learning using technology in critical and creative ways.

Products

- Mathematics gains a high profile across the school community through STEM projects, 'Girls and Mathematics' projects, grade planning and the school curriculum framework with a focus on critical & creative thinking in Mathematics.
- Science, History and Geography curriculum is fully implemented through 21st century skills of communication, collaboration and critical & creative thinking.

Strategic Direction 3: Compassionate Citizens

Purpose

To embed a culture of collective responsibility and empathy through respectful relationships. A commitment to equity and social justice will lead to ethical decision making as part of the broader society. The growth of both the intellect and the character of the learner will be a key feature of programs that support student well-being.

Improvement Measures

- Increase the percentage of students consistently following the Cammeray Code of – respect, responsibility and personal best– and building relationships based on kindness and compassion. Ensure that 100% of students are respectful and responsible towards others.
- Increase the number of school projects that link to social justice and global problems.
- Extend the partnership with parents and community members through projects that build a sense of citizenship and character in our global world.

People

Students

- Students build skills and confidence in their well-being and in the well-being of others through school programs that support self-esteem and resilience.

Staff

- Teachers and support staff adopt a coordinated approach to implementing the Positive Behaviour to Engage Learners (PBEL) program and foster compassion and kindness.

Leaders

- School leaders implement and monitor well-being programs that support a sense of social justice and the building of a strong character.

Parents/Carers

- The school community are active partners in implementing and embedding social justice programs and well-being programs in the school.

Processes

- Student well-being programs are monitored, revised and expanded to reflect the Cammeray Code and the core values of compassion and kindness towards others.
- A shared school-wide commitment to social justice and global issues is evident through purposeful leadership, quality teaching and community engagement.

Evaluation Plan

- Progress towards improvement measures will be evaluated through: student behaviour data analysis, evaluation of classroom and playground environments, student-teacher and parent reflections and actions implemented in school and global programs.

Practices and Products

Practices

- School leaders, the learning support team and teachers use data to inform and monitor student well-being.
- Well-being programs are implemented to foster compassion and kindness and to build character.
- Authentic connections with social justice programs and sustainability projects are developed.

Products

- Enhanced leadership capacity, reflected in greater collaboration, self-reflection, higher expectations and cohesive teams is evident in student well-being programs.
- Social justice programs are embedded in the school culture and drive greater connections with the local community, regional areas of NSW and across the world.