School plan 2018-2020

Camden South Public School 4286
## School background 2018–2020

### School vision statement

**Grow Great Students– Grow Great Teachers**

At Camden South Public School our vision is to:

- Provide an environment where students connect, thrive and succeed through a differentiated and integrated approach to teaching and learning.
- Develop quality leadership that supports a culture of high expectations and engagement.
- Ensure teachers are committed to working collaboratively to improve professional practice.

### School context

Camden South Public School is a large primary school with over 750 students including approximately 5% Aboriginal and Torres Strait Islander students. The school, which has grown significantly in the last five years, is situated on the banks of the Nepean River in a mixture of semi-rural and urban setting. The school has a regional gifted and talented class and a support unit incorporating three multicategorical classes. A committed teaching staff encompassing experienced and early career teachers is dedicated to achieving high level outcomes and providing students with a multitude of extra curricula activities. The school is located within a supportive community with high expectations for students. Additionally, the school has a highly active Parents and Citizens Association.

### School planning process

Throughout 2017, a comprehensive process was undertaken by staff, students and parents to evaluate current school programs and practices. Suggested areas for change or modification of existing programs then became the basis to a team of staff to formulate the draft 2018–2020 plan.

Additionally, The Strategic Directions and Milestones 2015–2017 were evaluated throughout 2017. A thorough review of the progress made in alignment with the School Excellence Framework was conducted and assisted in developing the future focus areas for Camden South Public School.

This evidence collected was utilised by the School Evaluation Target Team (SETT) to form three key strategic directions as a basis for a shared commitment to future developments across the school.

The three priorities that were identified for this plan were:

- Learning
- Teaching
- Leading

The Camden South Plan 2018–2020 flows from the strategic directions and sets clear improvement measures. It forms the basis for the school's improvement and development efforts for the next three years, in partnership with parents and community. Each strategic direction provides details of the purpose (why), people and processes (how), and products and practices (what) that are to be realised through implementation of the plan.
**School strategic directions 2018–2020**

**STRATEGIC DIRECTION 1**
Striving for Excellence

**Purpose:**
Teachers use knowledge of curriculum and analysis of data to plan and deliver student learning that is targeted and aspirational.

**STRATEGIC DIRECTION 2**
Collaborative and Innovative Learning Communities

**Purpose:**
To provide opportunities for all stakeholders to build collaborative and innovative partnerships at school and in the wider community.

**STRATEGIC DIRECTION 3**
Shared Leadership

**Purpose:**
To develop quality leadership skills amongst leaders, teachers and learners that supports a culture of high expectations and engagement.
Strategic Direction 1: Striving for Excellence

Purpose
Teachers use knowledge of curriculum and analysis of data to plan and deliver student learning that is targeted and aspirational.

Improvement Measures
- Increase the number of students in the top 2 bands of reading
- Increase the number of students in the top 2 bands of numeracy.
- Increase in percentage of students achieving expected growth in PLAN(2)data
- Increased percentage of programs showing detailed and purposeful differentiation of learning intentions
- Increased percentage of students meeting or exceeding curriculum requirements as reported on in English and Maths academic reports.

People

Leaders
- Understand data and lead staff analysis
- Lead PL for a deep understanding of K–6 Curriculum including Learning Progressions

Staff
- Choose appropriate evidence for data
- Analyse and Interpret data
- Understand the K–6 curriculum including Learning Progressions
- Identify what students are learning and why
- Use data and curriculum to plan purposeful differentiated lessons

Students
- Articulate learning and understand what they need to enable continuous improvement.
- Build and use learning specific vocabulary to demonstrate understanding

Parents/Careers
- Educational programs are supported by parents / carers through a variety of opportunities that support student learning at home and at school.
- Recognises the school as being excellent and responsive, using best practice to embed a culture of high expectations.

Processes

Curriculum
Developing a strong understanding of content through the use of Progressions, Syllabus and NESA standards to plan for quality teaching programs.

Assessment
Using appropriate formative and assessment plans to ensure data is consistent, valid and reliable.

Data
Effective use of data to drive planning so that all students have opportunities for growth. School directions are driven by valid and reliable school data.

Evaluation Plan
Data
- Programs
- Classroom observations
- School reports

Practices and Products

Practices
- Continuous tracking of achievement of progress
- Teachers analyse and interpret data to inform planning and interventions
- Formative assessment is evidenced in classroom practice across K–6
- Lesson planning references curriculum requirements and student achievement data
- Consistent Teacher judgment is utilised to develop consistent understandings of grade and stage requirements

Products
School based scope and sequences are used to ensure access to curriculum for all students
- Teaching and learning programs are syllabus based with clear and achievable learning intentions evident
- Teaching and Learning programs across the school lead to continuous improved learning and ensure students are challenged at all levels of achievement
- Valid and reliable data
- Teachers use formative and summative assessment strategies to implement differentiated teaching and learning programs, with a particular focus on Mathematics and reading
### Strategic Direction 2: Collaborative and Innovative Learning Communities

<table>
<thead>
<tr>
<th>People</th>
<th>Processes</th>
<th>Practices and Products</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose</strong>&lt;br&gt;To provide opportunities for all stakeholders to build collaborative and innovative partnerships at school and in the wider community.</td>
<td><strong>Wellbeing</strong>&lt;br&gt;Building Resilience, responsibility and citizenship skills across all aspects of the school to create optimal learning environments.</td>
<td><strong>Practices</strong>&lt;br&gt;STEM is an embedded teaching focus across the curriculum</td>
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<tr>
<td><strong>Improvement Measures</strong>&lt;br&gt;Increased number of teachers demonstrating future focused teaching practices such as STEM</td>
<td><strong>Expertise and Innovation</strong>&lt;br&gt;Using collaborative and integrated learning strategies such as STEM and project based learning across the school.</td>
<td><strong>Applied learning practices are implemented to engage students in thinking critically, creatively and collaboratively.</strong></td>
</tr>
<tr>
<td>Whole school approach to wellbeing programs</td>
<td><strong>Productive Community Partnerships</strong>&lt;br&gt;Making links and developing strong partnerships with academic, educational and local communities.</td>
<td><strong>Wellbeing strategies are practised by staff and students.</strong></td>
</tr>
<tr>
<td>Ongoing and purposeful community partnerships within the academic, educational and local communities.</td>
<td></td>
<td><strong>Aboriginal education is embedded across the curriculum K–6</strong></td>
</tr>
<tr>
<td>Increased percentage of students with a positive sense of belonging based on 2017 Tell Them From Me Data.</td>
<td><strong>Evaluation Plan</strong>&lt;br&gt;Tell them from me Photos&lt;br&gt;Sentral wellbeing data&lt;br&gt;PBL data&lt;br&gt;Programs&lt;br&gt;Survey results</td>
<td><strong>Strong community and collaborative practices are evident across all school programs</strong></td>
</tr>
</tbody>
</table>

| **People**<br>**Leaders**<br>– Knowledge of research–based practices around wellbeing<br>– Understanding of how to embed innovative practices across the school | **Evaluation Plan**<br>Tell them from me Photos<br>Sentral wellbeing data<br>PBL data<br>Programs<br>Survey results | **Products**<br>Students are self–aware and regulate their own emotions and behaviours |
| **Staff**<br>– Understanding of how to implement wellbeing practices with their students and to promote student choice both within and outside the classroom.<br>– Develop innovative, evidence based and future focused practices supported through professional learning. | | **Students have the social and emotional skills to develop and maintain positive relationships and engage in pro–social behaviour** |
| **Students**<br>– Demonstrate self–regulated and resilient learning skills.<br>– Have a positive and collaborative school and community mindset.<br>– Understanding how to think critically, creatively and collaboratively. | | **Strong community partnerships contribute to the school ethos** |
| **Parents/Carers**<br>– Support innovative, evidence based and future focused practices.<br>– Support of wellbeing practices | | **Future focused teaching practices are embedded in curriculum across the school** |

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**Wellbeing**

**Practices and Products**

**Wellbeing**

Building Resilience, responsibility and citizenship skills across all aspects of the school to create optimal learning environments.

**Expertise and Innovation**

Using collaborative and integrated learning strategies such as STEM and project based learning across the school.

**Productive Community Partnerships**

Making links and developing strong partnerships with academic, educational and local communities.

**Evaluation Plan**

Tell them from me

Photos

Sentral wellbeing data

PBL data

Programs

Survey results

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**Practices**

STEM is an embedded teaching focus across the curriculum

Applied learning practices are implemented to engage students in thinking critically, creatively and collaboratively.

Wellbeing strategies are practised by staff and students.

Aboriginal education is embedded across the curriculum K–6

Strong community and collaborative practices are evident across all school programs

**Products**

Students are self–aware and regulate their own emotions and behaviours

Students have the social and emotional skills to develop and maintain positive relationships and engage in pro–social behaviour

Strong community partnerships contribute to the school ethos

Future focused teaching practices are embedded in curriculum across the school
## Strategic Direction 3: Shared Leadership

### Purpose
To develop quality leadership skills amongst leaders, teachers and learners that supports a culture of high expectations and engagement.

### Improvement Measures
- Increased opportunities for staff in leading change through school plan initiatives
- Increased number of student led initiatives across the school
- Increased percentage of staff participating in purposeful classroom observations and receiving collegial feedback for growth
- All teachers use the Professional Teaching Standards to critically reflect on their practice and set future learning goals
- Increased number of teachers accredited at highly accomplished or lead

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<td><strong>Leaders</strong></td>
<td><strong>Professional Growth</strong></td>
<td><strong>Practices</strong></td>
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<tr>
<td>– Promote and develop excellence in analysing data, planning, programming and teaching through instructional leadership.</td>
<td>Staff have opportunities to build capacity within themselves and others, promoting succession planning, distributed leadership and organisational best practice. Staff will have a greater understanding of roles within the school in relation to the National Teaching Standards.</td>
<td>Design and implement leadership structures to build capacity of all teaching staff within the school.</td>
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<tr>
<td>– Critically observe and provide effective feedback</td>
<td><strong>Student voice</strong></td>
<td>Student leaders run regular meetings with class representatives; present ideas to staff and report achievements to school community</td>
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<td>– Knowledge the Australian Teaching standards and their application</td>
<td><strong>Professional Development Framework</strong></td>
<td>Leadership team engaging in regular observations /modelled instruction that link to Professional standards and PDP goals</td>
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<tr>
<td><strong>Staff</strong></td>
<td></td>
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<tr>
<td>– Capacity to lead improvement in teaching practice in themselves and others.</td>
<td><strong>Professional Development Framework</strong></td>
<td>Role statements are accessible to staff taking on leadership roles.</td>
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<tr>
<td>– Knowledge the Australian Teaching standards and evidence based teaching strategies to reflect on their practice.</td>
<td></td>
<td>Student led initiatives embedded in the school.</td>
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<tr>
<td><strong>Students</strong></td>
<td></td>
<td>PDF process is embedded into school structures, professional learning practices and everyday practice.</td>
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<td>– Strategies to positively contribute to and develop whole school priorities and projects.</td>
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<td><strong>Parents/Carers</strong></td>
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<tr>
<td>– Develop partnerships within and beyond the school to support and enhance professional practice and collective efficacy.</td>
<td><strong>Evaluation Plan</strong></td>
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### Processes

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<td>Students are provided with opportunities to express their voice and take on leadership roles within the school and wider community.</td>
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**Professional Development Framework**
Develop a culture of high expectations for every staff member through the implementation of the Performance and Development Framework and National Education Standards Authority (NESA), providing clear guidelines and timeframes for the responsibilities and expectations of all staff.

### Evaluation Plan
- Lesson Observations with feedback
- Lesson demonstrations
- Evaluation of professional learning
- Teacher reflections