School plan 2015 – 2017

Camden Public School 1482

Leadership

Learning

Engagement
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<th><strong>School vision statement</strong></th>
<th><strong>School context</strong></th>
<th><strong>School planning process</strong></th>
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<td>Our vision is to work in partnership with our parents and community to create an environment where students are empowered to discover their strengths and strive for excellence; academically, socially, and emotionally. We share with our community the responsibility for the well-rounded education of all students, enabling them to become responsible global citizens.</td>
<td>Camden Public School has a long tradition of quality public education dating back to 1849. It continues to serve the township that bears its name as well as the surrounding semi-rural community. Our children have a history of strong academic, sporting and cultural involvement. Camden Public School is inclusive of students with special learning needs. The school strives to provide a wide-ranging educational experience that provides a consistent, relevant, challenging and diverse curriculum for all students. The school has a strong productive partnership with the community, who are active contributors to the school’s success.</td>
<td>The three key strategic directions, key improvement measures and the 5P planning for each strategic direction, were completed through consultation of staff and the school’s Parents and Citizens Association.</td>
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School strategic directions 2015 - 2017

Purpose:
To support teaching and learning by empowering staff, students and community members to lead and inspire.

STRATEGIC DIRECTION 1  
Leadership
To develop a culture of collaboration, evidence based practice, educational innovation, educational leadership, learning engagement and accomplishment.

Purpose:
To inspire and lead a cooperative and collaborative culture of learning, through high standard educational practices, that gives all members of our school community the knowledge, skills and experiences to lead successful lives as 21st century global citizens.

STRATEGIC DIRECTION 2  
Learning
To deliver consistent, high quality educational practices in a dynamic learning community.

Purpose:
To create a dynamic, inclusive and comprehensive learning environment for all students, through meaningful engagement with all stakeholders within our school community.

STRATEGIC DIRECTION 3  
Engagement
To develop an approach where learning is purposeful, personalised and engaging for all key stakeholders in our school community.
Strategic Direction 1: Leadership

**Purpose**

To support teaching and learning by empowering staff, students and community members to lead and inspire.

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<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
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<td><strong>Students:</strong> Empower student leaders to build and sustain a culture of excellence as ambassadors engaging in the school community.</td>
<td><strong>Students:</strong> Senior students are trained in leadership skills. Student representatives work collaboratively with staff to contribute to school decision making. Students are given opportunities to take on leadership roles in class and school based programs.</td>
<td><strong>Product:</strong> Students are strengthening and promoting a culture of high expectations, academic excellence and wellbeing. <strong>Practice:</strong> Visible and confident students as leaders that demonstrate initiative and leadership strategies within the classroom and beyond, including our Aboriginal student group.</td>
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<td><strong>Staff:</strong> Provide opportunities and a culture of learning to support leadership capability and engage staff in a broad range of leadership roles, within effective school-based groups.</td>
<td><strong>Staff:</strong> A clearly defined definition of student leadership is created. Student leadership opportunities are strategically mapped to each year group. Provide professional learning in the Performance and Development Framework. Staff are active participants in the key phases of the Performance and Development Framework: Plan, Implement and Review to support their teaching practice and the practice of others.</td>
<td><strong>Product:</strong> Staff demonstrating leadership skills and have clearly defined leadership roles based on professional expertise. Shared school-wide responsibility is evident through leadership, teaching, learning and evaluation to review school priorities. <strong>Practice:</strong> Teachers are leaders in their classrooms, within their stage, as members of school priority groups and as part of educational networks by making informed decisions to increase the achievements of student learning outcomes, their professional goals and the professional goals of others.</td>
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**Parents:**

Parents, carers and community groups are informed of school events, policies and procedures through a range of communication platforms providing opportunities for them to become actively engaged in school programs and initiatives as leaders.

- **Evaluation Plan:** The school will monitor and evaluate the implementation of key strategies with the strategic direction of Leadership through:
  - regular evaluation of priorities within curriculum teams,
  - evaluation meetings with the leadership team to monitor milestones and improvement measures,
  - participation of the self-evaluation team to analyse data from school, community and student performance sources.

- **Improvement Measures**
  - 3% of staff engaged in or have completed accreditation at Highly Accomplished or Lead by 2017.
  - A 9% increase in staff responses indicating an ‘exemplary or high’ level of practice in the Leadership Domains of Personal, Interpersonal, Educational and Strategic in the School Leadership Capacity Framework.
  - Establishment of an Aboriginal student group that lead aspects of Aboriginal Education within the school.
  - An increase of 9% in the number of parents, carers and community members leading school-based initiatives by 2017.
  - An increase in the number of opportunities, initiatives and programs from 5 (2014) to 10 (2017) for student groups and individuals to demonstrate leadership qualities.

- **Leaders:** Leadership team review and strengthen key characteristics of effective school-based teams to facilitate staff leadership and teacher to teacher professional learning.

- **Parents:** Facilitate opportunities for staff to initiate, lead and sustain partnerships with parents, carers, community groups and businesses, including building the leadership capacity of all stakeholders.

- **Product:** Parents, community and school groups develop initiatives, which support educational opportunities for students. **Practice:** Opportunities are embedded in the school culture for parents and community groups to build productive relationships to engage in authentic opportunities to strengthen the learning and wellbeing of all students.
Strategic Direction 2: Learning

**Purpose**

To inspire and lead a cooperative and collaborative culture of learning, through high standard educational practices, that gives all members of our school community the knowledge, skills and experiences to lead successful lives as 21st century global citizens.

**Improvement Measures**

- A 9% improvement of students reaching or exceeding expected NAPLAN growth by 2017 in Reading, Writing and Numeracy.
- A 9% increase in staff responses indicating an 'exemplary or high' level of practice in the evidence-based lesson format by 2017.
- A 9% increase in students (Yr3 2014 / Yr6 2017) achieving Outstanding and or High in Writing by 2017.
- 9% improvement in PLAN growth of students reaching or exceeding year expectations in ‘Aspects of Writing’ by 2017. (Kindergarten 2015 cohort)
- An increase of 9% of Yr 4, 5 and 6 students feeling challenged in English and Mathematics classes and feel confident of their skills in these subjects by 2017. ‘Tell Them From Me Student Survey’ in the beginning of 2015 placed 38% of students in the desirable quadrant of high skills and high challenge.
- A highly effective Learning and Support Team (LST) that is supporting the needs of all students, including at risk students who require adjustments to their learning programs.

**People**

**Students:**
All students are demonstrating capability to actively participate and progress through the curriculum and are supported through informed teaching that explicitly addresses strengths and areas of need.

**Staff:**
Staff with a demonstrated understanding and knowledge of curriculum, assessment and innovative teaching and learning practices (including evidence-based lesson components) to design and implement inclusive learning and teaching programs.

Staff with an increased awareness of the Learning and Support Team process and a developed capacity to contribute to the Learning and Support Team.

**Parents:**
Provide opportunities to inform the school community on current teaching practices and targeted programs.

**Evaluation Plan:**
The school will monitor and evaluate the implementation of key strategies with the strategic direction of Learning through:
- regular evaluation of priorities within curriculum teams,
- evaluation meetings with the leadership team to monitor milestones and improvement measures,
- participation of the self-evaluation team to analyse data from school, community and student performance sources.

**Processes**

**Students:**
Students are trained to independently access a consistent evidence-based lesson format to self-assess their progress, improve it and determine where to next in relation to curriculum outcomes, ICT and 21st Century learner skills.

**Staff:**
A co-created definition of evidence-based lesson components with the successful implementation shared and promoted through quality professional learning (PL).

Staff participate in PL experiences (including Mathematics, English and Science and Technology syllabi) to support the design and implementation of programs that are responsive to the strengths and needs of students, including the integration of ICT and a differentiated curriculum. Increased staff participation in the LST and PL on the Student Wellbeing System.

**Parents:**
Parents using knowledge of current teaching practices to actively engage in authentic relationships that foster a shared vision for academic excellence and wellbeing in order to implement home-school initiatives and programs.

**Leaders:**
Build leadership capacity to develop an innovative PL model to support the PL needs of staff through a hands-on instructional leadership approach and an effective Performance and Development Framework process.

**Products and Practices**

**Product:**
To increase the number of students achieving greater than or equal to expected growth in NAPLAN.

**Practice:**
High quality staff that effectively use their extensive knowledge of current syllabi, assessment strategies and relevant support documents to drive collaborative planning to meet the needs of all students. Staff contributing and utilising an effective Learning and Support Team to meet the needs of all students.

**Product:**
Articulate students who use 21st Century learning skills and positively engage with evidence-based lesson components.

**Practice:**
Staff effectively differentiating the curriculum (including Mathematics, English and Science and Technology) and using effective ICT practices to support student outcome development.

**Product:**
Students effectively developing their knowledge, understanding and skills through rigorous teaching and learning programs and teaching practices and parents with the capacity to support their students through the process.

**Practice:**
Systematic implementation of evidence-based lesson components based on current research, with embedded and authentic formative assessment strategies that support teams to ensure all students reach their potential.
Strategic Direction 3: Engagement

### Purpose
To develop an approach where learning is purposeful, personalised and engaging for all key stakeholders in our school community.

### Evaluation Plan:
The school will monitor and evaluate the implementation of key strategies with the strategic direction of Engagement through:
- regular evaluation of priorities within curriculum teams,
- evaluation meetings with the leadership team to monitor milestones and improvement measures,
- participation of the self-evaluation team to analyse data from school, community and student performance sources.

### Improvement Measures
- An increase of 9% of Yr 4, 5 and 6 students feeling interested and motivated in their learning by 2017. ‘Tell Them From Me Student Survey’ in the beginning of 2015 highlighted 84% of students expressed a high level of interest and motivation in their learning.
- An increase of 9% by 2017 of parents attending 3-Way Conferences. (Term 1 2015 63% of parents attending Parent/Teacher Interviews).
- An increase in attendance rates from 95.2% in 2014 to 98.2% in 2017.

### People
**Students:**
Students will develop a clear understanding of an inquiry-based learning model and will actively engage in evaluation, reflection, questioning and investigation to support their learning. Students will develop skills to self-assess, use teacher feedback and reflect on their learning to work towards learning goals. Students have knowledge of the 3-Way Conference process and effective communication skills to articulate and support the negotiated learning goals with teachers and parents.

**Staff:**
Staff have the ability to encourage students to be responsible for their own learning, ask questions about their learning and allow students to use feedback, self-assessment, reflection and peer assessment to drive future learning. Staff have the ability to make professional judgments about the achievements of students and have a clear understanding of the 3-Way Conference process to engage with students and parents in planning the next steps in the learning process.

### Processes
**Students:**
Students will engage in high quality sequenced and explicitly modelled lessons, which are integrated into the curriculum, to develop skills and processes to allow for the successful participation in inquiry-based learning. Students will participate in learning opportunities to strengthen their ability to engage in authentic conversations about their learning.

**Staff:**
Teachers are actively engaged in planning their own professional development to support inquiry-based student learning. Teachers co-create an inquiry-based learning model to support the development of targeted skills and processes. Teachers provided with professional learning opportunities to; strengthen their understanding of Assessment For, As and Of Learning and engage in 3 Way Conferences.

**Parents:**
Parents provided with a clear understanding of the 3-Way Conference process to support their child’s learning. Parents are provided with an opportunity to work with the school community to support resourcing the school for the effective implementation of inquiry-based learning.

### Products and Practices
**Product:**
Students with increased agency over how they learn in the classroom.

**Practices:**
Students, teachers, parents and care givers supporting teaching and learning programs that are based upon:
- learning opportunities that are co-created,
- learning that reflects students’ passion and capabilities,
- learning that is connected to real world context and contemporary issues,
- learning that is integrated.

**Product:**
Students actively engaged, while learning and demonstrating skills and processes vital to becoming successful learners, confident and creative individuals and active and informed citizens.

**Practices:**
Staff, parents and students engaged in innovative inquiry-based learning. Staff, students and parents contributing to the feedback, reflection and assessment of student achievement and the planning for future learning, using a common language and process.