

School plan 2018-2020

Campbelltown Public School 1486



School background 2018–2020

School vision statement	School context	School planning process
<i>Campbelltown Public School</i> will continue to promote an inclusive culture, respecting the diversity of others and valuing the contributions of our community. Our collaborative, progressive and innovative culture will foster reflective, connected, resilient learners who are empowered and highly engaged. We encourage an active whole school community through embracing opportunities for collaboration, building strong partnerships between staff, students and parents.	Campbelltown Public School, enrolment 308 students (2018), including 16 Aboriginal students and 46% of students from a non-English speaking background, is a student orientated learning environment that respects and celebrates its rich cultural diversity and values positive partnerships with parents and the wider community. The school is supported by equity funding and is an Early Action for Success school focussed on teacher professional learning and improved student outcomes. The dedicated staff members have a strong focus on literacy, numeracy and student welfare initiatives.	The three key strategic directions, key improvement measures and the 5P planning for each strategic direction, was completed through consultation of staff, executive and parents. Three twilight sessions were held for staff to review data collected through an extensive self-evaluation process including: review of teaching and learning practices, surveys of parents, staff and students, and forums with focus groups of staff, students and parents. The draft plan was then presented to P&C for feedback and adjustments.

School strategic directions 2018–2020

**STRATEGIC
DIRECTION 1**
Reflective, connected, resilient
learners

Purpose:

- Self-regulated and self aware learners
- Highly engaged students
- Empowered life long learners

**STRATEGIC
DIRECTION 2**
Inspired and empowered whole
school community

Purpose:

- Actively engaged parents/community
- Inspired staff, students and parents working collaboratively to improve student learning outcomes

**STRATEGIC
DIRECTION 3**
Collaborative, progressive and
innovative culture

Purpose:

- Evidenced based quality professional learning to improve teaching practice and student outcomes

Strategic Direction 1: Reflective, connected, resilient learners

Purpose
- Self-regulated and self aware learners - Highly engaged students - Empowered life long learners
Improvement Measures
- Decrease in negative classroom incidents - TTFM survey data shows improvement in student engagement - Student growth against critical thinking framework

People
Leaders - Increasing the knowledge of the Inquiry Learning Team to influence professional learning and the Mindset Team to understand that you can grow and change your mindset. - SEL Team driving the continuous focus on SEL. Staff - Staff have developed an understanding of the pedagogy related to inquiry learning and growth mindset. - Staff understanding that "our own" emotions directly impact that of our students. Students - Students have developed skills and strategies to think more critically about learning and understand that they can grow and change their mindset. - Students will be able to recognise and manage their emotions, relationships, responsible decision making and group dynamics.

Processes
- Inquiry Learning teaching strategies will be embedded across all learning areas to help students to become highly engaged and to connect learning across different contexts. - Staff professional learning/mentoring in practices to increase student mindsets to reach their goals. - Social Emotional Learning will be explicitly taught and embedded in all classrooms. Students will learn about recognising and managing their emotions, relationships, responsible decision making and group dynamics.
Evaluation Plan
Success of these processes will be measured by the collection and analysis of the following evidence: - TTFM survey data and K-3 survey - Sentral data - Staff and community feedback - Critical thinking framework - LST practices and documentation

Practices and Products
Practices - Evidenced based change to whole school practices around wellbeing and engagement - Teaching and learning informed by sound holistic information about each students' wellbeing/learning needs leading to reflective, connected and resilient learners - All staff implement Inquiry Learning encompassing all KLA's - SEL as part of programs across all KLA's K-6 - Students setting learning goals
Products - Growth against critical thinking framework - Students are reflective, resilient and highly engaged

Strategic Direction 2: Inspired and empowered whole school community

Purpose
• Actively engaged parents/community • Inspired staff, students and parents working collaboratively to improve student learning outcomes
Improvement Measures
• Feedback from parents and staff used to drive change • Increased number of community attending events • Growth seen in internal and external data based on learning outcomes and structured TPL

People
Leaders • The Community Team will share their understanding that a whole school community approach is effective for supporting students. • Coaching and Mentoring Team will develop skills and an understanding of coaching and mentoring.
Staff • Exposure to quality mentoring and coaching. • Staff will develop skills and an understanding of coaching and mentoring.
Parents/Carers • Strengthen links around learning between home and school.
Students • Students are exposed to coaching conversations. • Strengthen links around learning between home and school.

Processes
• Community engagement and empowerment will be built through reaching out to our community, utilising their skills and bridging the gap between school and home. • Coaching and mentoring will be provided to all staff in order to drive individualised and targeted professional learning based on staff needs.
Evaluation Plan
Success of these processes will be measured by the collection and analysis of the following evidence: • Attendance data at school events • TTFM survey data • Teacher reflection and feedback • Community feedback collected at events • NAPLAN/PLAN 2 data/Reporting data • SCOUT reports

Practices and Products
Practices • Planning community calendar that includes cultural events • Individual and targeted TPL based on teacher needs delivered through coaching and mentoring • Develop and implement plan for STAPLE days, TPL, coaching and mentoring
Products • Community calendar developed • Quality PDP's created and implemented

Strategic Direction 3: Collaborative, progressive and innovative culture

Purpose	People	Processes	Practices and Products
Evidenced based quality professional learning to improve teaching practice and student outcomes	Leaders - Sprint Team researching and investigating what "Sprints" are. - Leaders ensuring consistency of assessment practices and data used effectively. - Leaders build knowledge of future focused pedagogy.	- Sprint team formed and trained in evidenced based cycle to achieve teacher identified problems of practice and improve student outcomes - Whole school assessment practices data collected to monitor student growth and inform best practice - Future focused learners are promoted through the effective utilisation of the critical thinking framework, fluid use of technology and resources.	Practices - Staff embedding evidenced based teaching practices - Embedding sprints to guide PL - School wide data collection on student outcomes to monitor and inform future planning - PL to improve the effective use of technology and learning spaces across learning areas
Improvement Measures - Data growth as shown in literacy and numeracy progressions, NAPLAN, TTFM (teacher response) and critical thinking framework - Smart goals set and achieved by all staff through PDP's	Staff - Professional learning communities for Sprints. - Staff have a thorough understanding of assessment practices. - Staff build knowledge of future focus pedagogy.	Evaluation Plan Success of these processes will be measured by the collection and analysis of the following evidence: - NAPLAN/PLAN 2 data/Reporting data/LST data - Feedback and reflection documented on PDPs from teachers - SCOUT reports	Products - PLAN2 growth data - Formative assessment evidence in all classrooms and programs - Improved student learning outcomes - Teaching and learning programs are dynamic and adjusted to address individual student needs - Effective use of technology across learning areas - Staff present evidence of personal growth - Data informed practices
	Students - Increased student outcomes. - Increased engagement.		