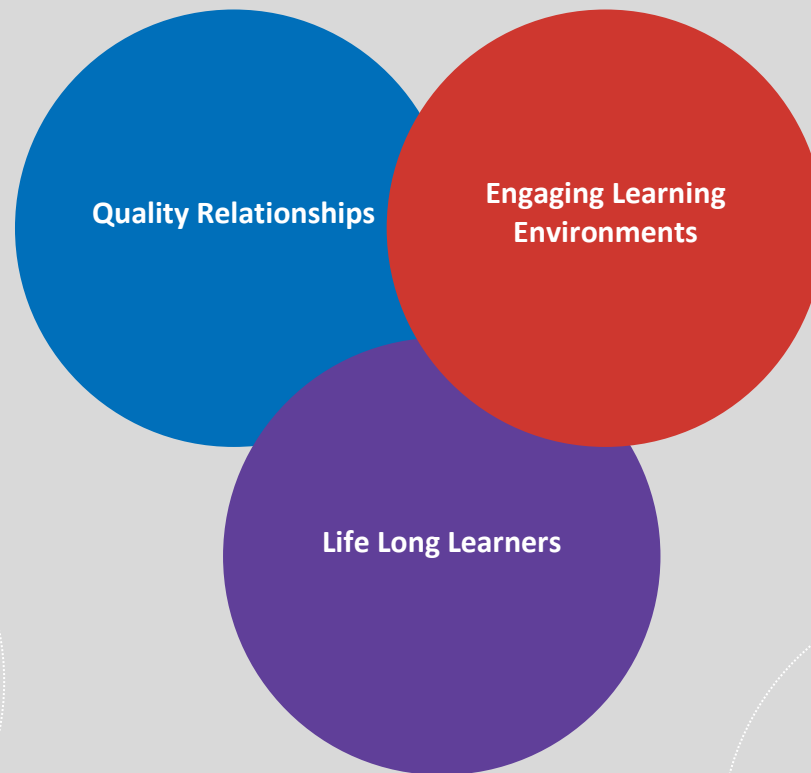


School plan 2015 – 2017

Cambridge Park Public School





School vision statement

At Cambridge Park Public School genuine learning partnerships are nurtured through respectful relationships between students, staff, families and community members. Our learning partners are recognised and appreciated for their valuable contributions. Learner-centred experiences are provided in an innovative, flexible and engaging learning environment. We recognise and cater for student diversity and aim to build confident, resilient and self-directed learners. Life-long learning is achieved through high expectations of all and the development of skills in communication, collaboration, critical thinking and creativity.

School context

Cambridge Park Public School opened in February 1958. It is located north of Penrith in the electorate of Londonderry. In 2015 there is an enrolment of over 535 students. The index of community social and educational advantage (ICSEA) attached to the school indicates that almost 60% of students come from families in the bottom quartile of the population in terms of income and education levels. Indigenous students comprise 18% of the student population and 13% of students are from Language backgrounds other than English. The school includes 18 mainstream classes, four support classes and a pre-school. There is a full time teaching staff of 24 including two non-teaching executive members. Seven part-time teaching staff support students requiring additional assistance and 6 full-time school learning support officers provide teachers with additional support in the special education unit and pre-school. The school provides an extensive range of programs in addition to mandated curriculum, to meet the educational needs of its students including QuickSmart, Multi-Lit, Reading Recovery, Speech program, Norta Norta, Homework Centre, Breakfast Club and Core 5. The school integrates Positive Behaviour for Learning (PBL) into its day to day educational provision. Dance, choir, PSSA, weekly interest groups, Chess club and Drumbeat feature as part of the extra-curricular offerings available to students.

School planning process

In developing the vision statement the school consulted widely with its staff, student body and community. Opinions and views on the school's future directions were gathered through surveys, focus groups and whole day inquiry forums for staff parents and students. The resulting data was collated and synthesised into a number of vision statements. A poll was conducted to determine which vision statement should drive school improvement and a small team of people then polished and produced the final statement. Staff then underwent a number of collaborative processes to extrapolate and decide upon the final three strategic directions. A review of all collated data was then undertaken to ensure that the chosen strategic directions effectively captured the sentiments expressed by teachers, students and parents in terms of school future direction. Staff selected which strategic direction they would devote their energies to over the next 3 years, and through collaboration in a number of meetings, drafted the strategic plan in terms of the 5P planning process. The final draft was synthesised by the principal and presented back to staff, the parent consultative group and SRC for final amendments and revision. Parents and senior students were given opportunities to be involved in the implementation of projects under each strategic direction.



STRATEGIC DIRECTION 1 Quality Relationships

Purpose:

Cambridge Park Learning Community recognises the pivotal role that quality relationships play in improving student academic performance, well-being and social-emotional development. The purpose of this strategic direction therefore, is to enhance and further develop strong inter- and intra-personal relationships between all people within the school community. This will facilitate significant support for students as the basis of a strong educational foundation for future success.

STRATEGIC DIRECTION 2 Engaging Learning Environment

Purpose:

Cambridge Park Learning Community knows that engagement in educational experiences is a key element of learner success. In today's world there are many challenges to learner engagement with formal education including complex societal pressures, the increasing pace of technological development and the impact of diminishing resources on family and support networks. The purpose of this strategic direction is to provide a highly engaging environment that will nurture curiosity, support personalised learning success and instil a drive for continuous improvement in all learners.

STRATEGIC DIRECTION 3 Life Long Learners

Purpose:

Cambridge Park Learning Community understands that the future students face is increasingly complex and uncertain. Our students will require skills, capacities and propensities for learning that will enable them to thrive in this challenging environment. The purpose of this strategic direction is to embed quality evidenced based practices and processes that will ensure that our students move into secondary education as confident literate and numerate learners with a strong capacity for critical thinking, problem solving, creativity and self-direction.

Strategic Direction 1: Quality Relationships

Purpose

Cambridge Park Learning Community recognises the pivotal role that quality relationships play in improving student academic performance, well-being and social-emotional development. The purpose of this strategic direction therefore, is to enhance and further develop strong inter- and intra-personal relationships between all people within the school community. This will facilitate significant support for students as the basis of a strong educational foundation for future success.

Improvement Measures

- ❖ 10% increase in the proportion of students achieving and maintaining Green Level behaviours from 78% in 2014 to 88% in 2017
- ❖ Increase the proportion of parents/carers who report that the school consistently/often works on developing strong relationships with families from 52% in 2013 to 70% in 2017.
- ❖ Increase student rating of positive learning climate from 6.8 out of 10 in 2015 to 7.6 out of 10 in 2017.

People

Students: will develop clear understandings of the social and emotional skills required to be successful learners and good school citizens. They will understand the important role they can play in supporting the learning of their peers and the improvement of their school. In addition students will develop skills & strategies in self-awareness, self-management and conflict resolution.

Parents/Carers: will deepen their understanding of the critical role they play in their child's education. They will enhance their capacity to support and sustain learning success through authentic opportunities for personal development and active contribution to school improvement.

Teachers, SLSOs & Administrative Staff: will enhance their capacity for nurturing quality relationships and high expectations through an understanding of variables in the local community that impact on student performance. They will understand the pivotal role social/emotional skills play in teaching and learning and develop the capacity to embed agreed strategies in day to day practice.

Leaders: will develop skills in professional development delivery and data/program analysis linked to student need. They will enhance their capacity to support high needs students and their teachers through implementation of Tier II and Tier III PBL processes. Furthermore leaders will develop skills to actively seek out and nurture community partnerships.

Community Partners: will understand and be recognised for their positive contribution to school improvement and increased student efficacy.

Processes

1. The Positive Behaviour for Learning program (PBL) will be implemented with fidelity and consistency across the school. Student voice and leadership opportunities will be a particular area of focus.

2. A Social and Emotional Learning Framework (SELF) will be implemented to enhance learner capacity for self-management, self-awareness and conflict resolution. Linked to the framework will be the implementation of the Friendly Schools program for Stage 2 and Stage 3 students in partnership with Macquarie University.

3. The National School and Community Partnerships Framework will be implemented to support and deepen quality relationships across the school learning community. The implementation of the framework will be carefully aligned with all school strategic directions and processes.

Products and Practices

Products

- 10% increase in the proportion of students achieving and maintaining Green Level behaviours from 78% in 2014 to 88% in 2017.
- Increase the proportion of parents/carers who report that the school consistently/often works on developing strong relationships with families from 52% in 2013 to 70% in 2017.
- Decrease in the proportion of students who report exposure to physical, verbal and social bullying from an average of 34% in 2015 to 20% in 2017.

Practices

- Students reflect upon their own social-emotional capabilities and assess their progress towards achieving self-developed goals in this area.
- Teachers implement agreed PBL and SEL processes with consistency and fidelity.
- Behaviour Assistance Team supports teachers to develop and implement personalised SEL plans for high needs students.
- Teachers and Leaders regularly analyse data associated with PBL to monitor and evaluate the effectiveness of class and school PBL implementation.
- Parents/Carers are visibly engaged in the day to day support of their children's social/emotional learning through attendance at personalised planning meetings and learning opportunities.

Strategic Direction 2: Engaging Learning Environments

Purpose

Cambridge Park Learning Community knows that engagement in educational experiences is a key element of learner success. In today's world there are many challenges to learner engagement with formal education including complex societal pressures, the increasing pace of technological development, and the impact of diminishing resources on family and support networks. The purpose of this strategic direction is to provide a highly engaging environment that will nurture curiosity, support personalised learning success and instil a drive for continuous improvement in all learners.

Improvement Measures

- ❖ Increase the proportion of male students in Stage 3 who report they are interested and motivated in terms of intellectual engagement at school from 56.5% in 2015 to 66.5% in 2017
- ❖ Reduce the proportion of students in years 4 to 6 who perceive that their learning is not challenging enough from 27% in 2015 to 15% in 2017.

People

Students will develop skills and understandings associated with metacognitive strategies and apply these to their own learning.

Parents/Carers will develop their knowledge of metacognition and strategies for supporting their children in applying strategies to learning at school and at home.

Teachers and SLSOs will develop their capacity to differentiate effectively for all students and implement evidenced-based practices to engage students in learning. Teachers will learn to use the PLASST tool to identify the individual needs of students experiencing learning difficulties and develop plans to meet those needs. In addition teachers will develop skills to reflect on their learning and monitor growth against the Australian Professional Standards for Teachers and the Classroom Practice Continuum.

Leaders will develop their understanding of effective change management processes and apply their knowledge to the implementation of their strategic plan responsibilities. They will develop capacities to support and monitor collegial growth and provide effective and timely feedback through the implementation of DEC Performance and Development Framework.

Administrative staff will identify personalised learning goals aligned to school strategic directions and engage in professional learning to meet those goals.

Processes

1. Professional learning that focuses on quality differentiation and student engagement will be developed and implemented with a particular focus on ICT integration. Collaborative programing and lesson study will be embedded in school timetabling and focus on differentiation and engagement strategies aligned to KLA implementation. Staff will be supported to implement changes in practice through careful scaffolding and considered change management approaches. Implementation will be linked back to staff Personal Development Plans (PDPs).

2. A team of interested staff will investigate current research on innovative school-based professional learning and restructure whole school approach to TPL based on that research. Content of new approach will be aligned to strategic directions at school and state level and PDPs.

3. Inquiry-based learning will be carefully researched and significant TPL provided for staff. The model will be integrated into current curriculum delivery and be rolled out gradually across the school over a four year timeline.

4. Two staff members will investigate and trial agile learning spaces and associated strategies. They will share their professional learning and practice with staff. Three agile learning spaces will be established in the school and staffed by teachers committed to and knowledgeable about the approach.

Products and Practices

Products

- Increase the proportion of male students in Stage 3 who report they are interested and motivated in terms of intellectual engagement at school from 56.5% in 2015 to 66.5% in 2017.
- Reduce the proportion of students in years 4 to 6 who perceive that their learning experiences are not challenging from 27% in 2015 to 15% in 2017.
- 100% of staff report that their professional learning is highly engaging and leads to improvement in classroom practice.

Practices

- Students reflect upon their metacognitive capabilities and assess their progress towards achieving self-developed goals in this area.
- Students collaborate on quality Inquiry-based projects and celebrate their learning through regular project showcasing for the school community.
- Parents/carers work collaboratively with staff to develop differentiated learning plans based on identified need.
- Parents/carers engage in learning opportunities to deepen their knowledge and understanding of student learning.
- Teachers embed explicit quality engagement and differentiation strategies into everyday classroom practice.
- Teachers regularly self-assess their performance against Australian Professional Standards for Teachers and the Classroom Practice Continuum.
- Leaders regularly consult AITSL website for strategies to support personal and collegial growth.
- Leaders model and facilitate rigorous professional discussion on learning.

Strategic Direction 3: Life Long Learners

Purpose

Cambridge Park Learning Community understands that the future students face is increasingly complex and uncertain. Our students will require skills, capacities and propensities for learning that will enable them to thrive in this challenging environment. The purpose of this strategic direction is to embed quality evidenced-based practices and processes that will ensure that our students move into secondary education as confident literate and numerate learners with a strong capacity for critical thinking, problem solving, creativity and self-direction.

Improvement Measures

- ❖ 10% increase in the proportion of students achieving expected growth or above on NAPLAN performance data in Literacy and Numeracy
- ❖ 10% increase in the proportion of students achieving stage appropriate cluster markers in each aspect of literacy and numeracy K-6

People

Students will develop the capacity to reflect on their own learning and track and monitor their progress against the literacy and numeracy continuums.

Parents/Carers will deepen their understanding of the new NSW syllabi and develop skills and strategies for supporting their children's learning. Parents will be familiarised with Hattie's research and develop their capacity to help their children write learning goals and track and monitor their progress against those goals.

Teachers develop expertise in evidenced-based pedagogies and data analysis. They strengthen their ability to make timely changes to curriculum delivery to meet student need early. Teachers learn skills to provide effective feedback to students and embed learning intentions and success criteria in classroom practice. In addition teachers deepen their understanding of quality assessment processes and collaboratively develop a school assessment framework that includes standardised and curriculum based assessment processes.

Leaders develop instructional leadership skills to support colleagues' growth and understanding of effective pedagogical practices and Visible Learning techniques. Leaders have the capacity to analyse data and develop this skill in colleagues. Leaders have a deep knowledge of the variables present in the local community that could potentially impact on student learning and use this knowledge to support students and colleagues.

Processes

1. NSW syllabi will be implemented and delivery will incorporate other strategic direction projects and programs.

2. Visible Learning techniques based on the work of Hattie will be implemented in all classrooms and aligned to Syllabus implementation. Teachers will contribute to the development of a digital knowledge base to support their work in this and other strategic direction projects.

3. Evidence-based pedagogical practices will be embedded in curriculum delivery and aligned to syllabus implementation as follows:

- L3 and TEN for K-2,
- Focus on Reading and TOWN for 3-6,
- National Quality Framework for Pre-school
- Quality assessment For, As and Of learning in every KLA.

4. Quality intervention programs will be embedded in curriculum delivery to meet identified student need and close learning gaps. Aboriginal student learning outcomes will be tracked and strategies put in place to address identified learning gaps. The LaST team will work with teachers to enhance their capacity to identify learning gaps and develop appropriate learning plans.

Products and Practices

Products

- 10% increase in the proportion of students achieving expected growth or above on NAPLAN performance data in Literacy and Numeracy.
- 10% increase in the proportion of students achieving stage appropriate cluster markers in each aspect of literacy and numeracy K-6.
- 80% of students report the use of visible learning techniques in their classes.

Practices

- Students and teachers regularly review student progress and discuss strategies for further progress.
- Students are able to articulate their learning goals and the steps they need to take to improve.
- Parents/carers work collaboratively with staff to develop differentiated learning plans based on identified need.
- Teachers regularly reflect upon their teaching practice in terms of the impact they have on student learning and feel confident in discussing that impact with colleagues.
- Teachers and Leaders collaboratively develop, implement and monitor DEC Performance Development Plans
- Leaders regularly make observations of teaching and learning in colleagues' classrooms and provide effective feedback linked to strategic projects and programs.