### School background 2015 - 2017

<table>
<thead>
<tr>
<th><strong>School vision statement</strong></th>
<th><strong>School context</strong></th>
<th><strong>School planning process</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Campbellfield Public School community is committed to providing a dynamic, innovative, challenging and inclusive learning environment. Together we support students to become socially and globally responsible, reflective and resilient citizens, who continually strive to achieve personal excellence.</td>
<td>Campbellfield Public School proudly promotes our school motto ‘Strive to Achieve’ across all aspects of school life. Our pursuit for excellence is inspired within a safe and caring learning environment that fosters mutual respect, whilst preparing our students to become life-long learners. Our school community nurtures students academically, socially and emotionally. Quality teaching underpins all teaching and learning programs and student learning is enriched by a variety of extra curricula activities offered through the school. Parents have high expectations of student achievement and actively support the school through participation in a variety of initiatives. There is a strong ethos of collaboration, inclusion and community involvement in all aspects of school life.</td>
<td>This school plan has been developed in consultation with all key stakeholders. Staff, students and parents reviewed student achievement, educational practices and school culture. Through forums, all stakeholders collaboratively examined the educational landscape and identified contextual goals emerging from the school context. This led to the design of the school vision statement and three strategic priority areas. Once the strategic directions were determined, further workshops and consultation continued to complete the 5Ps planning tool. These workshops were guided by the Schools Excellence Framework, the Public Schools NSW Strategic Directions-Creating Futures Together 2015-2017 and the Melbourne Declaration of Educational Goals.</td>
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Campbellfield Public School has an enrolment of 189 students, including 42% from a non-English speaking background and 11% Aboriginal and Torres Strait Islander students. In addition to seven mainstream classes there are three classes supporting students with multiscategorical disabilities. The school is implementing the Leading Management and Business Reform and actively participates in the Early Action for Success strategy. A demolition and rebuilding program by the NSW Government will see the rebirth of the surrounding housing estate, which is projected to see an increase in student enrolment.

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Qualitative and quantitative data and evidence was obtained through:

- Analysis of K-6 student literacy and numeracy data using NAPLAN and PLAN reports.
- Analysis of K-2 student literacy and numeracy data using Targeted Early Numeracy (TEN) and Language, Learning and Literacy (L3) results.
- Analysis of student wellbeing through PBIS data and attendance data.
- Staff, student and parent surveys and discussion groups focused on literacy, numeracy, leadership and management and quality of school life.
- Consultation with the Campbelltown AECG regarding funding and initiatives to improve educational outcomes for Aboriginal students.
School strategic directions 2015 - 2017

**Purpose:**
To actively engage all members in dynamic and challenging evidence based learning experiences in the pursuit of personal excellence. We will ensure all students become accountable, self-directed and resilient learners.

**Purpose:**
To build school and community leaders who inspire and enhance the capacity of every individual by promoting a growth mindset and collective efficacy. We will provide opportunities for future-focused, differentiated professional learning to drive evidence-based pedagogies that improve student learning outcomes.

**Purpose:**
To develop an inclusive and accepting environment that fosters collaborative interactions between staff, students, parents and the wider community. We will build strategic community partnerships to ensure continual improvement, innovation and shared professional practice.
### Strategic Direction 1: Engagement for Learning

#### Purpose
To actively engage all members in dynamic and challenging evidence based learning experiences in the pursuit of personal excellence. We will ensure all students become accountable, self-directed and resilient learners.

#### Improvement Measures
- 20% of K-2 students working above stage appropriate clusters in EAS/Place Value and 95% of 3-6 students achieving stage appropriate Place Value clusters.
- 92% of K-2 students and 90% of 3-6 students achieve grade appropriate clusters in writing.
- 100% of K-6 students receive tiered intervention.
- 90% of Aboriginal students achieve stage appropriate outcomes or better in literacy and numeracy.
- Increased evidence of embedded formative assessment practices across classrooms from 20% to 90% to inform teaching and learning programs.

#### People

<table>
<thead>
<tr>
<th>Students</th>
<th>Actively take ownership of their own learning and demonstrate curriculum knowledge through formative assessment practices.</th>
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</thead>
<tbody>
<tr>
<td>Staff</td>
<td>Build staff capacity to implement tiered interventions and data driven teaching and learning programs through targeted professional learning.</td>
</tr>
<tr>
<td>Teachers</td>
<td>Teachers build their expertise to provide explicit, specific and timely formative feedback to students on how to improve.</td>
</tr>
<tr>
<td>Quality</td>
<td>Quality professional learning exists for leaders, teachers and support staff to implement the Disability Standards for Education and provide learning adjustments.</td>
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<tr>
<td>Parents/Carers</td>
<td>Become informed participants who actively contribute to educational decision making to support student growth and achievement. Build skills to be active partners in the PLaSP process.</td>
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<tr>
<td>Community Partners</td>
<td>Strengthen learning alliances across our CoS to share expertise in evidence based practice and tiered intervention.</td>
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<tr>
<td>Leaders</td>
<td>Build the capacity of the leadership team to ensure the implementation of current pedagogies and tiered intervention.</td>
</tr>
</tbody>
</table>

#### Processes
- Collaborative development and successful implementation of evidence based teaching and learning programs based on the Australian curriculum.
- Teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices.
- Assessment instruments are used regularly to help monitor student learning progress and to identify skill gaps for improvement every 5 weeks.
- Tiered intervention provides the delivery of tailored learning support for individual students, including Aboriginal students and students with learning disabilities and complex needs.
- Students actively create personalised learning goals, self direct learning and reflect on progress towards goals.

#### Products and Practices

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<th>20% of K-2 students working above stage appropriate clusters in EAS/Place Value and 95% of 3-6 students achieving stage appropriate Place Value clusters.</th>
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<td>Practices</td>
<td>92% of K-2 students and 90% of 3-6 students achieve grade appropriate clusters in writing.</td>
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#### Evaluation Plan
- Termly review of literacy & numeracy PLAN data K-6.
- Continuous evidence seeking of formative assessment through observation, formal & informal discussions with students, teachers and parents and teaching/learning program reviews.
- Record of student goal setting and evaluation beginning & end of each Semester.
Strategic Direction 2: Leading for Success

Purpose
To build school and community leaders who inspire and enhance the capacity of every individual by promoting a growth mindset and collective efficacy. We will provide opportunities for future-focused, differentiated professional learning to drive evidence-based pedagogies that improve student learning outcomes.

People

Students: Take risks and build their confidence to participate in public speaking. Students strengthen their skills to connect, communicate and work collaboratively towards a shared goal.

Staff: Actively seek and participate in high quality professional learning that is evidence based and reflects school direction.

Staff actively seek professional growth and career progression through mentoring, coaching and accreditation at both proficiency and the higher levels.

Parents/Carers: Are responsive to the school’s strategic directions and educational priorities. Parents model lifelong learning by actively participating in parent workshops, school and P&C initiatives and by attending educational forums.

Community Partners: Systematic use of the Community of Schools to provide mentoring and coaching support to share and improve teaching and leadership practices.

Leaders: Build leaders expertise to demonstrate instructional leadership by promoting and modelling collective efficacy and growth mindset.

Processes

• Building a culture of high performance through differentiated professional learning options. Structures include collaboration, observation and provision of feedback to drive improvement.
• Using action research and inquiry, teachers promote adaptive and innovative practice to find new solutions to important persistent issues, by challenging their assumptions about their practice.
• All early career teachers engage in an induction program that includes mentoring.
• Students confidently engage in a range of opportunities to utilise their leadership skills.
• Parents will utilise the school as a hub that provides opportunities for personal learning and leadership development.

Products and Practices

Products:
• 100% of staff have evidence that they have met Professional Learning Plan goals that support growth and career progression.
• 100% of teaching staff achieve professional growth through regular collaborative planning, team teaching, observations, structured feedback and reflection opportunities.
• 30% of staff are attempting accreditation at highly accomplished and lead levels.
• Increase the percentage of students actively applying leadership skills from 5% to 20%.
• Increase the percentage of Aboriginal students actively applying leadership skills from 0% to 30%.

Practices:
• Establish mentoring, coaching and professional partnerships to build leadership density across staff, students and parents.
• The school leadership team demonstrate instructional leadership, promoting and modelling collective efficacy and growth mindset.
• Students and parents actively seek leadership opportunities within the structure of the school.

Improvement Measures

- 100% of staff achieve and celebrate their professional learning plan goals.
- 100% of staff achieve professional growth through regular collaborative planning, team teaching, observations, structured feedback and reflection opportunities.
- 30% of staff are attempting accreditation at highly accomplished and lead levels.
- Increase the percentage of students actively applying leadership skills from 5% to 20%.
- Increase the percentage of Aboriginal students actively applying leadership skills from 0% to 30%.

Evaluation Plan

- Staff surveys to indicate levels of support to achieve professional learning goals and career progression.
- Questionnaires, forums and surveys of staff, students and parents taking part in leadership opportunities.
- Scheduled observations for beginning teachers with written & verbal feedback.
# Strategic Direction 3: Culture and Values

## Purpose
To develop an inclusive and accepting environment that fosters collaborative interactions between staff, students, parents and the wider community. We will build strategic community partnerships to ensure continual improvement, innovation and shared professional practice.

## Improvement Measures
- TBA% of students, staff and parents meaningfully connect with student wellbeing programs within the school (Baseline data to be collected in 2015).
- Increase the percentage of parents actively engaging in school initiatives from 8% to 40%.
- 60% of staff, 70% of students and 15% of parents actively participate in CoS initiatives.
- TBA% of Aboriginal students positively engage in cultural activities (Baseline data to be collected in 2015).

## Processes
- Regular communication and collaboration with stakeholders to promote current practices and future directions.
- Initiatives to promote deep parent and community engagement with school.
- Working in partnership with The Field’s local AECC, local Aboriginal organisations and families to facilitate open, transparent communication about school planning, funding and Aboriginal student outcomes.
- High quality Instructional Leaders, strengthen local leadership capacity and teaching expertise across CoS.
- PBIS team deliver data driven wellbeing initiatives that build a positive learning culture across the school.

## Evaluation Plan
- Tell Them From Me survey conducted each year.
- EAS Management Committee meet termly to appraise performance data, CoS data and scope up school directions.
- Parent, staff and students surveys to be completed yearly to indicate an increased positive school culture of inclusion and respect.
- PBIS team to collect data via surveys, EBS4 and interviews.

## Products

**Products:**
- TBA% of students, staff and parents meaningfully connect with student wellbeing programs within the school (Baseline data to be collected in 2015).
- Increase the percentage of parents actively engaging in school initiatives from 8% to 40%.
- 60% of staff, 70% of students and 15% of parents actively participate in CoS initiatives.
- TBA% of Aboriginal students positively engage in cultural activities (Baseline data to be collected in 2015).

**Practices:**
- Positive and inclusive relationships across the school community underpin a productive learning environment and support students’ development of strong identities as learners.
- Actively engage parents and carers in purposeful opportunities within the school community.
- Aboriginality and the diversity of Aboriginal cultures are respected and promoted to ensure Aboriginal students are attending, engaged and achieving.
- Extra-curricular opportunities support student development and align with the school’s vision and priorities.