## School background 2015 - 2017

<table>
<thead>
<tr>
<th>School vision statement</th>
<th>School context</th>
<th>School planning process</th>
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<tbody>
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<td><strong>Innovation, Excellence, Connections!</strong>&lt;br&gt;These have been the three key words that have led our school planning and programs at Cambridge Gardens Public School since 2011. This has led to the development of the following vision for our school.&lt;br&gt;We are an exciting and successful school community providing innovative programs and practices. We deliver excellence in student achievement. Every student has the opportunity to achieve their personal best through engaged learning in a safe, respectful and supportive environment. Our connections with our parents, our community and the wider world are purposeful, dynamic and valued.</td>
<td><strong>Cambridge Gardens Public School is a welcoming and innovative school situated in the Penrith valley. The school takes great pride in providing a safe and purposeful learning environment leading to the development of successful citizens.</strong>&lt;br&gt;Our school is well known for its academic focus, extensive opportunities in extra curricula activities and strong community involvement. Our school continues to increase the use of technology across all key learning areas. The school will be part of the Early Action for Success initiative in 2015-16.&lt;br&gt;Our school has served our community since 1978 and currently caters for 353 students. The school has 14 staged classes from Early Stage 1 to Stage 3. Our school has seen an increase in enrolments of over 100 students in the past four years and has now reached its enrolment buffer and can no longer accept non-local enrolments.&lt;br&gt;Our school community includes Aboriginal students (9%) and students from non-English speaking backgrounds (8%). Our school is an active member of the local AECG.&lt;br&gt;The staff at Cambridge Gardens Public School consists of experienced and beginning teachers, support and administrative staff who are dedicated professionals who work with the school community to ensure quality teaching and learning practices and improved learning outcomes for all students.</td>
<td><strong>Our school has been involved in a vigorous consultation process in order to develop our 2015-2017 School Plan.</strong>&lt;br&gt;With a focus on innovation, excellence and connections, our staff reflected on the qualities and skills our students would need to ensure their success in the school and then the wider community as a learner and a citizen.&lt;br&gt;Professional learning sessions were conducted to raise staff awareness and then in a series of staff meetings to analyse school based and standardised data (including PLAN, NAPLAN, BEST START, school assessments and behaviour records) were conducted to evaluate the last three year plan. The analysis of data and a review of current practices led to the creation of a school vision and three strategic directions.&lt;br&gt;Parents and the community were involved as part of the process by completing surveys and by participating in consultation group sessions. Parents were invited to provide feedback on school culture, programs policies and procedures. Parents were involved during P&amp;C meetings, special community meetings and through surveys.&lt;br&gt;By the beginning of 2015 our school had created its vision, three strategic directions and had outlined the purposes, people, processes, practices and products that are at the centre of our school plan. Executive staff participated in professional learning sessions and through further consultation with staff and community we have created our school plan for 2015-2017.</td>
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School strategic directions 2015 - 2017

These are the three strategic directions identified by Cambridge Gardens Public School.

Purpose:
To develop engaged and successful citizens who are able to communicate, collaborate, think critically as well as being creative and reflective.

Our students will be excited by and able to adapt to the rapid change in education and demonstrate effective and ethical use of technology.

Our staff will have high expectations enabling them to collaboratively develop and implement quality learning experiences through explicit teaching practices and programs.

Purpose:
To promote harmonious relationships across our diverse society, embedding values and practices that lead to individuals who demonstrate responsibility and respect as well as an active social conscience.

To build in all individuals the skills to be able to make decisions confidently, identify and make use of support mechanisms and to bounce back from the difficulties they may encounter at school and in life.

Purpose:
To create, enhance and maintain productive school and community partnerships which are dynamic, equitable and sustainable.

By developing a dynamic, purposeful school community, the work of the school will be enhanced through effective resource management, promotion of school-wide wellbeing and creation of an inclusive, harmonious, and cohesive school ethos and culture.

To ensure a self-improving community that will continue to promote and foster the highest levels of education as active participants in our students’ learning.
## Strategic Direction 1: Innovative, Successful, Resourceful, Reflective Learners

### Purpose
To develop engaged and successful citizens who are able to communicate, collaborate, think critically as well as being creative and reflective.

Our students will be excited by and able to adapt to the rapid change in education and demonstrate effective and ethical use of technology.

Our staff will have high expectations enabling them to collaboratively develop and implement quality learning experiences through explicit teaching practices and programs.

### People

<table>
<thead>
<tr>
<th>Students:</th>
<th>Early Action for Success (EAfS) project implemented in Kindergarten, Year 1 and Year 2</th>
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<td>Students will develop their skills utilising the general capabilities and cross-curriculum priorities to encompass the knowledge, skills, attitudes and behaviours to assist them to live and work successfully in the 21st century.</td>
<td>Teachers effectively implement all new syllabuses and link learning across the curriculum.</td>
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<tr>
<td>Students will develop their own learning goals with feedback from their teacher/s and parents.</td>
<td>Teachers to develop school plans, scope and sequences and units of work that are sequential and resourced.</td>
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</table>

**Parents/Carers:**
Develop an understanding of what their child is learning and how they can support and extend this learning.

**Staff:**
Staff will be provided with professional learning that will encompass the knowledge, skills, attitudes and behaviours to assist students to live and work successfully in the 21st century.

**Leaders:**
School leaders will lead professional learning that will inspire teachers, parents, students and community members to be innovative, successful, resourceful, reflective learners.

### Improvement Measures
- 90% of students from Kindergarten, Year 1 and Year 2 achieve school EAfS targets.
- An increased percentage of students performing at proficiency level in NAPLAN results compared to state data in years 3 and 5.

### Processes

- Early Action for Success (EAfS) project implemented in Kindergarten, Year 1 and Year 2
- Teachers effectively implement all new syllabuses and link learning across the curriculum.
- Teachers to develop school plans, scope and sequences and units of work that are sequential and resourced.
- Stage or year sample programs and units developed and stored effectively

**Evaluation Plan**
Student PLAN data and grade assessments will be closely monitored to ensure the interventions from EAfS and the Learning Support Team are successful in improving student outcomes.

NAPLAN data will be analysed and communicated to all staff to inform further direction in all aspects in Literacy and Numeracy.

Teacher programs will be effectively monitored to ensure they cater for individual needs, meet syllabus requirements and differentiate learning.

### Products and Practices

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<th>Practices:</th>
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<td>Students reflect and report on their own learning and wellbeing.</td>
</tr>
<tr>
<td>Teachers give quality feedback to inform student learning and assist students in setting learning goals.</td>
</tr>
<tr>
<td>Teachers plan and reflect on their individual Performance Development Plans that align to the 2015-2017 school plan.</td>
</tr>
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## Strategic Direction 2: Confident, Resilient, Engaged Individuals

### Purpose

To promote harmonious relationships across our diverse society, embedding values and practices that lead to individuals who demonstrate responsibility and respect as well as an active social conscience.

To build in all individuals the skills to be able to make decisions confidently, identify and make use of support mechanisms and to bounce back from the difficulties they may encounter at school and in life.

### People

**Students:** Engage in Positive Behaviour for Learning, Kidsmatter and classroom wellbeing programs to build resilience and proactive behaviours

Engage in learning and activities that improve their understanding of Aboriginal culture

**Parents/Carers:** Develop an understanding of how they can contribute to and improve the wellbeing of their children

**Staff:** Engage in professional learning that develops their explicit teaching practices in the areas of student wellbeing

Consistently implement the Positive Behaviour for Learning and KidsMatter processes and practices in their classrooms and across the school.

Engage in their own performance and development to ensure their own wellbeing and confidence.

**Leaders:**

School leaders will lead professional learning that ensures and encourages the implementation of new and the maintenance of existing welfare and wellbeing practices

### Processes

- Strengthen, refine and enhance school Positive Behaviour for Learning practices and processes
- Development of Kidsmatter across the school community to enhance wellbeing
- Explicit teaching of social skills, resilience and other wellbeing learning sequences across the school
- A strong Aboriginal Education team which implements whole school Aboriginal Education programs for all students and ensures representation of the school Aboriginal community across the school and the wider community
- Effective Learning Support Team through which students are identified and catered for through a range of interventions
- All staff participating in the Performance and Development process providing individuals with support for their professional growth

### Products and Practices

**Products:**

- Increase number of students demonstrating confidence, resilience, connectedness and appropriate social skills
- Decrease in behavioural incidents and referrals identified through SENTRAL

**Practices:**

- Clear and consistent implementation of the school Positive Behaviour for Learning practices by all staff
- Explicit systems and practices promoting wellbeing for students, staff and parents
- Clear and consistent implementation of processes and practices to enhance Aboriginal education, representation and recognition
- Clear and consistent implementation of processes and practices to enhance Multicultural education including the school Chinese program, representation and recognition
- Teachers embed social skills and emotional wellbeing into class programs to improve student resilience, connectedness and relationships

### Improvement Measures

- Increase number of students demonstrating confidence, resilience, connectedness and appropriate social skills
- Decrease in behavioural incidents and referrals identified through SENTRAL

### Evaluation Plan

- Regular analysis of data utilising behaviour records, LST records and survey data
**Strategic Direction 3: A Dynamic Purposeful School Community**

**Purpose**
To create, enhance and maintain productive school and community partnerships which are dynamic, equitable and sustainable.

By developing a dynamic, purposeful school community, the work of the school will be enhanced through effective resource management, promotion of school-wide wellbeing and creation of an inclusive, harmonious, and cohesive school ethos and culture.

To ensure a self-improving community that will continue to promote and foster the highest levels of education as active participants in our students’ learning.

**People**

<table>
<thead>
<tr>
<th>Students</th>
<th>Develop their capabilities to analyse their overall learning progress and performance to make informed judgements about their successes and next steps in their learning journey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff</td>
<td>Develop their skills and capabilities in working with students and parents in a positive and purposeful way to ensure students achieve their full potential</td>
</tr>
<tr>
<td>Parents/Carers</td>
<td>Develop the confidence and desire to participate actively in classrooms, school programs and whole school events</td>
</tr>
<tr>
<td>Leaders</td>
<td>Build staff capacity through professional learning and support to develop and strengthen teacher/student/parent relationships</td>
</tr>
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**Processes**

- Parents will have their understanding of their child’s learning and school programs enhanced through information sessions and parent training programs.
- To establish and implement a parent participation strategy including the utilisation of the Kidsmatter processes
- Review school assessment and reporting policy, practices and procedures
- Establish, plan and maintain school events that focus on school priorities and community expectations.

**Products and Practices**

**Products:**
- An increased number of parents participating in programs and activities across the school.
- An increase in interaction and sharing between students, teachers and parents.

**Practices:**
- Students reflect and report on their own learning and wellbeing to inform their parents and teachers.
- Parents are engaged in their child’s learning working in partnership with the school and their child.
- Parents to be engaged and participate in school processes, activities and events.
- Teachers to value the contribution that all members of our school community make toward student learning and school programs and events.

**Improvement Measures**

- An increased number of parents participating in programs and activities across the school.
- An increase in interaction and sharing between students, teachers and parents.