At Campbelltown East Public School, we believe in quality teaching, challenging, innovative and enriching programs within an inclusive environment, to encourage all students to reach their full potential and become successful, confident, productive lifelong learners and leaders in today’s changing world.

Campbelltown East Public School (enrolment 267 students, 9% Aboriginal, 30% non-English speaking background) has 3 Multicategorical support classes and is a Positive Behaviour for Learning school. In addition, the school is one of two bases for the Campbelltown/Macarthur Itinerant Support Teachers - Hearing.

Campbelltown East Public School commenced its participation in the Early Action for Success strategy in 2015. The strategy aims to promote improved performance in the early years of school through high quality leadership that focuses on personalised learning and early intervention to ensure students at risk are identified and provided with additional support.

Our teachers are enthusiastic and dedicated professionals who support and promote student development with carefully planned, relevant and challenging learning experiences. This positive learning environment is supported by experienced and caring staff, who efficiently manage our school and foster positive relationships with the school community.

Our school’s purpose is to provide high quality education for all students within a safe, positive and caring environment, and to create valuable members of society who have positive attitudes to life-long learning.

Campbelltown East Public School staff undertook a valued and thorough consultation process to aide in the development of three key strategic directions. This process included consultation with the community, students and staff in the following areas-

*teaching and learning
* school grounds and facilities
* student welfare, engagement and behaviour
* school and community partnerships
* student leadership
* school strengths
* areas for improvement

The consultation took place in the form of paper surveys, phone surveys, consultation and community forums.

Staff also completed a renovation evaluation through a Keep, Chuck, Change and Add evaluation process.

All of the evidence was gathered and data analysed to inform change and identify areas of opportunity, new directions, areas of strength and areas for improvement.
To develop consistent, high quality educational delivery and practices, through motivational leadership and effective teacher professional learning, to improve student learning outcomes.

To create highly engaging learning experiences that are personalised and innovative, enabling all students to become more socially aware, technologically competent and responsible citizens.

To develop effective partnerships through collaborative consultation with families and the wider community, to inspire shared values, goals and responsibilities.
Strategic direction 1: Academic Achievement

Consistent, high quality educational practices incorporating quality teaching and leadership to drive change

**PURPOSE**

To develop consistent, high quality educational delivery and practices, through motivational leadership and effective teacher professional learning, to improve student learning outcomes.

**PEOPLE**

**Students**

- Establish a school culture where learning environments provide all students with opportunities for creativity, communication, collaboration and critical thinking that are relevant to their stages of learning and development.
- Develop high expectations for students to proactively monitor and reflect on their learning and seek constructive feedback from peers and teachers to regulate future learning against explicit criteria.

**Staff**

- Enhance teacher effectiveness to deliver quality teaching practices that develop the knowledge, understanding and skills of all students, using evidence-based teaching practices and innovative delivery methods.
- Improve teacher knowledge to interpret internal and external student performance data to guide self-reflection of teaching practices and enable them to deliver specific, timely, feedback to students on how to improve their learning.

**School Leaders**

- Provide the school leadership team with opportunities to demonstrate instructional leadership, promoting and modelling best teaching practices designed to provide support to ensure the ongoing development of all staff.
- Commit to the development of leadership skills in both staff and students, promoting succession planning, distributive leadership and organisational best practice.

**Parents**

- Build parent capacity to be engaged in their students learning, to understand what their children are learning and how they can support their learning at school and at home.

**Community Partners**

- Strengthen community partnerships to ensure that transitions between key stages for students are efficiently planned to ensure continuity of learning for students.

**PRODUCT AND PRACTICES**

**Product**

- Increased number of students achieving at year level benchmarks based on internal assessment data and literacy and numeracy continuums.
- PLSPs created for targeted students linked to syllabus documents, assessment results and PLAN data.
- Teaching and Learning programs and classrooms will reflect 21st century pedagogy.

**Practices**

- Teaching and learning across the school will be driven by assessment data. Data analysis by whole school to ensure consistent teacher judgement. Teachers will develop differentiated activities and lessons to meet student needs.
- Effective assessment tasks and tracking of students to match the new syllabus documents to drive effective programming and provide valuable information to parents through reporting.
- Procedures developed to maintaining and sustaining programs running in the school: Targeting Early Numeracy (TEN), Focus on Reading, MULTILIT, L3 and Reading Recovery.
- Plan for implementation, monitoring and sustaining of new strategies to promote quality teaching across all curriculum areas.
- Parents will be regularly informed about programs within the school and how they can support student learning.

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<thead>
<tr>
<th>IMPROVEMENT</th>
<th>MEASURE/S</th>
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<td>- All students to attain at least minimum growth in NAPLAN from year 3 to 5.</td>
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<td>- 80% of K-6 students will meet PLAN end of year benchmarks.</td>
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<td>- All staff members will embed 21st century pedagogy to promote student creativity, communication, collaboration and critical thinking, improving student engagement.</td>
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Strategic direction 2: Student Engagement

Challenging, innovative and inclusive learning experiences, which enable all students to be highly engaged in their schooling.

**PURPOSE**

To create highly engaging learning experiences that are personalised and innovative, enabling all students to become more socially aware, technologically competent and responsible citizens. Students will be exposed to, and encouraged to embrace, the 21st century thinking and learning principles required to engage in the world around them in the present and future climates in which they find themselves.

**IMPROVEMENT MEASURE/S**

- Improved attendance from 91% to 93%
- Reduced suspension rate by 10%
- Reduced incidents of negative behaviours recorded on Sentral by 10%
- Increase opportunities for student leadership
- 15% of students participate in an interest group
- Complete the Yarning Circle garden, establish a bush tucker/vegetable garden and investigate the viability of successfully implementing the Stephanie Alexander Garden Program in the future.

**PEOPLE**

**Students**

Creating processes and practices that are engaging and employ 21st century learning in an environment which promotes high expectations. Students will understand the core values of being Safe, Respectful, Learners and demonstrate commitment to achieving their goals through active participation in diverse learning experiences.

**Staff**

Embrace professional learning dedicated to improving their knowledge and skills in the areas of 21st century learning, Aboriginal Education, curriculum and PBL. Programs are differentiated and learning is meaningful, providing opportunities to develop individual strengths, cultural affirmation, interests and promote ownership of learning.

**Parents**

Encouraged to become proactive and involved members of the school community. Opportunities to explore and utilise parent strengths and knowledge will be valued and engagement processes will endeavour to meet the needs of the entire community, including specific cultural groups.

**Community Partners**

Community partnerships will be developed with Mount Annan Botanic Gardens, Campbelltown AEG, Tharawal AMS and the Peer Support organisation.

**School Leaders**

Mentor and work collegially with staff and the wider community to assist the development of a consistent school learning environment through evidence based practice.

**PROCESSES**

**Student Wellbeing**

Develop a whole school culture that addresses the diverse academic, social and behavioural needs of all students in our school to support them in achieving their outcomes. Continue using the PBL framework to implement quality interactive programs to improve student well-being.

**Student Leadership**

Provide opportunities for students to develop leadership skills and foster integrity, responsibility and honesty. Students will be engaged in a diverse range of interest groups and programs, with opportunities provided to showcase their talents both within the school and in wider community.

**Technology**

Technology is employed within a variety of contexts in the school setting to develop students' capacity to function in a 21st century world. Staff will embed technology, including XOs, and Smartboards, into their delivery of curriculum using innovative and engaging learning experiences.

**Student Engagement**

Promote 21st century thinking and learning by continually developing innovative learning environments, programs and initiatives that are engaging, encouraging, explorative, collaborative and educational for all students.

**Evaluation Plan**

- Feedback and reflection from processes including classroom observations and survey results with students, parents and community.

**PRODUCT AND PRACTICES**

**Product**

- A school environment which encourages positive social behaviours
- Enhanced student voice and leadership that is successful both within and outside of school learning environments
- Enhanced teaching and learning programs which engage students resulting from improved community involvement
- Embed current and emerging technologies into programs, engaging students and enhancing their success in the 21st century
- Quality personalised learning experiences fostering student engagement

**Practices**

- Systemic implementation of the PBL K-6 framework when addressing behaviour management
- A proactive leadership culture that supports students to develop skills, understandings, attitudes and strategies in making positive life choices
- Equitable access to the knowledge and skills necessary for the 21st century for students and staff
- Students actively engaged in educational learning experiences
- Students playing, engaging, interacting and excelling in a safe and supportive environment based on the principles of PBL
Strategic direction 3: Community Partnerships

Community partnerships and trust to initiate cultural change, ensuring students become successful, confident and productive citizens.

**PURPOSE**

To ensure learning experiences for all students are contextually supportive and culturally relevant. Joint collaborations between the school and local community to develop effective partnerships through collaborative consultation with families and the wider community, to inspire shared values, goals and responsibilities. This will lead to improved students outcomes and a deeper sense of pride within the entire school community.

**IMPROVEMENT MEASURE/S**

- Parent and student feedback is increased by 25% across the school.
- Increase Parents and Community participation by 50%.
- Establish a community reference group and increase parent and community participation by 50%.
- 95% of parents/carers and students are satisfied with the effectiveness of communication between school and home.

**PEOPLE**

**Students**

Students engage and actively participate by learning through a variety of programs to achieve our purpose. Support in programs aimed to assist students in progressing through the learning continuum, in a successful, engaging and informed way.

**Staff**

Staff supports community empowerment through increased understandings of the community, involvement in community groups, feedback forums, curriculum knowledge and high expectations.

**COMMUNITY**

Develop and maintain collaborative planning approaches with community partners. Services have a role in school decision-making that provides a unique, personalised and culturally supportive framework for students and parents, including specific Aboriginal services. Community Organisations are engaged in the school to support and direct learning and engagement innovation to close the achievement gap for students, particularly low socio-economic students and students from Aboriginal backgrounds.

**Parents**

Parents and staff are actively involved in two-way communication that provides opportunity for decision-making in school programs and processes. Parents and community will engage with the school in a learning capacity. Parents will have input into community learning and a consultative framework for decision-making will be developed.

**School Leaders**

Acknowledge, initiate and support relationships with the community, inclusive teaching practices and collaboration amongst agencies to empower learning for our students.

**PROCESSES**

**Transitions**

Transitions are strengthened through collaboration with the wider community and interagency support. The school will promote and maintain the Kindergarten transition and orientation program (Little Kindy) and develop partnerships with Early Childhood facilities in the community. The school will also form partnerships with external agencies and high schools to support transitions to kindergarten and high school.

**Promotion & Marketing**

School achievements, successes, beliefs, values and expectations are communicated to stakeholders through a range of relevant and innovative marketing and promotion strategies. The school will develop and improve modes of communication between home, school and the community through applications such as school website, Skoolbag and Facebook.

**A Connected Community**

The school and families work together to develop strategies to use in the home to build on students' strengths and develop parents' understanding of curriculum programs, and their capacity to become partners in their child's learning. The school will initiate, design and implement community learning sessions and establish a parent reference group.

**Consultation & feedback**

Consultation and feedback is an ongoing and integral part of school evaluation and planning processes. Consultation regarding changes and additions to the school uniform is thorough and inclusive of the wider school community.

**Evaluation Plan**

- Survey students, staff and parent/community groups to evaluate communication and feedback processes
- Regular formal and informal opportunities for parent and community consultation, to provide feedback on directions, successes and the areas to be further developed.
- Data collection from social media - increased ‘likes’ on Facebook and app downloads for Skoolbag

**PRODUCT AND PRACTICES**

**Product**

- Quality teaching and learning will increase throughout the school by drawing on expertise and resources of families, community and organisations.
- Whole school promotions and marketing strategies improves communication between the school and the community by 95%.
- An increase of 25% in the number of community members attending feedback forums.
- Regular and ongoing opportunities for students and the community to provide constructive feedback on school practices and procedures.
- Improved links between the school, the Soldiers Settlement Museum and the wider community.

**Practices**

- Two-way, respectful communication to develop the capacity of staff, community and students.
- Consistent quality transition processes are developed and implemented to support student success at key points.
- Community views are regularly sought and this data utilised to drive school planning and programming with students, families and the community.
- A positive culture of learning shared amongst students, staff and parents and the community.
- Aboriginal parent and community involvement is an integral part of the school culture that supports two-way learning, knowledge and understanding for all students, staff and community.
- Promotion of the school and community perception increased through the school’s website and forms of social media, as well as reviewing and updating the front office area and promotional material, such as brochures, enrolment packages, letterheads, signage.