

# School Plan 2015 – 2017



## Cabramatta Public School 1472

**Strategic Direction  
1:  
Developing Self and  
Others to Create  
Sustainable  
Leadership**

**Strategic Direction  
2:  
Creating a Dynamic  
High Performing  
School**

**Strategic Direction  
3:  
Engaging the  
Community to  
Develop Authentic  
Partnerships**

# Cabramatta Public School background 2015 - 2017



## School vision statement

Cabramatta Public School is a dynamic, high performing school that provides a quality education for all. We have:

- Students who are self-aware, curious and determined to be successful 21st century learners. They are willing to take risks, are creative in their thought processes and participate in a collaborative learning environment.
- Staff who are passionate, life-long learners who use research to drive evidence based practice enabling and promoting student achievement whilst maintaining a respectful, caring and fun learning environment.
- A community who work in a supportive partnership with the school. They are inclusive, well-informed and feel empowered to fully participate in their child's education
- As an Early Action for Success (EAFS) school, an Instructional Leader has been appointed and additional resources have been allocated that enable the school to provide tiered interventions that focus on literacy and numeracy outcomes for all students in Kindergarten to Year 2.

## School context

Cabramatta Public School is a government primary school in a bustling suburb of south western Sydney. The large suburb of Cabramatta is part of the local government area of Fairfield City Council. Our school has a strong focus on academic achievement and prides itself on catering for students and parents from non-English speaking backgrounds. There is a positive and mutually respectful relationship between students, staff and families.

Currently, there are 760 students including 96% of students from a non-English speaking background representing over 40 cultural groups. The majority of the students are born in Australia and are of South East Asian background.

We have 30 mainstream classes and 3 Support classes. Cabramatta Public School has a School as Community Centre working in close partnership with the community.

As a school community we are proud of our cultural diversity which is reflected in all aspects of school organisation, planning and programming. A unique feature of the school organisation is the community languages program. In 2015-16 we have an Instructional Leader appointed as part of the Early Action for Success initiative.

## School planning process

To develop the 2015-2017 school plan a comprehensive review of the 2012-2014 school plan and school programs was undertaken. Parents, staff and students were surveyed in relation to their aspirations for staff, students and community. From this process the school's vision statement and strategic directions were developed. A period of consultation and redrafting followed in which terminology and specific programs were clarified. Through Early Action for Success, the school has been provided with an Instructional Leader. This specialist teacher will provide professional learning for staff in the areas of literacy and numeracy to personalise learning for students in K-2. Further consultation with key stakeholders at staff meetings and parent meetings enabled the final development of the 2015-2017 school plan.

# Cabramatta Public School

## School strategic directions 2015 - 2017



### STRATEGIC DIRECTION 1

Developing Self and  
Others to Create  
Sustainable  
Leadership

**Purpose:** To empower staff, students and community members to lead and inspire learning.

### STRATEGIC DIRECTION 2

Creating a Dynamic  
High Performing  
School

**Purpose:** To empower students to become successful learners who are confident and creative global citizens.

### STRATEGIC DIRECTION 3

Engaging the  
Community to  
Develop Authentic  
Partnerships

**Purpose:** To develop community trust in an inclusive learning environment to ensure our students become successful, confident learners.

# Strategic Direction 1: Developing Self and Others to Create Sustainable Leadership



Purpose	People	Processes	Products and Practices
<p>To empower staff, students and community members to lead and inspire learning.</p>	<ul style="list-style-type: none"> <li>• <b>Staff:</b> Have a deep understanding of National Professional Standards and curriculum requirements.</li> <li>• <b>Staff:</b> To develop staff leadership capacity by actively engaging in formal leadership programs/roles.</li> <li>• <b>Students:</b> Engage students in the development of student leadership capabilities which integrate skills and learning experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers will develop Performance and Development Plans in line with school plans and National Professional Standards</li> <li>• Development of a staff leadership program</li> <li>• Development of a student leadership program.</li> <li>• Develop students who embrace and practise the learner qualities</li> <li>• Development of an active parent body who contribute to the governance of the school.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Product:</b> 100% of teachers show evidence of career growth against national professional standards, embedded in the Performance and Development Framework.</li> <li>• <b>Practice:</b> The teaching staff of the school demonstrate and share expertise, have very high levels of contemporary content knowledge and teaching practices, and rely on evidence-based teaching strategies.</li> <li>• <b>Practice:</b> Performance and Development Plans for individual teachers aligned to the school plan, curriculum and individual goal and drive TPL.</li> </ul>
Improvement Measures			
<ul style="list-style-type: none"> <li>• 100% of teachers show evidence of career growth against national professional standards, embedded in the performance and development framework.</li> <li>• 20% of parents actively participate in school based leadership programs.</li> <li>• 30% of students take on leadership roles within the school.</li> <li>• 20% of staff participating in formalised leadership development programs.</li> <li>• TTFM student survey results match or exceed NSW norms.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Parents:</b> Provide opportunities for parents to attend workshops and forums in a non-threatening environment to learn about curriculum, school programs and teaching methods</li> <li>• <b>Instructional Leader:</b> Works directly with teachers in K-2 to identify and provide high quality professional learning based on evidenced based practice.</li> </ul>	<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>• PDF</li> <li>• Professional Accreditation Register</li> <li>• Staff survey</li> <li>• TTFM student survey results</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Product:</b> 30% of students have purposeful leadership roles within the school.</li> <li>• <b>Product:</b> 20% of staff participating in formalised leadership development programs.</li> <li>• <b>Product:</b> 20% of parents actively participate in school based educational programs.</li> <li>• <b>Practice:</b> A range of deliberate and strategic leadership opportunities are available for staff and students.</li> </ul>

## Strategic Direction 2: Creating a Dynamic High Performing School



### Purpose

To empower students to become successful learners who are confident and creative global citizens.

### Improvement Measures

- 85% of students demonstrate at least 1 year's growth in literacy against school based benchmark.
- 85% of students demonstrate at least 1 year's growth in numeracy assessments against school based benchmark.
- 96% of students meet or exceed nationally identified benchmarks in literacy and numeracy assessments.
- 100% of staff attend professional learning and keep accurate and detailed Performance Development Plans.
- 100% of staff set consistent clear learning intentions and success criteria with some form of Formative assessment
- 10% of parents participate in parent helper program
- 100% of identified students demonstrate progress on the EALD progression.
- TTFM student and parent results meet or exceed NSW norms

### People

- **Students:** Students are self-aware, build positive relationships and actively contribute to the school, the community and the society in which they live.
- **Staff:** Stage based professional learning communities facilitate research based best practice.
- **Parents:** Actively engaged parent body who are equipped with the knowledge and skills to successfully support the education of their children.
- **Instructional Leader:** Works directly with teachers in K-2 to analyse and interrogate a range of data sources that will drive teaching and learning programs.

### Processes

- Staff draw on and implement evidence-based research to improve their performance and development.
- Use evidence-based research and EAFS strategies to implement effective numeracy strategies to improve student outcomes.
- Learning progressions to enable learners to know where they are at, where they are going and how to get there are evident in all rooms.
- Quality Self-directed learning opportunities, including opportunities for student led innovation, entrepreneurship and problem solving.aslearners
- Positive and respectful relationships across the school community underpin a productive learning environment, and support students' development of strong identities as learners.
- A quality learning environment supports the development of 21<sup>st</sup> Century learners

### Evaluation

- Analysis of external and internal literacy and numeracy data
- TTFM student and Parents survey results
- Audit of technology hardware and infrastructure.

### Products and Practices

- **Product:** 85% of students demonstrate at least 1 years growth in literacy against school based benchmark.
- **Product:** 85% of students demonstrate at least 1 years growth in numeracy against school based benchmark.
- **Product:** 96% of students meet or exceed nationally identified benchmarks in literacy and numeracy assessments
- **Practice:** students use learner qualities to articulate their learning, set and reflect on personal learning goals in a 21<sup>st</sup> C learning environment.
- **Product:** 80% of students achieving at stage expected cluster level.
- **Practice:** All staff of the school demonstrate and share expertise, have very high levels of contemporary content knowledge and practices, and rely on evidence-based strategies.
- **Product:** 100% of identified students demonstrate progress on the EALD progression.
- **Product:** 10% of parents participate in parent helper program

# Strategic Direction 3: Engaging the Community to Develop Authentic Partnerships



## Purpose

To empower staff, students and community members to lead and inspire learning

## Improvement Measures

- 10% of parents participate in school based workshops.
- The school has formal and informal structures to support families to hold conversations with school leaders.
- 100% of students attend transition programs.
- 100% of parents surveyed recognize the school as excellent and responsive to the needs of the community.
- A 20% increase in the opportunities for CCOS initiatives.
- Increase in parental engagement with school social media accounts.

## People

- **Students:** Develop a broad understanding of behaviours, attitudes and expectations needed to successfully participate within and across the school community.
- **Staff:** Build capacity and knowledge of staff through accessing a wide range of Teacher Professional Learning across community of schools and other school / community groups.
- **Parents:** Develop trust and understanding of school structures and routines.
- **Instructional Leader:** Works directly with teachers in K-2 to build capacity that enables opportunities for wider school community to actively engage in student learning.

## Processes

- Schools and families work together to develop strategies to use in the home to build on students' strengths.
- School-wide and/or inter-school relationships provide mentoring and coaching support to ensure the ongoing development of all staff.
- Strong transition programs for entry into primary school and high school.
- Opportunities for the entire school community to participate in a range of extra curricula activities
- Develop and improve modes of communication from school to home including the use of social media.

## Evaluation

- Analysis attendance data in relation to workshops
- Participation rates in transition programs
- School based Parent surveys
- TTFM student and Parents survey results

## Products and Practices

- **Product:** Administrative practices provide explicit information about the school's functioning to promote ongoing improvement.
- **Practice:** The wider school community is actively engaged in the governance of the school.
- **Product:** 100% of parents surveyed recognize the school as excellent and responsive to the needs of the community.
- **Practice:** Practices are embedded for parents to be engaged and understand the learning progress of their children and how to effectively support them to learn.
- **Practice:** Purposeful and authentic quality learning links for staff, students and community.
- **Product:** A 20% increase in the opportunities for CCOS initiatives.
- **Practice:** There is strong collaboration with key stakeholders in the development of the school vision, strategic directions and annual plans.
- **Product:** 10% of parents participate in school based workshops.
- **Practice:** Information sessions and workshops are ongoing responding to the needs of the community.