School plan 2015 – 2017

Cambewarra Public School

We may all be different fish, but here in this school we all swim together.
Cambewarra School has high expectations of student learning and behaviour. Our students strive for the highest levels of achievement.

They understand that learning opens up many and varied opportunities. Students embrace learning challenges where critical, reflective, creative and collaborative thinking skills are utilised to learn more about themselves, others and about the world we share with one another.

Teachers teach literacy and numeracy with clear and explicit instruction. Ongoing professional learning is seen as vital to assist teachers to continually understand the complex nature of teaching.

Teachers support students with the necessary skills to understand their learning. Students are clear in their understanding of the attitudes, values and skills required to take the next step in their learning. Students use learning tools to talk about their learning with their peers, teachers and their parents.

Teachers are committed to action learning and professional sharing. The school’s systems and structures in programming, assessing and reporting allow for alignment in setting clear learning targets for students to support school improvement focus areas.

The collection of data leads staff to implement and evaluate whole school teaching and learning programs. Current research drives action learning towards ongoing improvement in student learning. Teachers share with one another successful teaching strategies which demonstrate value added learning and happily take on the role as mentors and coaches to one another.

Our school cares about the environment. Advice and support comes from both within and from outside the school community. The sustainable focus on the environmental practices by growing food and maintaining a healthy canteen are actively supported by the students. Cambewarra School is committed to minimising our carbon footprint through whole school initiatives and programs.

Students understand the importance of taking care of themselves physically, emotionally, spiritually and academically. Teachers provide opportunities for students to make healthy choices in these areas.

Cambewarra Public School continues to lead the way with continuous improved student achievement. Our teachers are dedicated professionals with energy, drive and commitment to ensure that our students are 21st century learners.
Cambewarra Public School is located at the foothills of Cambewarra Mountain. The name comes from two Aboriginal words, “cambe” meaning “fire” and “warra” meaning “a high place” or mountain. The explanation is that both Coachwood and the Illawarra Flame are common on the mountain, and when in bloom, they give a reddish appearance. The school was first established in 1859 with an enrolment of 48 students. The school was located on Main Road with what is now the Scout Hall. The old school residence can still be seen today on the corner of Tannery Rd and Main Rd. School enrolment throughout the 1980’s saw a steady increase with a new school site established and located in Kalinga Street in 1990. School enrolments have continued to grow with the student population reaching 326 in 2013.

The profile of students’ parental background are very mixed with 18% of parents not having formal school qualification and at the other end 23% with a Bachelor degree or above. The majority of parents’ occupations are tradespeople, clerks and skilled office people in sales and service, machine operators, hospitality staff and labourers. 15% of parents are senior managers or qualified professionals. The school has 9% Aboriginal students with 22% of the student population being defence students. Currently 43% of our students do not reside with both parents. A wellbeing officer has been employed to meet the needs of students and their families.

The school provides a caring supporting learning environment where students can assess the school counsellor, wellbeing officer or DSTA (Defence Support Teachers’ Aide) in a formalised way and when appropriate.

Cambewarra Public School has an outstanding reputation in the wider community. The school was awarded a Director Generals Award for its Core Values program, and a regional award the following year for being an innovative school. The school prides itself on strong genuine partnerships with families supporting the schools shared vision and school plan focus areas. The school enjoys a positive and active P&C, an out of school care morning and afternoon program for working families and a highly regarded Vacation Care program. Student’s literacy and numeracy results in Years 3 and 5 generally sit at or just slightly below the NSW state averages. Growth of learning between Years 3 and 5 and Years 5 and 7 continue to be areas for teacher professional learning focus to better support the learning growth of our competent students. The L3 professional learning program for Kindergarten and stage one teachers have made significant and measureable improvements in students literacy levels in K-2.

Teaching students to be reflective, responsible school citizens are the school’s focus areas in aligning to the Goals of Schooling within the Melbourne Declaration 2008.

School planning process

Cambewarra Public School developed a school vision, in consultation with the school community where themes around student learning, adult learning, and school environment and student wellbeing were identified.

P&C members were invited to provide feedback on the schools directions, strategies and financial considerations to support the focus visionary areas.

Our school purpose states “We believe students at Cambewarra Public school need to be resilient, caring and kind school citizens who take responsibility for their learning. We know when students are reflective, creative thinkers they can then interact in the world with confidence and thoughtfulness.”

Consultation processes included:

- A sharing and analysis of NAPLAN and school based data.
- A series of meetings by school teams identifying where we are now and where to next in the context of the 2012-2014 school plan.
- A series of team workshops with all staff understanding the Melbourne Declaration purposes and goals.
- Surveying of parents; the focus on community engagement and the learning progress of students.
- Involvement of the school’s Aboriginal community in shaping the school’s directions in teaching and learning.
**Purpose:**

Provide a high standard of education through developing the professional learning of teachers that supports learning to be personalised and differentiated for all students.

**Purpose:**

Encourage students to examine the impact of their choices and the effects they have on the health of the planet, now and into the future.

- Strengthen and deepen the community commitment to reduce its carbon footprint.

- Students become self-aware, building positive relationships and actively contributing to the school, community and the society in which they live.

**Purpose:**

Increase community support of our students through a school wide focus on student equity, well-being and a core values approach to develop students moral and values compasses.

- Work together as a learning community to provide our students with knowledge, skills and experiences to continue progressing in their learning and become successful citizens beyond the school.
### Strategic Direction 1: Creating a High Performance & Dynamic Learning School

#### Purpose
Provide a high standard of education through developing the professional learning of teachers that supports learning to be personalised and differentiated for all students.

#### People
- **How do we develop the capabilities of our people to bring about transformation?**
  - **Students:** Quality teaching and learning experiences give students opportunities for self-direction where sequentially developed knowledge, skills and understandings from Kindergarten to Year 6.
  - **Staff:** Provide professional learning that is relevant to the school's strategic directions, professional teaching standards and professional learning plans.
  - **Parents/Carers:** Opportunities for parents and teachers to work together to develop deeper understandings of the learning progress—sequential learning in our progress folders, student led conferences, parent interviews and written reports.
  - **Leaders:** Design through collaborative systems mechanisms for feedback aligned to professional learning plans.

#### Processes
- **How do we do it and how will we know?**
  - All teachers have the opportunity to lead, develop and manage programs, teams and strategic directions from the school plan.
  - Mentoring teams developed to support permanent beginning teachers and temporary beginning teachers.
  - Continual development of teachers' understandings of quality learning through current research and school based evaluations.
  - Provide the school community with opportunities to learn, understand and enquire the learning progress of students Kindergarten to Year 6.

#### Products and Practices
- **Evaluation Plan**
  - Implement the *Tell Them From Me* surveys for staff, students and parents identifying future directions in learning for students and staff.

#### Improvement Measures
- All teaching staff have developed strategies and feedback practices to align to goal setting through the personalised professional learning plans in line with BOSTES professional standards for teachers.
- Beginning teachers attain accreditation through BOSTES professional standards.
- Leadership roles increased for staff members and aligned to professional learning plans.

### Planning template – V2.0

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### Strategic Direction 2: Supporting environmental practices to assist with reducing our Carbon Footprint

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<td><strong>How do we develop the capabilities of our people to bring about transformation?</strong></td>
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<td><strong>Students:</strong> Think deeply and critically and make relevant connections between their choices and the wider environmental impact. Present current research and findings to the whole school community about the current reality and the implications on the future of our planet.</td>
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<td><strong>Staff:</strong> Build teachers’ capacity to guide students’ understandings of current research regarding the future of the planet.</td>
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<td><strong>Parents/Carers:</strong> Provide and build greater awareness of the impact community choice, the long term consequences on the future of the planet.</td>
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<td><strong>How do we do it and how will we know?</strong></td>
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<td><strong>Collaboratively plan school wide systems to support changes in healthy lunch box contents, recycling practices and constructive practices aligned to research and findings.</strong></td>
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<td><strong>Students drive changes through stage teams, SRC, P&amp;C and the wider Cambewarra community.</strong></td>
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<td><strong>Educate the school and wider community on the implications of individual choice and how these contribute to global practices.</strong></td>
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<td><strong>What is achieved and how do we measure?</strong></td>
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<td><strong>Product:</strong></td>
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<td><strong>Reduction of waste collection and increase in recycling paper, food scraps and plastics.</strong></td>
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<td><strong>Choose healthy strategies to assist in positive physical, social and emotional well-being.</strong></td>
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<td>Survey community attitudes and practices towards recycling to align with research findings of stages focusing in the current reality and the future health of our planet. Combine and analyse survey results of community and school to stage research findings. School surveys of current practices in lunch box contents, attitudes towards purchasing healthy foods, recycling practices of paper, plastics and food scraps in the school.</td>
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<th>What are our newly embedded practices and how are they integrated and in sync with our purpose?</th>
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<td><strong>Practice:</strong></td>
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<tr>
<td><strong>Cambewarra School is a ‘water only’ school with lunchbox contents aligned to whole fruit and vegetables and free from preservatives, sugars, colours and chemicals.</strong></td>
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<td><strong>Practice:</strong></td>
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<tr>
<td><strong>Recycling practices support the school’s target to reduce its carbon footprint.</strong></td>
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### Strategic Direction 3: Enhancing Community Engagement and Partnership

#### Purpose

Increase community support of our students through a school wide focus on student equity, well-being and a core values approach to develop students moral and values compasses.

Work together as a learning community to provide our students with knowledge, skills and experiences to continue progressing in their learning and become successful citizens beyond the school.

#### People

**How do we develop the capabilities of our people to bring about transformation?**

- **Students:** Students articulate both in written form and verbally the learning progress made from learning goals and per assisted learning tasks and feedback.

- **Staff:** Develop staff capacity to build stronger community relations improving positive methods to communicate student learning progress and sequential learning.

- **Parents/Carers:** Establish collaborative reporting strategies between students, parents and teachers using student goal setting and learning progress strategies.

- **Leaders:** Collaboratively plan and consult with teachers to build leadership capacity within stages and across the school.

#### Processes

**How do we do it and how will we know?**

- Implement improved student led conferences, learning progress evidence and regular feedback to students and parents about student learning.

- Strengthen feedback practices for student learning growth and teacher professional learning improvements.

- Implement fulltime support for teachers, parents and students through the introduction of *The Space*, building systems to support student well-being and teacher development based on the needs of students.

- Implement, review and refine the school Core Values reward system.

- Review students’ capacity to be resilient in learning and in social and emotional situations.

#### Products and Practices

**What is achieved and how do we measure?**

- Increased parent involvement in the discussion of student learning progress.

- Increased support for parents, students and teachers with access to the well-being officer, school counsellor and Defence Support Transition Aide (DSTA).

- Reduced incidences in bullying. R&R – detention, suspension and individual student behaviour plans.

- All students receiving Core Value recognition through the new Core Values award system.

- Increased parent support in all aspects of school life including P&C, canteen and classroom support.

### Improvement Measures

- Increased parent involvement in the discussion of student learning progress.

- Increased support for parents, students and teachers with access to the well-being officer, school counsellor and Defence Support Transition Aide (DSTA).

- Reduced incidences in bullying. R&R – detention, suspension and individual student behaviour plans.

### Product:

- Encourage a supportive school community by increasing the attendance of parents attending P&C, community events and classroom activities.
- All students receiving Core Value recognition through the new Core Values award system.
- Increased parent support in all aspects of school life including P&C, canteen and classroom support.

**Evaluation Plan**

Implement the *Tell Me From Me* surveys for staff, students and parents identifying future directions in learning for students and staff.

**Product:**
- Develop parent opportunities to support student learning by regular attendance at learning progress meetings between students and their parents.

**Product:**
- Student capacity to practise Core values language, to build resilience when in difficult learning, social and emotional situations.

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

**Practice:**
- A positive learning culture between students, their parents and staff.

**Practice:**
- Parents participating in meaningful ways to assist the P&C, classroom teachers and students towards the strategic directions of the school plan.