Camden South Context
Camden South Public School offers a well-rounded and holistic education for all students – through nurturing and providing for their academic, social and emotional needs. Our school culture focuses on the values of integrity, teamwork and respect. Outstanding academic, cultural and sporting opportunities are available to all students. These cater for the wide range of interests, abilities and talents that our students possess and are underpinned by quality student welfare practices and exemplary teaching. Our school offers a wide variety of educational programs preparing students for high level achievement in state and regional competitions focusing on mathematics, English, technology and public speaking. The school band has received accolades for performances at many local and regional events. Camden South regularly excels in sporting activities with a number of students representing at higher honours.

Embedded Areas

**Connected Learning**
- Camden South is committed to providing students and staff with the resources and support to effectively use and integrate technology into teaching and learning programs. This includes such resources as Video Conferencing facilities, Interactive Whiteboards and core teacher based technologies.
- Continues supporting teachers through useful effective training and development in technology.
- Facilitate learning opportunities for all students through the connected classroom strategy and through communities of schools.
- Investigate new and emerging technologies within education.

**Positive Partnership**
- Camden South supports the notion of communities of schools. 2012-2014 will see the school continue to focus on a high school feeder community of schools link with Camden High School and additional gifted and talented community of schools link with schools with other OC classes.
- Initiate and maintain effective primary-secondary transition programs and arrangements with Camden High (local feeder), selective stream at Elizabeth Macarthur and other public high schools as required.
- Establish class structures within the school to better meet the needs of students. (Needs based classes, Multicultural classes, Extension Classes).
- Liaise with other agencies to develop a holistic approach to early intervention and support.
- Maintain and further develop improved transition programs into Kindergarten.
- Develop a link with other OC classes in the region strengthening high school transition for students in regionally identified G&T classes.
- Investigate and implement a chaplaincy program within Camden South Public School.

**Literacy and Numeracy**

**Intended Goals**
1. Increase levels of literacy and numeracy achievement for every student.
2. Strengthen literacy and numeracy learning through the effective use of assessment.
3. Increase use of school based assessment data to inform teaching and learning.

**We will achieve these goals through:**
- Identifying and teaching strategies from NAPLAN and School based assessment to improve, track and monitor student progress in literacy and numeracy.
- Providing targeted professional learning programs to build whole school capacity to improve student literacy and numeracy outcomes.
- Using Best Start data and learning continuums to inform and improve student literacy and numeracy outcomes.
- Implementing Focus On Reading program.
- Implementing programs such as Mathletics.
- Utilizing school based strategies of Home Reading (K-2), Guided/Modelled Reading (K-6); Jolly Phonics (K-1); Jolly Grammar (1-2), Key into Comprehension (2-6).
- Reviewing school scope and sequence for text types and design rubrics for writing.
- Promoting community understanding and learning about literacy.
- Reviewing school scope and sequence for the teaching of Mathematics.
- Ensuring assessment tasks assist teachers with consistent teacher judgement, are authentic and follow a learning continuum.
- Promoting community understanding and learning about numeracy.

**Indicators:**
- Decrease percentage of Year 3 and Year 5 students achieving at or below minimum standards in literacy. Year 3 2012 -6.8%, 2013 -6.7%, 2014 -6%.
- Year 5 2012 - 10.6%, 2013 -10.6%, 2014 -8.8%.
- Increased percentage of Year 3 and year 5 achieving proficiency in literacy. Year 3 2012 -54%, 2013 -57%, 2014 -59%. Year 5 2012 -47.1%, 2013 - 49%, 2014 -51%.
- Increased proportion of students achieving at or above minimum growth in Literacy in Year 5.
- Increased proportion of students achieving school set reading benchmarks. (School benchmark information). (K-8, 1-16, 2-20, 3-24, 4-27, 5-32, 5-30).
- Decrease percentage of Year 3 and Year 5 students achieving at or below minimum standards in numeracy. Year 3 2012-11.4%, 2013 -10.1%, 2014 -9.8%. Year 5 2012-11.7%, 2013 -11.5%, 2014 -10.3%.
- Increased proportion of students achieving at or above minimum growth in numeracy in Year 5.

**Student Engagement and Attainment**

**Intended Goals**
1. School structures and practices respect and enhance the wellbeing of students.
2. Students experience challenging, flexible safe learning environments.
3. Enable students to experience success and receive recognition.

**We will achieve these goals through:**
- Promoting the effective strategies to maintain retention and attendance.
- Implementing high quality programs to support students and families such as Rock and Water, Lunch Club, Games groups.
- Implementing high quality proactive student wellbeing programs including PWS.
- Providing opportunities to celebrate student achievement.
- Developing and refining school structures such as LST to meet the needs of students.
- Implementing high quality transition programs to support students and their families from preschool to Kindergarten, Year 6 to Year 7 and multiclassical category.
- Establishing effective partnerships with families, community organisations and business to maximise student learning.

**Indicators:**
- Students with identified needs are provided with appropriate support.
- Increased positive attitude towards school and classroom.
- Evaluate on evidenced based analysis of student welfare data.
- Student achievement celebrated within and outside the school community.
- Increased access to broad and flexible learning opportunities.

**Leadership and Management**

**Intended Goals**
1. Strengthen leadership and management capacity to drive school improvement.
2. Enhance leadership opportunities and innovation that facilitates positive learning cultures and builds leadership sustainability.
3. Building sustainability and reporting practices in all teaching and learning programs.

**We will achieve these goals through:**
- Providing professional opportunities to meet the demands of school leaders such as Team Leadership for School Improvement.
- Identifying and developing quality, innovative and strategic leaders.
- Strengthening the implementation of the NSW Quality Teaching Framework across the school by reporting leadership portfolios.
- Develop programs to support Early Career teachers through induction and mentoring programs.

**Indicators:**
- Increased participation of staff who completed TLSI course.
- Increased number of registered training and development courses developed by school.
- Increased number of courses registered by MyPL and linked to Institute of teachers indicators.
- Increased leadership capacity within staff and executive.
- All staff professional learning is supported and linked to school priority areas.

**Curriculum and Assessment**

**Intended Goals**
1. Implement a broad inclusive curriculum.
2. Align the implementation of curriculum to professional leadership and student learning needs.
3. Embed appropriate assessment and reporting practices in all teaching and learning programs.

**We will achieve these goals through:**
- Providing high quality learning opportunities for all students 4-6 across the curriculum.
- Strategically supporting NSW syllabuses incorporating the Australian Curriculum.
- Enhancing the understanding of evidenced based teaching practice for improved student learning outcomes.
- Meeting the mandated timelines for the implementation of the Australian Curriculum.

**Indicators:**
- All Staff are using the core stage programs and assessment schedule.
- All staff are implementing syllabus requirements.
- All staff implementing Camden South Scope and Sequence.
- Increased broad, inclusive and relevant curriculum opportunities.

**Aboriginal Education**

**Intended Goals**
1. Implement Aboriginal education policy in all priority areas.
2. Support Aboriginal students to become successful learners.
3. Support Aboriginal students through strong partnerships to increase engagement.

**We will achieve these goals through:**
- Providing Personal Learning Plans for all Aboriginal students.
- Promoting and supporting enhanced cooperation with local Aboriginal consultative groups.
- Identifying Aboriginal students requiring additional support in literacy and numeracy and provide appropriate support.
- Providing opportunities for Aboriginal students to experience success and recognition.
- Exploring the 8 Aboriginal ways of learning.
- Teaching significance and importance of welcoming and acknowledgement of country to all students.

**Indicators:**
- Aboriginal students have quality PYP.
- Increased number of Aboriginal students performing equal to or better than broader student population.
- Aboriginal students in need receive appropriate support.
- Increased number of Aboriginal students receiving recognition.
- Increased understanding of the significance of welcoming and acknowledgement of country by staff and students.
- Increased understanding of the ‘8 ways of learning’ by staff.