Business Plan 2013 - 2016
Purpose & the realisation of our potential

To provide the opportunities for all students to develop knowledge, skills and confidence to achieve their individual potential.

We want all students to **DREAM BELIEVE ACHIEVE**

To achieve this we provide an education that challenges each student to develop the attitudes, skills, knowledge and understanding through:

**Think Creatively**
Creative thinkers are risk takers who provoke new ideas and enjoy the challenge of exploring a variety of possibilities through divergent approaches.

**Reason Critically**
Those who reason critically continuously process and apply information from a variety of sources in a convergent fashion in order to develop, modify, reflect on, and evaluate viewpoints and conclusions.

**Communicate effectively**
Effective communicators actively listen, reflect and respect others’ ideas. They know their audience, have clarity of purpose and are flexible and knowledgeable in their choice of media to enhance understanding.

**Collaborate constructively**
Constructive collaborators use communication skills and appropriate tools and norms; they maintain positive relationships, contribute and build upon others’ ideas and work toward achieving common goals.

**Learn enthusiastically**
Enthusiastic learners are self-motivated, intellectually curious, engaged, and persistent individuals who embrace challenges.

**Live ethically**
Socially and ethically responsible citizens actively care for and respect themselves, others and the environment.
## Key Focus 1 | Leadership

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<tr>
<th>Aspiration</th>
<th>Strategies</th>
<th>Evidence</th>
<th>Timeline and Indicators</th>
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| Leadership opportunities for staff and students at Campbell Primary School. | Staff delivery of knowledge through Professional Learning.  
Student leadership through all Learning Areas.  
Student leadership through programs such as ‘Young Leaders Day’.  
Staff and student leadership opportunities.  
Sustainable leadership with succession planning.  
Consultative leadership framework of student leadership qualities and expectations.  
Implementation of the leadership framework in middle primary. | Student and Staff surveys.  
AITSL - 360 degree feedback.  
Availability of opportunities for staff and students.  
Take up rate of opportunities for staff and students. | Adult Action Indicators - AITSL (Australian Institute for Teaching and School Leadership).  
Demonstrated increase in the student understanding of what constitutes good leadership.  
Opportunities (Student) Leadership framework; consultative, purposeful and outcome based.  
(Staff) Leadership framework outcomes. |
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Key Focus 2 | Learning Environment

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<td>The learning needs of students, the professional knowledge and enthusiasm of staff and the expectations of the community are used to establish quality learning and teaching programmes and ensure the maximization of educational opportunity and potential for each student.</td>
<td>Awareness and implementation of National Quality Agenda for Early Childhood Education. Staff awareness and implementation of the Early Years Framework. Use Australian Curriculum content descriptors to improve T &amp; L throughout all phases. History Teacher Development School 2012 – 2013. IPad Teacher Development School 2013-2015. Implement case management approaches for students at risk not meeting national minimum standards for literacy and numeracy, and/or have not shown expected improvement through national testing. Engage thinkers to push learning boundaries, provoke new ideas and to challenge and explore educational possibilities through varying approaches. Differentiated Learning and Classroom First practices evident in all classrooms Target intervention groups. (GATE/SARE) Implement strategies for Positive Mental Health in our School Community: 1. Kidsmatter 2. Blue Earth</td>
<td>Evidenced in Year level team plans. ABE Data – Reporting to Parents Student profiles On Entry Testing: PP, Yr 1, Yr 2. NAPLAN Bands CLAN KidsMatter Survey</td>
<td>Successful Australian Curriculum Implementation 2013 – 2015. Successful when our students demonstrate the ability to be self motivated, curious and enthusiastic individuals able to persevere and embrace challenges. Students identified via case management show improved outcomes. Student profiles. ICT Infrastructure and device availability to support the current and future needs of the school.</td>
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**Key Focus 3 | Relationships**

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<td>There is a strong sense of community within the school where the school culture is based upon partnership in education and ensuring all groups feel valued. All feel a sense of belonging and respect. Campbell Primary School knows and understands its students. Campbell Primary School knows and understands its Community. Campbell students to develop an awareness of social responsibility, not just for school environment but as responsible citizens of the globe.</td>
<td>Cultural Diversity is recognised in school governance and organization. Extend use of student, parent and community surveys as part of school self assessment. Shared responsibility: 1. Understanding who is not reaching their potential and why. 2. Situational understanding. 3. Infusing equity issues into all we do. • Teaching Practices. • Curriculum and resources. • Relationships. Building broader community relations – Ethnic, religious sport and other groups. Reaching out to families (KidsMatter) Implementation of Early Intervention Programs. Staff use of Learning Area Progressions (Trajectories). Implementation of Restorative Practice and Resilience Programs. Active promotion of respect, tolerance, honesty and kindness. Not just for staff and students themselves but for others and the environment. Facilities Agreements managed and in place.</td>
<td>ABE Data – Reporting to Parents Anecdotal feedback, letters, emails. Campbell Champions; collect data on reasons for selection. Registers of attendance Surveys SIS (Student Information System) Data</td>
<td>School Board membership reflects cultural diversity in our community. Results of surveys and subsequent actions undertaken. Increased and effective partnerships with local community and businesses. Monitored student attendance. Successful when our children have the ability to acknowledge, communicate and care about the perspectives, values and views of others. Increased participation by cultural groups in Playgroup and Partnerships with Parents.</td>
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Key Focus 4 | Quality Teaching

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<td>Campbell attracts and retains innovative, committed educators who provide excellence in teaching so that the students can reach their potential and maximise their opportunities. Professional excellence is demonstrated by a shared commitment and pursuit of best practice based upon an eclectic approach, active sharing of professional knowledge, the willingness to work in collaborative teams to achieve key outcomes, high personal performance and mutual respect and support for colleagues. All students at Campbell Primary School realise their potential and are equipped to deal effectively with challenges they will encounter in a changing world.</td>
<td>By continually developing and promoting expertise and professional knowledge in all aspects of teaching. Campbell PS values and recognises individuals. Opportunities available for staff development and leadership. Staff awareness of the Melbourne Declaration on Educational Goals for Young Australians. Provision of positive and effective approaches to teaching and learning including: 1. Opportunities that motivate, engage and enable success. 2. Opportunities for risk taking. 3. Opportunities to communicate effectively. 4. Professional feedback is sought and applied. National Professional Standards for Teachers (AITSL) as a part of Performance Management processes. Classroom observation and mentoring to strengthen teaching practices. Collaborative team environment to be maintained, valued and fostered. Undertake planning to ensure effective transition of Year 7 to Secondary School 2015. HOTS embedded into quality Teaching and Learning. GATE Programs. Data analysis of sub group student performance in areas of student gender and transiency. At risk students are identified through early intervention and analysis of student data in order to reach their potential. Gifted and Talented students are identified through early intervention and analysis of student data in order to reach their potential.</td>
<td>Student Survey KidsMatter Staff Survey Team Plans Opportunities Feedback NAPLAN/EARS data CLAN data On Entry Testing Anecdotal evidence SAIS data</td>
<td>Successful when our children are excited and happy to come to school each and every day. Recognised culture of valuing of all staff. Effective use of the Australian Curriculum and the SCSA Curriculum and Assessment Outline. ICT Infrastructure and devices to support Quality Teaching and Learning Programs. AITSL 360 degree feedback. Successful transition of Year 7’s to Secondary. Improved student performance. Maintain or increase the % of students at or above the Australian Mean. Decrease the % of students at or below the minimum standard. Increase the % of students who show an improvement of 80 NAPLAN points or more between Year 3 and Year 5.</td>
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### Aspiration

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### Strategies

- Implement a 0-3 year old Strategy
  1. Playgroups
  2. 3 YO Pre Kindy

- Ensure facility replacement and enhancement.
- Recognise the value of the AEDI data in consultative programs for 3 year old Pre Kindy.
- Resource replacement and enrichment.
  - Strategic
  - Equitable
  - Flexible

- Facilities need to reflect the size and needs of the school.
- New programs and services will only be considered if there are sufficient resources to assure effective implementation.

- Shared services:
  - Admin Leaders
  - Community Relations Officer
  - Health Professionals
  - Other agencies

### Evidence

- Capture data from enrolment enquiries regarding motives for admission to Campbell PS.
- Community Surveys
- Enrolment and Attendance registers.

### Timeline and Indicators

- Enrolment in Playgroup and 3 Yr Old Pre Kindy.
- Community sentiments regarding the 0 to 3 strategies in place.
- Facilities in place to accurately reflect the needs of the school.
- Level of prospective families attracted to Campbell.