

School plan 2018-2020

Canterbury Public School 1497

CANTERBURY
PUBLIC SCHOOL



Participation, Equity & Excellence

School background 2018–2020

School vision statement

The Canterbury PS community celebrates diversity and strives for excellence, equity and participation to ensure the development of the whole child. The learning environment is rich with quality learning experiences and opportunities for students to make meaningful connections with others and the world around them.

Guiding Principles.

We create a positive and successful learning environment.

- Teachers provide a safe and welcoming learning environment and know their students as people and learners.
- Learning is relevant, purposeful and connected to students' interest and the real world.
- Learning is student centred and student voice is valued.
- Learning is differentiated to meet the individual needs of students, staff and the community.
- Creativity, curiosity and wonder is fostered to support students in becoming resilient, confident, independent thinkers.
- Student achievement and assessment data drives classroom programming and decision making.
- Feedback is integral to the teaching and learning cycle.

We support and respect each other.

- Students, parents and staff are partners in the learning process.
- Students, parents, staff and the broader community work together to actively support and promote the school for the benefit of the students.
- Parents, staff and students take an active role in ensuring effective communication and shared decision making.

School context

Canterbury Public School's enrolment is approximately 340 students, including 51% from a non-English speaking background, 4% Aboriginal or Torres Strait Islander students and a special education support unit comprising of five classes. Three moderate intellectual and autism disability classes, one moderate intellectual disability class and one autism class. Canterbury is a growing school community with an enthusiastic, committed staff and supportive community. There is a strong focus on effective literacy and numeracy education and a commitment to quality teaching. Student engagement is a priority with the provision of extensive school programs in arts, restorative practice, environmental education, public speaking and debating, technology and sport. The school has a strong commitment to innovative integration of technology across all key learning areas.

School planning process

Throughout 2017 all members of the school community (staff, students and families) attended focus groups to confirm: 1) shared core values and beliefs 2) areas of school strength and development and 3) priorities for the future. Input from the whole school community determined the school's vision and directions.

Feedback from community consultation was shared with staff, students and community members and synthesised to determine three strategic directions using the 5P model – identifying the PURPOSE of each direction, the PEOPLE involved, the PROCESSES (or projects we'd be implementing), the PRODUCTS and PRACTICES (as well as improvement measures) we hope to be achieved.

A smaller team drafted the School's Strategic Plan reflective of the input from the whole school community.

School background 2018–2020

School vision statement

- Diversity and different perspectives are embraced.
- New community members are welcomed, orientated, mentored and supported.
- The strengths of students, staff and the community are recognised, utilised and appreciated.
- Celebrations enhance a sense of belonging and greater understanding of all members of the school community.

We are life–long learners.

- Goal setting, reflection and evaluation are embedded in teaching pedagogy.
- Life–long learning is modelled to students through the engagement of staff and parents in ongoing quality learning opportunities.
- Extra curricula opportunities are embedded in the curriculum and support the development of lifelong skills, passions and interests.
- Opportunities for leadership and active citizenship are actively sought in all stages of learning, career development and community engagement.
- Staff are self–reflective and strive for professional excellence in their practice.

School context

School planning process

School strategic directions 2018–2020



Purpose:

To ensure students have the skills they will need for the future, 21st Century teaching and learning must be embedded across school programs to promote active thinkers who can collaborate locally and globally.



Purpose:

To ensure school is a secure and supportive environment that allows students to flourish and succeed. Social and emotional learning, and student wellbeing is at the centre of school programming and practices.



Purpose:

To ensure a positive school culture where all members of the school community feel valued. Students, teachers, families and the broader community have a voice, share decision making and work together to enhance the educational experience at school.

Strategic Direction 1: STRATEGIC DIRECTION 1: Future focused teaching, learning and communication

Purpose

To ensure students have the skills they will need for the future, 21st Century teaching and learning must be embedded across school programs to promote active thinkers who can collaborate locally and globally.

Improvement Measures

- Tell Them From Me Survey: focus on learning report indicates growth in Technology drivers.

- Improved Literacy/Numeracy results across each cohort.

- Staff PDP ICT goals are met.

- All students complete future focused rich tasks.

People

Students

Have a broad range of leadership and active citizenship opportunities offered.

Are explicitly taught skills to develop capabilities (general capabilities and cross-curricula priorities).

Have choice and make decisions about their learning.

Staff

Collaborative planning days, coaching mentoring and feedback will develop capacity and mindsets necessary to achieve improvement measures.

. Aligning personal and school goals using frameworks such as Quality Teaching Framework, School Excellence Framework and the Australian Teaching Standards.

All staff demonstrate personal responsibility for maintaining and developing their professional capabilities in line with school's strategic directions through the Performance and Development Plans.

Parents/Carers

Access opportunities for learning through workshops and network meetings

Provide opportunities to be actively involved in their child's learning.

- Strengthening existing partnerships and creating new opportunities for collaboration.

Processes

Professional Learning and peer coaching – ICT.

Quality teaching – Literacy: focus on differentiation K–6.

Mathematics: focus on early arithmetical strategies, mental computation and place value.

Evaluation Plan

Employ a range of applicable data to inform teachers on the effectiveness and performance of professional learning. e.g. Tell Them From Me, Walkthroughs, Spiral of Inquiry outcomes.

Practices and Products

Practices

Implement and evaluate a cycle of high quality professional learning based on identified needs.

Provide mentoring and coaching support to ensure the ongoing development and improvement by all teachers.

Embed reflective practices that enhance quality teaching and future focused teaching and learning e.g. Quality Teaching Rounds, classroom walkthroughs, PDPs, program evaluations, demonstration lessons, Spirals of Inquiry and TPL.

Products

Teachers have expert contemporary content knowledge and trial innovative practices that are relevant and meaningful.

Collaboratively designed and implemented learning experiences that incorporate technology, rich tasks and general capabilities.

Teachers demonstrate personal and collective responsibility for improving teaching practice.

Strategic Direction 2: STRATEGIC DIRECTION 2: Success for every student in a supportive learning environment

Purpose

To ensure school is a secure and supportive environment that allows students to flourish and succeed. Social and emotional learning, and student wellbeing is at the centre of school programming and practices.

Improvement Measures

- Personalised adjustments are in place for all students identified as Gifted and Talented.

- Decrease in negative behaviour (Step 5 reflections) in EBS4.

- Increased attendance at parent/teacher interviews.

- Student work samples show evidence of feedback from community, students and staff.

People

Students

- Students are explicitly taught Positive Behaviours for Learning (PBL) and are provided with opportunities to practise these.

- Opportunities for regular goal setting and reflection, incorporating self and peer assessment and feedback.

Staff

- Induct staff and highlight professional roles and responsibilities.

- Engage in professional learning– relevant legislation and current pedagogy.

- Mentoring and coaching

- Consistent Teacher Judgement used to inform planning and modify teaching practices.

Parents/Carers

- Opportunities for learning through workshops and network meetings.

- Share governance on project teams.

- Strengthen existing partnerships and create/seize new opportunities for collaboration.

- Opportunities for parents/community members to provide feedback on student progress.

Processes

Professional Learning – Gifted and Talented.

Positive Behaviour for Learning (PBL).

Learning & Support – data informed practice.

Evaluation Plan

School teams to carry out analysis of data snapshots at 5 weekly intervals.

Teams to monitor milestones.

Practices and Products

Practices

Learning programs, tasks and assessments are differentiated to meet individual's needs.

Consolidate 'Phase 1' and begin implementation of 'Phase 2' for Positive Behaviour for Learning (PBL).

Formative assessment is used to monitor, plan and report on student learning.

Products

All students are challenged and all adjustments lead to improved learning.

Measurable improvements in wellbeing and engagement optimal conditions for all students' learning.

The assessment information and changes to teaching lead to measurable improvement.

Strategic Direction 3: STRATEGIC DIRECTION 3: Belonging to a connected community

Purpose

To ensure a positive school culture where all members of the school community feel valued. Students, teachers, families and the broader community have a voice, share decision making and work together to enhance the educational experience at school.

Improvement Measures

- Staff are better equipped to teach the curriculum to English language learners.
- Increased evidence of 'Significance' elements from the Quality Teaching Framework across teaching and learning programs.
- Greater representation of minority groups participating in school decision making.

People

Students

- Play an active role within the community including decision making, school events and students leadership opportunities – at school and within the local community.
- Students are explicitly taught and are provided with opportunities to develop the values of social justice/ inclusion.

Staff

- Offer leadership and professional learning opportunities within and beyond the school.
- Engage in professional learning– communication strategies.
- All staff set goals including one that reflects personal aspirations.

Community Partners

- Families are included in community events and have multiple opportunities for involvement in learning.
- Share governance on curriculum, project teams, community events and communication strategies.
- Seek input and feedback from families and community partners.
- Invite participation and seek representation on key initiatives and projects.

Processes

Quality Teaching – Teaching English Language Learners – TELL.

Aboriginal and Torres Strait Islander education – Community Learning (Cultural knowledge, understanding and capability).

Leadership – shared governance.

Evaluation Plan

Community review of school practices that support shared voice, decision making, collaboration and sense of belonging at school.

Practices and Products

Practices

Develop whole school cultural understanding to meet the needs of the diverse linguistic and cultural backgrounds within our community.

Collaborate with all stakeholders for designing and reflecting on learning, using specific strategies for engaging all members of the community.

Staff participate in TELL professional learning and implement differentiated teaching strategies that cater for EAL/D students.

Products

Teaching and learning programs include targeted strategies that support the needs of students with EAL/D.

Inclusive whole school and classroom learning opportunities.

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students.