

School plan 2018-2020

Canterbury South Public School 5109



"THINK OF OTHERS"

School background 2018–2020

School vision statement

Canterbury South Public School community will strongly be focused on implementing evidence-based practices to continually improve student learning. Students will be inspired to connect, thrive and learn in a dynamic school learning community.

Canterbury South Public School will build a culture of high expectations by providing innovative teaching strategies that maximise the potential in all students to succeed.

School context

Canterbury South Public School was established in 1926. The school has an enrolment of 290 students. Canterbury South is located adjacent to Cup and Saucer Creek, between Earlwood, Clemton Park and Campsie and is a member of the Canterbury network of schools. Our school caters for a diverse student population with over 68% of students from a language background other than English. There are currently 36 different language backgrounds with Greek, Arabic and Vietnamese backgrounds the largest groups.

Canterbury South Public School provides an innovative learning environment where all students are encouraged to become critical and creative individuals who are resilient and confident.

At Canterbury South Public School each child is given the opportunity to succeed in:

- Rich learning experiences
- Developing the vital skills for cognitive flexibility and adaptation
- A learning environment that promotes complex problem solving
- Wellbeing programs that promote emotional intelligence and collaboration
- Innovate teaching and learning programs that focus on embedded explicit teaching strategies and feedback
- Teaching and learning programs that empower students to direct their own learning and facilitate a growth mindset
- Collaborative partnerships between home, school and community that commit to fostering a school wide culture of responsibility for student learning.

School planning process

In 2017 a comprehensive process was undertaken across the school to review current practices and collect evidence, including student results, student behaviour, community engagement and quality teaching, along with survey data from staff, students and parents.

This evidence was used at several workshops over the semester involving all staff, executive and the parent body to share ideas and identify priorities for the 2018–2020 plan.

The process involved a review of the strengths and opportunities and areas of further development across the school. As a result three strategic directions were identified as a basis for a shared commitment to future developments.

The strategic directions show how Canterbury South will move forward with a collaborative, innovative and supportive approach to teaching, learning and leadership. They show the school's commitment to academic and social progress through inclusivity and engagement.

The directions also maintain the commitment to an inclusive and equitable whole school learning environment that encourages and supports a range of learning styles, sparks curiosity and a passion for knowledge and understanding.

Underlying the CSPS plan is the professional development of all staff, to enhance their capacity to competently deliver appropriate teaching practices that prepare students for a future defined by technology and dynamic, evidence based learning.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Confident Successful Learners

Purpose:

To prepare young people for successful lives as engaged citizens with unlimited opportunities. To ensure all students have a strong foundation in Literacy and Numeracy and confidence in their ability to learn.

STRATEGIC DIRECTION 2

Future Focused Collaborative
Teaching

Purpose:

To ensure our school infrastructure meets the needs of a growing population and enables future focused learning and teaching. To embed evidence-based teaching methods to optimise learning for all students, ensuring explicit systems are implemented to facilitate collaborative practice for ongoing school wide improvement.

STRATEGIC DIRECTION 3

Positive Partnerships

Purpose:

To inspire students to connect, succeed, thrive and learn. To improve student and community wellbeing, dynamic thinking and engagement.

Strategic Direction 1: Confident Successful Learners

Purpose	People	Processes	Practices and Products
To prepare young people for successful lives as engaged citizens with unlimited opportunities. To ensure all students have a strong foundation in Literacy and Numeracy and confidence in their ability to learn.	Students Students will build knowledge of Literacy and Numeracy skills and strategies through self assessment and critical thinking.	Quality Professional Learning in Literacy Draw on research to develop and implement high quality professional learning in Literacy teaching practices.	Practices Every teacher uses data to inform and differentiate their teaching and learning by tracking student progress on the Learning Progressions.
Improvement Measures	Staff Staff will engage in professional learning to ensure they differentiate their teaching to meet the needs of students providing targeted intervention in areas of Literacy and Numeracy enabling students to achieve potential growth.	Quality Professional Learning in Numeracy Draw on research to develop and implement high quality professional learning in Numeracy teaching practices.	Every teacher will embed high quality evidence-based teaching methods to support student growth in Literacy and Numeracy.
Increased number of students demonstrating expected growth in internal diagnostics data and NAPLAN.	Leaders Leaders will adopt a systematic approach to collecting, monitoring and analysing student data with an expectation of improvement in Literacy and Numeracy.	Evaluation Plan	Products Evidence data demonstrates expected student growth in Literacy and Numeracy.
Increased proportion of students achieving expected growth across the DoE Literacy and Numeracy Learning Progressions.	Parents/Carers Parents and carers will work collaboratively with the school to develop an understanding of individual student progression and build an awareness of differentiation.	The school uses systematic and regular gathering of data to assess student learning over time and implements changes in teaching that lead to measurable improvements in Literacy and Numeracy. <ul style="list-style-type: none"> • Internal student performance data • Ongoing review of PLAN and NAPLAN data • Lesson studies/observations • Teaching programs 	Systems are embedded where teachers make informed and consistent judgements about student progress based on deep knowledge and understanding of the Literacy and Numeracy progressions.

Strategic Direction 2: Future Focused Collaborative Teaching

Purpose	People	Processes	Practices and Products
<p>To ensure our school infrastructure meets the needs of a growing population and enables future focused learning and teaching. To embed evidence-based teaching methods to optimise learning for all students, ensuring explicit systems are implemented to facilitate collaborative practice for ongoing school wide improvement.</p>	<p>Students</p> <p>Students will articulate and build skills to develop meaningful learning goals with a focus on critical and creative thinking through STEM and Problem Based Learning.</p>	<p>Whole School Future Focused Learning Programs</p> <p>Designing, Implementing and evaluating whole school future focused learning programs through the use of STEM, coding and Problem Based Learning.</p>	<p>Practices</p> <p>Every teacher will effectively integrate Future Focused pedagogies within their practice to prepare students for future success.</p>
<p>Improvement Measures</p> <p>Increased proportion of teachers embedding future focused pedagogies into their teaching.</p>	<p>Staff</p> <p>Staff will collaborate in flexible learning spaces to ensure their pedagogy aligns with evidence based practices in preparation for our future focused new school build.</p>	<p>Collaborative Teaching</p> <p>Facilitate change that creates opportunities for teachers to collaboratively teach in flexible learning spaces.</p>	<p>Every teacher will work collaboratively across stage teams to plan programs that utilise flexible learning spaces.</p>
<p>Increased proportion of teachers using flexible learning spaces to teach collaboratively.</p>	<p>Leaders</p> <p>Leaders will build their capacity and establish a professional learning community focussed on improvement in quality teaching and collaborative use of flexible learning spaces.</p>	<p>Evaluation Plan</p> <p>The school uses systematic and regular gathering of data to assess student learning over time and implements changes in teaching that lead to critical and creative thinking through STEM and Problem Based Learning.</p>	<p>Products</p> <p>Teachers demonstrate expertise and collaborate within stages and across the school to implement innovative, evidence based future focused programs.</p>
	<p>Parents/Carers</p> <p>Parents and Carers will develop an understanding of future focused learning to support and strengthen student outcomes.</p>	<ul style="list-style-type: none"> • Lesson Plans • Student, staff and parent surveys • Assessment data • Staff programs • Lesson Observations • TPL session feedback 	<p>Teachers collaborate and are skilled and proficient in utilising flexible learning spaces to deliver quality learning programs.</p>

Strategic Direction 3: Positive Partnerships

Purpose

To inspire students to connect, succeed, thrive and learn. To improve student and community wellbeing, dynamic thinking and engagement.

Improvement Measures

Increased proportion of students reporting a sense of belonging, positive partnerships, expectations and success at school.

A Reconciliation Action Plan has been implemented to embed a whole school approach to Connecting to Country.

People

Students

Students will develop positive relationships, meaningful learning goals and skills to encourage personal growth, development and success.

Staff

Staff will engage in Professional Learning to collaboratively design teaching and learning programs that will support the student wellbeing framework and Reconciliation Action Plan.

Leaders

Leaders will adopt a coordinated approach to building positive partnerships with all key stakeholders.

Parents/Carers

Parents and Carers will work collaboratively with the school to support student wellbeing and engagement. They will demonstrate support of our school plan in embedding Connecting to Country in our school culture.

Processes

Whole School Wellbeing

Implement a whole school integrated approach to student wellbeing in which students can connect, succeed and thrive at each level of the schooling.

Aboriginal Culture and Education

Implement a whole school approach to developing a greater understanding and respect for Aboriginal culture and fostering positive partnerships with Aboriginal community.

Evaluation Plan

The school uses systematic and regular gathering of data to assess student learning over time and implements changes in teaching that lead to measurable improvements in student wellbeing and community engagement/partnerships.

- TTFM Survey data
- Student, staff and parent surveys
- Student reflection journals
- Minutes from TPL sessions
- Photos
- Community involvement
- Teaching Programs
- Policy design and implementation

Practices and Products

Practices

Relationships between all stakeholder are both valued and nurtured to ensure continuity of student learning.

School leaders enable a self improving learning community that will continue to support Aboriginal Education and wellbeing.

Products

Positive wellbeing and respectful relationships across the school community underpin a productive and aspirational learning environment.

Aboriginal Education is embedded in a shared whole school approach to Connecting to Country.