

School plan 2018-2020

Canterbury Boys High School 8107



School background 2018–2020

School vision statement

Canterbury Boys High School is committed to demonstrating excellence in boys' education through the provision of high quality educational opportunities in a nurturing, innovative learning environment that fosters student achievement and embeds the core values of truth, honour and respect.

School context

Canterbury Boys High School (352 students, 90% LBOTE) situated in Sydney's inner-west, focuses on quality teaching and learning in a supportive and nurturing environment that develops leadership and encourages students to take responsibility for their own learning. Strong partnerships beyond the school provide a range of learning opportunities to ensure a successful transition from school to work or further study.

Our school has a culture of high expectations that values diversity, where truth, honour and respect are embedded in all aspects of school life. We aim to provide a high quality and well rounded education.

Staff are passionate about boys' education, and preparing students to be 21st-century lifelong learners and active citizens in a global community.

School planning process

During 2017, a comprehensive review of the 2015–2017 School Plan, school practices and data was undertaken across the school community. The School Planning Team self-assessed the school's positioning and collected evidence aligned to the School Excellence Framework. This included an audit of faculty teaching and learning programs; trend data analysis of student results, attendance, behaviour and participation patterns, along with survey data from staff, students and parents, including Tell Them From Me data and school based survey data. Evidence from the Communication and Engagement directorate was also collected. This evidence was shared at a community consultation forum, student leadership forums and several professional learning days for the School Planning Team and at a School Development Day for all staff.

Achievement aligned to the School Excellence Framework and the Premier's Priorities for Education inform this school planning cycle. The Canterbury Boys High School Plan 2018–2020 sets clear improvement measures and identifies the following strategic directions to be of the highest importance to raising student achievement:

- CONNECT – Building strong advocacy with our community
- THRIVE – Embracing innovative and supportive learning environments
- LEARN – Developing quality classrooms where students excel

Each strategic direction provides details of the purpose (why), people and processes (how), and products and practices (what) that are to be realised through implementation of the plan.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

"CONNECT" – Building strong advocacy within our community

Purpose:

To increase advocacy, local community confidence, engagement and involvement in the range of high quality educational opportunities available at Canterbury Boys High School.

STRATEGIC DIRECTION 2

"THRIVE" – Embracing innovative and supportive learning environments

Purpose:

To create a strategic and planned evidence-informed approach to develop whole school learning and wellbeing processes that support student achievement, resilience and success in a nurturing and innovative learning environment; where collective responsibility is shared between students, teachers and parents/carers.

STRATEGIC DIRECTION 3

"LEARN" – Developing quality classrooms where students excel

Purpose:

To foster a school-wide culture of high expectations and a shared sense of responsibility for improving teaching practice in order to improve student learning for all students and in every classroom through a coordinated and sustained approach to curriculum planning and delivery and quality assessment practices.

Strategic Direction 1: "CONNECT" – Building strong advocacy within our community

Purpose

To increase advocacy, local community confidence, engagement and involvement in the range of high quality educational opportunities available at Canterbury Boys High School.

Improvement Measures

- Increases in student enrolment

- CBHS and Community of School students, staff and parents articulate raised confidence of CBHS to implement a quality transition program that showcases the opportunities available at CBHS

- Increased popularity of the CBHS social media networks as a means to communicate with parents and community members the school's activities and promote visible celebration of school achievements

People

Students

- Develop advocacy skills in a range of areas, including being proud ambassadors of the school through participation in school life and positive behaviour in the community

Staff

- Develop capacity of staff to lead COS partnership and centenary initiatives and act as positive ambassadors of the school.

Parents/Carers

- Participate as informed partners who have an understanding of the positive learning opportunities at CBHS.

Leaders

- Lead the Community Confidence Strategy to raise school profile, develop community confidence in the school and create opportunities for the community to be involved in authentic school life.

Community Partners

- Engage in a reciprocal relationship through a sharing of resources and expertise that contributes to school life and the school's profile in the community.

Processes

- Strengthen the COMMUNITY OF SCHOOLS STRATEGY, including: coordinated teacher professional learning, curriculum and transition activities, parent/carer participation in COS activities.

- Communicating the school's high expectations framework through RESPONSIVE COMMUNITY ENGAGEMENT strategies

Evaluation Plan

- Evaluating COS programs offered by CBHS to partner schools
- Monitoring of PS data tracking sheets in reference to COS relationships
- Analysis of community engagement through the school's social media accounts
- NSW DoE Communication Team milestone evaluations, including focus groups with local schools and CBHS community members
- Use of Tell Them From Me parent survey data around CBHS reputation informing future directions

Practices and Products

Practices

- Students are involved in authentic school life opportunities and build leadership skills to act as positive ambassadors of the school
- Teaching and non-teaching staff actively contribute to content for the school's social media communications, acknowledging the high quality educational opportunities available
- Parents, alumni and community members are supported to be ambassadors of CBHS

Products

- COS students participate in a comprehensive curriculum and transition program to raise exposure to the opportunities at the school
- Growing popularity of CBHS social media as a means to communicate the school's achievements and promote visible and increased community engagement
- Improved learning and environmental spaces that are regularly used by school community members and the wider community to celebrate the school's Centenary

Strategic Direction 2: "THRIVE "– Embracing innovative and supportive learning environments

Purpose

To create a strategic and planned evidence-informed approach to develop whole school learning and wellbeing processes that support student achievement, resilience and success in a nurturing and innovative learning environment; where collective responsibility is shared between students, teachers and parents/carers.

Improvement Measures

- Staff implement practices in line with current models of best-practice in supporting student engagement and wellbeing
- Increase the rate of data collected and shared to effectively support whole school learning and wellbeing processes
- Tell Them From Me data indicates improved positive relationships between school community members and enhanced sense of belonging and success in school.

People

Students

- Develop strategies for positive relationships, resilience and wellbeing to improve their engagement in learning.

Staff

- Create a supportive and nurturing learning environment that effectively supports student achievement, wellbeing and engagement in schooling

Leaders

- Oversee the implementation and evaluation of processes that enable staff, students and community members to thrive as learners, leaders and responsible, productive citizens

Parents/Carers

- Partner the school to share collective responsibility for supporting students learning and wellbeing so that students can engage more effectively in school life.

Community Partners

- Interagency partners work in collaboration with the school and students parents/carers to effectively support student achievement, wellbeing and resilience.

Processes

- Collaborate with school community members to evaluate, re-design and implement a strategic and coordinated WHOLE-SCHOOL LEARNING & WELLBEING STRATEGY through the creation of core values, a behaviour expectation matrix, improved data monitoring and integration of current theories supporting student wellbeing
- Implement and evaluate a strategic and coordinated approach to LMBR PLATFORMS that enable the Learning Support team to lead whole-school processes that more effectively support student learning, engagement and wellbeing

Evaluation Plan

- Evaluate current Learning Support and Student Wellbeing processes and their link to student achievement and success
- School community (student, staff and parent) satisfaction surveys (e.g. Tell Them From Me) to inform future strategies
- Student behaviour data analysis
- Classroom observation data

Practices and Products

Practices

- Shared school-wide responsibility for student learning, engagement and wellbeing is evident through a focus on positive and supportive learning environments and collaborative parent/carer and community engagement
- Students display positive behaviours when interacting with their peers, teachers and when engaging in activities within and external to the school
- Teachers routinely collect and analyse classroom and student learning data to effectively create a quality learning environment that supports student achievement and success

Products

- New whole school learning and wellbeing processes that support student achievement, resilience and success
- School staff using LMBR software such as EBS4 and Synergy to effectively monitor and evaluate student learning and wellbeing needs
- TTFM data indicates improved positive relationships between school community members and enhanced sense of belonging
- Collaborative development of a behaviour matrix aligned to core values and school settings

Strategic Direction 3: "LEARN" – Developing quality classrooms where students excel

Purpose

To foster a school-wide culture of high expectations and a shared sense of responsibility for improving teaching practice in order to improve student learning for all students and in every classroom through a coordinated and sustained approach to curriculum planning and delivery and quality assessment practices.

Improvement Measures

- DoE data sources indicate improved results in academic rigour as identified by students, teachers and parents.
- Increase the percentage of students demonstrating growth in writing, through DoE sources and school measures.
- Student performance data increases through quality formative and summative feedback

People

Students

- Engage in quality learning and assessment practices in every classroom to enhance their literacy and numeracy capacity and success in learning

Staff

- Design and implement differentiated teaching and learning practices and formative assessment practices that encompass strong academic rigour, innovation and high expectations

Leaders

- Lead and facilitate teaching and learning initiatives that build the collective capacity of teachers, students and parent/carers that raise student learning outcomes

Parents/Carers

- Engage with their child's learning through collaboration with the school; includes sharing high expectations for their child's learning and the celebration of progression towards potential.

Community Partners

- Learning alliance partners collaborate with the school to provide high expectation opportunities that extend student learning

Processes

- Develop the professional learning and practice of teachers through the implementation of cross-KLA and faculty-based PROFESSIONAL LEARNING COMMUNITIES that share a common purpose to raise academic rigour of tasks through data-informed practices, backward mapping and quality assessment and feedback processes
- Implementation of a professional learning LITEARCY program in context of subject-KLA that increases teacher confidence and improves student growth

Evaluation Plan

- School community (student, staff and parent) surveys (eg. Tell Them From Me)
- CESE framework of assessment evaluation
- Data-analysis (e.g. SCOUT, RAP)

Practices and Products

Practices

- Teachers use data informed practices to design learning and assessment tasks that accurately reflect student needs and expected growth targets
- Students and their teachers reflect on learning against criteria and continua
- Parents/carers participate of and can support their child's learning progress
- Increased faculty and cross-KLA collaborative practice to improve professional practice

Products

- Teacher knowledge of literacy strategies and their link to achievement is demonstrated in programming and lesson implementation