

Strategic Improvement Plan 2021-2025

Canterbury Public School 1497



School vision and context

School vision statement

Canterbury Public School's vision is to work in partnership with the school community to:

- * challenge, inspire and support every child to reach their potential and embrace learning as an active and creative life-long pursuit;
- * equip students with the skills, values, understandings and efficacy to have choice and opportunity in future education, employment and life and be happy and successful in an ever- changing and complex world;
- * nurture confident, informed and community-minded citizens with a strong sense of identity, belonging and social responsibility in an inclusive environment.

School context

Canterbury Public School is a NSW government school established in 1879 catering for students from Kindergarten to Year 6. It is situated on a large site in Sydney's inner west district, with abundant space for children to play and learn.

Canterbury proudly serves a diverse, highly engaged and supportive community. There are 42 home languages in the Canterbury community, the dominant language being Mongolian. Other dominant languages include Vietnamese, Mandarin and Greek. The school's current enrolment of 390 students consists of 16 mainstream classes and five support unit classes for students with a moderate intellectual disability and for students on the autism spectrum.

Enrolments have increased rapidly since 2015 after residential development grew in the catchment. Development has stabilised and the school is growing steadily as fewer students leave in Year 6 than enrol in Kindergarten. The school is maintaining an Aboriginal enrolment of approximately 4%.

Our school strives for participation, equity and excellence, equipping students with the academic, social, emotional, cultural and physical skills and understandings necessary to thrive in future education, careers and life. The school prides itself on being small enough to know, value and care for every student, yet large enough to provide a full range of inclusive, quality learning and wellbeing programs.

Canterbury staff include highly experienced teachers and education leaders as well as early career teachers. Teachers work in partnership with families and the wider education community to ensure that learning is personalised, engaging and informed by student progress and research-based practice.

In addition to the core curriculum, Canterbury offers an array of extracurricular programs to support every child to be engaged at school, find like-minded friends, explore interests and hone talents. Authentic opportunities allow students to perform, compete and contribute as part of their participation in programs.

Strong partnerships with adjacent local high schools have contributed to highly effective transition programs, enhanced capabilities and collaboration of teachers and leaders, and the continuity of quality education from primary to high school.

Average NAPLAN scores over the past seven years indicate that equity gaps are closing for students from low socioeconomic (SES) backgrounds. The progress and achievement of Aboriginal students in NAPLAN Reading and Numeracy is equivalent to or greater than the progress and achievement of all students in the school.

The school needs to continue its practice in closing equity gaps as well as ensuring that all cultural and SES groups are represented in gifted and high performing students identification and education programs. Increasing enrolments mean increased staffing, requiring quality induction, ongoing training and resourcing in the school's strategic improvement priority areas. While community engagement is high, there needs to be continued focus on ensuring all cultural groups are represented and have a voice in school

School vision and context

School vision statement

School context

direction.

NAPLAN scores over time indicate that the school exceeds Statistically Similar School Group (SSSG) and state averages in NAPLAN Reading Year 3 and is closing the gap in NAPLAN Reading Year 5. The school is above state average and on par with SSSG in NAPLAN Numeracy Year 3 and is closing the gap in NAPLAN Numeracy Year 5. The school has significantly reduced the number of students at or below minimum standard in Reading (from 35% to 15%) and Numeracy (30% to 11%).

The school has achieved excellent growth across the cohort in NAPLAN Reading however high performing and high potential students' growth could be improved. The school is subsequently committed to implementing strategies to further support gifted and high potential students.

Limited growth is evident across the cohort from high support to high performing students in NAPLAN Numeracy which is why Numeracy is and will continue to be a whole school improvement focus.

The school has observed an uplift in attendance which had been on the decline since 2011. For the first time in ten years, attendance exceeds SSSG and state averages.

Evidence from Tell Them From Me data indicates students' engagement has increased in all nine measures, categorised as social, institutional and intellectual engagement. Students that value schooling outcomes and students with positive behaviour at school has exceeded the NSW Government Norms. Students' interest and motivation has increased 11% and effort has increased by 5%. Participation in extracurricular activities is 10% above NSW Government Norm and has increased by 20% since 2017. There has been a significant increase in parity between the extent of equalities in student engagement among socioeconomic groups and a decrease in the percentage of students displaying early signs of disengagement. The percentage of students in the *high skill - high challenge* quadrant is 35% and will be an area of focus in the 2021-2024 Strategic Improvement Plan.

This plan has been developed after extensive whole school evaluation over the past two years and ongoing consultation with students, staff, parents and carers. Triangulated feedback has been collected through regular surveys, SRC and Student Leadership meetings, P&C meetings, community meetings (e.g. Aboriginal Education Community, Support Unit morning teas, Multicultural community breakfasts), presentations to community at Meet the Teacher night, Proletunity surveys, staff meetings, cyber suggestion box and the draft plan issued to every family for final consultation.

Strategic Direction 1: Student growth and attainment

Purpose

To ensure student progress drives continuous improvement in teaching practices in Reading and Numeracy

Improvement measures

Reading growth

Achieve by year: 2023

- Increase the Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 2022

Achieve by year: 2025

- The school will move towards Excelling in Professional Standards (Literacy and numeracy focus).

Achieve by year: 2025

- The school will move towards Excelling in Assessment (Summative assessment and Data Skills and Use (Data use in teaching).

Numeracy growth

Achieve by year: 2023

- Increase the Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 2022.

Initiatives

English

A systematic, integrated, balanced and explicit whole-school approach to the planning, teaching and assessment of English.

Curriculum (Professional Standards)

Teachers work together to achieve a common goal through the sharing of evidence-informed practices, knowledge and problem solving. Effective collaborative practice improves teacher quality.

- Pedagogical content knowledge (how students learn, deep knowledge of syllabus, quality teaching practices)
- Explicit teaching
- Collaborative practice

Assessment

Teachers use assessment to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students.

- A schedule for summative assessment is developed and embedded in the school's programming cycle
- Assessment is embedded in everyday practice

Data Informed Practice

Data helps teachers understand which students are progressing at an appropriate level in response to the teaching approaches in their classroom, and how they could best adjust their practice to drive improvement for all students in their class.

- Clear and well understood milestones for expected attainment and progress
- Early identification and tracking processes
- Data is used to inform and differentiate instruction

Mathematics

Success criteria for this strategic direction

Professional Standards - Literacy and Numeracy focus

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.

Assessment

Consistent school-wide practices for assessment are used to monitor, plan and report on student learning in English and Mathematics. Formative assessment is integrated into teaching practice in every classroom, confirming that students learn what is taught.

Data Skills and Use

Student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and to monitor and assess student progress and achievement.

Evaluation plan for this strategic direction

Question

Are students improving in growth and attainment in Reading and Mathematics?

Question

What has been the impact of our improved strategies in assessment, data informed practice, curriculum and professional standards?

Data

- Baseline data re. staff understanding of how students learn to read, programs, assessment tools, assessment results
- Schedule for summative assessment
- Development of scope and sequences

Strategic Direction 1: Student growth and attainment

Initiatives

A systematic, integrated, balanced and explicit whole-school approach to the planning, teaching and assessment of Mathematics.

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Evaluation plan for this strategic direction

- Program evaluations
- Planned assessment in teaching and learning programs
- Assessment samples
- Staff evaluations of professional learning
- PDPs (X% of teachers report an increase in...)
- NAPLAN data
- Check-in data
- ICAS
- Internal student progress data (tracking sheets)
- PLAN2 data
- Analysis of internal student growth and attainment data

Analysis

Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

Implication

Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.

Strategic Direction 2: Equity and excellence

Purpose

To support every student to fulfil their potential through adaptive and differentiated teaching practices which address individual learning needs and ensure continuous growth for all students

Improvement measures

Achieve by year: 2025

- The school will move towards Excelling in Curriculum (Differentiation), and Wellbeing (Individual learning needs).

Achieve by year: 2025

- The school will move towards Excelling in Student Performance Measures (Internal and external measures against syllabus standards).

Achieve by year: 2025

- Progress and achievement of equity groups is equivalent to the progress and achievement of all students in the school.

Achieve by year: 2025

- Increase the percentage of high potential students achieving higher than their expected growth.

Achieve by year: 2025

- Increase the percentage of high potential students accessing and experiencing success in an increased number of talent development programs in the intellectual, physical, creative and social/emotional domains.

Initiatives

High Expectations for All Students

We will achieve this through:

High Expectations

Teachers promote high expectations of their students when they differentiate instruction, provide individualised feedback and engage in ongoing and meaningful classroom interactions.

High Potential and Gifted Education

High expectations and effective, explicit, evidence-based teaching create optimal learning environments where all students are challenged and engaged to achieve their educational potential. This will involve identification, differentiation and partnerships.

Differentiation

Use data to evaluate the effectiveness of teaching practice and moderate practice to meet the learning needs of students across the full range of abilities. This can be achieved by identifying needs of individual students through data analysis and differentiating teaching accordingly to provide additional support or opportunities for extension.

Eliminating Barriers to Achievement (equity groups, disability, learning difficulties)

Design and implement tailored programs for identified students to further enable them at school. This can be done by working in partnership with parents, school-based staff, Student Support and Specialist Programs Directorate, Family Connect and Support Agency, allied health professionals and medical practitioners as required to create and regularly review a personalised learning plans, which include individualised strategies to improve learning and wellbeing.

Success criteria for this strategic direction

Curriculum - Differentiation

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning, and share expected outcomes.

Student Performance Measures - Internal and External Measures Against Syllabus Standards

Progress and achievement of equity groups is equivalent to the progress and achievement of all students in the school.

The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data.

Wellbeing - Individual Learning Needs

There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.

Evaluation plan for this strategic direction

Question

Are our students making further progress through access to differentiation, equity and specialist programs?

Question

What has been the impact of enhanced teacher practices in individualising learning and differentiation?

Data

- Teaching and learning programs including class and

Strategic Direction 2: Equity and excellence

Evaluation plan for this strategic direction

- specialists' programs
- Planned assessment in teaching and learning programs
- Assessment samples
- Staff evaluations of professional learning
- NAPLAN data
- Check-in data
- ICAS
- PLAN2 data
- Analysis of internal student growth and attainment data
- PLaSP and goal setting samples
- Learning and Support Team referrals
- Identification methodology
- Partnership data e.g. allied health, parent engagement, parent interviews data, review minutes, surveys
- % of high potential and gifted students registered for opportunity class placement, enrichment classes and selective high school placement

Analysis

Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

Implication

Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.

Strategic Direction 3: Engagement and connection

Purpose

To maximise student investment in their education and sense of belonging at school

Improvement measures

Attendance (>90%)

Achieve by year: 2023

- Increase the percentage of students attending school at greater than 90% of the time from 80.4% in 2019 to our lower bound target 85.4%. Uplift is 5%.

Wellbeing

Achieve by year: 2023

- Increase the percentage of students expressing a positive sense of wellbeing from 2022 of 87.4% towards our upper bound target of 92.4%. Uplift is 3% in 2023.

Achieve by year: 2025

- The school will move towards Excelling in Wellbeing (A planned approach to wellbeing) and Effective Classroom Practice (Classroom management).

Achieve by year: 2025

- The percentage of students with scores that placed them in the desirable quadrant with high skills and high challenge from 2020 at 35% is at or above NSW State Norms (53%). Uplift to 18%.

Achieve by year: 2025

- The percentage of students who are interested and motivated in their learning increases from 2020 69% to at or above NSW State Norms (78%). Uplift is 9%.

Initiatives

Engagement

Pedagogies of Engagement

Discuss students' progress with parents and carers to establish partnerships built on trust and respect. Communication must work both ways so that all sources of support (school staff, specialist staff, parents and carers) for a student are kept informed and can act in a student's best interests at all times.

The school will explore high impact engagement practices through research around learning requiring high levels of cognitive, affective and operative control. The school will ensure that students are equipped with the mindsets and capabilities for engagement in learning.

- Learning design
- Extracurricular opportunities
- Mindsets
- Student voice
- Feedback
- Partnerships

Connection

Wellbeing and Sense of Belonging

Teachers will select and develop practices to proactively teach healthy coping strategies, resilience and self-regulation. They model healthy coping strategies in the classroom, such as engaging in positive self-talk. Teachers support the development of self-regulation skills, such as naming and understanding emotions, physical regulation of the stress response, and encouraging students to deescalate emotional responses and maintain focus in stressful situations. The school will establish clear and consistent expectations for learning and behaviour. Teachers will work with students to establish and explain classroom rules, routines and expectations for behaviour that fit within the whole school classroom management policies. Teachers will develop

Success criteria for this strategic direction

Wellbeing - A Planned Approach to Wellbeing

The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

Effective Classroom Practice - Classroom Management

All classrooms and other learning environments are well managed within a consistent, school-wide approach. Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption. Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning.

Effective Classroom Practice - Feedback

Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated.

Assessment - Student Engagement

Feedback from students on their learning derived from assessments informs further teaching.

Evaluation plan for this strategic direction

Question

Are our students reporting an increase in their engagement, wellbeing and sense of belonging?

Question

What has been the impact for staff through increased understanding of Zones of Regulation, PBL and

Strategic Direction 3: Engagement and connection

Initiatives

positive relationships through being a strong advocate for students and helping students to develop positive friendships.

- Positive Behaviour for Learning
 - Zones of Regulation
 - Partnerships
-

Evaluation plan for this strategic direction

Pedagogies of Engagement?

Data

- Tell Them From Me
- Student voice
- Engagement survey
- Teacher feedback
- PBL data
- Evaluations of professional learning
- Learning programs

Analysis

Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

Implication

Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.