

Strategic Improvement Plan 2021-2024

Canterbury South Public School 5109



"THINK OF OTHERS"

School vision and context

School vision statement

At Canterbury South Public School our collective vision is to empower students to celebrate their uniqueness. We embrace high impact, innovative teaching and learning programs that nurture and guide each child to achieve their full potential. We value collaborative learning practices that build flexible and resilient learners who are prepared for a continually changing world.

School context

Canterbury South Public School is located on Bidiagal land of the Eora people. The school was established in 1926 and has an enrolment of 255 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 who speak English as an additional language or dialect. There are currently 36 different language backgrounds with **Greek, Arabic and Vietnamese backgrounds being the largest groups.**

Canterbury South Public School is undergoing a major upgrade which will include new and improved education facilities to support the school community. The benefits include new classrooms to cater for increased enrolments and an upgrade of core facilities.

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

- Unlock and fulfil their learning potential
- Be equipped with contemporary skills for cognitive flexibility and adaptation
- Achieve year on year growth in their learning
- Engage in wellbeing programs that guide and nurture resilience
- Experience high impact Innovative teaching and learning
- Reflect on their personalised learning goals
- Partner with their teachers, families and the community to support their educational engagement.

Through rigorous assessment, our school has identified the need for improvement in the following areas:

Data Driven Literacy Practices

Quality Numeracy Practices

Co-Teaching Environments

High Expectation Teaching Strategies

Expertise in Innovation and

Creating a whole school culture that is strongly focused on wellbeing and self-regulation.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes in reading and numeracy we will develop and sustain whole school processes for collecting and analysing data to further develop and refine data driven teaching practices that are responsive to the learning needs of students.

Improvement measures

Target year: 2022

Reading: A minimum of 52.9% of Year 3 and 5 students achieve in the top two bands in NAPLAN.

Target year: 2022

Numeracy: A minimum of 41.8% of Year 3 and 5 students achieve in the top two bands in NAPLAN.

Target year: 2023

Reading: A minimum of 58.4% of Year 5 students achieve expected growth.

Target year: 2023

Numeracy: A minimum of 66.2% of Year 5 students achieve expected growth.

Target year: 2024

The element of **Data Skills and Use** in the Teaching Domain is validated at Excelling.

Target year: 2024

The element of **Assessment** in the Learning Domain is maintained at Excelling.

Initiatives

Data driven Literacy practices

In Reading, we will ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery. Strategies include:

- Embed and use professional learning models to build teacher capacity and collective pedagogical practice.
- Expertly monitoring and analysis student assessment data using personalised learning, data walls and case management meetings.
- Targeted Literacy programs for identified students who are performing below the expected level for their stage.

Quality Numeracy practices

In Numeracy, we will establish and embed a culture of agreed practices in the delivery of quality teaching focused on the improvement of all students' numeracy achievement.

- Embed explicit systems for teacher collaboration, observation and feedback to sustain quality teaching practices.
- Expert use of Formative Assessment strategies such as Learning Intentions, Success Criteria provided using the What Works Best Document.

Success criteria for this strategic direction

Systematic and reliable assessment information such as Data Walls to evaluate student learning over time and implements change in teaching that lead to measurable improvement. (SEF 1.4.4- Assessment)

Case management meetings to support teachers' consistent, evidence-based judgement and moderation of assessments. (SEF 1.4.4- Assessment)

Progress and achievement of equity groups is equivalent to the progress and achievement of all students. (SEF 1.6.4- Student Performance Measures)

All teachers contribute to gathering and analysing data. (SEF 2.2.2- Data Skills and Use)

Engage the school community to reflect on student progress and achievement data and develop plans and strategies for improvement. (SEF 2.2.4- Data Skills and Use)

The leaders comprehensively analyses student progress and achievement data for insights into student learning and discusses results with the whole staff. (SEF 2.2.2- Data Skills and Use)

Evaluation plan for this strategic direction

Question:

To what extent did we maximise student learning outcomes in reading and numeracy through the collection and analysis of data to further develop and refine data driven teaching practices that were responsive to the learning needs of students?

Data:

- NAPLAN data
- SCOUT Value Added Data
- Teacher observations
- Teaching programs

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- Student assessment and work samples
- Whole School Data Wall and case management meeting minutes
- Literacy and Numeracy PLAN2 data
- PAT data
- Surveys
- Differentiated student goals e.g. bump it up walls.

Analysis:

Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.

Executive team and whole staff evaluative sessions twice a term to review and triangulate data sources.

Ongoing case management meetings and staged based analysis of student performance data.

Impact:

What will we need to do next in light of the analysis?

Strategic Direction 2: High Impact Teaching

Purpose

In contemporary learning environments, high impact teachers collaborate with knowledgeable others to develop quality differentiated learning experiences.

Improvement measures

Target year: 2024

Increase in the percentage of teachers who identify as excelling within the collaboration domain of the What Works Best framework.

Target year: 2024

All leaders support teachers achieving their goals through systematic and formal mentoring methods.

Target year: 2024

The theme of **Coaching and Mentoring** in the element of Learning and Development is maintained at Excelling.

Target year: 2024

The element of **Effective Classroom Practice** in the Domain of Teaching is maintained at Excelling.

Initiatives

Co-teaching environments

- Establish cyclical co-teaching methods that involves teachers planning, teaching, debriefing and reflecting together aligned Co-teaching in contemporary learning environments (SLEC 2020)
- Embed a holistic and integrated approach to curriculum and assessment through collaborative and critical analysis of teaching.
- Embed co teaching methods as a process for teacher mentoring to improve teacher efficacy aligned to the Australian Professional Teaching Standards.

High expectation teaching strategies

- Develop a comprehensive and personalised staff professional learning program to continually build teacher capacity measured against the Australian Professional Standards.
- Embed explicit systems for teacher goal setting, collaboration, observation and feedback to sustain high impact teaching practices.
- Establish and embed a culture of agreed improvement practices in the delivery of the 8 high impact teaching methods aligned to What Works Best (CESE 2020).

Success criteria for this strategic direction

Explicit systems are embedded to facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. (SEF 2.4.1- Collaborative practice and feedback)

The leadership team engages in systematic and formal mentoring methods to ensure the ongoing development and improvement of all teachers towards their goals. (SEF 2.4.2- Coaching and Mentoring)

All teachers use professional standards and PDPs to identify and monitor specific areas for development or continual improvement. (SEF 2.3.2- Accreditation)

All teachers have expert contemporary content knowledge and deploy effective teaching strategies. The school trials innovative practices and has processes in place to evaluate, refine and scale success. (SEF 2.4.4- Expertise and Innovation)

All lessons are systematically planned as part of a coherent program that has been collaboratively designed. (SEF- 2.1.1- Lesson Planning)

Evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. (SEF- 2.1.2- Explicit Teaching)

Evaluation plan for this strategic direction

Question:

To what extent have contemporary learning environments and high impact collaborative teaching practices develop quality differentiated learning experiences?

Data:

- Performance Development Plans (PDPs)
- Teaching and learning programs
- Teacher surveys

Strategic Direction 2: High Impact Teaching

Evaluation plan for this strategic direction

- Observations and reflections of teaching practice
- Student achievement data
- Tell the from me data
- PLAN2 data
- Teaching and development timetable

Analysis:

Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.

Executive team and whole staff evaluative sessions twice a term to review and triangulate data sources.

Ongoing case management meetings and staged based analysis of student performance data.

Impact:

What will we need to do next in light of the analysis?

Strategic Direction 3: Empowered Students

Purpose

To create a whole school culture that is strongly focused on wellbeing and self-regulation. Through communication, collaboration, critical thinking and creativity students will take ownership of their learning and develop skills that will allow them to make sense of their world.

Improvement measures

Target year: 2024

Increase the proportion of students reporting Sense of Belonging to be at or above the system negotiated targets.

Target year: 2022

Increase the percentage of students attending > 90% of the time to be at or above the lower bound system negotiated target of 87.0%

Target year: 2024

The element of **Learning Culture** in the Domain of Learning is maintained at Excelling.

Initiatives

Expertise and Innovation

- Teaching and learning practices that equip students with contemporary and emerging work capabilities.
- Transformational Learning practices- communication, collaboration, critical thinking and creativity.
- Strategic and targeted delivery of technology resources that enhance learning.

Every student, every class, every day

- Updating whole-school approach to wellbeing processes to ensure student goals are regularly negotiated.
- Consultations with parents/carers about each student's wellbeing, attendance and learning needs.
- Recalibrate and adjust PBL practices to ensure the positive management of behaviours to maintain a positive school climate. (CESE- Supporting student sense of belonging)

Success criteria for this strategic direction

Attendance data is regularly analysed and is used to inform planning. Personalised attendance approaches are improving regular attendance rates for all students, including those at risk. (SEF 1.1.3- Learning Culture)

There is school wide collective responsibility for student learning and success, which is shared by parents and carers. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers. (SEF 1.2.3- Wellbeing)

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the school. (SEF 1.2.4- Wellbeing)

Teaching staff demonstrate and share their expertise within the school and with other schools. All teachers have expert contemporary knowledge and deploy effective teaching strategies. The school trials innovative practices and has processes in place to evaluate, refine and scale success. (SEF 2.4.4- Learning and Development)

Technology that supports learning is available and expertly integrated into lessons by teachers. (SEF 3.3.3- School resources)

Evaluation plan for this strategic direction

Question:

To what extent did we create a whole school culture that is strongly focused on wellbeing and self-regulation?

Data:

- TTFM survey data
- Attendance data
- SCOUT data

Strategic Direction 3: Empowered Students

Evaluation plan for this strategic direction

- Parent consultation meeting minutes
- Sentral Wellbeing data
- Parent surveys
- Student surveys
- Student personalised learning goals
- Asset register of technology

Analysis:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Executive team and whole staff evaluative sessions twice a term to review and triangulate data sources.
- Strategically tracking attendance data of at risk students.

Impact:

What will we need to do next in light of the analysis?