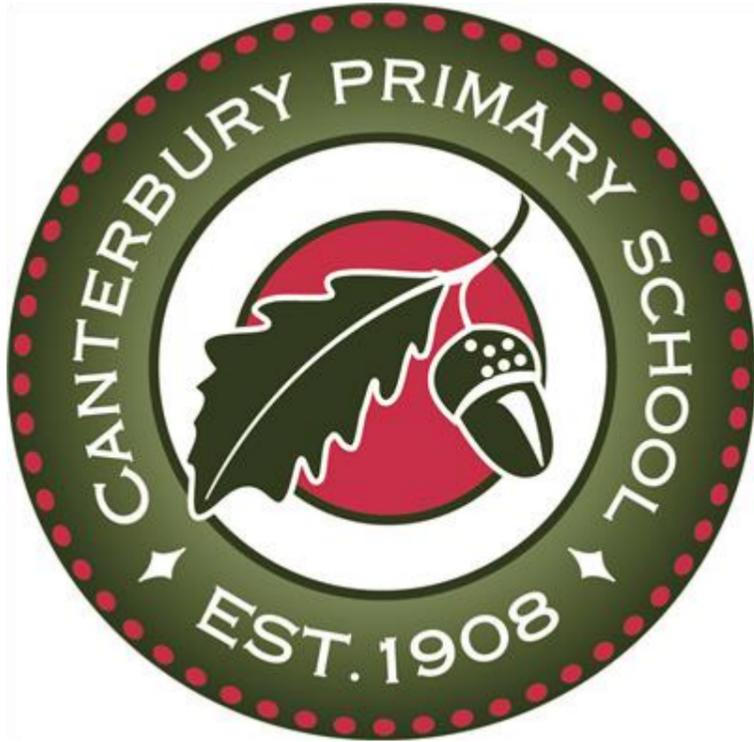


School Strategic Plan 2020-2024

Canterbury Primary School (3572)



Submitted for review by Carly Pluck (School Principal) on 06 July, 2021 at 09:43 PM
Endorsed by Richard Lambert (Senior Education Improvement Leader) on 13 July, 2021 at 10:16 AM
Endorsed by Eve Mitsopoulos (School Council President) on 14 July, 2021 at 09:08 AM

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School vision	<p>To create a passionate learning community that inspires, challenges and supports all students to achieve their personal best and make a positive contribution to the world in which they live.</p>
School values	<p>Our values guide the decisions and behaviours of all members of our school community. These are:</p> <ul style="list-style-type: none"> - Respect - for ourselves and others - Caring for, understanding, accepting and appreciating ourselves and others. - Responsibility - Demonstrating ownership of our actions and words. Being accountable for our actions. - Integrity - Being honest, sincere and trustworthy. - Resilience - Bouncing back from difficulties and disappointments. Accepting challenges, trying hard and not giving up easily.
Context challenges	<p>Current Context Canterbury Primary School strives to provide a student-centred learning culture where authentic, relevant learning fosters intrinsic motivation and where partnerships with parents and the broader community are pivotal to enhancing student learning opportunities. We believe that finding opportunities to enhance student voice, agency and leadership will improve student engagement, wellbeing and achievement outcomes. Students from Prep to Year 6 have a say in what they learn, how they learn and how they will be assessed. Teachers are skilled in planning learning experiences that engage students through their own interests, while still addressing student needs, skills, dispositions and relevant curriculum standards. We believe that learning requires purpose, context, and audience.</p> <p>Approximately 620 students are enrolled in our school. 18% of our students have a language background other than English and less than 1% of our students are Aboriginal or Torres Strait Islander. Canterbury Primary School falls into the lowest socio-economic band value, which is based on the school's Student Family Occupation and Education index (SFOE), taking into account parents' occupations and education. The Student Family Occupation and Education is a measure of 'context' which speaks about the demographic of the school community. SFOE scores range between 0 and 1.0 and are converted to bands based on a quartile approach (low, low-medium, medium, high). A 'low' score represents high parent education level and high socio economic advantage, and a 'high' score represents low parent education level and low socio economic advantage.</p> <p>Key Challenges We have experienced a high staff turnover during the life of our previous Strategic Plan (2016 - 2020). This has had an impact on how consistently practices and processes have been understood and applied across the school, this includes instructional practices, variability of teacher judgements, and wellbeing approaches.</p>
Intent, rationale and focus	<p>Intent During the review process, there were many examples of high-quality teaching practice being demonstrated, however it was identified that the practice observed was inconsistent, and that opportunities for collaboration, sharing and professional learning could be explored to further enhance practice excellence across the school, therefore reducing teacher variability and improving student outcomes. During the life our 2020 – 2024 Strategic Plan, we will focus our efforts on ensuring that teacher knowledge and practice is consistent. Formal opportunities for collaboration, professional learning and data analysis will be prioritised, and the management of student engagement and wellbeing needs will be improved through the use of documented processes and frameworks, owned by all members of our school community.</p> <p>Rationale Documented processes, frameworks and policies related to student achievement, wellbeing and engagement will support us to better communicate with our school community as to what our beliefs and approaches are at Canterbury Primary School. This will provide clarity for students, staff and parents, which will help us to improve teacher knowledge and practice, the partnership between school and home, and most importantly, positively influence student agency, success and experience at school.</p> <p>Focus Through the review process, we have identified the below directions to be prioritised through the 2020 – 2024 Strategic Plan:</p> <ul style="list-style-type: none"> - Consistent high-quality instructional practices - Data use, monitoring and evaluation to inform teaching - Differentiation - Teacher collaboration - Learner agency - Student led learning and goal setting - Whole school wellbeing framework - Community partnerships

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Goal 1	To maximise learning growth and achievement for all students.
Target 1.1	By 2024 increase the percentage of students 'meeting' or 'above' benchmark growth in NAPLAN <ul style="list-style-type: none"> • Reading to increase from 76% (2019) to 85% or above • Writing to increase from 89% (2019) to 92% or above • Numeracy to increase from 71% (2019) to 85% or above
Target 1.2	By 2024 increase the percentage of students achieving in the top two bands in NAPLAN Year 3 <ul style="list-style-type: none"> • Numeracy to increase from 84% (2019) to 88% or above Year 5 <ul style="list-style-type: none"> • Reading to increase from 78% (2019) to 84% or above • Numeracy to increase from 57% (2019) to 65% or above
Target 1.3	By 2024 increase the percentage of students across the school (Prep to Year 6) achieving above age expected level in teacher judgement (based on triangulated, norm referenced/standards-based data sets). <ul style="list-style-type: none"> • Reading from 62% (2020) to 70% or above • Writing from 46% (2020) to 54% or above • Number and algebra 56% (2020) to 64% or above • Measurement and geometry from 55% (2020) to 63% or above.
Key Improvement Strategy 1.ay Building practice excellence	To embed consistent high-quality instructional and collaborative practices.
Key Improvement Strategy 1.by Curriculum planning and assessment	To build the capacity of teachers to utilise data and differentiate learning.
Key Improvement Strategy 1.cy Evaluating impact on learning	To monitor and evaluate the impact of teaching on student learning outcomes.
Goal 2	To improve student agency in learning.
Target 2.1	By 2024 increase the percentage of positive endorsement in the SSS:

	<ul style="list-style-type: none"> • Academic emphasis from 76% (2020) to 85% or above • Collective efficacy from 93% (2020) to 95% or above • Teacher collaboration from 54%% (2020) to 75% or above
Target 2.2	<p>By 2024 increase the percentage of positive endorsement in the POS:</p> <ul style="list-style-type: none"> • Parent participation and involvement from 86% (2020) to 90% or above • Student motivation and support from 83% (2020) to 88% or above • Teacher communication from 75% (2020) to 82% or above
Target 2.3	<p>By 2024 decrease student absence rates</p> <ul style="list-style-type: none"> • Percentage of students with 20 or more absence days from 16% (2019) to 12% or less
Key Improvement Strategy 2.ay Building practice excellence	To enhance teacher capacity to activate student agency.
Key Improvement Strategy 2.by Empowering students and building school pride	To embed a whole school strategy for students to monitor their own learning goals and track progress.
Key Improvement Strategy 2.cy Parents and carers as partners	To enhance authentic learning partnerships between students and the school community.
Goal 3	To maximise the wellbeing of all students.
Target 3.1	<p>By 2024 increase the percentage of positive endorsement in the student AToSS—question specific level:</p> <ul style="list-style-type: none"> • 'I can recover in a short time when something bad happens to me' for boys from 93% (2019) to 97% or above • 'Students at this school treat each other with respect' for boys from 87% (2019) to 93% or above
Target 3.2	<p>By 2024 increase the percentage of positive endorsement in the POS:</p> <ul style="list-style-type: none"> • School improvement from 79% (2020) to 87% or above • Confidence and resiliency from 87% (2020) to 95% or above
Target 3.3	<p>By 2024 increase the percentage of positive endorsement in the SSS:</p> <ul style="list-style-type: none"> • Shielding and buffering from 70% (2020) to 80% or above • Staff trust in colleagues from 59%% (2020) to 85% or above

	<ul style="list-style-type: none"> • Parent and community involvement from 86% (2020) to 90% or above
Key Improvement Strategy 3.ay Health and wellbeing	To build and sustain a consistent whole school wellbeing framework.
Key Improvement Strategy 3.by Building practice excellence	To build staff capacity to support complex social, emotional and wellbeing needs
Key Improvement Strategy 3.cy Networks with schools, services and agencies	To maximise partnerships within and beyond the school community.