

3572 Canterbury Primary School Strategic Plan 2017-2020

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: David Wells 7th December 2016[name] [date][name] [date]
School council: Michelle Lawson 7th December 2016[name] [date][name] [date]
Delegate of the Secretary: [name] [date][name] [date][name] [date]

School vision	School values	Context and challenges	Intent, rationale and focus
<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>	<p>Our values guide the decisions and behaviours of all members of our school community.</p> <ul style="list-style-type: none"> • <i>Respect</i> - for ourselves and others - Caring for, understanding, accepting and appreciating ourselves and others. • <i>Responsibility</i> - Demonstrating ownership of our actions and words. Being accountable for our actions. • <i>Integrity</i> - Being honest, sincere and trustworthy. • <i>Resilience</i> - Bouncing back from difficulties and disappointments. Accepting challenges, trying hard and not giving up easily. 	<p>Context</p> <p>Canterbury Primary is a dynamic school, with high levels of student, parent and community engagement and participation. The school has a strong student-centred pedagogical approach with an emphasis on student voice and agency, and genuine, contextualised learning opportunities. A school developed 'Pedagogical Principles' model informs planning and teaching approaches to improve student engagement and achievement. Innovative use of digital technologies is evident across the school. Coding, creative problem solving and an evolving 'Maker Culture' support high levels of autonomy and choice in learning. Local and global partnerships enhance opportunities for students to make connections and profile their learning.</p> <p>Enrolments have increased over the past 5 years to over 600 students. The Student Family Occupation (SFO) index is 0.1079 and the Student Family Occupation and Education (SFOE) index is 0.0778 indicating a community with a high socio-economic status advantage relative to other Victorian government schools. There has been an increasing percentage of students with a language background other than English over the past four years, most notably from China.</p> <p>Challenges</p> <ul style="list-style-type: none"> • Variability in consistent pedagogical practices • High Staff turnover • Inconsistent implementation of a whole school approach to student wellbeing <p>Reducing the variability in teaching and student management practices is the significant work of the next four years</p>	<p>Intent</p> <p>Reduce the high variability of teacher knowledge, expertise, instructional practice and student management across the school:</p> <ul style="list-style-type: none"> • Development of a whole school agreed approach to curriculum planning, instruction and assessment • Refining the assessment and data analysis schedule to ensure that assessment strategies are consistently applied and that teachers can accurately determine individual student learning needs. • Continued focus on building consistent teaching teams that focus on student learning. • Build the capacity of the leadership team to monitor the implementation and consistency of high quality practice across all teams – including building instructional leadership capabilities through direct involvement in teams, collaboration, high expectations and strong accountability. • Develop a consistent, rigorous culture of feedback –student/teacher, teacher/student, student/student, teacher/ teacher and parents and the community. Utilise and strengthen the performance and development (P&D) process for teachers and staff. • Continue to build on the achievements so far in developing a student-centred learning culture, authentic curriculum and strong learning partnerships with parents and the broader local and global community. • Focus on consistent and explicit teaching of school values enhance student leadership, agency, inclusion and gratitude. Include parents and community. <p>Rationale</p> <ul style="list-style-type: none"> • The development and implementation of a whole school agreed approach to curriculum planning, instruction and assessment will improve student learning growth and achievement will improve. • A systematic approach to the setting of challenging goals and providing rich effective feedback to students and to teachers will enhance student engagement and learning across the school. • If the school's mission, vision and values are articulated for all stakeholders and embedded in the everyday learning of students, work of teachers, and partnership with parents and the community then student wellbeing, engagement and learning will be enhanced. <p>Focus</p> <ul style="list-style-type: none"> • Build teacher capacity and whole school consistency in instructional practice and student management through targeted professional learning and coaching • Build teacher knowledge and understanding of Victorian Curriculum, including the capabilities • Thorough induction of new and returning staff to school culture and practices



Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)																																																				
<p>Student Achievement Goal</p> <p><i>To ensure high levels of learning growth for every student in English, mathematics and science</i></p>	<p>Excellence in teaching and learning</p> <p>Curriculum planning and assessment</p>	<ol style="list-style-type: none"> 1. Build, document and implement a guaranteed and viable curriculum based on the Victorian curriculum 2. Develop and refine an agreed CPS research-based classroom curriculum delivery and instructional model in all areas of English, mathematics and science 	<p>NAPLAN</p> <ul style="list-style-type: none"> • The number of students achieving high growth in all NAPLAN relative growth assessments to be greater than 35%. (2016 – Reading 12%, Writing 33%, Numeracy 15%, Spelling 14%, Grammar & punctuation 21%) • The number of students achieving low relative growth from Year 3 to Year 5 on all NAPLAN assessments to be less than 15%. (2016– Reading 34%, Writing 16%, Numeracy 32%, Spelling 25%, Grammar and punctuation 35%) • Increase the percentage of students achieving in the top two bands of NAPLAN in literacy and numeracy in Years 3 and 5 to the following: <table border="1" data-bbox="2175 627 2831 877"> <thead> <tr> <th rowspan="2">Domain</th> <th colspan="2">Year 3</th> <th colspan="2">Year 5</th> </tr> <tr> <th>2016</th> <th>2020</th> <th>2016</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>71%</td> <td>80%</td> <td>52%</td> <td>70%</td> </tr> <tr> <td>Writing</td> <td>71%</td> <td>80%</td> <td>33%</td> <td>50%</td> </tr> <tr> <td>Numeracy</td> <td>74%</td> <td>80%</td> <td>46%</td> <td>60%</td> </tr> <tr> <td>Spelling</td> <td>76%</td> <td>80%</td> <td>48%</td> <td>60%</td> </tr> <tr> <td>Grammar & punctuation</td> <td>69%</td> <td>75%</td> <td>53%</td> <td>60%</td> </tr> </tbody> </table> <p>Teacher Judgements</p> <ul style="list-style-type: none"> • Increase the percentage of students achieving above the expected standards (A &B) of Victorian Curriculum P-6 to 75% with 40% 12 months or more above expected standards (A) • All students achieve at least 12 months growth in 12 months in all learning areas based on an analysis of student achievement data (NAPLAN & teacher judgement) <p>School Staff survey</p> <p>The 2020 School staff survey data will demonstrate improvement in the following area:</p> <table border="1" data-bbox="2122 1207 2831 1381"> <thead> <tr> <th>School climate module</th> <th>2016</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>Guaranteed & viable curriculum</td> <td>76.76</td> <td>>85</td> </tr> <tr> <td>Academic emphasis</td> <td>73.75</td> <td>>85</td> </tr> <tr> <td>Staff trust in colleagues</td> <td>83.09</td> <td>>85</td> </tr> <tr> <td>Teacher collaboration</td> <td>71.89</td> <td>>85</td> </tr> <tr> <td>Collective focus on student learning</td> <td>85.17</td> <td>>85</td> </tr> </tbody> </table>	Domain	Year 3		Year 5		2016	2020	2016	2020	Reading	71%	80%	52%	70%	Writing	71%	80%	33%	50%	Numeracy	74%	80%	46%	60%	Spelling	76%	80%	48%	60%	Grammar & punctuation	69%	75%	53%	60%	School climate module	2016	2020	Guaranteed & viable curriculum	76.76	>85	Academic emphasis	73.75	>85	Staff trust in colleagues	83.09	>85	Teacher collaboration	71.89	>85	Collective focus on student learning	85.17	>85
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<p>Professional leadership</p>	<ol style="list-style-type: none"> 5. Review and establish the organisational structure of the school 																																																						



<p>Student Engagement Goal</p> <p><i>To improve student engagement by embedding student agency and voice in all aspects of learning</i></p>	<p>Excellence in teaching and learning</p> <p>Building practice excellence</p>	<p>6. Develop a systematic approach to challenging goals and effective feedback for all students and teachers</p>	<ul style="list-style-type: none"> The Attitude to Schools survey variable means of the Teaching and Learning factors to be in at least the third quartile throughout the life of the strategic plan. <table border="1" data-bbox="2169 233 2875 436"> <thead> <tr> <th></th> <th>2016 mean</th> <th>Quartile</th> <th>2020 mean</th> </tr> </thead> <tbody> <tr> <td>Learning confidence</td> <td>4.10</td> <td>2nd</td> <td>>4.25</td> </tr> <tr> <td>School connectedness</td> <td>4.27</td> <td>2nd</td> <td>>4.45</td> </tr> <tr> <td>Stimulating learning</td> <td>4.05</td> <td>2nd</td> <td>>4.30</td> </tr> <tr> <td>Student motivation</td> <td>4.52</td> <td>2nd</td> <td>>4.60</td> </tr> <tr> <td>Teacher effectiveness</td> <td>4.22</td> <td>1st</td> <td>>4.45</td> </tr> <tr> <td>Teacher empathy</td> <td>4.21</td> <td>1st</td> <td>>4.45</td> </tr> </tbody> </table> <ul style="list-style-type: none"> The School staff survey will demonstrate improvement in the following areas: <table border="1" data-bbox="2169 575 2875 720"> <thead> <tr> <th></th> <th>2016 mean</th> <th>2020 mean</th> </tr> </thead> <tbody> <tr> <td>Feedback</td> <td>75.87</td> <td>>80</td> </tr> <tr> <td>Active participation</td> <td>69.09</td> <td>>80</td> </tr> <tr> <td>Collective focus on student learning</td> <td>85.17</td> <td>>90</td> </tr> <tr> <td>Setting Objectives and Providing Feedback</td> <td>ND</td> <td>>87.50</td> </tr> </tbody> </table> <ul style="list-style-type: none"> The mean for the stimulating learning variable on the Parent Opinion survey to be 5.8 or greater and/or above the 50th percentile by 2020 		2016 mean	Quartile	2020 mean	Learning confidence	4.10	2nd	>4.25	School connectedness	4.27	2nd	>4.45	Stimulating learning	4.05	2nd	>4.30	Student motivation	4.52	2nd	>4.60	Teacher effectiveness	4.22	1st	>4.45	Teacher empathy	4.21	1st	>4.45		2016 mean	2020 mean	Feedback	75.87	>80	Active participation	69.09	>80	Collective focus on student learning	85.17	>90	Setting Objectives and Providing Feedback	ND	>87.50
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<p>Student Wellbeing</p> <p><i>To foster a positive learning culture for all students, staff, parents and community</i></p>	<p>Community engagement in learning</p>	<p>8. Embed the school's mission, vision and values into the everyday work of the school</p>	<ul style="list-style-type: none"> The Attitudes to School survey variable means of Student Safety, Student Distress and Student Morale are increased with results in at least the third quartile throughout the life of the strategic plan. The mean for the Student Safety variable of the Parent Opinion survey to be at least 5.6. 																																											

