Caniaba School Plan
2015 – 2017
**School background 2015 - 2017**

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<th>SCHOOL VISION STATEMENT</th>
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<td>Caniaba Public School provides a dynamic learning environment through rich and integrated programs. Our teachers provide explicit and systematic teaching in building strong foundations for learning across all years of primary schooling and beyond.</td>
<td>Caniaba Public School is a PP5 school located 8 km west of Lismore on the Caniaba Plateau. The school has an enrolment of 83 students ranging in age from five to twelve years, coming from 54 families. Our community is very diverse and we have a high percentage of students requiring significant support through personal learning plans. Students are supported by experienced staff and guidance from 2 School Learning Support Officers. Teaching/Learning Programs are individualised, differentiated and supported by our parent and community body. We work in collaboration with key stakeholder groups to support the learning of all of our students.</td>
<td>Caniaba Public School has consulted extensively with our school community – staff, students, parents/carers – through surveys, meetings and discussions. In Term 3 Parent/Carer Surveys were sent home to each family through our newsletter. Approximately 30% of parent surveys were returned. Some surveys were returned but not completed and the Principal contacted those parents/carers by phone and/or interview for further information and clarification. In Term 4 all students K-6 completed surveys in class groups as well as completing the ‘The Three House’ sheets (good house, worry house and dream house). These surveys were then tallied and analysed at a staff meeting. Results were also tabled at a P&amp;C meeting. Staff analysed NAPLAN data, particularly school growth, at a number of staff meetings. Staff were also surveyed about current programs, future needs and directions for Caniaba at TARs meetings. Our three Strategic Directions reflect the identified needs of the students, staff, and parents/carers in providing and supporting quality teaching/learning programs.</td>
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School Strategic Directions 2015 - 2017

STRATEGIC DIRECTION 1

STUDENT LEARNING: Engaging all students in creative and flexible ways to empower them to achieve their potential in Literacy and Numeracy

To meet the diverse and evolving needs of our students through creative, flexible timetabling; innovative programs, individualised learning and excellence in teaching practice in order to empower students to reach their full potential across all KLAs, but particularly in Literacy and Numeracy.

STRATEGIC DIRECTION 2

STAFF AND LEADER LEARNING: Leading teaching and learning through quality pedagogy, targeted professional development, and ongoing, strategic opportunities to lead others

To develop and support a targeted professional development plan, for all staff, linked to the needs of the school plan, personal goals and enhanced student outcomes.

To continue and further develop opportunities for all staff to share practice and lead community of schools workshops.

To ensure opportunities for all staff to develop best practice in order to support the diverse needs of every student.

STRATEGIC DIRECTION 3

SCHOOL LEARNING: Developing strengthened school processes to support student learning and student engagement

To develop processes around effective and responsive communication between school and home to support student learning and student engagement.

To develop school-wide and classroom systems for all students, staff and settings to support positive behaviour and a culture of learning.
Strategic Direction 1: STUDENT LEARNING:
Engaging all students in creative and flexible ways to empower them to achieve their potential in Literacy and Numeracy

**PURPOSE**

Why do we need this particular strategic direction and why is it important?

Caniaba Public School has a high number (around 50%) of students with learning needs requiring significant and timely early intervention. Results on entering school are poor and signal sustained and ongoing support will be needed from key stakeholders as well as departmental personnel. Students requiring personal learning plans are developed with key stakeholders and monitored regularly. We have a significant number of students who take time to engage with learning and exhibit poor behaviour management skills which impacts directly on their learning outcomes and the learning outcomes of others.

**IMPROVEMENT MEASURE/S**

Maximum engagement by all students in learning & in all opportunities offered by our learning community using school-based PBL data.

PLPs/IEPs are current, relevant and reviewed regularly to support every student. All students show continuous improvement along the Literacy K-6 and Numeracy K-10 Continuums.

School growth in NAPLAN data shows positive trends in all areas of literacy and numeracy.

**PEOPLE**

How do we develop capabilities of our people to bring about transformation?

Students:
- receive individualised and small group teaching to support early learning skills.
- celebrate successes.
- are empowered to engage with their own learning on the path to success.
- build confidence and engagement through experiencing regular and strategically targeted interaction with peers from the Community of Schools.

Staff:
- build teaching/learning capacity through regular and strategically targeted professional development & interactions with colleagues from the CoS group.

Parents:
- are actively involved in the development of PLPs.
- are actively involved in classrooms to support student learning and lead extracurricular activities e.g. gardening, reading, CAPA.

Community partners:
- regularly attend school to assist with reading with our K-2 students.
- support school PBL programs and reward systems.

Leaders:
- accurately reflects/monitors the capabilities

**PROCESSES**

How do we do it and how will we know?

Small class groupings and team teaching to develop early skills in Years 1/2. Use data to inform fluidity of groupings.

Positive Behaviour for Learning is an integral part of the school discipline/welfare policy. Students are rewarded for Positive Behaviour.

Communication with parents/carers is timely and ongoing.

A Planning Room is established for students who are referred to the Principal through the PBL Behaviour Strategy either from the classroom or the playground.

All students are progressing consistently along the Literacy & Numeracy Continuums as seen by assessment data.

Each class will establish a garden bed – Parent will assist students to grow seasonal herbs & vegetables which will be used in the school canteen.

Senior students will team up with Junior students for strategic learning programs.

Evaluation plan:
- PDPs for all staff linked to the School Plan and the Performance & Development Framework.
- Stronger engagement of all students shown by PBL data and school assessment data.

**PRODUCTS AND PRACTICES**

What is achieved and how do we know?

Products:
- PBL Action Plan.
  - Improved outcomes for all students in Literacy & Numeracy are evidenced by consistent movement along the Literacy & Numeracy Continuums.
  - T/L Programs use data to inform individual learning plans.
  - Student feedback system.

Practices:
- Behaviour Management Plans and PLPs are evident in all T/L Programs and are developed & reviewed with all key stakeholder groups twice per term.
- Analysis of PBL Data shows a decrease in students referred to the Planning Room. Data also shows an increase in the number of students rewarded with Role-Model Badges and reaching the level to have morning tea with the Principal.
- Student success is regularly celebrated.
- Improved parent/carer communication as seen by attendance at P/T Interviews.
- Personalised learning for all students.
- Learning is future-focused and flexible.
of all staff and identifies future professional learning needs/directions, in consultation with staff, in order to provide strategic resource support.

develops budget decisions in consultation with staff and community, guided by the school plan and focused on the delivery of better outcomes for students.

Progress on Literacy and Numeracy continuums is continuous and progressive for all students.

All T/L programs show learning is flexible and future-focused.

Literacy and numeracy underpin all learning K-6.
### Strategic Direction 2: STAFF AND LEADER LEARNING:
Leading teaching and learning through quality pedagogy, targeted professional development, and ongoing strategic opportunities to lead others

#### PURPOSE

Why do we need this particular strategic direction and why is it important?

Caniaba Public School has a very experienced long-term staff. With the many changes to syllabus, policies, the introduction of the Australian Standards for teachers and principals and the state-wide strategic directions, clear expectations from the department for optimal student learning makes it essential that all staff at Caniaba maintain the highest professional standards working towards strong student outcomes.

#### PEOPLE

How do we develop capabilities of our people to bring about transformation?

**Students:**
- will access high quality, engaging and challenging teaching/learning programs that are responsive to individual needs.

**Staff:**
- are skilled in leading teaching in their own classroom and outside their own classroom – with other staff and with community of school groups.
- will undergo a rigorous peer observation and self-assessment process as part of their performance and development plan within a school culture of trust and support.

**Parents:**
- are confident that their students are engaged, challenged and given opportunities to utilise their new learning in authentic and productive ways.

**Leaders:**
- know their staff and utilise their strengths.
- lead learning & utilises current research-based learning styles & processes.

#### PROCESSES

How do we do it and how will we know?

- All staff members actively participate in professional learning and leading professional learning within the school and in CoS groups (Infantry, TOTs and TPs).
- Provision of high quality, specific, targeted professional development opportunities for all staff linked directly to individual PDPs.
- Continued commitment to and engagement with the Rivers P-12.
- Opportunities for all staff to share professional learning with peers at fortnightly professional learning staff meetings.

**Evaluation plan:**
- A culture of trust & shared teaching practice is supported and evident amongst all staff.
- Teachers meet, discuss, reflect on and demonstrate quality teaching practice as evidenced by peers and feedback from

#### PRODUCTS AND PRACTICES

What is achieved and how do we know?

**Products:**
- All T/L Programs are differentiated, linked to current syllabus outcomes and clearly show the T/L cycle and individual student needs.
- PDPs for all staff members are current, relevant and linked to the School Plan.
- A highly skilled staff who are valued and contribute to a culture of learning.

**Practices:**
- Peer observations and self-assessment processes are a normal part of T/L programs.
- Staff professional learning meetings are held fortnightly.
- All staff attend collegiate meetings each term and share new learning with peers.
• Staff goals, developed through PDGs, are realised.

Student work samples are brought to PL meetings for moderation. NSW syllabuses are implemented effectively and systematically across all years K-6, meeting mandatory guidelines.
Strategic direction 3: SCHOOL LEARNING
Developing strengthened school processes to support student learning and student engagement

**PURPOSE**

Why do we need this particular strategic direction and why is it important?

Caniaba Public School introduced Positive Behaviour for Learning at the end of 2013. We remain in a continuous process of actively leading and promoting the PBL process within the school and the wider school community; developing and using a common vision, language and experience to support PBL implementation.

Caniaba needs to maintain a strong link with key stakeholders (including parents/carers) to ensure all students are fully engaged and supported in the learning process.

**PEOPLE**

How do we develop capabilities of our people to bring about transformation?

Students:
understand, initiate and actively engage in positive behaviour and are rewarded on a regular basis.

Staff:
actively lead and promote the PBL process within the school and the wider school community

Parents:
are aware of behaviour expectations and reward systems within the school’s PBL plan.

Community partners:
support the school’s PBL plan.

Leaders:
actively lead and promote the PBL process within the school and the wider school community.

**PROCESSES**

How do we do it and how will we know?

- Develop and implement a whole-school communication strategy linked to the school’s PBL program and welfare/discipline policy.
- Develop and implement a robust whole-school assessment system to monitor K-6 student progress along the Literacy and Numeracy Continuums.
- Develop and implement a whole-school PBL Action Plan

**PRODUCTS AND PRACTICES**

What is achieved and how do we know?

**Products:**
- Whole-school communication strategy developed.
- Whole-school assessment system developed.
- Whole-school PBL Action Plan implemented.

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

**Practices:**
- Whole-school communication strategy reviewed and updated regularly through PBL meetings with the PBL team.
- Whole-school assessment system implemented, reviewed and updated regularly.
- Monitoring of student progress along the Literacy and Numeracy continuums is owned by all staff and individual learning needs of all students is a team decision.
- Creating, reviewing and revising the PBL action plan regularly.
- PBL systems well understood by all staff and students and implemented across all settings – consistent ‘teacher talk’ across the school.
- PBL team meet monthly.

**IMPROVEMENT MEASURE/S**

Maximum engagement by all students in learning & in all opportunities offered by our learning community using school-based PBL data.

Parent, student and staff surveys show complete satisfaction with home/school communication processes and parents/carers feel the staff at Caniaba know their students and cater for their needs.

Communication between home/school is systematic, consistent across staff and valued by parents/carers as shown by parent surveys.

Increased student engagement is supported by home/school engagement.

Literacy and Numeracy continuums show systematic and consistent student growth.

All students actively engaged in meaningful, challenging, future-focused learning experiences as shown by student results and interaction with extra-
curricular activities.

PBL data shows increased student engagement as shown by an increase in positive student behaviour.

- Relationships between home & school are enhanced through responsive and effective communication.
- School consistently engages with community and parents in the decision-making process.
- More efficient and responsive delivery of educational, welfare and administrative services.