The Canterbury PS community celebrates diversity and strives for excellence, equity and participation to ensure the development of the whole child. The learning environment is rich with quality learning experiences and opportunities for students to make meaningful connections with others and the world around them.

**Guiding Principles**

**We create a positive and successful learning environment.**
- Teachers provide a safe and welcoming learning environment and know their students as people and learners.
- Learning is relevant, purposeful and connected to students' interest and the real world.
- Learning is student centred and student voice is valued.
- Learning is differentiated to meet the individual needs of students, staff and the community.
- Creativity, curiosity and wonder is fostered to support students in becoming resilient, confident, independent thinkers.
- Student achievement and assessment data drives classroom programming and decision making.
- Feedback is integral to the teaching and learning cycle.

**We support and respect each other.**
- Students, parents and staff are partners in the learning process.
- Students, parents, staff and the broader community work together to actively support and promote the school for the benefit of the students.
- Parents, staff and students take an active role in ensuring effective communication and shared decision making.
- Diversity and different perspectives are embraced.
- New community members are welcomed, orientated, mentored and supported.
- The strengths of students, staff and the community are recognised, utilised and appreciated.
- Celebrations enhance a sense of belonging and greater understanding of all members of the school community.

**We are life-long learners.**
- Goal setting, reflection and evaluation are embedded in teaching pedagogy.
- Life-long learning is modelled to students through the engagement of staff and parents in ongoing quality learning opportunities.
- Extra curricula opportunities are embedded in the curriculum and support the development of lifelong skills, passions and interests.
- Opportunities for leadership and active citizenship are actively sought in all stages of learning, career development and community engagement.
- Staff are self-reflective and strive for professional excellence in their practice.

Canterbury Public School enrolment 260 students, including 51% from a non-English speaking background, 4% Aboriginal or Torres Strait Islander students and a special education support unit comprising four classes. Three moderate intellectual and autism disability classes and one moderate intellectual disability class. Canterbury is a growing school community with an enthusiastic, committed staff and supportive community. There is a strong focus on effective literacy and numeracy education and a commitment to quality teaching. Student engagement is a priority with the provision of extensive school programs in arts, restorative practice, environmental education, public speaking and debating, technology and sport. The school has a strong commitment to innovative integration of technology across all key learning areas.

Throughout 2014 all members of the school community (staff, students and families) attended focus groups to determine 1) shared core values and beliefs 2) areas of school strength and development and 3) priorities for the future.

Input from the whole school community was used to update the school's vision and to determine overarching principles to guide decision making and practice at all levels throughout the school. These principles being: that together we create a positive and successful learning environment, that we support and respect each other and that we are lifelong learners. Together we examined what these principles ‘looked like’ in practice in our school community.

Staff and community members gathered for a day of shared planning to synthesise all the data and information gathered to determine three strategic directions using the 5P model – identifying the PURPOSE of each direction, the PEOPLE involved, the PROCESSES (or projects we'd be implementing), the PRODUCTS and PRACTICES (as well as improvement measures) we’d hope to be achieved.

Post the community planning day, a smaller team drafted the School's Strategic Plan and sought input from the whole school community to ensure all aspects of the school were reflected in the plan.
To ensure students have the skills they will need for the future. 21st Century knowledge, understandings, skills and values must be at the heart of great teaching and inspired learning. Students are creative, informed, adaptable, independent thinkers who have well developed communication and social skills to collaborate locally and globally.

To ensure school is a secure and supportive environment to allow students to flourish and succeed. Social and emotional learning and students’ wellbeing is at the centre of school programming and practices. Students are confident, resilient, organised, and persistent and have the skills to get along with others.

To ensure a positive school culture where all members of the school community feel valued. Students, teachers, families and the broader community have a voice, share decision making and work together to enhance the educational experience at school. Students hold strong values of social justice, inclusion and celebrate diversity.
### Strategic direction 1: Future focused teaching, learning and communication

#### PURPOSE

To ensure students have the skills they will need for the future. 21st Century knowledge, understandings, skills and values must be at the heart of great teaching and inspired learning. Students are creative, informed, adaptable, independent thinkers who have well developed communication and social skills to collaborate locally and globally.

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

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

**Students:**
- Have a broad range of leadership and active citizenship opportunities offered.
- Are explicitly taught skills to develop 21 century capabilities (Literacy, Numeracy, Information and Communication technology (ICT) capability, Critical and creative thinking, Personal and social capability, Ethical understanding, Intercultural understanding, Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia’s engagement with Asia, Sustainability.
- Make decisions about their learning
- Have opportunities to give and receive feedback on their learning.

**Staff:**
- Induction, TPL, collaborative planning days and feedback will develop capacity and mindsets necessary to achieve improvement measures.
- All staff demonstrate personal responsibility for maintaining and developing their professional capabilities in line with school’s strategic directions.
- Collectively interrogate school data.

**Families:**
- Access opportunities for learning through workshops and network meetings
- Share governance on curriculum, project teams and communication strategies.

**Community partners:**
- Strengthening existing partnerships and creating new opportunities for collaboration across a community of schools.
- Investing in a critical friend for external feedback and coaching.

#### PROCESSES
- How do we do it and how will we know?

**How do we do it and how will we know?**

- Through inquiry based professional learning teachers apply evidence based pedagogy across all curriculum learning areas.
- Through the development of quality flexible and collaborative learning environments students learning outcomes will be enhanced.
- The characteristics of ‘visible learning’ (Hattie) are embedded in all learning areas.
  - Goal setting, feedback/reflection, learning intentions, success criteria.

#### PRODUCTS AND PRACTICES
- What is achieved and how do we know?

**What is achieved and how do we know?**

**Products:**
- 80% of K-6 students achieve or exceed benchmarks/targets in literacy and numeracy, All other students will have adjustments, accommodations or personalised learning and support plans.
- 100% of school learning areas reflect future focused practices.
- All programs and assessment tasks incorporate general capabilities.

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

**Practices:** (Professional Standards Framework)
- Staff collaboratively design and implement rich tasks that incorporate technology and general capabilities.
- Students and staff can clearly articulate the learning intentions and use reflective practices.
- Student choice is reflected in classroom teaching and learning practices.
- Evidence based practices informs teaching and learning cycle.

**Evaluation plan:**
Project teams and committees set SMART goals, report progress and regularly celebrate milestones.

### IMPROVEMENT MEASURE/S

- 80% of K-6 students achieve or exceed benchmarks/targets in literacy and numeracy, All other students will have adjustments, accommodations or personalised learning and support plans.
- 100% of school learning areas reflect future focused practices.
Strategic direction 2: Success for every student in a supportive learning environment

**PURPOSE**

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

To ensure school is a secure and supportive environment to allow students to flourish and succeed. Social and emotional learning and students wellbeing is at the centre of school programming and practices. Students are confident, resilient, organised, and persistent and have the skills to get along with others.

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

Students:
- Students are explicitly taught and are provided with opportunities to practise social and emotional competencies.
- Have a broad range of leadership and active citizenship opportunities, across K-6, offered with training, including - peer tutors, playground marshals, compost teams, Yarn Up etc.

Staff:
- Induct staff and highlight professional roles and responsibilities
- Engage in professional learning - social and emotional competencies, relevant legislation and current pedagogy

Families:
- Opportunities for learning through workshops and network meetings
- Share governance on curriculum, project teams and communication strategies.

Community partners:
- Strengthen existing partnerships and create/seize new opportunities for collaboration
- Volunteers and paraprofessionals (eg speech therapists, OTs) are inducted.

**PROCESSES**

How do we do it and how will we know?

- Professional Learning
  - Team teaching / demonstration lessons/mentoring
  - Classroom Walkthroughs
  - Instructional Rounds
- National Consistent Collection of Data for Student with Disabilities completed by LaST using up to date tracking data.
- Implementation of Positive Behaviour for Learning (PBL) project
- Explicit teaching of social emotional learning through ‘You Can Do It!’ and ‘Kids Matter’ initiatives.

**PRODUCTS AND PRACTICES**

What is achieved and how do we know?

Products:
- The whole school community has a clear understanding of the school rules, expectations and positive behaviour system for learning.
- Learning programs, tasks and assessments are differentiated.
- Social and emotional competencies explicitly assessed and reported on.

What are our newly embedded practices and how are they integrated and in sync with our purpose? Practices:
- Consistent implementation of Positive Behaviour for Learning (PBL) with recording and tracking of student behaviour and attendance.
- Evidence based decision making for whole school, targeted and individual needs.
- All teachers track student needs which are monitored by the Learning and Support Team across the school.
- All students with additional needs are profiled and have access to appropriate support in accordance with the DDA 1992.

**IMPROVEMENT MEASURE/S**

- The whole school community has a clear understanding of the school rules, expectations and positive behaviour system for learning.
- Learning programs, tasks and assessments are differentiated.
Strategic direction 3: Belonging to a connected community

**PURPOSE**

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

To ensure a positive school culture where all members of the school community feel valued. Students, teachers, families and the broader community have a voice, share decision making and work together to enhance the educational experience at school. Students hold strong values of social justice, inclusion and celebrate diversity.

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

Students:
- Play an active role within the community including decision making, school events and students leadership opportunities (at school and within the local community).
- Students are explicitly taught and are provided with opportunities to develop the values of social justice and inclusion.

Staff:
- Offer leadership and professional learning opportunities within and beyond the school.
- Engage in professional learning-communication strategies, engaging the school community and the teaching of social justice and inclusion.
- All staff set goals including one that reflects personal aspirations.

Families:
- Families are included in community events and have multiple opportunities for involvement in learning.
- Share governance on curriculum, project teams, community events and communication strategies.
- Seek input and feedback from families.

Community partners:
- Seek input and feedback from community partners to build engagement.
- Invite participation and seek representation on key initiatives and projects.

**IMPROVEMENT MEASURE/S**

- 100% of families are actively involved in their child’s learning.
- Students demonstrate strong values of social justice and inclusion as identified through school behaviour data.

**PROCESSES**

How do we do it and how will we know?

- Transition Initiatives – pre-school, year 3, middle school, high school, support unit.
- Continued implementation of Kids Matter framework.
- Community events embrace the broader community and reflect and celebrate our diversity.
- Regular review of policies and procedures related to Student Welfare.

Evaluation plan:

Community review of school practices that support shared voice, decision making, collaboration and sense of belonging at school.

**PRODUCTS AND PRACTICES**

What is achieved and how do we know?

Products:
- 100% of families are actively involved in their child’s learning.
- Students demonstrate strong values of social justice and inclusion as identified through school behaviour data.
- School Strategic Directions are determined by the whole school community through consultation.

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

Practices:
- Share governance on curriculum, project teams, community events and communication strategies.
- Community consultation and data (focus groups, surveys, anecdotal feedback) driven decision making for whole school initiatives.
- Regular points of collaboration to sustain community partnerships.
- Promotion of community events and opportunities for community involvement in learning.