School Strategic Plan 2025-2029

Canterbury Primary School (3572)

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Endorsed by Natalie Grieve (Senior Education Improvement Leader) on 27 March, 2025
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School vision	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.
School values	Our values guide the decisions and behaviours of all members of our school community. These are: - 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	Current Context: Canterbury Primary School is located in Canterbury, approximately 16 kilometres east of Melbourne CBD. At Canterbury Primary School, we believe that finding opportunities to enhance student voice, agency and leadership improves student engagement, wellbeing and achievement outcomes, and therefore aim to deliver a learning program that provides purpose, context and a genuine audience. Our school vision is to create a passionate learning community that inspires, challenges and supports all students to achieve their personal best and to make a positive contribution to the world in which they live. Our school values (respect, responsibility, integrity and resilience) guide the decisions and behaviours of all members of our school community, and in addition, our learner dispositions (curiosity, creativity, self-efficacy, self-regulation, resilience and collaboration) provide all community members with a shared language of learning, outlining the characteristics or attitudes that we aim to foster in all learners. At the time of February 2024 census, a total of 636 students were enrolled, which included 296 female students and 340 male students. 23% of students had English as an additional language. Our workforce comprised 50.78 full-time equivalent (FTE) staff members. This included 1 Principal, 2 Assistant Principals, 3 Learning Specialists, 1 Leading Teacher, 36 teaching staff (including specialist teachers covering Music, Art, Physical Education, Mandarin and Library), 3 Integration Aides, 1 Business Manager, 3 administration staff, 1 First Aid Officer, 1 librarian and 1 grounds/maintenance person. 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. Key Challenges: Canterbury Primary School has continued to well-exceed all similar, network and state school measures for all areas of English and Maths, reflected in both teacher judgements and NAPLAN data. One of our ongoing challenges is to ensure that we continue to achieve high levels of both achievement and growth, reflecting our ability to add value to a student learning year on year. This requires collaborative practices, differentiation and assessment capable teachers and learners, which will remain focus areas within our SSP.
Intent, rationale and focus	Canterbury Primary School was rated high for learning outcomes in both reading and numeracy using Departmental differentiated school performance measures. The school and its community have high expectations for the learning achievement and growth of all students. The school review panel found that collaborative curriculum planning and continued professional learning for staff had resulted in quality instructional practices across the school and recommended the school continue to strengthen collaboration, assessment processes, curriculum knowledge and pedagogical practice in the next SSP to maximise student learning outcomes. Similarly, Canterbury Primary School (CPS) was rated high for wellbeing outcomes using DSPM. The school and its community value student engagement and believe that all teaching and learning should have purpose and authentic context. School values underpinned all teaching and learning and the panel found the school provided a safe, stimulating and inclusive learning environment. The panel recommended that the school continue to strengthen its whole school and contextualised approaches to wellbeing end engagement for staff, students and community in the next SSP. The school review panel recommended the following areas of focus be prioritised in the next School Strategic Plan: • student learning • curriculum, assessment and teaching practice • student voice, agency and leadership • contextualised supports for wellbeing • family and community engagement.

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Goal 1	Maximise the learning achievement and growth of every student
Target 1.1	By 2029, maintain or exceed the 2024 percentage of students achieving strong or exceeding proficiency on NAPLAN for: • Year 3 reading at 88% and numeracy at 91% • Year 5 reading and numeracy at 95%.
Target 1.2	*By 2029, increase the 2025 percentage of Year 5 students achieving NAPLAN medium and high benchmark growth: • reading from xx% to xx% • numeracy from xx% to xx% *Placeholder target to be confirmed when 2025 data available
Target 1.3	By 2029 increase the 2024 percentage of students achieving at or above expected growth (Teacher Judgement Growth - Time Series, Victorian Curriculum): • reading and viewing from 85% to 90% • writing 82% to 90% • *mathematics 2.0 from xx% (2026) to xx%. Placeholder target to be confirmed when mathematics growth data available, anticipated 2026

Target 1.4	By 2029 increase the 2024 percentage positive endorsement on the School Staff Survey: • Academic emphasis from 70% to 80% • Collective efficacy from 85% to 90% • Instructional leadership from 82% to 85%.
Key Improvement Strategy 1.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Refine and enhance collaborative practices and leadership
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Enhance school wide pedagogical practices and curriculum knowledge
Key Improvement Strategy 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on	

student learning growth, attainment and wellbeing capabilities	
Key Improvement Strategy 1.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	
Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Enrich assessment practices to enable robust teacher judgments and responsive teaching and learning
Key Improvement Strategy 1.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Goal 2	Empower students to be engaged learners and active citizens
Target 2.1	By 2029, increase the 2024 percentage positive endorsement on the Attitudes to School Survey: • Managing bullying from 84% to 88% • Student voice and agency from 78% to 82% • Emotional awareness and regulation from 79% to 82%.

Target 2.2	By 2029, increase or maintain the 2024 percentage positive endorsement on the Parent Opinion Survey: • Managing bullying from 75% to 80% • Parent community engagement domain at 85%.
Target 2.3	By 2029, increase the 2024 percentage positive endorsement on the School Staff Survey: • Trust in students and parents from 74% to 80%.
Target 2.4	By 2029, increase the 2024 attendance rate from 91.6% to 95%.
Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Strengthen the tiered response to intervention and inclusion to engage all students
Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Strengthen the whole school approach to student voice, agency and leadership

Key Improvement Strategy 2.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	
Key Improvement Strategy 2.c The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Enhance parent, school and wider community partnerships to optimise student learning and wellbeing outcomes
Key Improvement Strategy 2.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	