### School vision statement

**Creating Paths to Success**

Creating an environment which nurtures respect and understanding for ourselves and others along Paths leading to excellence in lifelong learning to success through effort and commitment.

At Centaur, we are committed to:

- Providing an exciting, challenging and enriching curriculum through which students pursue critical thinking and problem solving in a variety of contexts.
- Maintaining high expectations of our students through a clearly defined set of standards, adding to the tone and character of the School and its members.
- Creating a breadth of opportunity for individuals and groups so all students gain from a well-rounded education. Fostering a student culture in which boys and girls readily accept responsibility and value the service of others.
- Preparing students, who engage with their peers, contribute to their community and take their place in the 21st Century.
- Developing accomplished, well-resourced and inspirational staff, committed to the children under their care and imbued with a strong ethos of service, professional learning and responsibility.

### School context

Centaur Primary School provides quality teaching and learning programs for 480 students from the Tweed Heads district. The school consists of 21 classes including 3 support classes catering for students with disabilities. The school has a significant number of students (16%) that identify as ATSI. The school draws student from the full range of socio economic backgrounds.

### School planning process

Our 2015-7 School Plan is the result of significant consultation across staff, students and parents with input from some and community groups.

- All staff completed a survey looking at:
  - what sort of school we would like in 2018
  - what sort of students we want to produce
  - what experiences we want our students to have
  - how we are preparing our students for post-school
  - our CPS staff expertise to provide relevant and connected learning experiences for all students
- Our P&C also contributed to the plan looking at:
  - the type of learning experiences that they were looking at the school providing for their children
  - the school environment (teaching / physical) that they hoped CPS would provide
  - the personal and social qualities they would like CPS providing for its staff and students

Once all feedback was collated it was taken to the school executive to map out the general strategic directions. The school executive looked to the Melbourne Declaration of Goals and recent DEC Policies (Every Student every School; Great Teaching Inspired Learning, Local school Local decisions) to inform our Purpose statements and subsequent processes, products and practices.
Purpose:
Centaur PS is committed to the success and well-being of every student and child. Learners will develop the knowledge, skills and characteristics that will lead them to become personally successful, economically productive and actively engaged citizens.

We believe in building on our students’ strengths, with emphasis on literacy, numeracy and technology, so that every student leaves our school with confidence and capabilities to succeed in high school and the wider community.

Purpose:
Education is successful when it nurtures social, emotional and academic potential and fully prepares young people for the complexities and possibilities of their future lives at work, at home and in their communities. Successful education facilitates positive contributions to the nation and encourages ethical responsibility in the global community. Effective education empowers young people to develop in all aspects of life. Educational success does not reside solely in high test scores but in self-actualization (being able to become the best you can be), being resilient, healthy and engaged in life, having meaning and purpose alongside compassion for others. *Wellbeing Australia

Purpose:
To build strong, positive relationships between the school and the community in order to enhance a genuine sense of ownership and belonging for students, staff and the community.

To engage the community in order to broaden the expertise available for sharing with staff and students

To strengthen reciprocal relationships, share resources and build teacher capacity through the Community of Schools
## Strategic Direction 1: Personal Excellence

### Purpose

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

Centaur PS is committed to the success and well-being of every student and child. Learners will develop the knowledge, skills and characteristics that will lead them to become personally successful, economically productive and actively engaged citizens.

We believe in building on our students’ strengths, with emphasis on literacy, numeracy and technology, so that every student leaves our school, with confidence and capabilities to succeed in high school and the wider community.

### People

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

- **Students** are supported in their understanding of the importance of reflection to achieve their learning goals as lifelong learners.
- **Staff**, through professional learning and self-reflection strive for improved performance.
- **Parents**, through the provision of collaborative and inclusive partnership opportunities, will develop the confidence in and ability to contribute to the whole school community.
- **Community partnerships** will be strengthened to provide real world learning opportunities and experiences for students through mutually beneficial programs and initiatives.
- **Leaders** to help monitor negotiated expectations of staff and students and lead continuous improvement in community learning.

### Processes

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

- **Curriculum implementation**: Planned and strategic professional learning to build staff capacity to confidently deliver current BOSTES syllabus documents.

  - **Time allocated** for teachers to collaborate on the development of units for English, Mathematics Science and History. - 2016

  - **School scope and sequence** developed with units of work for English, Mathematics History and Science units.

  - Develop and implement processes that meet requirements and expectations of the Performance Development Framework leading to accreditation of all teachers.

  - **Technology**: Staff sharing of technology skills and the incorporation of technology into teaching and learning programs.

### Products and Practices

**What is achieved (products) and how do we measure?**

- Scope and sequences in place for English, mathematics, science draft history and being used by 100% of teaching staff.
- Units of work developed and trialled for each stage in English.
- Minimum two classroom observations performed with feedback for 100% of teaching staff.
- Personalised learning plans for ATSI and LD students developed in consultation with stakeholders placed on Sentral
- Plan implemented into stage 2 and 3

**Practice:**

- Teachers provide explicit, specific and timely formative feedback to students on how to improve.
- Teachers analyse data to identify the learning needs of students.
- Teachers confidently incorporate technology into their daily practice and programs to improve student learning outcomes.
- Teachers collaborate and reflect on practice.
- School resources are targeted to support Professional learning of staff to achieve goals set out in their PDP.
## Strategic Direction 2: Wellbeing

### Purpose

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

Education is successful when it nurtures social, emotional and academic potential and fully prepares young people for the complexities and possibilities of their future lives at work, at home and in their communities. Successful education facilitates positive contributions to the nation and encourages ethical responsibility in the global community.

Successful education enables young people to flourish in all aspects of life. Educational success does not reside solely in high test scores but in self-actualization (being able to become the best you can be), being healthy, resilient and engaged in life, having meaning and purpose alongside compassion for others.

### People

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

**Students:**
Acquire skills needed to develop a healthy lifestyle and be active respectful citizens. Increase their awareness of social, cultural, economic and environmental issues and how to respond to these issues in a sensitive and responsible manner.

**Staff:**
Enhance their understanding of the academic, social and basic life needs of students to develop the necessary skills to be responsible, well-adjusted and productive citizens. Consider their own wellbeing & role model for students.

**Parents/Carers:**
Parents engaged in the process of developing new policy and provided with regular communication about the values underpinning the policy.

**Community Partners:**
Engage the whole school community in a continuing dialogue about the academic, social and basic life needs of students.

### Processes

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

Develop policies and implement programs to promote wellbeing and resilience across our school community with a focus on positive reinforcement.

A supportive workplace that provides staff with opportunities for meaningful participation, positive feedback and reflective practices to manage their students, both academically and behaviourally.

Building the capacity of the learning Support team to provide targeted support that meets the needs of students.

Programs demonstrate evidence of cross curriculum priorities and general capabilities as stated in each syllabus.

### Products and Practices

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

**Products**

Implement the Bullying Policy
Develop policy on learning Assistance, Sails

Decrease the number of negative behaviour incidents by 10%

Positive rewards system implemented and data recorded in Sentral for all students. 95% of students achieve the stage appropriate citizenship continuum goals addressed in the Positive rewards system

Increase attendance by 2%  

**Practises**

All school community member will have the opportunity to contribute to the development of the revised discipline and new well-being policies.
### Strategic Direction 3: Community

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<th>Purpose</th>
<th>People</th>
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<td>Why do we need this particular strategic direction and why is it important?</td>
<td>How do we develop the capabilities of our people to bring about transformation?</td>
<td>How do we do it and how will we know?</td>
<td>What is achieved and how do we measure?</td>
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<tr>
<td>To build strong, positive relationships between the school and the community in order to enhance a genuine sense of ownership and belonging for students, staff and the community.</td>
<td>Students: Engage students in Positive Behaviour skills to improve and embed emotional resilience, social intelligence, and a sense of collective belonging.</td>
<td>Educational forums bring about effective communication with parents and care givers and provide opportunities for involvement in programs building a culture of TRUST.</td>
<td>Product Enhanced transition programs for support unit, kindergarten and year 7 students</td>
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<td>To strengthen reciprocal relationships, share resources and build teacher capacity through the Community of Schools</td>
<td>Staff: Develop staff capacity to build stronger community relations with parents and to improve models of positive high level and regular two-way communication and consultation.</td>
<td>Students are engaged in Online Learning Communities that can be accessed at school and at home to enhance communication and collaborative learning.</td>
<td>Multi-media used to communicate with students, parents and the wider community.</td>
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<td>Encouraging parents to value education and their crucial role in the 3 way partnership.</td>
<td>Parents/Carers: Parents understand the value of a collaborative learning community for students, parents and teachers to support student engagement, learning and well-being.</td>
<td>Strategic resourcing focus on lifting parent engagement with the school</td>
<td>Interest groups formed to provide advice on school programs.</td>
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<td>Community Partners: Strengthen learning alliances within and beyond our school to support school programs including: Indigenous; creative arts; enrichment; environmental, sporting and transition.</td>
<td>Evaluation Plan</td>
<td>Monitor links established with the wider community to prepare students for future success</td>
<td>School engagement data from the “Tell Them from Me” survey will equal or exceed state norms.</td>
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<td>Monitor the promotion of school and student achievements in the wider community</td>
<td>Increased collaborative planning for student PLPs.</td>
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<td>Parent surveys indicate an increase in understanding of new English &amp; Mathematics curriculums.</td>
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<td>Parent surveys show an increase in an ability to support their child’s learning at home.</td>
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<td>Practice: Responsive school leadership team that listens to the school community.</td>
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<td>Staff engage with external agencies, other schools, educational services and the wider business community to support students’ needs and aspirations.</td>
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<td>Parents are offered opportunities to engage with the school</td>
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<td>Quality and inclusive programs ensure successful transitions for students P-K, support unit and 6-7.</td>
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