

# 2021 Annual Implementation Plan

## for improving student outcomes

Carlton North Primary School (1252)



**Carlton North**  
PRIMARY SCHOOL

Submitted for review by Rachel Corben (School Principal) on 24 December, 2020 at 10:21 AM

Endorsed by Pauline Rice (Senior Education Improvement Leader) on 12 February, 2021 at 12:11 PM

Endorsed by Sarah Bekessy (School Council President) on 10 August, 2021 at 02:28 PM

## Self-evaluation Summary - 2021

|  | <b>FISO Improvement Model Dimensions</b><br>The 6 High-impact Improvement Initiatives are highlighted below in red. | <b>Self-evaluation Level</b>       |
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| <b>Excellence in teaching and learning</b> | Building practice excellence  | Excelling                          |
|  | Curriculum planning and assessment  | Excelling                          |
|  | Evidence-based high-impact teaching strategies  | Excelling                          |
|  | Evaluating impact on learning   | Excelling                          |
| <b>Professional leadership</b>             | Building leadership teams   | Excelling                          |
|  | Instructional and shared leadership   | Embedding moving towards Excelling |
|  | Strategic resource management   | Excelling                          |
|  | Vision, values and culture  | Excelling                          |

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| Positive climate for learning | Empowering students and building school pride | Excelling |
|                               | Setting expectations and promoting inclusion  | Excelling |
|                               | Health and wellbeing                          | Excelling |
|                               | Intellectual engagement and self-awareness    | Excelling |

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| Community engagement in learning | Building communities                         | Excelling |
|                                  | Global citizenship                           | Embedding |
|                                  | Networks with schools, services and agencies | Excelling |
|                                  | Parents and carers as partners               | Excelling |

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| <b>Enter your reflective comments</b>   | Please refer to the two documents attached:<br>- Carlton North Primary School (1252)-2021-AIP-FISO Continua of Practice evaluation including commentary<br>- CNPS 2020 AIP Reflection, Commentary and Future Planning |
| <b>Considerations for 2021</b>          | Please refer to the two documents attached:<br>- Carlton North Primary School (1252)-2021-AIP-FISO Continua of Practice evaluation including commentary<br>- CNPS 2020 AIP Reflection, Commentary and Future Planning |
| <b>Documents that support this plan</b> | Carlton North Primary School (1252) - 2021 - AIP - FISO Continua of Practice self-evaluation including commentary.docx (0.14 MB)<br>CNPS 2020 AIP Reflection, Commentary and Future Planning.docx (0.03 MB)           |

## SSP Goals Targets and KIS

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| <b>Goal 1</b>  | To develop and embed the Carlton North Primary School curriculum that ensures that learning for every student is at their point of learning need and that will provide appropriate challenge and high levels of engagement.   |
| <b>Target 1.1</b>  | Victorian Curriculum Teacher Judgements - to ensure that all students identified as not meeting the expected growth for 2020 meet more than 12 months growth in 2021.<br><br>Student Attitude to School Survey measures in the top quartile in: <ul style="list-style-type: none"> <li>- Effective Teaching Practice for Cognitive Engagement</li> </ul> Staff Opinion Survey measures in the top quartile in: <ul style="list-style-type: none"> <li>- Academic Emphasis</li> <li>- Teacher Collaboration</li> <li>- Shielding /Buffering</li> </ul> |
| <b>Key Improvement Strategy 1.a</b><br>Evaluating impact on learning | Learning, catch-up and extension priority   |
| <b>Goal 2</b>  | To build a culture where students feel positive and connected to the school, see themselves as partners in their learning, better understand their learning growth and feel confident in expressing this to others.   |
| <b>Target 2.1</b>  | Student Attitude to School Survey measures in the top quartile in: <ul style="list-style-type: none"> <li>- Focus on stimulated learning</li> <li>- Learning confidence</li> <li>- Self-regulation &amp; goal setting</li> </ul> Attendance – improved from benchmark<br><br>Student Attitude to School Survey measures in the top quartile in:   |

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|   | <ul style="list-style-type: none"> <li>- Effective teaching practice for cognitive engagement.</li> </ul> <p>Staff Opinion Survey measures in the top quartile in:</p> <ul style="list-style-type: none"> <li>- Academic Emphasis</li> <li>- Collective Efficacy</li> <li>- Instructional Emphasis</li> </ul>   |
| <b>Key Improvement Strategy 2.a</b><br>Health and wellbeing | Happy, active and healthy kids priority   |
| <b>Goal 3</b>   | To develop a community of learners (students, parents/carers, staff) where there is mutual trust, effective communication, respect and shared responsibility for the education of all students.   |
| <b>Target 3.1</b>   | <p>Parent Opinion Survey measures in the top quartile:</p> <ul style="list-style-type: none"> <li>- Learning focus</li> <li>- Trust</li> <li>- General satisfaction</li> </ul> <p>Staff Opinion Survey measures in the top quartile:</p> <ul style="list-style-type: none"> <li>- Trust in students and parents</li> <li>- Parent and community involvement</li> </ul> <p>Student Attitude to School survey measure in top quartile:</p> <ul style="list-style-type: none"> <li>- School connectedness</li> </ul> |
| <b>Key Improvement Strategy 3.a</b><br>Building communities | Connected schools priority  |

## Select Annual Goals and KIS

| Four Year Strategic Goals  | Is this selected for focus this year? | Four Year Strategic Targets   | 12 month target   |
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| <p>To develop and embed the Carlton North Primary School curriculum that ensures that learning for every student is at their point of learning need and that will provide appropriate challenge and high levels of engagement.</p> | <p>Yes</p>                            | <p>Victorian Curriculum Teacher Judgements - to ensure that all students identified as not meeting the expected growth for 2020 meet more than 12 months growth in 2021.</p> <p>Student Attitude to School Survey measures in the top quartile in:</p> <ul style="list-style-type: none"> <li>- Effective Teaching Practice for Cognitive Engagement</li> </ul> <p>Staff Opinion Survey measures in the top quartile in:</p> <ul style="list-style-type: none"> <li>- Academic Emphasis</li> <li>- Teacher Collaboration</li> <li>- Shielding /Buffering</li> </ul> | <p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Victorian Curriculum Teacher Judgements - to ensure that all students identified as not meeting the expected growth for 2020 meet more than 12 months growth in 2021.</p> <p>Student Attitude to School Survey measures in the top quartile in:</p> <ul style="list-style-type: none"> <li>- Effective Teaching Practice for Cognitive Engagement</li> </ul> <p>Staff Opinion Survey measures in the top quartile in:</p> <ul style="list-style-type: none"> <li>- Academic Emphasis</li> <li>- Teacher Collaboration</li> <li>- Shielding /Buffering</li> </ul> |
| <p>To build a culture where students feel positive and connected to the school, see themselves as partners in their learning, better understand their learning growth and feel confident in expressing this to others.</p>         | <p>Yes</p>                            | <p>Student Attitude to School Survey measures in the top quartile in:</p> <ul style="list-style-type: none"> <li>- Focus on stimulated learning</li> <li>- Learning confidence</li> <li>- Self-regulation &amp; goal setting</li> </ul> <p>Attendance – improved from benchmark</p> <p>Student Attitude to School Survey measures in the top quartile in:</p>   | <p>Student Attitude to School Survey measures in the top quartile in:</p> <ul style="list-style-type: none"> <li>- Focus on stimulated learning</li> <li>- Learning confidence</li> <li>- Self-regulation &amp; goal setting</li> </ul> <p>Attendance – improved from benchmark</p> <p>Student Attitude to School Survey measures in the top quartile in:</p>   |

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|   |     | <ul style="list-style-type: none"> <li>- Effective teaching practice for cognitive engagement.</li> </ul> <p>Staff Opinion Survey measures in the top quartile in:</p> <ul style="list-style-type: none"> <li>- Academic Emphasis</li> <li>- Collective Efficacy</li> <li>- Instructional Emphasis</li> </ul>   | <ul style="list-style-type: none"> <li>- Effective teaching practice for cognitive engagement.</li> </ul> <p>Staff Opinion Survey measures in the top quartile in:</p> <ul style="list-style-type: none"> <li>- Academic Emphasis</li> <li>- Collective Efficacy</li> <li>- Instructional Emphasis</li> </ul>   |
| To develop a community of learners (students, parents/carers, staff) where there is mutual trust, effective communication, respect and shared responsibility for the education of all students. | Yes | <p>Parent Opinion Survey measures in the top quartile:</p> <ul style="list-style-type: none"> <li>- Learning focus</li> <li>- Trust</li> <li>- General satisfaction</li> </ul> <p>Staff Opinion Survey measures in the top quartile:</p> <ul style="list-style-type: none"> <li>- Trust in students and parents</li> <li>- Parent and community involvement</li> </ul> <p>Student Attitude to School survey measure in top quartile:</p> <ul style="list-style-type: none"> <li>- School connectedness</li> </ul> | <p>Parent Opinion Survey measures in the top quartile:</p> <ul style="list-style-type: none"> <li>- Learning focus</li> <li>- Trust</li> <li>- General satisfaction</li> </ul> <p>Staff Opinion Survey measures in the top quartile:</p> <ul style="list-style-type: none"> <li>- Trust in students and parents</li> <li>- Parent and community involvement</li> </ul> <p>Student Attitude to School survey measure in top quartile:</p> <ul style="list-style-type: none"> <li>- School connectedness</li> </ul> |

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| <b>Goal 1</b>              | To develop and embed the Carlton North Primary School curriculum that ensures that learning for every student is at their point of learning need and that will provide appropriate challenge and high levels of engagement.  |
| <b>12 Month Target 1.1</b> | <p>Victorian Curriculum Teacher Judgements - to ensure that all students identified as not meeting the expected growth for 2020 meet more than 12 months growth in 2021.</p> <p>Student Attitude to School Survey measures in the top quartile in:</p> <ul style="list-style-type: none"> <li>- Effective Teaching Practice for Cognitive Engagement</li> </ul> <p>Staff Opinion Survey measures in the top quartile in:</p> |

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|---|---|---|
|   | <ul style="list-style-type: none"> <li>- Academic Emphasis</li> <li>- Teacher Collaboration</li> <li>- Shielding /Buffering</li> </ul>  |   |
| <b>Key Improvement Strategies</b>   |   | Is this KIS selected for focus this year? |
| <b>KIS 1</b><br>Evaluating impact on learning   | Learning, catch-up and extension priority   | Yes                                       |
| Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention. | Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2021.  |   |
| <b>Goal 2</b>   | To build a culture where students feel positive and connected to the school, see themselves as partners in their learning, better understand their learning growth and feel confident in expressing this to others.   |   |
| <b>12 Month Target 2.1</b>  | <p>Student Attitude to School Survey measures in the top quartile in:</p> <ul style="list-style-type: none"> <li>- Focus on stimulated learning</li> <li>- Learning confidence</li> <li>- Self-regulation &amp; goal setting</li> </ul> <p>Attendance – improved from benchmark</p> <p>Student Attitude to School Survey measures in the top quartile in:</p> <ul style="list-style-type: none"> <li>- Effective teaching practice for cognitive engagement.</li> </ul> <p>Staff Opinion Survey measures in the top quartile in:</p> <ul style="list-style-type: none"> <li>- Academic Emphasis</li> <li>- Collective Efficacy</li> <li>- Instructional Emphasis</li> </ul> |   |



| Key Improvement Strategies  |   | Is this KIS selected for focus this year? |
|---|---|---|
| <b>KIS 1</b><br>Health and wellbeing  | Happy, active and healthy kids priority   | Yes                                       |
| Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention. | <p>KIS Further develop students as active and empowered learners.</p> <p>In 2021, all schools must have a focus on the three priority areas in their AIPs<br/>Happy, Active and Healthy Kids</p> <p>The 2020 Goal, To build a culture where students feel positive and connected to school, see themselves as partners in their learning, better understand their learning growth and feel confident in expressing this to others, fits the above priority area for 2021. The actions, outcomes and success indicators that were not met in 2020 will be carried over to 2021.</p> <p>Please refer to the two documents attached:<br/> - Carlton North Primary School (1252)-2021-AIP-FISO Continua of Practice evaluation including commentary<br/> - CNPS 2020 AIP Reflection, Commentary and Future Planning</p> |   |
| <b>Goal 3</b>   | To develop a community of learners (students, parents/carers, staff) where there is mutual trust, effective communication, respect and shared responsibility for the education of all students.   |   |
| <b>12 Month Target 3.1</b>  | <p>Parent Opinion Survey measures in the top quartile:</p> <ul style="list-style-type: none"> <li>- Learning focus</li> <li>- Trust</li> <li>- General satisfaction</li> </ul> <p>Staff Opinion Survey measures in the top quartile:</p> <ul style="list-style-type: none"> <li>- Trust in students and parents</li> <li>- Parent and community involvement</li> </ul> <p>Student Attitude to School survey measure in top quartile:</p> <ul style="list-style-type: none"> <li>- School connectedness</li> </ul>   |   |
| Key Improvement Strategies  |   | Is this KIS selected for focus this year? |

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| <b>KIS 1</b><br>Building communities  | Connected schools priority  | Yes |
| Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention. | <p>KIS To refine the way student learning goals and strategies are developed and communicated with families.<br/>         In 2021, all schools must have a focus on the three priority areas in their AIPs<br/>         Connected Schools Priority<br/>         The 2020 Goal, To refine the way student learning goals and strategies are developed and communicated with families, fits the above priority area for 2021. The actions, outcomes and success indicators that were not met in 2020 will be carried over to 2021.</p> <p>Please refer to the two documents attached:<br/>         - Carlton North Primary School (1252)-2021-AIP-FISO Continua of Practice evaluation including commentary<br/>         - CNPS 2020 AIP Reflection, Commentary and Future Planning</p> |     |

# Define Actions, Outcomes and Activities

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| <p><b>Goal 1</b></p>                                  | <p>To develop and embed the Carlton North Primary School curriculum that ensures that learning for every student is at their point of learning need and that will provide appropriate challenge and high levels of engagement.</p>   |
| <p><b>12 Month Target 1.1</b></p>                     | <p>Victorian Curriculum Teacher Judgements - to ensure that all students identified as not meeting the expected growth for 2020 meet more than 12 months growth in 2021.</p> <p>Student Attitude to School Survey measures in the top quartile in:</p> <ul style="list-style-type: none"> <li>- Effective Teaching Practice for Cognitive Engagement</li> </ul> <p>Staff Opinion Survey measures in the top quartile in:</p> <ul style="list-style-type: none"> <li>- Academic Emphasis</li> <li>- Teacher Collaboration</li> <li>- Shielding /Buffering</li> </ul>  |
| <p><b>KIS 1</b><br/>Evaluating impact on learning</p> | <p>Learning, catch-up and extension priority</p>   |
| <p><b>Actions</b></p>                                 | <p>Actions</p> <p>Whole School Level</p> <ul style="list-style-type: none"> <li>• Develop and embed a consistent school-wide understanding of CNPS excellence in teaching Literacy and Numeracy.</li> <li>• Develop and embed consistent and sequential assessment practice across year levels.</li> <li>• Further implement the Harvard data Wise approach within Professional Learning Teams at Carlton North Primary School to continue to monitor and improve student learning outcomes.</li> <li>• Continue to develop and embed data literacy of teachers and education support staff to inform understanding of student needs and progress, and identify students requiring additional support.</li> <li>• Maintain PLTs structures to support teacher collaboration and reflection of strengthen teaching practice.</li> <li>• Revisit and strengthen the use of HITS in classrooms, with a focus on Setting Goals, Feedback and Differentiated Teaching.</li> <li>• Plan whole school professional learning to continue to embed the CNPS Teaching and Learning Models for Reading, Writing and Mathematics.</li> </ul> <p>Classroom Level</p> <ul style="list-style-type: none"> <li>• Prioritise curriculum ‘essentials’: mathematics, reading, writing and science.</li> <li>• Embed consistent approaches to formative assessment and frequent low-stakes testing.</li> </ul> |

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|                        | <ul style="list-style-type: none"> <li>• Use PLTs for staff to collaboratively plan units of work with a focus on differentiation.</li> <li>• Build students' self-awareness and metacognitive skills.</li> </ul> <p>Individual and Tailored Level</p> <ul style="list-style-type: none"> <li>• With staff input, establish a targeted support program for students.</li> <li>• Establish a small group tutoring programs.</li> <li>• Prioritise time in the timetable for teachers and education support staff to address misconceptions from previous lessons.</li> <li>• Plan whole school professional learning on differentiation.</li> <li>• Prioritise time for teachers to discuss and adapt strategies working for individual students.</li> <li>• Build staff capacity to understand and implement IEPs.</li> <li>• Work with ES and other teaching staff to assess learning and map progress against IEP goals.</li> </ul>   |
| <p><b>Outcomes</b></p> | <p>Whole School Level</p> <ul style="list-style-type: none"> <li>• Embed a consistent school-wide understanding of CNPS excellence in teaching Literacy and Numeracy.</li> <li>• Embed consistent and sequential assessment practice across year levels.</li> <li>• Facilitate further professional learning on the Data Wise Approach for PLT Leaders.</li> <li>• Mentor and Coach PLT Leaders to work with their PLT to improve Data Literacy of all staff and further monitor and improve student learning outcomes.</li> <li>• Review staff PDPs.</li> <li>• Continue to work with all staff to develop the CNPS Teaching and Learning Model and Curriculum for Reading, Writing and Mathematics.</li> <li>• Provide opportunities for cross team moderation.</li> <li>• Teachers will confidently and accurately identify student learning needs of their students.</li> <li>• PLTs will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons.</li> <li>• Teachers will use HITS to plan lessons and units of work.</li> <li>• Teachers and support staff will have a consistent understanding of core-curriculum priority areas.</li> <li>• Students will know how lessons are structured and how this supports their learning.</li> </ul> <p>Classroom Level</p> <ul style="list-style-type: none"> <li>• Teachers will develop an understanding of curriculum essentials to ensure mastery.</li> <li>• Teachers will consistently implement the agreed assessment schedule.</li> <li>• Teachers and leaders will regularly update data.</li> <li>• Teacher will provide regular feedback and monitor student progress using data.</li> <li>• Students will experience success and celebrate the acquisition of knowledge.</li> </ul> |

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|                                  | <ul style="list-style-type: none"> <li>Teachers will provide students with the opportunity to work at their level using differentiated resources.</li> </ul> <p>Individual and Tailored Level</p> <ul style="list-style-type: none"> <li>Students in need of targeted academic support or intervention will be identified and supported.</li> <li>Nominated or relevant teachers and leaders will establish intervention/small group tutoring.</li> <li>Students and teachers will have more time to work on content at the students point of need.</li> <li>Students will know what their next steps are to progress their learning.</li> </ul>   |
| <p><b>Success Indicators</b></p> | <p>Whole School Level</p> <ul style="list-style-type: none"> <li>Teachers' formative assessment data and teacher judgement data.</li> <li>Teacher records and observations of student progress.</li> <li>Classroom observations and learning walks demonstrating take up of professional learning strategies.</li> <li>Student feedback on differentiation, the instructional model, and use of common strategies.</li> <li>Documentation and data from formative assessments.</li> <li>A documented assessment schedule and evidence of teachers inputting data and moderating assessments.</li> <li>Data spreadsheets indicating clearly student progress.</li> <li>Differentiated curriculum documents and evidence of student learning at different levels.</li> <li>Engagement data from Learning Management Systems.</li> <li>Data used to identify students for tailored supports.</li> <li>Differentiated resources used in tailored supports.</li> <li>Assessment data and student surveys from intervention groups.</li> <li>Appointment/staffing of programs.</li> <li>Progress against Individual Education Plans.</li> <li>Minutes/agendas/presentations from staff meetings.</li> <li>Survey data.</li> <li>Observations or other evidence related to Professional Learning Teams and further implementation of the Harvard Data Wise Approach.</li> <li>Notes/records of conversations where feedback has been given/received (e.g. PDP conversations).</li> <li>Strategic resourcing decisions will directly relate to building the capacity of teaching staff.</li> </ul> <p>Classroom Level:</p> <ul style="list-style-type: none"> <li>PLT notes/minutes.</li> <li>Evidence used to evaluate the impact of teaching on student outcomes.</li> <li>Staff Survey data for factors: <ul style="list-style-type: none"> <li>discuss problems of practice.</li> <li>timetabled meetings to support collaboration.</li> </ul> </li> </ul> |

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|                                      | <ul style="list-style-type: none"> <li>- monitor effectiveness using data.</li> <li>- use evidence to inform teaching practice to improve by 5%.</li> </ul> <p>Individual and Tailored Levels</p> <ul style="list-style-type: none"> <li>• Data used to identify students for tailored supports.</li> <li>• Differentiated resources used in tailored supports.</li> <li>• Assessment data and student survey.</li> <li>• Appointment/staffing of programs.</li> <li>• Progress against Individual Education Plans.</li> </ul>  |
| <b>Goal 2</b>                        | To build a culture where students feel positive and connected to the school, see themselves as partners in their learning, better understand their learning growth and feel confident in expressing this to others.   |
| <b>12 Month Target 2.1</b>           | <p>Student Attitude to School Survey measures in the top quartile in:</p> <ul style="list-style-type: none"> <li>- Focus on stimulated learning</li> <li>- Learning confidence</li> <li>- Self-regulation &amp; goal setting</li> </ul> <p>Attendance – improved from benchmark</p> <p>Student Attitude to School Survey measures in the top quartile in:</p> <ul style="list-style-type: none"> <li>- Effective teaching practice for cognitive engagement.</li> </ul> <p>Staff Opinion Survey measures in the top quartile in:</p> <ul style="list-style-type: none"> <li>- Academic Emphasis</li> <li>- Collective Efficacy</li> <li>- Instructional Emphasis</li> </ul> |
| <b>KIS 1</b><br>Health and wellbeing | Happy, active and healthy kids priority   |
| <b>Actions</b>                       | <p>Whole School Level</p> <ul style="list-style-type: none"> <li>• Engage Associate Professor Aaron Jarden from the Melbourne University as wellbeing consultant to work with staff to develop a holistic whole school community approach to positive psychology and wellbeing at CNPS.</li> <li>• Continue to develop a whole school understanding of student agency.</li> </ul>   |

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|                        | <ul style="list-style-type: none"> <li>• Identify opportunities to activate student agency in learning.</li> <li>• Continue to develop a whole school understanding of the SWPBS framework.</li> <li>• Further embed SWPBS and zones of regulation within the classroom and across the whole school.</li> <li>• Develop a whole school understanding of the Respectful Relationships (RR) Curriculum.</li> <li>• Further embed RR within the classroom and across the whole school and the wider school community.</li> <li>• Build staff capacity to collect, analyse, monitor and respond to student engagement data.</li> <li>• Ensure all students can re-engage in all forms of the arts, including music, dance, drama and visual arts through the production of a whole school musical.</li> </ul> <p>Classroom Level</p> <ul style="list-style-type: none"> <li>• Continue to conduct weekly wellbeing learning sessions including the RR curriculum and other wellbeing strategies to support the needs of the students.</li> <li>• Implement classroom interventions in mentoring, cognitive skills, behavioural skills or exercise and relaxation.</li> <li>• Strengthen in-class relationships through peer and group learning activities.</li> <li>• Conduct regular check-ins/conferencing with students in classes.</li> </ul> <p>Individual and Tailored Level</p> <ul style="list-style-type: none"> <li>• Target counselling for individual students with acute needs.</li> <li>• Establish mentoring sessions from positive role models focused on self-awareness, self-management, problem solving and social skills.</li> <li>• Build relationships and engage with families of at-risk students.</li> <li>• Assign teachers to conduct daily check-ins with at-risk students.</li> <li>• Ensure all students know there is someone who cares about them.</li> <li>• Continue to facilitate staff and their dogs as therapy dogs to work at the school.</li> </ul> |
| <p><b>Outcomes</b></p> | <p>Whole School Level</p> <ul style="list-style-type: none"> <li>• Strengthen engagement with regional and external support agencies.</li> <li>• Clearly articulate what student agency looks like at Carlton North Primary School.</li> <li>• Ensure students are consulted as key stakeholders in whole-school curriculum planning.</li> <li>• Regularly meet with the SRC to seek feedback on implementation progress.</li> <li>• Regularly observe lessons to monitor implementation progress.</li> <li>• Model positive and respectful relationships at all times.</li> <li>• Demonstrate a strong knowledge of the RR Curriculum and SWPBS.</li> <li>• Regularly monitor implementation and effectiveness of SWPBS and RR.</li> <li>• Facilitate learning opportunities for staff in SWPB and RR.</li> </ul>  |

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|                                  | <p>Classroom Level</p> <ul style="list-style-type: none"> <li>• Incorporate trauma informed practices in classes and in planning units of work.</li> <li>• Model and are consistent in agreed routines.</li> <li>• Be able to articulate what student agency in learning looks like both generally and within their specific subject areas.</li> <li>• Explicitly teach students to set and track progress against individual learning goals.</li> <li>• Demonstrate an understanding of SWPBS and RR.</li> <li>• Consistently implement SWPBS and RR at all times.</li> <li>• Develop individual support plans to support students displaying Tier Two and Tier Three Behaviours.</li> <li>• Participate in professional learning in SWPB and RR.</li> <li>• Facilitate student leadership opportunities across the school.</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Be able to identify specific examples of agency in learning in their classes.</li> <li>• Set and track progress against individual learning goals.</li> <li>• Formally contribute to curriculum planning through SRC.</li> <li>• Be able to identify the school's expected behaviours.</li> <li>• Be able to identify SWPBS and RR in action (e.g. specific examples in all settings, the classroom and the playground).</li> <li>• Be provided with the following leadership opportunities across the school: <ul style="list-style-type: none"> <li>- Student Action Leadership</li> <li>- Student Representative Council</li> <li>- School Improvement Leaders in Sustainability</li> <li>- The Little Bookroom</li> <li>- Student Representatives in the SWPB and RR Team</li> </ul> </li> </ul> |
| <p><b>Success Indicators</b></p> | <p>Whole School Level</p> <ul style="list-style-type: none"> <li>• Classroom observations.</li> <li>• Minutes from staff meetings.</li> <li>• Professional learning presentations on student agency.</li> <li>• Agendas/minutes from SRC meetings.</li> <li>• Notes from classroom and peer observations.</li> <li>• SWPBS data.</li> <li>• Documentation of frameworks, policies or programs.</li> <li>• Shared PL goals documented in staff PDPs.</li> <li>• Curriculum documentation reflecting social and emotional learning.</li> <li>• Self assessment against the DET Inclusive Schooling Index tool.</li> </ul>   |



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|               | <p>Classroom Level</p> <ul style="list-style-type: none"> <li>• PDP notes reflecting on progress in implementing agency in learning.</li> <li>• Lesson plans and curriculum plans.</li> <li>• Notes from consultation with SRC.</li> <li>• SWPBS data.</li> <li>• Records of individual interventions or plans for students.</li> <li>• Student engagement in wellbeing programs (feedback, participation, classroom observations).</li> <li>• Samples of student work.</li> <li>• Documentation of resources for wellbeing programs.</li> <li>• Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns.</li> <li>• Teacher surveys on effectiveness of programs, referral process.</li> <li>• Teacher reports of student wellbeing concerns.</li> <li>• Data used to identify students in need of targeted support.</li> <li>• Data of counselling services accessed by students and families.</li> <li>• Student pre and post support surveys.</li> <li>• Documentation of strategies students will use in classes and at school.</li> <li>• Student engagement and assessment data from regular classes.</li> </ul> <p>Students</p> <ul style="list-style-type: none"> <li>• SRC feedback/minutes/agendas.</li> <li>• Individual learning goal records.</li> <li>• SWPBS data.</li> <li>• Conversations/feedback to teachers.</li> <li>• AToSS data for factors Managing Bullying and Effective classroom behaviour increase by 5%.</li> </ul> <p>Individual and Tailored Level</p> <ul style="list-style-type: none"> <li>• Data used to identify students in need of targeted support.</li> <li>• Data of counselling services accessed by students and families.</li> <li>• Student pre and post support surveys.</li> <li>• Documentation of strategies students will use in classes and at school.</li> <li>• Student engagement and assessment data from regular classes.</li> <li>• Appointment/staffing of programs.</li> </ul> |
| <b>Goal 3</b> | To develop a community of learners (students, parents/carers, staff) where there is mutual trust, effective communication, respect and shared responsibility for the education of all students.   |

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| <p><b>12 Month Target 3.1</b></p>            | <p>Parent Opinion Survey measures in the top quartile:</p> <p>Learning focus<br/>Trust<br/>General satisfaction</p> <p>Staff Opinion Survey measures in the top quartile:</p> <p>Trust in students and parents<br/>Parent and community involvement</p> <p>Student Attitude to School survey measure in top quartile:</p> <p>School connectedness</p>  |
| <p><b>KIS 1</b><br/>Building communities</p> | <p>Connected schools priority</p>  |
| <p><b>Actions</b></p>                        | <p>Whole School Level</p> <ul style="list-style-type: none"> <li>• Develop a school wide approach and understanding of the way in which students develop their learning goals when conferring with their teachers.</li> <li>• Develop a schoolwide approach and understanding of how students communicate their Learning Goals including the next steps of learning with their parents and families.</li> <li>• Conduct a review of how the school can further communicate student achievement with parents.</li> <li>• Strengthen engagement in regional and network communities of practice.</li> <li>• Strengthen and embed the school-wide approach to communication with parents/carers, incorporating the new ways in which schools connected during remote and flexible learning.</li> <li>• Strengthen and adapt the school-wide approach to digital learning and policies regarding digital access and devices.</li> </ul> <p>Classroom Level</p> <ul style="list-style-type: none"> <li>• Use digital channels of communication to provide regular updates on weekly student learning programs.</li> <li>• Create opportunities for more regular meetings using digital technologies between parents/carers/kin and teachers.</li> <li>• Strengthen and embed digital learning in classes.</li> <li>• Strengthen relationships with parents/carers/kin and conduct regular pulse checks.</li> <li>• Engage in PLTs to foster collaboration, build collective efficacy and build digital learning pedagogy.</li> </ul> <p>Individual and Tailored Level</p> <ul style="list-style-type: none"> <li>• Revise the approach to follow up by working with parents/carers on root causes.</li> </ul> |

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|                                  | <ul style="list-style-type: none"> <li>• Ensure students requiring specific interventions are engaged with external agencies and supports.</li> <li>• Ensure the benefits of digital learning continue to be available to every student.</li> <li>• Investigate the opportunities and potential needs for off-site learning for students.</li> <li>• Develop a plan for increasing the engagement of any parents/carers/ or community groups that are under-represented or harder to reach.</li> </ul>  |
| <p><b>Outcomes</b></p>           | <p>Whole School Level</p> <ul style="list-style-type: none"> <li>• Work with SIT and staff to develop a school wide approach to developing Student Learning Goals including student and parent friendly documentation to show the next steps of learning.</li> <li>• Work with SIT and staff to develop a school wide approach of how students communicate their Learning Goals including the next steps of earning with their parents and families.</li> <li>• Conduct a review of how the school can further communicate student achievement with parents.</li> <li>• Prioritise time for staff to communicate and build relationships with parents/carers.</li> <li>• Welcome the wider community will feel welcome in the school and regularly use school facilities.</li> </ul> <p>Classroom Level</p> <ul style="list-style-type: none"> <li>• Work with Leadership team to develop a school wide approach to developing Student Learning Goals including student and parent friendly documentation to show the next steps of learning.</li> <li>• Work with Leadership Team and staff to develop a school wide approach of how students communicate their Learning Goals including the next steps of earning with their parents and families.</li> <li>• Work in collaboration with the Leadership Team to conduct a review of how the school can further communicate student achievement with parents. Including discussion and feedback from staff.</li> <li>• Be confident in integrating digital learning pedagogy.</li> <li>• Have strong relationships with students and parents/carers.</li> <li>• Students will feel connected to their school and have positive attitudes to attendance.</li> </ul> <p>Individual and Tailored Level</p> <ul style="list-style-type: none"> <li>• Teachers and support staff will have strong relationships with parents/carers of at-risk students.</li> <li>• All students will be connected to resources and learning opportunities.</li> <li>• Teachers can regularly connect with the parents/carers of all students.</li> </ul> |
| <p><b>Success Indicators</b></p> | <p>Whole School Level</p> <ul style="list-style-type: none"> <li>• Minutes/agendas/presentations from staff meetings.</li> <li>• Observations or other evidence related to Professional Learning Teams and further development of the school wide approach to developing learning goals with students.</li> <li>• Notes/records of conversations where feedback has been given/received (e.g. PDP conversations).</li> </ul>  |

- Strategic resourcing decisions will directly relate to building the capacity of teaching staff.
- Observations and learning walks demonstrate use of digital learning.
- Documentation of school digital policies.
- Whole school surveys (SSS, AToSS).
- Student/staff/parent/carer focus groups and interviews.

#### Classroom Level

- Class participation data.
- Positive student survey data (internal surveys, AToSS).
- Face-to-face check-ins and teachers' perceptions of student interest or confidence in digital learning tasks.
- Pulse checks with parents/carers/kin.
- Attendance.
- PLT notes/minutes.
- Evidence used to develop learning goals with students and communication of next steps of learning with parents.

#### Individual and Tailored Level

- Attendance in intervention/tailored support programs.
- Number of referrals, documented outcomes of student referral meetings.
- Frequency of communications with parents/carers.
- Student perception and survey data.
- Parent/carer surveys and interviews.