

# School Strategic Plan for Carlton North Primary School North-Western region 2014-2017

<p>Endorsement by          School Principal</p>	<p>Signed.....</p> <p>Name: Graham Stevenson</p> <p>Date.....</p>
<p>Endorsement by          School Council</p>	<p>Signed.....</p> <p>Name: Alma Gill</p> <p>Date.....</p> <p>School Council President signs indicating that the School Strategic Plan has been endorsed by School Council</p>

*The Education Training and Reform Act 2006 section 2.3.24*



## School Profile

<p><b>Purpose – including vision statement</b></p> <p><i>VRQA minimum standard for School Governance – Philosophy</i></p> <p><i>Education Training and Reform Act 2006 - Sch. 2, 16 School's philosophy</i></p>	<p>Foster the values, designs &amp; behaviours where everyone can reach their potential.</p>
<p><b>Values</b></p>	<p><b><u>Trust</u></b></p> <p>To us this means belief in each other</p> <p><b>Examples of behaviours</b></p> <p>Speaking and acting openly, Doing what we say we will, Following agreed policies and processes, Completing tasks on time, Keeping commitments Holding ourselves and others accountable, Showing trust in others.</p> <p><b><u>Respect</u></b></p> <p>To us this means appreciating the worth of ourselves and each other</p> <p><b>Examples of behaviours</b></p> <p>Really listening to others, Genuinely caring for each other and showing support, Acknowledging difference and treating everyone fairly, Taking care of ourselves, expecting others to treat us well</p> <p><b><u>Clear and high expectations</u></b></p> <p>To us this means shared, consistent, achievable and clearly communicated outcomes.</p> <p><b>Examples of behaviour</b></p>

	<p>Making sure expectations are understood and accepted, Following through on consequences, Not settling for “good enough” but striving to improve, Using data to set goals that are challenging and reviewing them regularly.</p> <p><b><u>Responsibility</u></b></p> <p>To us this means accepting and fulfilling expectations.</p> <p><b>Examples of behaviours</b></p> <p>Taking responsibility for understanding and acknowledging the effects of our actions, Making conscious decisions about our actions for our own good and the good of others, Accepting that sometimes we have to do things we would prefer to avoid, Accepting that if our actions result in unpleasant consequences then we are to blame.</p> <p><b><u>Knowledge, Discovery, Insight</u></b></p> <p>Encouraging a love of learning, investigation and curiosity.</p> <p><b>Examples of behaviours</b></p> <p>Experiencing ongoing learning as a means of gaining new facts, truths &amp; principles, motivated by the reward of new understandings.</p>
<p><b>Environmental Context</b></p>	<p><b>Social – Community and Demographics</b></p> <ul style="list-style-type: none"> <li>▫ Carlton North Primary School was established in 1873.</li> <li>▫ Around 20% of families receive the Education Maintenance Allowance</li> <li>▫ Approximately 9% of students come from a background where English is not the main language spoken at home.</li> <li>▫ The school has an SFO of .17</li> <li>▫ The community is relatively ethnically and socio-economically homogenous.</li> <li>▫ School enrolments have remained fairly stable with figures between 270-280.</li> <li>▫ There is a high demand for Prep entry each year from the local community of North Carlton</li> <li>▫ The school has an exciting Before and After School Care Program that is conducted on a self-funded basis</li> <li>▫ The staff mix is: <ul style="list-style-type: none"> <li>○ Leadership 12%</li> <li>○ Expert Teacher 15%</li> <li>○ Accomplished Teachers 56%</li> </ul> </li> </ul>

- o Graduate Teachers 5%
- o Teaching Support Staff 12%

#### **Environmental – Grounds and Facilities**

- The school comprises two separate buildings with specialist classrooms for visual arts, performing arts and library. There is a computer lab in the library. The main administration building is heritage listed.
- The school completed renovations in 2009 within the Administration building to provide an updated library and flexible learning spaces for the year five / six students.
- In 2011 the Prep to Year 4 building was extensively refurbished and extended to better align with the learning needs of the students.
- There is an increasing emphasis on linking indoor and outdoor learning spaces.

#### **Educational**

The school is structured to enable teachers to function in effective teams to:

- Build instructional knowledge and skills
- Create opportunities for teachers to collaboratively share skills and experience
- Interpret results and provide actionable feedback on teachers performance
- Involve teachers in school decision making

We are committed to providing a broad engaging curriculum that involves learning beyond the classroom incorporating aspects of the local community.

The use of ICT (Information Communication Technology) is incorporated into all areas of the curriculum with an emphasis on increasing student engagement.

*The Education Training and Reform Act 2006 section 2.3.24, states schools must produce a 4 year strategic plan that clearly articulates its **goals** and **targets** over that period.*

**Strategic Intent**

	<b>Goals</b>	<b>Targets</b>	<b>Key Improvement Strategies (across all areas)</b>
<b>Achievement</b>	To continue to add value to learning outcomes for all students from prep to Year 6 in the areas of writing, reading and mathematics through whole school model of agreed teacher practice.	<p>100% of Prep students (deemed capable) reading at an accuracy rate of 96% and above at level 5 with appropriate comprehension.</p> <p>100% of Year Two students (deemed capable) reading at an accuracy rate of 96% and above at Level 20 with appropriate comprehension.</p> <p>All students (deemed capable) to achieve growth point 37 in Number in the Mathematics Online Interview by end of Year 4.</p> <p>The means for Year Three NAPLAN Reading (488.5) and Numeracy (461.1) to be at the 75<sup>th</sup> percentile.</p> <p>The means for Year Five NAPLAN Reading (559.0) and Numeracy (539.0) to be at the 75<sup>th</sup> percentile.</p> <p>All Year 6 students (deemed capable) to achieve AusVELS C rating or above across the curriculum.</p> <p>Achieve an effect size (Hattie) of greater than 0.8 between matched cohorts in Reading, Writing and Mathematics NAPLAN scores from Year 3 to Year 5.</p>	<p>Enhance the engagement of students in their learning through the use of self-reflection and feedback.</p> <p>Further develop the current evidence-based teaching practices to respond directly to students' needs.</p>

		Every child (deemed capable) will be progressing at least 1.0 AusVELS level per year.	Further develop family partnerships focused on student learning.
<b>Engagement</b>	To ensure all students are connected, motivated and actively involved in their learning.	<p>Results of Student Attitudes to School Survey for Stimulating Learning (4.43) Student Motivation (4.69) and School Connectedness (4.60).</p> <p>Results in Parent Opinion Survey for Student Motivation to move to (5.71+) and School Connectedness to move to (5.93) and Stimulating Learning to move to (5.92).</p> <p>Results in Staff Opinion survey for Student Motivation to be maintained above 85%.</p>	<p>Implement the AusVELS with a focus on developing knowledge and skills across the curriculum.</p> <p>Improve processes for resource allocation against strategic plan priorities.</p>
<b>Wellbeing</b>	To ensure students feel safe and happy and develop resilience and self-esteem.	Results in Student Attitudes to School Survey for Connectedness to Peers to be at or above the 3 <sup>rd</sup> quartile (4.48).	

<b>Productivity</b>	To maximise the ways in which resources support the goals identified within the strategic plan	100% of the Professional Development budget is spent. 100% of the SRP credit funding is spent on Staff. Sustainably keep within the DEECD guidelines of student computer (ICT) ratio.	
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