

# 2018 Annual Implementation Plan

## for improving student outcomes

Carlton North Primary School (1252)



Submitted for review by Rachel Corben (School Principal) on 06 February, 2018 at 05:29 PM

Endorsed by Vincent Dobbs (Senior Education Improvement Leader) on 20 February, 2018 at 11:18 AM

Endorsed by Mark Fermor (School Council President) on 02 March, 2018 at 03:54 PM

# Self-evaluation Summary - 2018

Carlton North Primary School (1252)

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

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

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

<b>Enter your reflective comments</b>	Carlton North Primary School underwent a peer review. During this process, the school conducted a self-evaluation against the FISO Continua for School Improvement. Conducting the online self-evaluation reinforced the evaluation conducted during the review process.
<b>Considerations for 2019</b>	<p>The Strategic Plan Goals are:</p> <ul style="list-style-type: none"> <li>- To develop and embed the Carlton North Primary School curriculum that ensures that learning for every student is at their point of need and that will provide appropriate challenge and high levels of engagement.</li> <li>- 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.</li> <li>- 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.</li> </ul>

Documents that support this plan

CNPS Peer Review\_FINAL.pdf (0.63 MB)

## Annual Implementation Plan - 2018

### FISO Improvement Initiatives and Key Improvement Strategies

Carlton North Primary School (1252)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
To develop and embed the Carlton North Primary School curriculum that ensures that learning for every student is at their point of need and that will provide appropriate challenge and high levels of engagement.	By 2020 the school will have achieved the following: NAPLAN: <ul style="list-style-type: none"><li>• Increase percentage of students achieving in top 2 bands in Reading, Writing and Maths.</li><li>• Have equivalent or greater than similar schools' percentage of students with high gain.</li></ul> 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></ul>	Yes	Outline what you want achieve in the next 12 months against your Strategic Plan target.  NAPLAN: <ul style="list-style-type: none"><li>• Increase percentage of students achieving in top 2 bands in Reading and Writing.</li><li>• Have equivalent or greater than similar school's percentage of students with high gain in Reading and Writing.</li><li>• Decrease the number of students with low growth in Reading and Writing.</li></ul> Student Learning Growth: <ul style="list-style-type: none"><li>• Every student will make at least 12</li></ul>	Building practice excellence

	<ul style="list-style-type: none"> <li>• Collective Efficacy</li> <li>• Instructional Emphasis</li> </ul>		<p>months growth in a school year, regardless of their starting point in all learning areas.</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> </ul>	
<p>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.</p>	<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 measures in the top quartile:</p> <ul style="list-style-type: none"> <li>• School Connectedness</li> </ul>	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>• 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>	Building communities
<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>Student Attitude to School Survey measures in the top quartile:</p> <ul style="list-style-type: none"> <li>• Focus on Stimulating Learning</li> <li>• Learning Confidence</li> <li>• Self-Regulation and Goal Setting</li> </ul> <p>Attendance - improved from benchmark.</p>	Yes	<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> </ul>	Empowering students and building school pride

			<ul style="list-style-type: none"> <li>• Self-Regulation &amp; Goal setting</li> </ul>	
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<b>Improvement Initiatives Rationale</b>	
<p>FISO Priority: Excellence in Teaching &amp; Learning  FISO Initiative(s): Building practice excellence, Curriculum planning and assessment, Evidence based high-impact strategies</p> <p>Theory of action/Rationale:  Student learning and engagement will be enhanced if learning is at student’s individual point of need. A sequential curriculum, sound pedagogical model and appropriate assessment will enable teachers to establish individual student learning needs.</p> <p>FISO Priority: Community engagement in learning  FISO Initiative(s): Building communities, Parents as carers and partners</p> <p>Theory of action/Rationale:  Student achievement, engagement and wellbeing will be enhanced in an environment where all stakeholders are valued and active participants in each student’s learning.</p> <p>FISO Priority: Positive climate for learning  FISO Initiative(s): Empowering students and building school pride, Intellectual engagement and self-awareness.</p> <p>Theory of action/Rationale:  Students will have improved learning growth when they are empowered as active partners in their learning.</p>	

<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 need and that will provide appropriate challenge and high levels of engagement.
<b>12-month target 1.1</b>	<p>NAPLAN:</p> <ul style="list-style-type: none"> <li>• Increase percentage of students achieving in top 2 bands in Reading and Writing.</li> <li>• Have equivalent or greater than similar schools percentage of students with high gain in Reading and Writing.</li> <li>• Decrease the number of students with low growth in Reading and Writing.</li> </ul> <p>Student Learning Growth:  Every student will make at least 12 months growth in a school year, regardless of their starting point in all learning areas.</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> </ul>
<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategies</b>	
KIS 1	To document the school's curriculum and teaching and learning practice to ensure high quality and consistent teaching and learning that challenges and engages every student at their point of need.

<b>Goal 2</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 2.1</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>• 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>FISO Initiative</b>	Building communities
<b>Key Improvement Strategies</b>	
KIS 1	To develop processes and strategies to work with families to highlight the importance of high expectations and challenging goals for students. The school and families to work together to provide support and reinforcement of expectations of learning and behaviour and celebrate student achievement.

<b>Goal 3</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 3.1</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>
<b>FISO Initiative</b>	Empowering students and building school pride
<b>Key Improvement Strategies</b>	
KIS 1	To develop student voice, leadership, and agency in learning so students have positive school experiences and can act as partners in school improvement.

## Define Evidence of Impact and Activities and Milestones - 2018

Carlton North Primary School (1252)

<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 need and that will provide appropriate challenge and high levels of engagement.
<b>12-month target 1.1</b>	<p>NAPLAN:</p> <ul style="list-style-type: none"> <li>• Increase percentage of students achieving in top 2 bands in Reading and Writing.</li> <li>• Have equivalent or greater than similar schools percentage of students with high gain in Reading and Writing.</li> <li>• Decrease the number of students with low growth in Reading and Writing.</li> </ul> <p>Student Learning Growth: Every student will make at least 12 months growth in a school year, regardless of their starting point in all learning areas.</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>



	Staff Opinion Survey measures in the top quartile in:			
	<ul style="list-style-type: none"> <li>Academic Emphasis</li> </ul>			
<b>FISO Initiative</b>	Building practice excellence			
<b>Key Improvement Strategy 1</b>	To document the school's curriculum and teaching and learning practice to ensure high quality and consistent teaching and learning that challenges and engages every student at their point of need.			
Actions	<ul style="list-style-type: none"> <li>Develop schoolwide plain language learning continuum for Reading, Writing and Mathematics.</li> <li>Develop consistent learning goals across teams in Reading and Writing.</li> <li>Embed consistent schoolwide assessment practices to: <ul style="list-style-type: none"> <li>- identify student point of learning need,</li> <li>- inform explicit teaching practice, and</li> <li>- measure student learning growth and impact of teaching.</li> </ul> </li> </ul>			
Evidence of impact	<ul style="list-style-type: none"> <li>Schoolwide plain language learning continuum for Reading, Writing and Maths developed by the end of 2018.</li> <li>Consistent learning goals developed across teams in Reading and Writing and implemented across the school by the end of 2018.</li> <li>Student Performance Analyser (SPA) software implemented and in use across the school by the end of 2018. This will be facilitated by the Curriculum Coordinator Data Manager by working with each year level team to provide support and professional guidance in order to upskill all staff members.</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>
English Curriculum Coordinators to facilitate the development of the plain language learning continuums for Reading and Writing.	Curriculum Co-ordinator (s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Mathematics Curriculum Coordinators to facilitate the development of the plain language learning continuum for Mathematics.	Curriculum Co-ordinator (s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used

School purchase Student Performance Analyser software and implement schoolwide. Curriculum Coordinator Data Manager provided with 3 additional apt sessions to work with each PLT to implement consistent assessment practices and tracking of student achievement.	Curriculum Co-ordinator (s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
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<b>Goal 2</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 2.1</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>• 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>FISO Initiative</b>	Building communities
<b>Key Improvement Strategy 1</b>	To develop processes and strategies to work with families to highlight the importance of high expectations and challenging goals for students. The school and families to work together to provide support and reinforcement of expectations of learning and behaviour and celebrate student achievement.
<b>Actions</b>	<ul style="list-style-type: none"> <li>• Develop processes and strategies to share student learning goals and provide more timely reporting to parents/carers.</li> <li>• Facilitate communication of student learning goals in Reading and Writing by purchasing a small set of iPads for each classroom and subscribe to the Seesaw app.</li> <li>• Implement the Learning Task component of Compass to share student learning achievement with families regularly throughout the year.</li> <li>• Apply the plain language learning continuum statements in Reading, Writing and Mathematics to form a database of consistent semester report comments for schoolwide use when reporting through Compass.</li> <li>• Provide professional learning for staff on the use of SeeSaw and Compass for communication of student learning achievements and goals.</li> </ul>

	<ul style="list-style-type: none"> <li>Conduct a parent survey in Term 4 on home school communication of student learning goals and reporting processes used in 2018. These survey results will be compared to the survey conducted in Term 4 2017.</li> </ul>			
Evidence of impact	<ul style="list-style-type: none"> <li>Student learning goals for Reading, Writing and Mathematics communicated regularly through SeeSaw to parents/carers.</li> <li>Student learning achievement communicated regularly through Learning Tasks on Compass.</li> <li>Plain Language Learning Continuum statements used consistently across the school within Semester Reports.</li> <li>Parent Survey completed and analysed.</li> </ul>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
To develop processes and strategies to share student learning goals in Reading and Writing. Develop student learning goal guidelines of frequency, consistency and quality of content across year levels and the school.	School Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Purchase iPads for each classroom and subscribe to the SeeSaw app. Provide professional learning for all staff on the use of SeeSaw. Establish school guidelines for the use of SeeSaw.	Curriculum Co-ordinator (s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
To provide professional learning for all staff on the use of the Learning Task component of Compass. To establish a database of learning tasks for future use. To establish frequency and consistency for sharing student learning achievement with families.	Curriculum Co-ordinator (s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
To use the plain language learning continuum statements in Reading, Writing and Mathematics to form a database of consistent semester report comments for schoolwide use when reporting through Compass. To provide professional learning for all staff on the use of the Compass reporting processes.	Curriculum Co-ordinator (s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

<b>Goal 3</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 3.1</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>			
<b>FISO Initiative</b>	Empowering students and building school pride			
<b>Key Improvement Strategy 1</b>	To develop student voice, leadership, and agency in learning so students have positive school experiences and can act as partners in school improvement.			
Actions	<ul style="list-style-type: none"> <li>• To develop consistent schoolwide processes that support our students to identify their point of learning need when conferencing in Reading and Writing.</li> <li>• To implement processes for students to share their learning goals for Reading and Writing with their parents/carers.</li> </ul>			
Evidence of impact	<ul style="list-style-type: none"> <li>• Consistent schoolwide processes that support our students to identify their point of learning need when conferencing in Reading and Writing will be developed and implemented by the end of 2018.</li> <li>• Schoolwide processes and guidelines for student sharing of learning goals in Reading and Writing with parents/carers to be developed and implemented by the end of 2018.</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>
Establish consistent schoolwide practices for conferencing and engaging and facilitating students in identifying their learning goals for Reading and Writing.	School Improvement Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Facilitating student use of SeeSaw to communicate their learning goals in Reading and Writing with their parents/carers.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

## Professional Learning and Development Plan - 2018

Carlton North Primary School (1252)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
English Curriculum Coordinators to facilitate the development of the plain language learning continuums for Reading and Writing.	Curriculum Co-ordinator (s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Mathematics Curriculum Coordinators to facilitate the development of the plain language learning continuum for Mathematics.	Curriculum Co-ordinator (s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
School purchase Student Performance Analyser software and implement schoolwide. Curriculum Coordinator Data Manager provided with 3 additional apt sessions to work with each PLT to implement consistent assessment practices and tracking of student achievement.	Curriculum Co-ordinator (s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

<p>To develop processes and strategies to share student learning goals in Reading and Writing. Develop student learning goal guidelines of frequency, consistency and quality of content across year levels and the school.</p>	<p>School Leadership Team</p>	<p>from: Term 1 to: Term 2</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Preparation</li> <li><input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> <li><input checked="" type="checkbox"/> PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal staff</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>
<p>Purchase iPads for each classroom and subscribe to the SeeSaw app. Provide professional learning for all staff on the use of SeeSaw. Establish school guidelines for the use of SeeSaw.</p>	<p>Curriculum Co-ordinator (s)</p>	<p>from: Term 1 to: Term 2</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Preparation</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> <li><input checked="" type="checkbox"/> PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal staff</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>
<p>To provide professional learning for all staff on the use of the Learning Task component of Compass. To establish a database of learning tasks for future use. To establish frequency and consistency for sharing student learning achievement with families.</p>	<p>Curriculum Co-ordinator (s)</p>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Design of formative assessments</li> <li><input checked="" type="checkbox"/> Moderated assessment of student learning</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> <li><input checked="" type="checkbox"/> PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal staff</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>
<p>To use the plain language learning continuum statements in Reading, Writing and Mathematics to form a database of consistent semester report comments for schoolwide use when</p>	<p>Curriculum Co-ordinator (s)</p>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Design of formative assessments</li> <li><input checked="" type="checkbox"/> Moderated assessment of student learning</li> <li><input checked="" type="checkbox"/> Curriculum development</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Whole School Student Free Day</li> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> <li><input checked="" type="checkbox"/> PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal staff</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>

reporting through Compass. To provide professional learning for all staff on the use of the Compass reporting processes.						
Establish consistent schoolwide practices for conferencing and engaging and facilitating students in identifying their learning goals for Reading and Writing.	School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Facilitating student use of SeeSaw to communicate their learning goals in Reading and Writing with their parents/carers.	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

## Documents that support the plan

The school has uploaded the following documents to support the self-evaluation.

Dimension 1

[Carlton North PS Peer review report DRAFT1.docx \(0.36 MB\)](#)

Dimension 2

[Carlton North PS Peer review report DRAFT1.docx \(0.36 MB\)](#)

Dimension 3

[Carlton North PS Peer review report DRAFT1.docx \(0.36 MB\)](#)

Dimension 4

[Carlton North PS Peer review report DRAFT1.docx \(0.36 MB\)](#)

Dimension 5

[Carlton North PS Peer review report DRAFT1.docx \(0.36 MB\)](#)

Dimension 6

[Carlton North PS Peer review report DRAFT1.docx \(0.36 MB\)](#)

Dimension 7

[Carlton North PS Peer review report DRAFT1.docx \(0.36 MB\)](#)

Dimension 8

[Carlton North PS Peer review report DRAFT1.docx \(0.36 MB\)](#)

Dimension 9

[Attitudes to School Survey - Percentile by Factor.pdf \(0.17 MB\)](#)

[Carlton North PS Peer review report DRAFT1.docx \(0.36 MB\)](#)

Dimension 10

[Attitudes to School Survey - Percentile by Factor.pdf \(0.17 MB\)](#)

[Carlton North PS Peer review report DRAFT1.docx \(0.36 MB\)](#)

Dimension 11

[Attitudes to School Survey - Percentile by Factor.pdf \(0.17 MB\)](#)

[Carlton North PS Peer review report DRAFT1.docx \(0.36 MB\)](#)

Dimension 12

[Carlton North PS Peer review report DRAFT1.docx \(0.36 MB\)](#)

Dimension 13

[Carlton North PS Peer review report DRAFT1.docx \(0.36 MB\)](#)

Dimension 14

[Carlton North PS Peer review report DRAFT1.docx \(0.36 MB\)](#)

Dimension 15

[Carlton North PS Peer review report DRAFT1.docx \(0.36 MB\)](#)

Dimension 16

[Carlton North PS Peer review report DRAFT1.docx \(0.36 MB\)](#)

Self-evaluation Summary

[CNPS Peer Review FINAL.pdf \(0.63 MB\)](#)

2018 Annual Implementation Plan

[CNPS Peer Review FINAL.docx \(0.36 MB\)](#)

[Pre-review Self-evaluation Report CNPS 2017.docx FINAL \(1\).docx \(6.07 MB\)](#)

[SSP - Carlton North Primary School Strategic Plan 2018-2021.docx \(0.02 MB\)](#)