Carlton North Primary School Strategic Plan 2018-2021	Endorsement Principal: Rachel Corben 13.12.17 School council: Mark Fermor 13.12.17 Delegate of the Secretary: .... [name] [date]	Re-Endorsement (if a Goal, KIS or Target is changed) ....[name]......................... [date] ....[name]......................... [date] ....[name]......................... [date]	Re-endorsement (if a Goal, KIS or Target is changed) ....[name]......................... [date] ....[name]......................... [date] ....[name]......................... [date]

School vision	School values	Context and challenges	Intent, rationale and focus
The core purpose of Carlton North Primary School is to foster the values, designs & behaviours where everyone can reach their potential. The School Vision and Mission Statement will be redeveloped in consultation with the school community in 2018.	The school values are defined by the following elaborations: **Trust** To us this means belief in each other. Examples of behaviours: 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. **Respect** To us this means appreciating the worth of ourselves and each other. Examples of behaviours: 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. **Clear and High Expectations** To us this means shared, consistent, achievable and clearly communicated outcomes. Examples of behaviour: 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. **Responsibility** To us this means accepting and fulfilling expectations. Examples of behaviours: 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. **Knowledge, Discovery, Insight** Encouraging a love of learning, investigation and curiosity. Examples of behaviours: Experiencing ongoing learning as a means of gaining new facts, truths & principles, motivated by the reward of new understandings. The School Values will be redeveloped in consultation with the school community in 2018.	Carlton North Primary School was established in 1873, and is located three kilometres from the Melbourne Central Business District. The school comprises two main buildings that house 13 classrooms, specialist classroom spaces for Performing Arts, Visual Arts and a library, which incorporates a computer laboratory. The grounds include a playground area catering for active and passive play. The student enrolment in 2017 was approximately 290 students, which represents an increase of approximately 30 students from 2016 enrolment figures. The school staffing profile includes 17 full time equivalent teaching staff, a Principal and an Assistant Principal, supported by 10 Education Support staff. The school curriculum reflects the Victorian Curriculum framework, with specialist programs which include Performing Arts, Visual Arts, Physical Education, STEM and Italian across the school. The challenges for the school include: - Developing 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. - Developing and embedding 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. - Building 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 was proposed. - Improved student learning growth from Year 3 to 6 in all key learning areas.	**Intent** 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. **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. **Intent** 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. **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. **Intent** 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. **Rationale:** Students will have improved learning growth when they are empowered as active partners in their learning.

Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)
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.	**FISO Priority:** Excellence in Teaching & Learning **FISO Initiative(s):** Building practice excellence, Curriculum planning and assessment, Evidence based high-impact strategies **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.	**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. To embed consistent schoolwide assessment practices to:** **- identify student point of learning need,** **- inform explicit teaching practice,** **- inform explicit teaching practice, and** **- measure student learning growth and impact of teaching** ● Document the sequential program of learning Foundation-6 (what we teach our learners). ● Document the pedagogical model (how we teach and understand the learner). ● Identify how the school will gather student achievement data, assess and monitor progress and communicate the learning of all students (how we monitor progress). ● Document the planning and collaborative process (how we work together). ● Develop a shared understanding and consistent implementation of programs of learning (how we ensure consistency and clear expectations or learning).	NAPLAN: ● Increase percentage of students achieving in top 2 bands in: Reading, Writing and Maths ● have equivalent or greater than similar schools' percentage of students with high gain. Student Attitude to School Survey measures in the top quartile in: ● Effective teaching practice for cognitive engagement. Staff Opinion Survey measures in the top quartile in: ● Academic Emphasis ● Collective Efficacy ● Instructional Emphasis
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.	**FISO Priority:** Community engagement in learning **FISO Initiative(s):** Building communities, Parents as carers and partners **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.	**To develop processes and strategies to work with parents/carers to highlight the importance of high expectations and challenging goals for students. The School and parents/carers to work together to give consistent support and reinforcement of expectations about learning and behaviour and celebrate student achievements.** ● Review and enhance parent communication strategies to ensure effectiveness. ● Ensure appropriate means of consultation and communication of policies and processes. ● Develop a shared understanding of ways in which learning is supported beyond the school. ● Define roles and responsibilities of community of learners.	Parent Opinion Survey measures in the top quartile: ● Learning focus ● Trust ● General satisfaction Staff Opinion Survey measures in the top quartile: ● Trust in students and parents ● Parent and community involvement Student Attitude to School survey measure in top quartile: ● School connectedness
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.	**FISO Priority:** Positive climate for learning **FISO Initiative(s):** Empowering students and building school pride, Intellectual engagement and self-awareness. **Theory of action/Rationale:** Students will have improved learning growth when they are empowered as active partners in their learning.	**To develop student voice, leadership, and agency in learning so students have positive school experiences and can act as partners in school improvement.** ● Engage students in individual goal setting, assessment, monitoring progress and celebrate their achievement. ● Develop a school-wide approach and consistent understanding to providing effective and purposeful feedback. ● Build skills of students to be successful, independent, life-long learners. ● Develop a shared understanding and consistent implementation of student voice and agency.	Student Attitude to School Survey measures in the top quartile in: ● Focus on stimulated learning ● Learning confidence ● Self-regulation & goal setting Attendance – improved from benchmark