

# School Strategic Plan 2022-2026

Carlton North Primary School (1252)



Submitted for review by Rachel Corben (School Principal) on 09 December, 2022 at 10:03 AM

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# School Strategic Plan - 2022-2026

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<b>School vision</b>	<p><b>VISION</b> Carlton North Primary School's vision is to prepare our students for their future. Our students will learn the knowledge, skills and attitudes necessary to be engaged, self-managing, lifelong learners.</p> <p><b>MISSION</b> Carlton North Primary School's mission is to provide high quality, child-centered, personalised learning in a safe, nurturing, engaging and inclusive environment that fosters a love of learning and prepares each student to meet the challenges of the future.</p> <p><b>OBJECTIVE</b> Carlton North Primary School's objective is to leave the school with the knowledge, skills and attitudes necessary to be engaged, self-managing, lifelong learners.</p>
<b>School values</b>	<p><b>VALUES</b> Carlton North Primary School's values are Respect, Trust, Inclusion and Resilience which provide opportunities for everyone to learn and feel safe in a respectful school environment.</p> <p><b>RESPECT</b> At CNPS we show respect for people, property and the environment. We are polite to everyone and care for each other, our school and our community.</p> <p><b>TRUST</b> At CNPS we have trust in each other. We take responsibility for our own actions and act with integrity and honesty.</p> <p><b>INCLUSION</b> At CNPS we include everyone and do not leave anyone out. Everyone is different and we welcome and celebrate all children, families and staff.</p> <p><b>RESILIENCE</b> At CNPS we are resilient and persistent when faced with challenges and change. We have a growth mindset, which means we believe we can learn and will always try our best.</p>

<p><b>Context challenges</b></p>	<p>Carlton North Primary School was established in 1873. The school is located in an inner-city residential area, 3 kilometres from the Central Business District and stands on the Wurundjeri lands of the Kulin nation. The school occupies a block surrounded by leafy suburban streets. The Student Family Occupation Education (SFOE) density is (0.1432). The staffing profile consists of Principal, Assistant Principal, 19.1 full time equivalent (FTE) classroom teachers including 1 Learning Specialist, 13 Generalist Teachers, and 2 Specialist Teachers. A Business Manager, Classroom support, 0.4 Literacy Intervention Support, 0.6 Library Technician and 0.4 Maintenance Staff make up 5.4 full time equivalent (FTE) Education Support staff (ES).</p> <p>The local community is culturally diverse, and the overall socio-economic profile is high. Parents and carers have high expectations for their children and are supportive of the school, participating in classroom programs, working parties, school events and a significant number of fundraising activities including an annual fete. The school is well respected in the local community, and this is the local school of choice for most families (including those families who are out of zone). School enrolments have remained relatively stable and in 2021 was approximately 298. There is a high demand for Foundation entry each year from the local community of North Carlton.</p> <p>The school delivers a differentiated curriculum that builds the students' strengths through scaffolded learning with a strong focus on student engagement and wellbeing. The school offers a wide curriculum that is clear with respect to knowledge, skills and attitudes and meets the interest and needs of our students. This visionary curriculum reflects a core focus on developing the literacy and numeracy skills for our students. The curriculum also supports academic opportunities in Science, Wellbeing/Respectful Relationships, Science technology, Engineering and maths (STEM), Languages other than English (LOTE) Italian, The Arts and Health and Physical Education. We provide a guaranteed and viable curriculum underpinned by the Victorian Curriculum F-10 and operate in multi-age groups across grade levels reflecting the school's team approach to integrate teaching and learning into programs that are responsive to the individual needs and differences of students. Our teaching teams collaboratively plan units of work that engage students and allow them to explore areas of personal interest</p> <p>Timeline of review period 2-3yrs instead of 4  PDP changes have impacted consistency and alignment with strategic plan  Specific children with additional needs - Funding</p>
<p><b>Intent, rationale and focus</b></p>	<p>PLC training and process - focus on numeracy inquiry and data - moving to develop more rigorous and consistent use of data in the school  Reviewing NAPLAN data  SPA - Use and training  Student agency - development of authentic opportunities for agency in learning - true engagement rather than compliance  Student wellbeing SWPB (Silver) Cyber safety/Body perception (Butterfly foundation) Bullying prevention (linked to SWPBS)  Respectful Relationships (lead school)</p>

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<b>Goal 1</b>	To maximise learning growth in Literacy and Numeracy for all students.
<b>Target 1.1</b>	By 2025 the percentage of students at or above benchmark growth in NAPLAN Reading to increase from 86% (2021) to 90%.
<b>Target 1.2</b>	By 2025 the percentage of students at or above benchmark growth in NAPLAN Numeracy to increase from 64% (2021) to 90%.
<b>Target 1.3</b>	By 2025 the percentage of students in the top two bands of NAPLAN Year 3 Writing will increase from 54% (2021) to 70%.
<b>Target 1.4</b>	By 2025 the percentage of students in the top two bands of NAPLAN Year 5 Numeracy will increase from 40% (2021) to 50%.
<b>Target 1.5</b>	By 2025 to increase the percentage of positive endorsement for the Academic emphasis factor on the School Staff Survey from 69% (2021) to 80%.
<b>Target 1.6</b>	By 2025 increase the percentage of positive endorsement of the Teacher Collaboration factor on the Staff Opinion Survey from 76% (2021) to 85%.

<b>Key Improvement Strategy 1.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Utilise Professional Learning Communities to further develop teacher knowledge and instructional practice to differentiate student learning to their point of need.
<b>Key Improvement Strategy 1.b</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	To improve teacher data literacy and rigorous collaborative practices to plan, measure and evaluate the impact of teaching and learning.
<b>Key Improvement Strategy 1.c</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	To build teacher capacity to provide appropriate challenge and support for all students.
<b>Goal 2</b>	To empower students to have agency in their learning.
<b>Target 2.1</b>	2025 to increase the percentage of positive endorsement for the Student Agency and Voice factor on the Parent Opinion Survey from 79% (2021) to 90%.
<b>Target 2.2</b>	By 2025 to increase the percentage of positive endorsement for the Student Voice and Agency factor on the Student Attitudes to School Survey from 83% (2021) to 90%.

<b>Target 2.3</b>	By 2025 to increase the percentage of positive endorsement for the Use Student Feedback to Improve Practice factor in the Teaching and Learning Evaluation module on the Staff Opinion Survey from 77% (2021) to 90%
<b>Key Improvement Strategy 2.a</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	To develop and implement a common language, understanding and practice of student learner agency.
<b>Key Improvement Strategy 2.b</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	To implement High Impact Teaching strategies that foster student agency.
<b>Key Improvement Strategy 2.c</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	To provide opportunities for authentic student leadership.
<b>Goal 3</b>	To enhance student wellbeing.
<b>Target 3.1</b>	By 2025 to increase the percentage of positive endorsement for Teacher Concern factor in the Teacher Student Relations domain on the Student Attitudes to School Survey from 75% (2021) to 90%.
<b>Target 3.2</b>	By 2025 to increase the percentage of students with Normal to High Resilience in the Individual Social and Emotional Wellbeing domain in the Student Attitudes to School Survey from 76% (2021) to 90%.

<p><b>Key Improvement Strategy 3.a</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Consolidate the implementation of school-wide wellbeing programs.</p>
<p><b>Key Improvement Strategy 3.b</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	<p>Contribute to system leadership in wellbeing.</p>
<p><b>Key Improvement Strategy 3.c</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	<p>Investigate appropriate tools and data to evaluate and further improve wellbeing practices.</p>