

# School Strategic Plan for Carlton Primary School 4980 2014-2017



## Endorsements

<p>Endorsement by School Principal</p>	<p>Signed .</p>  <p>Name : Julie Large Date: 16<sup>th</sup> December 2014</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name: Mahir Ibrahim Date: 16<sup>th</sup> December 2014</p> <p>School Council President's endorsement represents endorsement of School Strategic Plan by School Council</p>
<p>Endorsement by the delegate of the Secretary</p>	<p>Signed.....</p> <p>Name.....</p> <p>Date.....</p>

## School Profile

<b>Purpose</b>	<p><b><i>Carlton Primary School is committed to developing 21st Century learners; literate, numerate, creative and independent thinkers who make positive contributions to the global community.</i></b></p> <p>The Carlton Primary School vision statement (above) is underpinned by the following beliefs and practices:-</p> <ul style="list-style-type: none"> <li>• We deliver a comprehensive and differentiated curriculum with a focus on literacy and numeracy</li> <li>• We plan for a purposeful and orderly environment; learning outcomes are maximized when children feel connected, confident and safe at school</li> <li>• Students are encouraged to be active and self-directed in their learning. We model and teach thinking skills to support self-managing learners who put in effort for optimal outcomes</li> <li>• Our students have a range of experiences in relation to language, culture and religion. We teach adaptability, acceptance, civic mindedness and empathy. These skills will support all students to have successful relationships in the future and to make connections with their broader community</li> </ul>
<b>Values</b>	<p>The following shared values are an integral part of our school ethos</p> <p><b><u>Achievement</u></b></p> <ul style="list-style-type: none"> <li>• Developing lifelong learning skills</li> <li>• Nurturing a spirit of enquiry</li> <li>• Fostering confidence, persistence, independence</li> </ul> <p><b><u>Relationships</u></b></p> <ul style="list-style-type: none"> <li>• Building strong partnerships between school home and community</li> <li>• Developing interdependence, resilience and self-reliance</li> <li>• Promoting effective and open communication</li> </ul>

	<p><b><u>Respect</u></b></p> <ul style="list-style-type: none"> <li>• Building an environment of cooperation</li> <li>• Engaging in interactions that are mutually respectful</li> <li>• Encouraging positive interactions and a sense of belonging</li> </ul> <p><b><u>Diversity</u></b></p> <ul style="list-style-type: none"> <li>• Respecting individual and cultural differences</li> <li>• Valuing the experiences of our diverse community</li> <li>• Providing a curriculum which builds on students' experiences</li> </ul>
<p><b>Environmental Context</b></p>	<p>Carlton Primary School is a small, vibrant, inner city Victorian Government school located less than three kilometres from the Melbourne CBD. Our school celebrates its multicultural nature and is proud of the measurable academic growth and progress that our students make.</p> <p>Staff at Carlton Primary School comprise the principal, 7.0 (equivalent full time) teachers and 3.0 (equivalent full time) Education Support staff, including a Student Engagement coordinator, a Teaching &amp; Learning coach and specialist teachers. Education support staff provide Reading Recovery, literacy intervention and community liaison programs. The organisation of classes is based on grade structures that encourage and enhance individual achievement and social development.</p> <p>Teachers work in teams to plan and implement class programs. These professional learning teams (PLT's) convene weekly to facilitate team planning and to collaboratively develop programs of teaching and learning to meet the needs of our students. Our school PLT meetings ensure a common language and approach in all curriculum areas across the school. Our termly meeting schedule prioritises PLT meetings and we structure the specialist timetable to allow teams to plan together. Year levels work from a planned two year cycle of Integrated Units of study based on the Inquiry model to provide students with a comprehensive and engaging curriculum based on the AusVELS.</p> <p>Carlton Primary School is committed to providing the best educational opportunities for all students. Ongoing professional learning and school based coaching for all staff is seen as vital in achieving this.</p>

As a learning community we are committed to having high expectations of all learners and developing social competence in our students. We deliver a comprehensive and sequential curriculum with a strong focus on literacy & numeracy. We pride ourselves on building respectful relationships between teachers and students and our capacity to engage students to meet their individual needs.

The past few years have seen us take a very deliberate, whole school approach to the wellbeing and behaviour of our students. The *School Wide Positive Behaviours* program has seen the development of a whole school language of behavioural expectations and a consistent approach to behaviours that do not meet these expectations. In school, this approach is sustained, promoted and further refined by the Student Engagement & Wellbeing coordinator through: staff professional learning, small group work and one to one behaviour conferences with students as needed. The school is supported by regular visits from a DEECD network educational psychologist and speech pathologist. Class teachers together with the Student Engagement & Wellbeing coordinator develop Individual Education Plans (IEPs) with measurable goals for all identified students.

The school is situated on a large parcel of land with an oval, shady seating area, landscaped decking & grounds, vegetable garden, a basketball court and two playgrounds. In recent years Carlton Primary School has undergone extensive refurbishment both inside and around the grounds. All students enjoy a 21st century learning environment, with access to the latest information technology, in spacious, modern classrooms and outdoor areas. The Stephanie Alexander Kitchen Garden Program (SAKGP) started at the school in 2013, expanding on our existing gardening program. The SAKG program relies heavily on volunteer support and provides students with experiences in planting, harvesting and cooking healthy meals with much of the produce coming from our vegetable garden. In 2014 a fortnightly Farmer's Market started in the school and is seen as a positive way of profiling the school to the wider community.

Our school families are drawn from more than ten nationalities and languages. Over ninety per cent of our students are from CALD backgrounds with the majority of our families from the Horn of Africa. The school currently has a Student Family Occupation (SFO) density of 0.87 (2014) which is the highest in the state and reflects high culturally and linguistically diverse (CALD) backgrounds & very low socio-economic status in comparison to other Victorian schools. Many students start at the school after attending a number of other primary schools in Australia, or enrol as new arrivals from overseas often having little or interrupted schooling before settling into the school. In recent years a small number of international fee paying students have enrolled in the school.

Of the 2014 student population:

- 92% of students came from a language background other than English
- 11% of students were new arrivals
- 31% of students came from single parent families
- 85% of families received Educational Maintenance Allowance (EMA)

An important factor in helping to make Carlton Primary School a truly “community focused school” is our Community Worker who supports and resources capacity building programs for students and their families to build a great school-family-community connection with an aim to ensure that we provide the best possible educational outcomes for students.

At Carlton Primary School we encourage volunteer participation in providing support to teachers and students. Volunteers assist in classroom programs and work under the direction of the class teacher to maximise the learning experience for all students. Volunteers add significantly to the human resources available to our school.

Since 2012 we have had a classroom teacher with the responsibility of whole school physical education/sports coordination. This has enabled sport at the local and district level to take on a higher profile across the school. Tennis, Swimming and Bike Education programs are run each year by accredited coaches. Increased participation in sporting activities has proven to be a natural vehicle for real life practice of pro-social behaviours for our students in line with our School Wide Positive Behaviours ethos.

To actively support our curriculum the following enrichment programs are provided: Inter-school sport, Swimming & Water Safety, Perceptual Motor Program, Melbourne Heart and Tennis Victoria, Police camp, Junior School Council, Carlton YMCA, arts programs with Songroom, Art Play and LaMama. A strong partnership with Carlton Football Club supports sports clinics, both during and after school hours, and a mentoring program.

New programs planned for 2015 and beyond include:

- Expanding our links with Carlton Football Club into in class literacy support
- French LOTE for Prep students
- A pre-prep school readiness program; *Leap into Learning*

Major and ongoing challenges for the school are:

- Continuing to improve student learning outcomes
- Maintaining up-to-date and attractive facilities (in an aging building and within a limited budget)
- Placing Carlton Primary School as a “school of choice” for a more diverse social and ethnic mix within the local catchment.

Carlton Primary School is committed to providing the very best educational opportunities for all students.

## Strategic Direction

	Goals	Targets	Key Improvement Strategies
<b>Achievement</b>	To add value to the literacy and numeracy outcomes of every student.	<p>Build a guaranteed and viable curriculum across the school</p> <p>Build the data literacy of every teacher</p> <p>Build the capacity of the leadership team to lead school improvement across the school</p> <p>Ensure a whole school process for setting challenging goals and effective feedback for every teacher and student</p>	<p>Develop, document and implement a whole school curriculum (aligned with AusVELS) that includes a detailed assessment schedule</p> <p>Embed a whole school approach to the use of data and evidence, to track the progress of every student and inform action</p> <ul style="list-style-type: none"> <li>• On-demand data</li> <li>• Fountas and Pinnell data</li> <li>• PAT Maths assessment tool</li> <li>• Other school based assessments will be used to triangulate data about student achievement</li> </ul> <p>Build the effectiveness and efficacy of every teacher by implementing an agreed and research-based instructional classroom delivery model and instructional practices across the school</p>

			<p>Continue implementing school-based professional learning and coaching across the school</p> <p>Teaching and learning programs to demonstrate differentiation</p> <p>Targeted support directed to higher achieving students</p> <p>Targeted support directed to “at risk” students</p>
<b>Engagement</b>	To ensure every student is actively engaged in their own learning.	<p>Build the capacity of every teacher so that there is consistency of high quality practice across the school</p> <p>Identify and plan for high achieving students</p>	<p>Improvement in student engagement is the expected outcome demonstrated by:</p> <ul style="list-style-type: none"> <li>• Improving teaching and learning variable means for the Attitudes to School Survey</li> <li>• Ensure challenging goals and effective feedback for all</li> <li>• High levels of teacher engagement as demonstrated in the new staff survey modules (particularly professional development of school staff)</li> </ul>
<b>Wellbeing</b>	To ensure every student thrives in a safe and rich learning environment.	<p>Review and refine current wellbeing practices</p> <p>Ensure personalised wellbeing plans for every student.</p>	Build the home/school partnership and those with the wider community to enhance learning



			<p>Refine, document and embed a whole school approach to student engagement and wellbeing</p> <p>Tracking of students whose attendance is 80% or less</p>
<b>Productivity</b>	To maximise community and parent partnerships and resources to support high level learning.	<p>Audit and celebrate existing partnerships and identify new possibilities</p> <p>Monitor and evaluate the new Strategic Plan 2014 – 2017 to ensure resources are targeted to key initiatives</p>	Continually and systematically track school progress against the Strategic Plan goals

## School Strategic Plan 2014- 2017: Indicative Planner

<p><b>Purpose:</b> the purpose of the indicative planner is to assist the school to prioritise key improvement strategies to support resource allocation and to describe the changes in practice and behavior that might be observable at the school if the key improvement strategies are being implemented as intended.</p>			
Key Improvement Strategies		Actions	Achievement Milestone
		<p>Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.</p>	<p>Achievement milestones are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Achievement milestones often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of achievement milestones should be set.</p>
<p><b>Achievement</b></p> <p><b>Goal: To add value to the literacy and numeracy outcomes of every student</b></p> <p>Develop, document and implement a whole school curriculum (aligned with AusVELS) that includes a detailed assessment schedule</p> <p>Embed a whole school approach to the use of data and evidence, to track the progress of every student and inform action</p> <ul style="list-style-type: none"> <li>• On-demand data</li> <li>• Fountas and Pinnell data</li> <li>• PAT Maths assessment tool</li> <li>• Other school based assessments will be used to triangulate data about student achievement</li> </ul>	<p>Year 1</p>	<p>Ongoing professional learning for all staff (focus on whole school sessions, learning walks, PLT's)</p> <p>All staff contribute to professional conversations and learning in PLT's</p> <p>Use of the Language Experience approach</p> <p>Speaking and Listening as a whole school focus</p> <p>Use of Backwards by Design model – McTigh</p>	<p><b>Target 1: Building a guaranteed and viable curriculum across the school</b></p> <p>Classroom programs across the school align and common teaching practices are established</p> <p>Explicit teaching of Speaking &amp; Listening in line with AusVELS</p> <p>Staff Opinion Survey results in the area of <u>Viable &amp; Guaranteed Curriculum</u> to be at or above state mean</p>



		<p>Students using SMART goals across the school</p>	<p><b>Target 4: Ensure a whole school process for setting challenging goals and effective feedback for every teacher and student</b></p> <p>Audit of goal setting and feedback processes</p> <p>Whole school PD on goal setting &amp; feedback</p> <p>Monitor and evaluate goal setting process to gauge value and effectiveness</p>
	Year 2	<p>Review assessment practices and assessment schedule</p> <p>PD to focus on current research &amp; teacher best practice in literacy and numeracy</p> <p>Triangulation of data to support teacher judgement in AusVELS</p> <p>Monitor speaking and listening – curriculum, instruction and assessment</p> <p>Teachers sharing best practice continue to build capacity of teachers</p>	<p>Celebration of student achievement</p> <p>Improved outcomes and achievement for students who have accessed the Literacy Intervention program.</p> <p>Student data consistently used at meetings for planning.</p>
	Year 3	<p>Review assessment schedule</p> <p>Review agreed teaching practices and</p>	<p>As above</p>

		planners in light of current research	
	Year 4	Review assessment schedule Review agreed teaching practices and planners in light of current research	As above
<p><b>Engagement</b></p> <p><b>Goal: To ensure every child is actively engaged in their own learning</b></p> <p>Improvement in student engagement is the expected outcome demonstrated by:</p> <ul style="list-style-type: none"> <li>Improving teaching and learning variable means for the Attitudes to School Survey</li> <li>Ensure challenging goals and effective feedback for all</li> <li>High levels of teacher engagement as demonstrated in the new staff survey modules (particularly professional development of school staff)</li> </ul>	Year 1	<p>Use WMR model for lesson structure in literacy &amp; numeracy</p> <p>Expand use of Language Experience across all year levels</p> <p>Develop success criteria rubrics (Effort as key - thinking tool)</p> <p>Strengthen and streamline transitions between all year levels</p>	<p><b>Target 1: Build the capacity of every teacher so that there is consistency of high quality practice across the school</b></p> <p>Consistent whole school use of WMR lesson structure (as evidenced in planners/PRP goals &amp; work samples)</p> <p>All teachers implement language experience approach (as evidenced in planners/PRP goals &amp; work samples)</p>



	Year 2	<p>Opportunities for student to demonstrate understanding of thinking tools across all curriculum areas</p> <p>Seek funding opportunities to further develop the pre-prep school readiness program</p>	<p>Use of challenging goals and effective feedback for students</p> <p>Students set and monitor individual goals</p> <p>Students able to verbalise learning intention and success criteria</p>
	Year 3	<p>Students set personalised learning goals using curriculum documents to guide and monitor their growth.</p>	<p>As above</p>
	Year 4	<p>Review of current practices</p>	<p>As above</p>
<p><b>Wellbeing</b></p> <p><b>Goal: To ensure every child thrives in a safe and rich learning environment</b></p> <p>Build the home/school partnership and those with the wider community to enhance learning</p> <p>Refine, document and embed a whole school approach to student engagement and wellbeing</p> <p>Tracking of students whose attendance is 80% or less</p>	Year 1	<p>School Support Group facilitated to monitor the academic/health/welfare needs of all identified “At risk” students (approx. 50% of current population)</p> <p>Revisit and review School Wide Positive Behaviours (SWPB) program &amp; practices</p> <p>Develop student view school safety maps 2x staff to attend Foundation House PD</p> <p>Revisit and review Student Engagement Guidelines</p>	<p><b>Target 1: Review and refine current wellbeing practices.</b></p> <p>Staff Opinion at or above state mean in the area of <u>Student Behaviour</u></p> <p>IEP developed for identified students</p> <p>Parent Opinion at or above state mean in the area of <u>Classroom Behaviour</u></p> <p>Updated Student Engagement Guidelines completed and shared with school community</p>

		<p>Review student information collection and dissemination practices</p> <p>Consistent use of SOCS between school and SSSO staff</p>	<p><b>Target 2: Ensure personalised wellbeing plans for every student</b></p> <p>Student Attitude to School results in the areas of <u>Student Safety</u> to be improved on 2014 results</p> <p>Parent Opinion at or above state mean in the area of <u>School Connectedness</u></p>
	Year 2	<p>Continue with SWPB implementation</p> <p>Use school safety audit and student data to address issues of concern in the wider community</p> <p>Evaluate the impact of our School Support Group</p>	<p>Updated Student Engagement guidelines implemented across the school</p>
	Year 3	<p>Continue from year 2</p>	<p>As above</p>
	Year 4	<p>Continue from year 2</p>	<p>As above</p>



<p><b>Productivity</b></p> <p><b>Goal: To maximise community and parent partnerships and resources to support high level learning</b></p> <p>Continually and systematically track school progress against the Strategic Plan goals</p>	Year 1	Monitor and evaluate the resourcing needs to effectively implement the School Strategic Plan and Annual Implementation Plan	<p>Impact of school based Teaching and Learning Coach position and Student Engagement &amp; Wellbeing Coordinator position on student data</p> <p>Assessment tools showing ongoing student improvement</p> <p>Intervention strategies showing improved data</p>
	Year 2	Continue from year 1	Continuing to monitor student achievement to show growth over time
	Year 3	Continue from year 1	As above
	Year 4	Continue from year 1	As above

