

4543 Coburg North Primary Strategic Plan 2017-2020

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Helen Zull ..... [date]	..... [name] ..... [date]	..... [name] ..... [date]
School council: ..... [name] ..... [date]	..... [name] ..... [date]	..... [name] ..... [date]
Delegate of the Secretary: ..... [name] ..... [date]	..... [name] ..... [date]	..... [name] ..... [date]

School vision	School values	Context and challenges	Intent, rationale and focus
To foster curiosity and a lifelong pursuit of knowledge in a dynamic and engaging setting through enriched quality teaching and learning experiences. To nurture a strong sense of self-worth and develop the skills to be a contributing member of society.	<p><b>Rights:</b> Coburg North Primary operates from the platform of the following rights:</p> <ol style="list-style-type: none"> <li>Students and the teachers have the right to do as much work as possible.</li> <li>Students and the teacher have the right to feel safe and comfortable all of the time.</li> </ol> <p>Coburg North Primary is committed to the safety and wellbeing of all children. This will be the primary focus of our care and decision making. CNPS has a zero tolerance of child abuse.</p> <p>Attached to these rights is the individual and communal responsibility to ensure these rights are up held.</p> <p><b>Values:</b> Underpinning these rights are the following school values.</p> <p>Learning Enjoyment Responsibility Trust Respect Friendliness Confidence Honesty</p>	<p><b>CONTEXT</b></p> <ul style="list-style-type: none"> <li>Enrolment numbers are trending up and a further increase is expected</li> <li>The school has completed a master planning process and is currently lobbying for money for a rebuild.</li> <li>Well educated and active parent population</li> <li>School commitment to Sustainability driven by staff, students and parents</li> <li>Balanced staffing profile in regards to age, experience and gender.</li> </ul> <p><b>CHALLENGES</b></p> <ul style="list-style-type: none"> <li>The rapid increase in student numbers and as a result an increase in teaching staff lead to the school constantly providing induction for new teachers and as a consequence a limited time frame to embed teaching practice around teaching and learning.</li> <li>Teacher understanding of and confidence to use moderation above and below expected levels.</li> <li>A perception of limited school communication structures in a growing school population.</li> <li>An absence of a whole school approach for students to evaluate their own learning and establish learning goals.</li> <li>Communication to parents about school procedures and programs.</li> </ul>	<p><b>NTENT</b></p> <p>To develop a sense of self-worth and the skills to be a contributing member of society. To foster curiosity and a lifelong pursuit of knowledge in a dynamic and engaging setting through enriched quality teaching and learning experiences.</p> <p><b>RATIONALE</b></p> <p>Schools that builds student curiosity and their desire for knowledge, produce productive, contributing members of society.</p> <p><b>FOCUS</b></p> <p>Positive Climate for Learning – Health and Wellbeing Excellence in Teaching and Learning – Building Practice Excellence &amp; Curriculum Planning and Assessment</p>

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)
Develop clear expectations and positive respectful relationships across the school community	<p><b>Positive Climate for Learning</b></p> <p># Health &amp; Wellbeing</p>	Investigate & implement school wide framework in regards to mental health, well-being and respectful relationships.	<p>To improve from 5.76 factor mean score (2016 semester 1 school summary report) to 6.5 in Attitudes to School survey; student distress</p> <p>To improve from 5.09 factor mean score (2016 semester 1 school summary report) to 6.5 in Attitudes to School survey; student morale</p> <p>To improve from 4.24 factor mean score (2016 semester 1 school summary report) to in Attitudes to School survey; connectedness to peers</p> <p>85% of parents (deemed capable) will be utilising Compass as a means of communication</p> <p>To improve from 78.73/ 100 (2016) whole school mean score - to 85/ 100 in Staff Opinion survey; trust in students &amp; parents component</p> <p>To improve from 85.22/ 100 (2016) to 90/ 100 in Staff Opinion survey; parent &amp; community Involvement component</p> <p>Reduced unexplained and Parent Choice unauthorised student absences from 8.45% to 6% in 2020</p>
	<p><b>Community Engagement in Learning</b></p> <p># Parents &amp; Carers as partners</p>	To improve the parent input and develop stronger relationships with the parent community through creative and meaningful opportunities	



<p>Continue to embed a school wide approach to Teaching, Learning &amp; Assessment practices to improve student outcomes through differentiation across the curriculum</p>	<p><b>Excellence in Teaching &amp; Learning</b></p>	<p>Establish a 21<sup>st</sup> century curriculum framework to improve student engagement and support improved learning outcomes</p>	<p>To improve from 4.25 factor mean score (2016 semester 1 school summary report) to <b>5.25</b> in Attitudes to School survey; student motivation            To improve from 3.80 factor mean score (2016 semester 1 school summary report) to <b>5.0</b> in Attitudes to School survey; stimulating learning  <b>90%</b> of students at each year level will show a positive response to school connectedness, students motivation and stimulating learning in the CN PS attitudes to school survey            By 2020, 90% of students at year 3 and yr 5 in NAPLAN data to be at or above expected levels in Literacy &amp; Numeracy            Teacher judgement data will show an improvement from 25.8% (2016 semester 1 school summary report) to 35% in Number &amp; Algebra, P-6, for students who perform above standard            Teacher judgement data will show an improvement from 36.6% (2016 semester 1 school summary report) to <b>45%</b> in Reading &amp; Viewing, P-6, for students who perform above standard            Teacher judgement data will show an improvement from 20.4.% (2016 semester 1 school summary report) to <b>30%</b> in Writing, P-6, for students who perform above standard            At least 95% of students at each year level will be demonstrated, at least 12 month added value, based on teacher judgement</p>
	<p># Curriculum Planning &amp; Assessment</p>	<p>Development of non-negotiable teaching &amp; learning practises through collaboration, coaching and team work</p>	
	<p># Building Practice excellence</p>	<p>Improve teacher judgement against curriculum standards to demonstrate a better spread of results for a given cohort</p>	
		<p>Develop teacher capacity in the effective use of data to differentiate their practice to meet the needs of all students</p>	

