

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>Rights: Coburg North Primary operates from the platform of the following rights:</p> <ol style="list-style-type: none"> Students and the teachers have the right to do as much work as possible. Students and the teacher have the right to feel safe and comfortable all of the time. <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>Values: Underpinning these rights are the following school values.</p> <p>Learning Enjoyment Responsibility Trust Respect Friendliness Confidence Honesty</p>	<p>CONTEXT</p> <ul style="list-style-type: none"> Enrolment numbers are trending up and a further increase is expected The school has completed a master planning process and is currently lobbying for money for a rebuild. Well educated and active parent population School commitment to Sustainability driven by staff, students and parents Balanced staffing profile in regards to age, experience and gender. <p>CHALLENGES</p> <ul style="list-style-type: none"> 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. Teacher understanding of and confidence to use moderation above and below expected levels. A perception of limited school communication structures in a growing school population. An absence of a whole school approach for students to evaluate their own learning and establish learning goals. Communication to parents about school procedures and programs. 	<p>NTENT</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>RATIONALE</p> <p>Schools that builds student curiosity and their desire for knowledge, produce productive, contributing members of society.</p> <p>FOCUS</p> <p>Positive Climate for Learning – Health and Wellbeing Excellence in Teaching and Learning – Building Practice Excellence & 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>Positive Climate for Learning</p> <p># Health & 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 & parents component</p> <p>To improve from 85.22/ 100 (2016) to 90/ 100 in Staff Opinion survey; parent & community Involvement component</p> <p>Reduced unexplained and Parent Choice unauthorised student absences from 8.45% to 6% in 2020</p>
	<p>Community Engagement in Learning</p> <p># Parents & 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 & Assessment practices to improve student outcomes through differentiation across the curriculum</p>	<p>Excellence in Teaching & Learning</p>	<p>Establish a 21st 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 5.25 in Attitudes to School survey; student motivation</p> <p>To improve from 3.80 factor mean score (2016 semester 1 school summary report) to 5.0 in Attitudes to School survey; stimulating learning</p> <p>90% 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</p> <p>By 2020, 90% of students at year 3 and yr 5 in NAPLAN data to be at or above expected levels in Literacy & Numeracy</p>
	<p># Curriculum Planning & Assessment</p>	<p>Development of non-negotiable teaching & learning practises through collaboration, coaching and team work</p>	<p>Teacher judgement data will show an improvement from 25.8% (2016 semester 1 school summary report) to 35% in Number & Algebra, P-6, for students who perform above standard</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>Teacher judgement data will show an improvement from 36.6% (2016 semester 1 school summary report) to 45% in Reading & Viewing, P-6, for students who perform above standard</p>
		<p>Develop teacher capacity in the effective use of data to differentiate their practice to meet the needs of all students</p>	<p>Teacher judgement data will show an improvement from 20.4.% (2016 semester 1 school summary report) to 30% in Writing, P-6, for students who perform above standard</p> <p>At least 95% of students at each year level will be demonstrated, at least 12 month added value, based on teacher judgement</p>

