

# School Strategic Plan 2022-2026

Carlton Gardens Primary School (2605)



Submitted for review by Tina McDougall (School Principal) on 27 July, 2022 at 12:10 PM

Endorsed by Natalie Bakai (Senior Education Improvement Leader) on 19 September, 2022 at 10:16 AM

Endorsed by Ben Jensen (School Council President) on 10 May, 2024 at 12:52 PM

# School Strategic Plan - 2022-2026

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<b>School vision</b>	Carlton Gardens Primary School is committed to creating a supportive and challenging environment that fosters a love of learning. We believe that all students can learn at high levels and we will work to continually improve education outcomes for all students, whilst celebrating our rich and diverse community.
<b>School values</b>	Our school recognises the importance of the partnership between our school and parents/carers to support student learning, engagement and wellbeing. We share a commitment to, and responsibility for, creating an inclusive and safe school environment for our students. Our school values consist of: R.I.C.H Relationships, Integrity, Confidence and Happiness.
<b>Context challenges</b>	Our key challenges which will be addressed over the next four years include: <ul style="list-style-type: none"><li>- Developing more challenging learning activities for all students and particularly for the high achievers to enable them to explore and develop their potential.</li><li>- Building teacher capacity to develop learner agency across all year levels.</li><li>- A discrepancy in the learning growth of males and females and the focus is on further improving learning growth for all students, particularly in Reading for female students.</li><li>- Developing student voice in whole school decisions that affect their learning and learning environment. A desire for more challenging work was evident in all student focus groups and particularly from the high-ability students. During the Review process, the Panel found that students had little influence over what and how they learned and how their learning was assessed. The Panel recommended building teacher capacity to activate learner agency over the subsequent SSP to improve levels of student engagement and empower them to become more self-regulating, independent learners.</li><li>- Development of strategies to encourage positive behaviours and students' social skills.</li></ul>
<b>Intent, rationale and focus</b>	Our student population has very diverse needs. Whilst our emphasis has been on literacy and numeracy (and will continue to be so), we are heavily driven towards students taking ownership of their learning by tracking the progress of their learning goals. We are also keen to ensure our teachers are using data effectively to inform their teaching as this is an integral part of our PLC process. To help teachers with this we plan to build their data literacy through professional development. Over the next four years, our Action Research Teams will focus their attention and research on best practices in student voice and agency, student feedback and personal and social capabilities. They will drive these priorities.



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<b>Goal 1</b>	Improve literacy and numeracy achievement and learning growth for every student.
<b>Target 1.1</b>	By 2026, increase the percentage of Year 5 students achieving NAPLAN Above benchmark growth for: <ul style="list-style-type: none"><li>• Reading to 35% or above (from 31% in 2021)</li><li>• Writing to 42% or above (from 38% in 2021)</li><li>• Numeracy to 42% or above (from 34% in 2021)</li></ul>
<b>Target 1.2</b>	By 2026, increase the percentage of Year 5 students maintaining the top two bands in NAPLAN to 85 per cent or above for: <ul style="list-style-type: none"><li>• Reading (from 74% in 2021)</li><li>• Writing (from 50% in 2021)</li></ul>
<b>Target 1.3</b>	By 2026, using Teacher Judgement data, increase the percentage of Years 1–6 students who achieve Above age expected growth for: <ul style="list-style-type: none"><li>• Reading &amp; viewing to 45% or above (from 41.3% in Semester 2 2021)</li><li>• Writing to 40% or above (from 35.5% in 2021)</li><li>• Number and algebra to 55% or above (from 51.1% in 2021)</li></ul>

<b>Target 1.4</b>	<p>By 2026, the per cent positive endorsement on the School Staff Survey (SSS) will increase for:</p> <ul style="list-style-type: none"> <li>• Teacher collaboration to 75% or above (from 53% in 2021)</li> <li>• Understand how to analyse data to 90% or above (from 85% in 2021)</li> <li>• Professional learning through peer observation to 60% or above (from 31% in 2021)</li> <li>• Academic emphasis to 80% or above (from 72% in 2021)</li> </ul>
<b>Key Improvement Strategy 1.a</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	Build the capacity of middle leaders to support teachers to implement evidence based strategies that drive improvement in literacy and numeracy.
<b>Key Improvement Strategy 1.b</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Strengthen teacher capacity to analyse and use data to inform differentiated 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	Develop and implement proficiency scales and CATs in English and Mathematics that guide the development of student learning goals.
<b>Key Improvement Strategy 1.d</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning	Embed Carlton Gardens Primary School (Carlton Gardens PS) PLC approach for collaborative inquiry into planning for teaching, modelling of effective practice, and use of observation and feedback.

growth, attainment and wellbeing capabilities	
<b>Goal 2</b>	Improve student cognitive engagement, student voice and learner agency.
<b>Target 2.1</b>	<p>By 2026 the overall per cent positive score on the AToSS for Years 4–6 will increase for:</p> <ul style="list-style-type: none"> <li>• Student voice and agency to 77% or above (from 67% in 2021)</li> <li>• Self-regulation &amp; goal setting to 85% or above (from 82% in 2021)</li> <li>• Stimulated learning to 80% or above (from 72% in 2021)</li> </ul>
<b>Target 2.2</b>	<p>By 2026, the per cent positive endorsement scores on the SSS will increase for:</p> <ul style="list-style-type: none"> <li>• Use student feedback to improve practice to 70% or above (from 54% in 2021)</li> <li>• Seek feedback to improve practice to 80% or above (from 62% in 2021)</li> <li>• Parent and community involvement to 60% or above (from 57% in 2021)</li> </ul>
<b>Target 2.3</b>	<p>By 2026, the per cent positive endorsement scores on the POS will increase for:</p> <ul style="list-style-type: none"> <li>• General school satisfaction to 87% or above (from 84% in 2021)</li> <li>• Parent participation &amp; involvement to 75% or above (from 72% in 2021)</li> </ul>
<b>Key Improvement Strategy 2.a</b> Documented teaching and learning program based on the Victorian Curriculum	Develop teacher capacity to activate student voice and agency and leadership to strengthen student participation and engagement in learning.

and senior secondary pathways, incorporating extra-curricula programs	
<b>Key Improvement Strategy 2.b</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Build student capacity to set challenging learning goals and monitor their own growth.
<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	Develop and implement a discipline-rich curriculum approach that is responsive, challenging and engaging for students.
<b>Goal 3</b>	Improve the social and emotional wellbeing of every student.
<b>Target 3.1</b>	By 2026, the per cent positive endorsement scores on the AToSS will be 85 per cent or above for: <ul style="list-style-type: none"> <li>• Managing bullying (from 79% in 2021)</li> <li>• Respect for diversity (from 79% in 2021)</li> <li>• Emotional awareness and regulation (from 78% in 2021)</li> </ul>
<b>Target 3.2</b>	By 2026, the per cent positive endorsement scores on the POS will be 85 per cent or above for School communication (from 79 per cent in 2021).
<b>Key Improvement Strategy 3.a</b> Responsive, tiered and contextualised approaches and strong relationships to	Embed a school culture that prioritises student wellbeing and learning through systematic and responsive structures and processes.

support student learning, wellbeing and inclusion	
<b>Key Improvement Strategy 3.b</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build staff capacity in development and delivery of a learning program for the Victorian Curriculum Personal and Social Capability curriculum.
<b>Key Improvement Strategy 3.c</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embed systematic assessment practices to obtain and provide feedback on student wellbeing.