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| **Carnegie Primary School Strategic Plan 2018-2021** | **Endorsement**  Principal: Linda Jones /12/2017  School council: Susan Harper /12/2017  Delegate of the  Secretary: Stuart Andrews /12.2017 | **Re-Endorsement** (if a Goal, KIS or Target is changed)  **………………………………………**[name] [date]  **………………………………………**[name] [date]  **………………………………………**[name] [date] | **Re-endorsement** (if a Goal, KIS or Target is changed)  **………………………………………**[name] [date]  **………………………………………**[name] [date]  **………………………………………**[name] [date] |

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| **School vision** | **School values** | **Context and challenges** | **Intent, rationale and focus** |
| **Vision**  We want to provide an engaging, supportive and inclusive personal learning environment where children can interact positively in a safe, respectful and cooperative atmosphere. We want to challenge students to be reflective and independent learners so they realise their full potential. | Our motto of **Welcoming, Engaging, Achieving** are at the forefront of all we do each and every day at CPS. ‘Respect’ is overarching value we focus on. Respecting oneself as a learner and as a unique individual, respecting others and respecting our environment at CPS and beyond the school gate. | The current enrolment is 595 students and is predicted to continue an upward trend. The background of students reflects cultural and linguistic diversity and 28% of students have English as an additional language (EAL).  Our recent school review agreed that the school had achieved progress in maximising literacy and numeracy outcomes particularly when compared to similar schools. However, consistency of approaches in all classrooms and the need for further work to build teacher skills and implement agreed research-based approaches were barriers to further progress in achieving continuous improvement. | * If there is a consistent research-based pedagogical model underpinning all teaching and learning and teacher’s skills to differentiate learning to meet each student’s learning needs is deepened, then learning growth for all students will be strengthened. * If students understand themselves as learners, and have agency to set learning goals, make choices in what and how they learn and have a voice in school decision making, then curiosity will flourish and skill as self-directed learners will be developed. * If social and emotional learning is embedded in teaching and learning and the support and engagement of parents/carers is fostered, an inclusive community characterised by respectful relationships will enhance student connectedness and wellbeing. |
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| **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)** |
| To maximise learning growth in literacy and numeracy for all students | FISO Priorities   * Excellence in teaching and learning   FISO Initiatives   * Building practice excellence * Curriculum planning and assessment | * Build distributive instructional leadership to embed feedback and reflective practices * Refine and embed the school pedagogical practices to ensure consistency * Build teacher knowledge and capacity to differentiate the curriculum to challenge all students * Deepen teacher collaboration and student understandings to assess and use evidence to inform point of need teaching and learning | NAPLAN   1. Increase the percentage of high learning growth from Year 3 to Year 5 in reading, writing and numeracy.  |  |  |  | | --- | --- | --- | |  | 2017 | 2021 target | | Reading | 31% | 35% | | Writing | 27% | 35% | | Numeracy | 34% | 35% |   2. Decrease low growth for students assessed at band 5 and 6 and above at Years 3 to assessment in Year 5:  - Reading from 24% to 20%  - Writing from 23% to 20%  - Numeracy from 22% to 20%  3. Increase the percentage in the top two NAPLAN bands at Year 5:   |  |  |  | | --- | --- | --- | |  | 2017 | 2021 target | | Reading | 60% | 65% | | Writing | 35% | 45% | | Numeracy | 60% | 65% |   4. The percentage in the two top bands at Year 3 in reading, writing and numeracy to be 80% or greater. |
| To foster an inclusive and respectful community | FISO Priorities   * Building communities * Positive climate for learning   FISO Initiatives   * Parents and carers as partners * Health and Wellbeing | * Integrate teaching of social and emotional learning across the curriculum * Build community connectedness and engagement | Increase the percentage of positive responses in the Student Attitude to School Survey   * Teacher concern from 78% to 85% * Respect for diversity from 88% to 90% * School connectedness from 87% to 90%   Increase the percentage of positive responses in the Parent Opinion Survey   * Teacher communication from 77% to 85% * Parent participation and involvement to be at or above 90% |
| To empower all students to be motivated, curious and self –directed learners | FISO Priorities   * Positive climate for learning   FISO Initiatives   * Intellectual engagement and self-awareness * Community engagement in learning | Develop student agency in their learning and understanding of themselves as learners | Increase the percentage of positive responses in the Student Attitude to School Survey   * Student voice and agency from 72% to 85% * Learning confidence from 88% to 90%   Increase the percentage of positive responses in the School Staff Survey – Teaching and Learning modules combined from 76% to 85%  Increase or maintain the percentage of positive responses in the Parent Opinion Survey   * Effective teaching from 83% to 87% * Student agency and voice to be maintained at 87% or higher * Stimulating learning environment to be maintained at 87% or higher |