

School Strategic Plan 2020-2024

Coburg North Primary School (4543)



Submitted for review by Monika Gruss (School Principal) on 20 July, 2021 at 11:44 AM

Endorsed by Tony Privitelli (Senior Education Improvement Leader) on 20 July, 2021 at 01:21 PM

Endorsed by Robbie Napper (School Council President) on 20 July, 2021 at 04:02 PM

School Strategic Plan - 2020-2024

Coburg North Primary School (4543)

| | |
|------------------------------------|---|
| School vision | To build a community of curious, creative and engaged learners who are empowered to meet the challenges of our rapidly changing world. Collectively we will work with our students to become responsible global citizens who have the skills, knowledge and personal attributes they need for their future. |
| School values | <p>Coburg North Primary School is inclusive and believes that all students, teachers and parents/carers have the right to learn and be safe and comfortable. We believe that by being respectful, responsible and resilient we can succeed and thrive as a school community.</p> <p>Our three core values are:</p> <ul style="list-style-type: none">• RESPECT: Treat others as you would like them to treat you.• RESPONSIBILITY: Behaving sensibly and making good choices on your own.• RESILIENCE: Bouncing back after experiencing difficult situations. |
| Context challenges | <p>After significant growth in enrollments over the past five years, the school has begun to stabilise at approximately 580 students. The school is establishing a School Grounds Masterplan to help the school to apply for funding for redevelopment. The school has a well-educated and active parent population and has a strong commitment to sustainability, driven by staff, students, and parents. The school has a balanced staffing profile regarding age, experience, and gender.</p> <p>The school is continuing to develop a whole school approach to curriculum documentation supported by evidence-based high impact teaching strategies and the Victorian Curriculum. A continued emphasis on formative assessment to support student point of need will continue to be a focus as well as enhancing student ownership through an inquiry approach to enable students to co-construct their learning journey and enhance ownership of their learning. Further development of processes to enable student wellbeing, targeted learning intervention and support through embedding a positive climate for learning will also be a focus for the school.</p> |
| Intent, rationale and focus | Coburg North Primary School intends to build a community of curious, creative, and engaged learners who are empowered to meet the challenges of our rapidly changing world. We aim for our students to become responsible global citizens that have the skills, knowledge and attributes they will need for their future. |

Coburg North Primary School's students, staff and parents, strongly believe that schools that build a community of curious, creative, and engaged learners for a rapidly changing world, will produce innovative life-long, resilient learners who will become active contributing members of society.

The school's focus aligning with the Framework for Improving Student Outcomes (FISO) over the next strategic plan will be:

- **Excellence in Teaching and Learning:** Curriculum planning and assessment; Building practice excellence; Evidence-based High Impact Teaching Strategies.
- **Positive Climate for Learning:** Empowering students and building school pride; Setting expectations and promoting inclusion.
- **Community Engagement in Learning:** Parents and carers as partners.

School Strategic Plan - 2020-2024

Coburg North Primary School (4543)

| | |
|-------------------|--|
| Goal 1 | Improve literacy and numeracy outcomes for all students. |
| Target 1.1 | <p>NAPLAN – Benchmark growth</p> <p>By 2024, the percentage of student meeting or above NAPLAN benchmark growth will increase;</p> <ul style="list-style-type: none">• Year 3 to 5 Reading from 57.5 per cent (2019*) to 80 per cent• Year 3 to 5 Writing from 66.7 per cent (2019*) to 80 per cent• Year 3 to 5 Numeracy from 85.0 per cent (2019*) to 90 percent. <p>*Note – 2020 benchmark data was not available as NAPLAN did not occur in 2020 due to COVID-19.</p> |
| Target 1.2 | <p>NAPLAN – Maintaining Top 2 bands</p> <p>By 2024, the percentage of student maintaining Top 2 Bands in NAPLAN increase;</p> <ul style="list-style-type: none">• Year 3 to 5 Reading from 68 per cent (2019*) to 75 per cent• Year 3 to 5 Writing from 34 per cent (2019*) to 50 per cent• Year 3 to 5 Spelling from 66 per cent (2019*) to 75 per cent• Year 3 to 5 Numeracy from 78 per cent (2019*) to 85 percent. <p>*Note – 2020 benchmark data was not available as NAPLAN did not occur in 2020 due to COVID-19.</p> |

| | |
|---|---|
| Target 1.3 | <p>Teacher Judgments – above age expected level</p> <p>By 2024, the learning growth as measured by teacher judgment for student achieving above expected growth will increase;</p> <ul style="list-style-type: none"> • Reading and Viewing from 39 per cent (2020) to 50 per cent • Writing from 17 per cent (2020) to 25 per cent • Speaking and listening from 14 per cent (2020) to 25 per cent • Measurement and geometry from 20 per cent (2020) to 25 per cent • Number and algebra from 30 per cent (2020) to 35 per cent • Statistics and probability from 16 per cent (2020) to 25 per cent. |
| Key Improvement Strategy 1.a Curriculum planning and assessment | <p>Develop a documented guaranteed and viable curriculum that is monitored.</p> |
| Key Improvement Strategy 1.b Curriculum planning and assessment | <p>Implement, monitor and evaluate the impact of data-informed and evidence-informed teaching and learning practice(s)</p> |
| Key Improvement Strategy 1.c Building practice excellence | <p>Embed Professional Learning Communities across the school.</p> |
| Goal 2 | <p>Improve student engagement in learning.</p> |
| Target 2.1 | <p>Attitudes to School Student Survey (AToSS)</p> <p>By 2024, the positive percentage endorsement rate in AToSS will improve in factors;</p> <ul style="list-style-type: none"> • Differentiated learning challenge 80 per cent (2019*) to 85 per cent • Simulated learning from 65 per cent (2019*) to 80 per cent |

| | |
|--------------------------|---|
| | <ul style="list-style-type: none"> • Student voice and agency from 65 per cent (2019*) to 75 per cent. <p>*Note – 2019 benchmark data was used rather than 2020 due to the impact of remote and flexible learning due to COVID-19.</p> |
| <p>Target 2.2</p> | <p>Parent Opinion Survey (POS)</p> <p>By 2024, the positive percentage endorsement rate in POS will improve in factors;</p> <ul style="list-style-type: none"> • Student voice and agency from 65 per cent (2019*) to 80 per cent • Effective teaching from 70 per cent (2019*) to 80 per cent • School pride and confidence from 82 per cent (2019*) to 90 per cent. <p>*Note – 2020 benchmark data was used rather than 2020 due to the impact of remote and flexible learning due to COVID-19.</p> |
| <p>Target 2.3</p> | <p>Staff Opinion Survey (SOS)</p> <p>By 2024, the positive percentage endorsement rate in POS will improve in factors;</p> <ul style="list-style-type: none"> • Academic emphasis from 78 per cent (2019*) to 85 per cent • Guaranteed and viable curriculum from 72 per cent (2019*) to 80 per cent • Teacher collaboration from 60 per cent (2019*) to 75 per cent. <p>*Note – 2020 benchmark data was used rather than 2020 due to the impact of remote and flexible learning due to COVID-19.</p> |

| | |
|---|---|
| Key Improvement Strategy 2.a Curriculum planning and assessment | Embed a consistent planning, teaching, and assessment process to deepen learning through an inquiry approach. |
| Key Improvement Strategy 2.b Empowering students and building school pride | Empower students to activate voice, agency and leadership. |
| Key Improvement Strategy 2.c Evidence-based high-impact teaching strategies | Embed the breadth and depth of the Victorian Curriculum to ensure a challenging and differentiated program. |
| Goal 3 | Improve student wellbeing for learning. |
| Target 3.1 | <p>Attendance</p> <p>By 2024, decrease the percentage of students with 20 or more absent days from 22 per cent (2019*) to 10 per cent</p> <ul style="list-style-type: none"> • Equity funded students 39 per cent (2019*) to 25 per cent. <p>*Note – 2020 benchmark data was used rather than 2020 due to the impact of remote and flexible learning due to COVID-19.</p> |
| Target 3.2 | <p>Student Attitudes to School Student Survey (AToSS)</p> <p>By 2024, the positive percentage endorsement rate in AToSS will improve in factors;</p> <ul style="list-style-type: none"> • Sense of connectedness from 69 per cent (2019*) to 85 per cent • Sense of inclusion from 85 per cent (2019*) to 90 per cent • Resilience from 74 per cent (2019*) to 85 per cent. |

| | |
|---|--|
| Target 3.3 | Parent Opinion Survey (POS) By 2024, the positive percentage endorsement rate in POS will improve in factors; <ul style="list-style-type: none"> • School communication from 71 per cent (2019*) to 85 per cent • Teacher communication from 65 per cent (2019*) to 80 per cent • Parent participation and involvement from 74 per cent (2019*) to 85 per cent. |
| Target 3.4 | Staff Opinion Survey (SOS) By 2024, the positive percentage endorsement rate in POS will improve in factors; <ul style="list-style-type: none"> • Collective efficacy from 83 per cent (2019*) to 85 per cent • Trust in students and parents from 81 per cent (2019*) to 85 per cent. |
| Key Improvement Strategy 3.a Setting expectations and promoting inclusion | Develop and embed a whole school approach to wellbeing and inclusion that enables students to access learning. |
| Key Improvement Strategy 3.b Parents and carers as partners | Empower parents and careers as partners in learning. |