School Strategic Plan 2024-2028

Clayton North Primary School (0734)

Clayton North PRIMARY SCHOOL

Respect · Responsibility · Resilience

Submitted for review by Sue Simadri (School Principal) on 09 May, 2025 at 11:34 AM
Endorsed by Carolyn Elliot (Senior Education Improvement Leader) on 28 August, 2025 at 08:48 PM
Endorsed by Faisal Mahnashi (School Council President) on 24 October, 2024 at 03:57 PM

VICTORIA State Government | Education and Training

School Strategic Plan - 2024-2028

Clayton North Primary School (0734)

School vision	To create an inclusive community where individuals can confidently learn through challenge and support, positively impacting their futures.
School values	Clayton North Primary School has developed shared expectations to ensure that the learning, safety and rights of all are respected. The shared expectations are intended to support individual students and families from a diverse range of backgrounds, communities and experiences. Clayton North Primary School's learning community works together to create an environment in which the values are developed and upheld. These values, • Responsibility; • Respect; • Resilience; have been co-created to foster a supportive and effective learning community.
Context challenges	The current context of Clayton North Primary School includes •low SES SFO 0.7014 SFOE 0.3862 •High percentage of students with English as an Additional language •Family transience and students not entering school in the Foundation years •Focus has been on students who are below level or EAL students •Inconsistent approach to literacy and numeracy and agreed learning model
Intent, rationale and focus	Clayton North Primary School is focused on optimising the learning outcomes for every student in all areas of the curriculum - Victorian Curriculum, EAL Pathways, VC Capabilities. We are aiming to: • Ensure all students are provided with adequate challenge and are stretched in their learning. • Revise and embed the school's instructional framework, including models of practice in learning areas. • Engage staff in PLC training and develop protocols for collaboration and professional sharing in PLCs, with a strengthened focus on evidence. • Develop a shared understanding of student agency and a consistent approach to empowering and challenging students to learn and succeed. • Build strong transition programs that support students, families and staff to engage positively with the school upon enrolment/employment.

School Strategic Plan - 2024-2028

Clayton North Primary School (0734)

Goal 1	Optimise the learning growth of every student in all areas of the curriculum.
Target 1.1	By 2028, decrease the percentage of **Year F-6** students assessed as below age expected Victorian Curriculum Level in the following areas: • Reading and Viewing from 12% in 2023 to 8% • Writing from 14% in 2023 to 10% • Mathematics from 15% in 2024 to 11%.
Target 1.2	By 2028, increase the percentage of Year 1-6 students achieving above expected (more than one Victorian Curriculum Level of learning) growth in the following areas: • Reading and Viewing maintained at 20% (2023) • Speaking and Listening from 10% in 2023 to 20% • Writing from 15% in 2023 to 20% • Mathematics from 18% in 2024 to 23%.
Target 1.3	By 2028, increase the percentage of Year 5 students in the NAPLAN Exceeding proficiency level in: • Reading from 13% in 2023 to 18% • Writing from 7% in 2023 to 14% • Numeracy from 13% in 2023 to 18%

Target 1.4	By 2028, increase the percentage of staff responding positively to the School Staff Survey in the following factors: • Teacher collaboration from 77% in 2023 to 85% • Academic emphasis from 78% in 2023 to 85% • Understand formative assessment from 67% in 2023 to 85% • Understand how to analyse data from 50% in 2023 to 70%.
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop and embed the Clayton North whole-school instructional model.
Key Improvement Strategy 1.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Key Improvement Strategy 1.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian	Develop a consistent approach to planning against the VC 2.0 and EAL pathways that utilises diagnostic data to identify point of need.

Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build teacher understanding and application of VC 2.0 and EAL pathways to extend student growth.
Key Improvement Strategy 1.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Goal 2	Strengthen student agency, inclusion, and wellbeing.
Target 2.1	By 2028, increase the percentage of Year 4 to 6 students responding positively to the Attitudes to School Survey (AtoSS) items: • I can talk to my teacher if something's worrying me from 63% in 2023 to 70% • I am learning things that really interest me from 71% in 2023 to 75% • I have a say in the things I learn from 64% in 2023 to 70%

	• Introducing yourself to someone for the first time from 69% in 2023 to 80%.
Target 2.2	By 2028, increase the percentage of staff responding positively to the School Staff Survey for the following factors: • Academic emphasis from 74% in 2024 to 85% • Collective focus on student learning from 67% in 2024 to 80% • Guaranteed and viable curriculum from 45% in 2024 to 75%.
Target 2.3	By 2028, increase the percentage of parents responding positively to the Parent, Guardian, Caregiver Opinion Survey for the following factors: • Teacher communication from 90% in 2024 to 95% • Parent participation and involvement from 90% in 2024 to 95%.
Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Build student inclusion through goal setting and real life learning.
Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	

Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Embed a strong transition program that engages students, families, and staff.
Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
Key Improvement Strategy 2.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build teacher knowledge of the needs of vulnerable/priority cohorts.
Key Improvement Strategy 2.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Key Improvement Strategy 2.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	