

4265 Albion Primary School Strategic Plan 2017 -2021

Endorsement Acting Principal: Adrienne Williamson 24 th February 2017 School council: Mohammed Sheikh 3 rd March 2017 Delegate of the Secretary: Anne Fox 1 st March 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
<p>At Albion Primary School we expect to see:</p> <ul style="list-style-type: none"> • All of our students becoming life-long learners and responsible citizens • All of our staff pursuing the best possible outcomes for all of our students • All members of our school community embracing the school values • All staff committing to and being supported to implement ongoing professional learning 	<p>At Albion Primary School we promote shared expectations of staff, students and parents/carers. Albion Primary School has high expectations for the whole school community. These expectations are based on the school’s values:</p> <p><i>Respect</i> Being considerate and courteous to others and valuing the environment</p> <p><i>Care</i> Being compassionate and helping others</p> <p><i>Honesty</i> Being truthful</p> <p><i>Learning</i> Taking the opportunity to grow throughout life</p> <p><i>Achievement</i> Doing my personal best both individual and as a member of a team</p>	<p><i>Context</i> Albion Primary School currently has an enrolment of 181 students. The enrolment numbers are trending upward. According to Domain’s Annual School Zones Report, Albion is one of the top four areas in Melbourne for house price growth in our school zone area. Therefore, further increase in enrolments is expected. The total school population comprises approximately 49% females and 51% males; Student Family Occupation (SFO) Index is 0.85 (high), SFOE Index is 0.69 (high), indicating a large proportion of families who access Camps, Sports and Excursions Fund. Students with a Language Background Other Than English (LBOTE) make up approximately 66% of the enrolment. There are also ten students on the Program for Students with a Disability (PSD).</p> <p><i>Challenges</i> There are a small number of students for whom chronic absence is an issue.</p> <p>English Online and Maths Online data indicates the majority of students enter Foundation at a very low base level in all areas of literacy and numeracy.</p> <p>A number of students are from refugee families. They have little or no English, no experience of formal schooling and often have faced much trauma.</p> <p>Over the last eighteen months, several students with challenging behaviours have had an impact on the wellbeing of staff and students.</p> <p>Consistency of teaching practice across classrooms.</p>	<p>Learning <i>Intent</i> Albion Primary School is intent on building teacher capacity and instructional practice so that we have more consistency across classrooms and excellence in teaching practice.</p> <p><i>Rationale</i> It is what teachers know, do, and care about that makes a difference. It is excellence in teachers that make the greatest differences to student outcomes.</p> <p><i>Priorities and Focus</i> Scope and sequences for all areas of the curriculum. Building excellence in teacher practice, particularly in literacy and numeracy. Building teacher capacity to effectively use data for planning, implementation and evaluation of student learning.</p> <p>Wellbeing <i>Intent</i> Our school is intent on improving our students’ social and emotional wellbeing so that students feel safe, are ready and are in the best mindset to learn.</p> <p><i>Rationale</i> Wellbeing plays a critical role in the achievement and engagement of all learners in education. Health and wellbeing is an important outcome in its own right but it is also a precondition for learning. In order for our students to learn, they need to feel safe, be healthy and have a good sense of wellbeing.</p> <p><i>Priorities and Focus</i> We are prioritising School Wide Positive Behaviours framework so that there is a consistent approach to behaviour management across the school.</p> <p>Engagement <i>Intent</i> We are intent in increasing the level of student engagement ensuring all relevant parties (students, staff and parents) work together as a learning community to enhance student learning outcomes.</p> <p><i>Rationale</i> When all school community members are actively involved in children’s learning, research indicates that this is the most effective way of improving student outcomes. Promotion of hard work and effort – a growth mindset –</p>



			<p>allows students to develop the mental determination to continue to learn and improve.</p> <p><i>Priorities and Focus</i> Ensuring smart goals and effective feedback is provided to students. Increasing partnership between school and home through provision of forums and learning opportunities for parents to support their children' learning. Enhancing our relationship with community organisations. Student leadership and their role as a global citizen.</p>
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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)
<p>Achievement To improve student achievement in all levels across the school in literacy and numeracy.</p>	<p>Excellence in teaching and learning</p> <ul style="list-style-type: none"> Building practice excellence Curriculum planning and assessment 	<ul style="list-style-type: none"> Implement Victorian Curriculum Develop, document and implement a whole school guaranteed and viable curriculum based on the Victorian Curriculum that includes the assessment of literacy and numeracy. Build leadership capacity across the school including within PLTs that focus on student learning Consistent implementation of agreed approaches in instruction of literacy and numeracy across the school Build teacher capacity to use data to inform planning, teaching to point of need and measure impact of instruction Focus on triangulation of data to inform teacher judgement Embed literacy intervention Introduce and implement numeracy intervention 	<ul style="list-style-type: none"> All students make expected rate of progress or greater at each year level in literacy and numeracy. Increase the number of students across all year levels 'at' or 'above' expected level in literacy and numeracy for teacher judgements. Decrease the percentage of students with low relative growth between year 3 and 5 NAPLAN Increase the percentage of students with high relative growth from year 3 to year 5 NAPLAN. Increase the percentage of students in the top two NAPLAN bands at year 5 to that of similar schools.
<p>Wellbeing To improve student social and emotional wellbeing to enhance student outcomes</p>	<p>Positive climate for learning</p> <ul style="list-style-type: none"> Setting expectations and promoting inclusion 	<ul style="list-style-type: none"> Build teacher capabilities in management of complex behaviours Implement agreed strategies to promote positive behaviour and prevent anti-social incidents of behaviour (School Wide Positive Behaviours Framework) consistently across the school Explicit teaching of resilience building, problem solving and conflict resolution skills across the school 	<p><i>Attitudes to School survey</i></p> <ul style="list-style-type: none"> Improvement in the factor mean values against 2016 data: <ul style="list-style-type: none"> Student safety – 3.42 Classroom behaviour – 2.29 Connectedness to peers – 4.02 <p><i>School Staff Survey</i></p> <ul style="list-style-type: none"> Improvement in endorsement of School Climate module components against 2016 data: <ul style="list-style-type: none"> Collective responsibility – 91.7% Teacher collaboration – 76.3% Trust in students and parents – 63.9% Teacher collaboration – 76.3%
<p>Engagement To increase the level of student engagement by enhancing the involvement of parents, students and teachers as a learning community.</p>	<p>Community engagement in learning</p> <ul style="list-style-type: none"> Parents and carers as partners Global citizenship 	<ul style="list-style-type: none"> Embed partnerships in the school that focus on the child as a learner (PLTs) Increase teacher/parent/student understanding of where each child is at and what is required for them to progress to the next stage of their learning Ensure smart learning goals and effective feedback are provided for all students in literacy and numeracy and other curriculum areas Develop student leadership program Develop role of students as global citizens Inform parents about student learning with the use of technology (school website, school app, Compass) Conduct parent information sessions and provide opportunities for parents to collaborate with the school around student learning Raise awareness of student absence and the link absence has to learning outcomes 	<p><i>School Staff Survey</i></p> <ul style="list-style-type: none"> Increase the percentage of endorsement for the following components of School Climate module against 2016 data: <ul style="list-style-type: none"> Collective efficacy – 62.5% Academic emphasis – 62.5% Collective focus on student learning – 83.3% Guaranteed and viable curriculum – 73.4% Increase the percentage of endorsement for the following components of Professional Learning module against 2016 data: <ul style="list-style-type: none"> Active participation – 63.5% Feedback – 46.3% <p><i>Attitudes to School survey</i></p> <ul style="list-style-type: none"> Increase the mean of the following teaching and learning variables against 2016 data: <ul style="list-style-type: none"> Learning confidence – 3.93 School connectedness – 4.07 Student motivation – 4.41 Teacher effectiveness – 4.31 <p><i>Parent Opinion Survey</i></p> <ul style="list-style-type: none"> Maintain the above school type and state means in the variables of the following components against 2016 data:: <ul style="list-style-type: none"> Stimulating learning – 6.64 Learning focus – 6.45 Parent input – 5.98 <p><i>Absence Data</i></p>



			<ul style="list-style-type: none">• Decrease the percentage of students with unapproved absences across all year levels.
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