

School Strategic Plan 2020-2024

Albion Primary School (4265)



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School vision	<p>Albion Primary School's mission is to 'Aim High' in all we do so that our students grow to be socially capable, reach their full academic potential and become caring, respectful community-minded people.</p> <p>Our objective is to provide the best possible learning environment for the students to achieve to the best of their ability.</p> <p>Albion Primary School's vision is that:</p> <ul style="list-style-type: none">- All our students will become life-long learners and responsible community members- All our staff will support students to achieve the best possible learning outcomes- All members of the school community embrace the school's values.
School values	<p>Albion Primary School's values are Respect, Care, Honesty, Learning and Achievement.</p> <p>We show respect for ourselves, our school, each other and the environment. We understand that our attitudes and behaviours have an impact on the people around us.</p> <p>We show care by having a zero tolerance of bullying. We model and demonstrate kindness and fairness and take every opportunity to help others that may be in need.</p> <p>We show honesty by telling the truth, even if we have done the wrong thing. We take responsibility for our own behaviour and actions.</p> <p>We show learning by having a go at new things. We learn from our mistakes and we are persistent - we do not give up.</p> <p>We show achievement by always trying our hardest and doing our best. We celebrate our successes.</p>
Context challenges	<p>In 2020, Albion Primary School has the equivalent of 21.9 effective full-time (EFT) staff comprising: Principal, Assistant Principal, 1 x Leading Teacher, 9.2 EFT Classroom Teacher 2, 4 x Classroom Teacher 1, 7.3 x EFT Education Support staff. The class structure consists of 10 classes as follows: 2 x Foundation, 4 x 1/2, 2 x 3/4, 2 x 5/6. All students participate in specialist programs in Physical Education, Library, Visual Arts and Italian. Students also attend music classes with a teacher from the Australian Children's Music Foundation who is supported by the classroom teacher. Extra-curricular programs in which students can participate include: excursions, in-house performances, camps, house sporting competitions, Sporting Schools clinics and a whole school art show or full-scale musical production (alternate years). Children access portable netbook and iPad wifi devices to support their learning. Each classroom has an interactive touch screen television connected to the school's curriculum network. During 2020, the school participated in a capital works program to help improve the facilities, including a refurbished art room, administrative and staff areas. We have an orchard of fruit trees, a vegetable garden which students work in regularly and a chicken coop. Produce from the garden and eggs laid by the chickens, are used in school based cooking activities. With the involvement of the school community, we recently created a maths sensory garden that included the planting of indigenous species, the laying of counting pavers and a</p>

	<p>weather station. We are continuing to improve our gardens.</p> <p>As at the end of term two, 2020, the total school population comprised approximately 49% females and 51% males. The overall socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE), which takes into account parents' occupations and education. Albion Primary School's SFOE band in 2020 is 0.599. 60% of students receive equity funding. Students who have English as an additional language made up 50% of total enrolment. Approximately 12% of the school's population comes from a refugee background and 1% of the school's population is Aboriginal. There is no one dominant cultural group, rather there over 43 languages represented at the school. We celebrate and are very proud of our diverse and inclusive school community. Our staff members are committed to providing the best possible learning environment for our students. Teachers work closely as a professional learning community to develop their capacity to provide a highly effective, differentiated curriculum. The students are at the centre of everything we do. Our school believes that student engagement and wellbeing are inextricably linked to student learning outcomes. We believe our school culture enhances student wellbeing through the creation of a safe, respectful, inclusive learning environment that encourages a growth mindset. We also acknowledge our strong relationships with the parents, guardians and broader school community. We value them as being partners in learning. We strive to live up to the school mission of 'Aim High' in all we do.</p> <p>Work on achieving the goals of the strategic plan continues to develop. However, we have to acknowledge the impact of COVID-19 on the 2020 school year and the limited ability of the school to focus on the delivery of the goals.</p> <p>Our current key challenges include:</p> <ul style="list-style-type: none"> - True student voice, agency and leadership in their learning - Increasing the percentage of students from year 3 to year 5 with high gain growth in NAPLAN writing - Increasing the percentage of students at or above expected levels in reading (Fountas and Pinnell baseline data) as students progress throughout their years at school - Teaching staff reluctance or conservatism to mark students well above expected level even though the data supports this as evidence
<p>Intent, rationale and focus</p>	<p>We believe we have a positive climate for learning in terms of high expectations and a supportive and productive learning environment that promotes inclusion and collaboration. While we will continue to work on and improve this positive climate, the focus will be on student voice, agency and leadership in student learning. Research indicates that student voice, agency and leadership have a positive impact on self-worth, engagement, purpose and academic motivation which contribute to improved student outcomes.</p> <p>We want to ensure that we have consistent, high quality teaching practices in all learning areas, but particularly in literacy and numeracy. Evaluation of the impact of teaching and learning practices on student progress needs to improve by embedding the FISO improvement cycle essential elements of Evaluate and Diagnose, Prioritise and Set Goals, Develop and Plan, Implement and Monitor as a cyclical process.</p>

A particular focus of literacy will be on the teaching of writing. The employment of a literacy coach/consultant to support the development of teacher knowledge and practice will be a priority. This support will also focus on identifying how best to strategically support students to make the required growth.

We plan to increase the support to parents and carers to be able to engage with their children's literacy and numeracy learning to develop the sense of partnership in student learning. This will take the form of parent information sessions, family activity sessions (eg Family Maths and Family Reading nights).

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Goal 1	Improve student learning outcomes in literacy and numeracy
Target 1.1	By 2023 the percentage of students achieving above benchmark growth in Years 3-5 NAPLAN for: <ul style="list-style-type: none">• reading will increase from 19% (2019) to 33% (2023)• writing will increase from 13% (2019) to 33% (2023).
Target 1.2	By 2023 the percentage of students achieving below benchmark growth in Years 3-5 NAPLAN for: <ul style="list-style-type: none">• writing will decrease from 25% (2019) to 10% (2023)• spelling will decrease from 19% (2019) to 10% (2023).
Target 1.3	By 2023 the percentage of Year 5 students at or above the expected level according to teacher judgement in numeracy (measurement and geometry) will increase from 76% (2019) to 85% (2023).
Target 1.4	By 2023 the School Staff Survey positive endorsement for the <i>teaching and learning</i> module factors: <ul style="list-style-type: none">• <i>Understand how to analyse data</i> will increase from 77% (2019) to above 90% (2023)• <i>Professional learning through peer observation</i> will increase from 38% (2019) to 50% (2023).

Key Improvement Strategy 1.a Building practice excellence	Embed the instructional model consistently across the school in all areas of learning
Key Improvement Strategy 1.b Evaluating impact on learning	Evaluate the impact of teaching on learning by analysing multiple sources of data
Goal 2	To empower students to improve and engage with their learning
Target 2.1	<p>By 2023 the percentage of positive endorsement for the <i>Social engagement</i> factors on the student Attitudes to School Survey of:</p> <ul style="list-style-type: none"> • <i>student agency and voice</i> will increase from 54% (2019) to 80% (2023) • <i>sense of confidence</i> will increase from 79% (2019) to above 90% (2023) • <i>stimulating learning</i> will increase from 90% (2019) to above 90% (2023) • <i>self-regulation and setting goals</i> will increase from 83% (2019) to above 90% (2023).
Target 2.2	By 2023 the percentage of positive endorsement for the <i>Student Development</i> factor on the Parent Opinion Survey will increase from 96% (2019) to 98% (2023).
Target 2.3	By 2023 the percentage of positive endorsement for the <i>Teaching and Learning</i> factor on the School Staff Survey in <i>use student feedback to inform teaching practice</i> will increase from 62% (2019) to 80% (2023).
Target 2.4	By 2023 the percentage of students with an average of 20 or more days absent will decrease from 27% in 2019 to 17% in 2023.

Key Improvement Strategy 2.a Empowering students and building school pride	Build staff understanding and capability to embed student voice, agency and leadership
Key Improvement Strategy 2.b Empowering students and building school pride	Empower students to have voice and be active participants in their learning
Key Improvement Strategy 2.c Empowering students and building school pride	Empower students to have authentic agency and co-design their learning
Key Improvement Strategy 2.d Empowering students and building school pride	Empower students to have leadership in their learning and beyond
Goal 3	Improve student engagement by strengthening partnerships with parents, carers and the wider community
Target 3.1	By 2023 the <i>sense of confidence</i> factor in the Attitudes to School Survey will increase from 79% (2019) to 90% (2023).
Target 3.2	By 2023 the percentage of positive endorsement for the <i>parent community engagement</i> factor on the Parent Opinion Survey will increase from 95% (2019) to 97% (2023).
Target 3.3	By 2023 the percentage of positive endorsement for the <i>school climate</i> factor on the School Staff Survey for trust in students and parents will increase from 82% (2019) to 92% (2023).

Target 3.4	By 2023 the <i>motivation and interest</i> factor in the Attitudes to School Survey will increase from 79% (2019) to 90% (2023).
Key Improvement Strategy 3.a Parents and carers as partners	Reinforce partnerships to better involve parents, carers and families in their child's learning
Key Improvement Strategy 3.b Building communities	Establish open and sustained communications with parents and carers and use their knowledge and feedback to improve student learning
Key Improvement Strategy 3.c Building communities	Build collaborative learning partnerships between teachers, parents and students in learning within and beyond the school