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| **5179 Albanvale Primary School - Strategic Plan 2017-2020** | **Endorsement**Principal: [name] [date]School council: [name] [date]Delegate of the Secretary: [name] [date]  | **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** |
| Our mission is to ensure that every student is a curious, critical and creative 21st century thinker and learner. Our students will work as partners in their learning and be collaborative and socially capable citizens in a global society. | **School Values that reflect our school community include:*** Respect—Valuing and accepting others’ differences and respecting the right to learn
* Excellence—Having high expectations and striving to achieve beyond your personal best
* Responsibility —Being responsible for your thoughts, words, actions and the consequences that follow
* Collaboration—Working together to achieve our agreed goals
 | **Context*** The School’s Student Family Occupation index is 0.81, reflecting a large proportion, (60%) of families accessing Camps, Sports and Excursions Fund to support with costs.
* The backgrounds of students reflect a cultural and socio-economic diversity including a large number of students from 29 different non-English speaking backgrounds
* Enrolment numbers are trending up and a further increase is expected

**Challenges*** The school is experiencing increasing levels of student absence predominantly due to holidays to visit family overseas
* There is an increasing enrolment of refugee families, with little or no English
* Whilst buildings and grounds are well-established, they are aging and require continued maintenance and upgrading
* English online data demonstrates students entering Foundation at a very low base in all levels of literacy and numeracy
* NAPLAN trend data for year 3 indicates a trend of low numeracy achievement
 | **Intent** – To build teacher capacity in pedagogy and deep content knowledge of literacy and numeracy to improve student learning. **Rationale** – Effective teaching is the single biggest determinant of student improvement in the school. Teachers not only have a direct impact on student achievement but also student engagement and motivation for learning. What teachers do in the classroom and how they interact with students is vital.**Focus** – **Excellence in teaching and learning** – Building practice excellence /Curriculum planning and assessment-------------------------------------------------------------------------------------------------------------------------------------------**Intent** – To increase student engagement through the activation of student voice that empowers students and enhances learning outcomes.**Rationale** – Schools which are supportive and inclusive deliberatively foster school connectedness and engagement with learning. In particular, schools develop targeted programs to re-engage students, particularly those at risk.**Focus** – **Positive climate for learning** – Empowering students and building school pride. |
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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 improve student learning outcomes in literacy and numeracy F-6.  | Excellence in teaching and learning**Building practice excellence****Curriculum planning and assessment** | Document and implement a guaranteed and viable curriculum based on the Victorian Curriculum | NAPLANIn literacy and numeracy in Years 3 and 5:* Increase the percentage of students achieving in the top two bands of NAPLAN.
* Decrease the percentage of students at or below the National Minimum Standard (NMS).
* Learning Growth
* Increase the percentage of students achieving high growth on all NAPLAN relative growth assessments from Year 3 to 5, (and 5 to 7).
* Decrease the percentage achieving low growth to below the state for all areas of literacy and numeracy, according to NAPLAN.

Teacher judgements:* Increase the percentages of students above expected levels and decrease the percentages below.
* By 2020 teacher assessment against Victorian Curriculum will indicate 25% of students deemed capable F-6, achieving above the expected standards in Literacy and Numeracy
* By 2020 teacher assessment against Victorian Curriculum will indicate consistency with other data sources

**NAPLAN GROWTH TARGETS**

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| **NAPLAN RELATIVE GROWTH 3-5- MATHEMATICS** |
| **Year** | **Low**  | **Medium** | **High** |
| 2017 | **25** | **45** | **30** |
| 2020 | **20** | **45** | **35** |
| **NAPLAN RELATIVE GROWTH 3-5 - READING** |
| **Year** | **Low**  | **Medium** | **High** |
| 2017 | **22** | **42** | **36** |
| 2020 | **20** | **40** | **40** |

**NAPLAN MATHEMATICS TARGETS**

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| YEAR 3 NAPLAN ACHIEVEMENT TARGETS- MATHEMATICS |
| Year  | **BELOW NMS** | **At NMS** | **BAND 3** | **BAND 4** | **BAND 5** | **BAND 6** |
| 2017 | **0%** | **10%** | **35%** | **30%** | **20%** | **5%** |
| 2020 | **0%** | **0%** | **20%** | **40%** | **30%** | **10%** |
| YEAR 5 NAPLAN ACHIEVEMENT TARGETS- MATHEMATICS |
| Year  | **BELOW NMS** | **At NMS** | **BAND 5** | **BAND 6** | **BAND****7** | **BAND****8** |
| 2017 | **0%** | **10%** | **35%** | **25%** | **25%** | **5%** |
| 2020 | **0%** | **0%** | **25%** | **45%** | **30%** | **10%** |

**NAPLAN READING TARGETS**

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| YEAR 3 NAPLAN ACHIEVEMENT TARGETS- READING |
| Year  | **BELOW NMS** | **At NMS** | **BAND 3** | **BAND 4** | **BAND 5** | **BAND 6** |
| 2017 | **0%** | **5%** | **25%** | **35%** | **25%** | **10%** |
| 2020 | **0%** | **0%** | **15%** | **25%** | **40%** | **20%** |
| YEAR 5 NAPLAN ACHIEVEMENT TARGETS- READING |
| Year  | **BELOW NMS** | **At NMS** | **BAND 5** | **BAND 6** | **BAND****7** | **BAND****8** |
| 2017 | **0%** | **20%** | **20%** | **20%** | **20%** | **20%** |
| 2020 | **0%** | **10%** | **15%** | **30%** | **25%** | **20%** |

**ENGLISH ONLINE TARGETS**

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| YEAR 1 ENGLISH ONLINE INTERVIEW – READING AND VIEWING |
| Year  | **BELOW NMS** | **At NMS** | **BAND 3** | **BAND 4** | **BAND 5** | **BAND 6** |
| 2017 | **0%** | **5%** | **25%** | **35%** | **25%** | **10%** |
| 2020 | **0%** | **0%** | **15%** | **25%** | **40%** | **20%** |
| YEAR 2 ENGLISH ONLINE INTERVIEW – READING AND VIEWING |
| Year  | **BELOW NMS** | **At NMS** | **BAND 5** | **BAND 6** | **BAND****7** | **BAND****8** |
| 2017 | **0%** | **20%** | **20%** | **20%** | **20%** | **20%** |
| 2020 | **0%** | **10%** | **15%** | **30%** | **25%** | **20%** |

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| **School Staff Survey** | **% Endorsement**  |
| **Components** | **2017** | **2020** |
| Academic Emphasis | 77% | 82% |
| Collective focus on student learning | 85% | 90% |
| Guaranteed and Viable Curriculum | 85% | 90% |

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| Collect, analyse and use data to drive learning at students’ point of need and measure impact |
| Build teacher capacity to ensure teachers have strong content knowledge and the skills to utilise agreed upon high impact pedagogical strategies for consistency across the school  |
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| To increase student engagement through the activation of student voice that empowers students and enhances learning outcomes. | Positive climate for learning**Empowering students and building school pride** | Develop a systematic approach to challenging goals and effective feedback strategies for all students and staff |

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| **School Staff Survey** | **% Endorsement**  |
| **Components** | **2017** | **2020** |
| Trust in students and parents | 75% | 80% |
| Parent and community involvement | 77% | 82% |

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| **Attitudes to School Survey** | **Mean Factor Score** |
| **Components** | **2017** | **2020** |
| Stimulating Learning | 4.0 | 4.10 |
| Learning Confidence | 4.10 | 4.15 |

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| **Parent Opinion Survey** | **School Mean** |
| **Components** | **2017** | **2020** |
| Parent Input | 5.50 | 5.75 |
| Student Safety | 5.0 | 5.5 |

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| **Student Absences** | **2017** | **2020** |
| F-6 Average | 15.0 | 13.5 |

* ACER – Social and Emotional Wellbeing Survey F-6 - to indicate growth in all variables from 2017 to 2020
 |
| Plan for, explicitly teach and assess students against the capabilities in the Victorian Curriculum |
| Strengthen the partnership with parents and the community to support and enhance student learning |
| Build teacher capacity in digital technologies |
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| To develop the school as a highly effective professional learning community. | Professional leadership**Building leadership teams** | Build the leadership capacity across the school |

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| **School Staff Survey** | **% Endorsement**  |
| **Components** | **2017** | **2020** |
| Collective efficacy | 80% | 85% |
| Instructional leadership | 77% | 82% |
| Intellectual stimulation | 80% | 85% |

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| **Attitudes to School Survey** | **Mean Factor Score** |
| **Components** | **2017** | **2020** |
| Student Connectedness to Peers | 4.35 | 4.55 |
| School Connectedness | 4.40 | 4.60 |
| Student Motivation | 4.60 | 4.85 |

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| **Parent Opinion Survey** | **School Mean** |
| **Components** | **2017** | **2020** |
| Stimulating Learning | 5.75 | 6.0 |
| Learning Focus | 5.75 | 6.0 |

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| **PLC Maturity Matrix** | **Components** |
| **2017** | **Emerging** | **Evolving** | **Embedding** | **Excelling** |
| **Specialist Team** | 0 | 7 | 0 | 0 |
| **F-2 Team** | 0 | 2 | 7 | 0 |
| **3-6 Team** | 0 | 0 | 5 | 2 |
| **PLC Maturity Matrix** | **Components** |
| **2020** | **Emerging** | **Evolving** | **Embedding** | **Excelling** |
| **Specialist Team** | 0 | 4 | 3 | 0 |
| **F-2 Team** | 0 | 0 | 3 | 4 |
| **3-6 Team** | 0 | 0 | 2 | 5 |

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| Strengthen professional learning teams across the school |
| Embed the school vision, values and culture for driving the school improvement agenda |
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