

School Strategic Plan 2018-2022

Alfredton Primary School (1091)



Submitted for review by Laurel Donaldson (School Principal) on 13 August, 2019 at 04:17 PM
Endorsed by Karen Howden-Clarnette (Senior Education Improvement Leader) on 13 August, 2019 at 04:22 PM
Awaiting endorsement by School Council President

School Strategic Plan - 2018-2022

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School vision	<p style="text-align: right;">Every child will flourish with time, effort and support.</p> <p>Alfredton Primary School Philosophy. At Alfredton Primary School we value the individual child, recognizing the strengths and diversity each brings to their learning. We seek to develop independent and motivated lifelong learners who are equipped for the 21st century. We believe positive relationships within the school community, are central to developing effective learning partnerships. Relationships, Respect and Responsibility are the underpinning core values of our learning community. We support our students to set and achieve academic and social goals. We are committed to developing our skills in order to activate a passion for learning.</p> <p>Teacher excellence focuses on the aspects of high expectations and student’s accountability. Excellent teachers present curriculum content to children that they retain and is purposeful. Children develop pride in their work. Children are highly motivated and are actively engaged in their learning. Teacher excellence is demonstrated by: CODE OF CONDUCT: <ul style="list-style-type: none">• Teachers follow and enforce all expected behaviours.• Teachers enter behaviour incidents on GradeXpert.Values: <ul style="list-style-type: none">• Teachers effectively reinforce and model the 3 Rs. Respect, Responsibility and Relationships and the expected behaviours.• Teachers act as effective role models developing self-worth and setting appropriate goals.CLIMATE: <ul style="list-style-type: none">• The classroom has a friendly, caring environment with an emphasis on every student.• Teachers display active support for their team and Leadership.• Teachers demonstrate the schools agreed behaviours and values.ATTENDANCE ROLLS: <ul style="list-style-type: none">• Electronic rolls must be marked twice daily.• Children arriving after 9:00 require a ‘IWelcome Pass’ from Admin.• CRTS REQUIRE ACCESS TO A FOLDER.VICTORIAN CURRICULUM. All key learning areas are taught in accordance with the Victorian Curriculum. <ul style="list-style-type: none">• Learning intentions and Success criteria are communicated.• Proficiency scales and rubrics are used for students and teachers to track progress against “I can” statements.</p>
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- Teachers expect that children display neat and attractive handwriting, correct letter formation is explicitly taught and work is neatly set out with no scribbling.

PLANNING:

- Teachers planning is thorough and well informed and aligned to the Vic Curriculum.
- Learning intentions and success criteria are communicated to students.
- Teacher classroom preparation is to be of the highest standard.

CORRECTION:

- Teachers correct all student work or acknowledge it where appropriate.

MATHEMATICS:

- Teachers ensure children have a thorough knowledge and understanding of the key mathematical concepts.
- Teachers motivate students to learn age appropriate automatic response number skills and retain them.

ENGLISH:

Teachers ensure children:

- Are exposed to CAFÉ and Daily 5 strategies through explicit teaching, displays and anchor charts.
- The Cars and Stars program is taught in ability groupings to years 3-6 one hour per week.
- Are modelled effective sentence construction/formation and it is applied;
- Use correct appropriate spelling, grammar and punctuation;
- Are encouraged to use creativity and imagination;
- Learn the structure of different genres.
- Are taught The Seven Steps strategies to support student's voice in their writing.

SCIENCE:

- Primary Connections is taught across the school.

DIGITAL TECHNOLOGY:

- BYOD program commences in year 4-6.
- Integration of digital learning using the SAMR model beyond Substitution.

PHYSICAL EDUCATION:

- PMP at Foundation Level.

HEALTH:

- Health and Human Relations is taught at Year 5.

ENGAGEMENT AND WELLBEING:

- Bounce Back is taught across the School.
- Circle time weekly and as required is a forum for student voice.
- No Blame bullying and Restorative Practices support wellbeing.

ASSESSMENT& REPORTING/RECORD KEEPING

- Teachers thoroughly, accurately and effectively utilise this.

	<ul style="list-style-type: none"> • APS assessment schedule is adhered to and all relevant results/data is entered on GradeXpert • ILIPs are developed in Term 1 and reviewed in Term 3 for 'at risk' students (12 months below/ 18 months above expected levels). • Parent-student-teacher interviews take place at the beginning (assessment) and mid year (achievement) and as required. • SSGs take place every term for students on the Programs for Disabilities an other students deemed 'at risk'. <p>DISPLAY:</p> <ul style="list-style-type: none"> • Teacher displays are of the highest standard. Anchor charts, student work etc. <p>PARENT COMMUNICATION:</p> <ul style="list-style-type: none"> • Teachers communicate with parents effectively and timely. No Surprises! • FlexiBuzz App is downloaded for home school communications.
<p>School values</p>	<p>We value the 3 R's RESPECT. RESPONSIBILITY. RELATIONSHIPS. and demonstrate them when: We RESPECT:</p> <ul style="list-style-type: none"> • Individual Differences. • Ourselves • Cultural diversity • Other's opinions • Other's feelings • property <p>We take RESPONSIBILITY FOR:</p> <ul style="list-style-type: none"> • Our behaviour • Our actions • Our attendance • Our learning • Our belongings • Our dress code • Our school • Our environment • Doing our best <p>We build RELATIONSHIPS With each other by:</p> <ul style="list-style-type: none"> • Being honest & trustworthy • Caring about the feelings of others • Treating others fairly • Being good mannered • Resolving differences calmly

**Teachers effectively reinforce and model the 3 Rs. Respect, Responsibility and Relationships and the expected behaviours.
 **Teachers (and the school community) act as effective role models developing self-worth and setting appropriate goals.

Context challenges

Alfredton Primary School, originally known as Ballarat West Public School, has been in operation for 147 years. We are a highly sought after school of choice in the Ballarat community, situated in an area of high growth, including two new estates currently being developed in our zone.

In 2015, the school community was engaged in developing our School Vision and Values. Over the last four years we have worked hard to embed our vision 'Every child will flourish with time, effort and support' and values, RESPECT, RESPONSIBILITY and RELATIONSHIPS. These mantras are the core beliefs of our School community - simple enough for people to remember and strong enough to have impact. In short, these are what we live and abide by at Alfredton Primary School and are core to building our school climate and culture.

We believe positive relationships within the school community, are central to developing effective learning partnerships. Our values underpin our learning community. Behaviours aligned to these values are instilled across the whole school community with the expectation that these are demonstrated by all staff, parents and students. We support our students to set and achieve academic and social goals. We are committed to developing our skills in order to activate a passion for learning.

At the beginning of the period marking the 2014-18 Strategic Plan, enrolments were increasing steadily, peaking in 2016 with an enrolment of 613. Since then, the opening of a new Catholic Primary school attracted some students and in 2018 our enrolments declined to 557 at census. We have again trended upwards and our 2019 enrolment is 583. A new Government school will be opening in Lucas, the adjoining new estate, in 2020. The current Student Family Occupation and Education (SFOE) index is 0.3702, this has increased from 0.3507 in 2016

Enrolment history:

2015	2016	2017	2018
583	613	603	557

The APS Leadership team comprising the Principal, Assistant Principal, 1 Leading Teacher and 4 classroom teachers who are paid a special payment for their extra responsibilities as PLT leaders. Two of these leaders also have roles as Learning Specialists. These staff members are leading change across the school to support student learning and improvement across all key learning areas with a significant focus on Literacy and numeracy outcomes.

The school has a First Aid Officer, Chaplain, ICT Technician and full time Grounds and Maintenance person and ES admin staff.

The school is organised into single year level classes across the school except for one Foundation/Grade 1 class and one Year 5/6 class. Straight grades have been the preferred model within the school community although composite classes are incorporated within the structure on a needs basis. In 2018 we had 23 classes run by 25 classroom teachers. This will be increased by one class in the 2019 school year due to an increase in numbers in the senior school. Specialists provide instruction in Physical Education, Performing and Visual Arts and LOTE. Extra-curricular opportunities are made available to our students in a range of sport and arts programs/competitions. Classroom teaching and learning has been supported by language support programs for students in years 1-

	<p>6 whose literacy skills need improvement. Reading intervention has also been provided for students in Years 1-6 in the forms of a Reading Intervention program and MultiLit, both providing one to one student support.</p> <p>Staff work in four Professional Learning Teams; School Improvement Teams for Teaching and Learning (incorporating Digital Learning) and Well being.</p> <p>We encourage students to apply for leadership roles including positions as School Captains, Vice Captains, Sport, Arts and LOTE Captains and SRC members.</p> <p>There is provision made for a number of support services.</p> <p>We are a progressive school embarking on many initiatives prior to DETs adoption.</p>
<p>Intent, rationale and focus</p>	<p>The school aims to reduce the across class variance of the teaching of literacy and numeracy and in the Literacy Block to ensure greater consistency.</p> <p>The School aims to maintain its high performance but focus on specific areas as recommend by the Review Panel.</p> <p>The School Review Panel recommends the following key directions for the next School Strategic Plan:</p> <ul style="list-style-type: none"> • English and Mathematics, particularly improving writing in Years 3 and 5. • High impact teaching strategies. • Student voice, agency and leadership. • Students setting high expectations for their learning. • Community engagement in learning, with a particular focus on parents and carers as partners. <p>PROPOSED GOALS, TARGETS AND KEY IMPROVEMENT STRATEGIES (KIS) FOR NEXT SSP</p> <p>Goal 1 To optimise the learning outcomes and learning growth for all students (F – 6) in Literacy and Numeracy. Suggested FISO high-impact improvement initiatives for this goal (in order of priority)</p> <ol style="list-style-type: none"> 1. Excellence in Teaching and Learning 2. Building Practice Excellence (BPE) <p>Goal 1 rationale The panel has identified high performance in Reading and Numeracy and a continued focus on Writing, which was supported by the data.</p> <p>Targets</p> <p>1.1 NAPLAN Relative Growth Years 3 - 5:</p> <ul style="list-style-type: none"> • By 2022, the percentage of students achieving in Reading: High growth from 30% to 35% and Medium growth from 49% to 55% • By 2022, the percentage of students achieving in Writing: High growth from 24% to 30% and Medium growth from 55% to 60% • By 2022, the percentage of students achieving in Number: High growth from 32% to 35% and Medium growth from 50% to 53%

1.2 Teacher Judgements:

- By 2022, the percentage of students (F – 6) assessed by teachers at or above expected levels in Reading and Writing will increase from 92% to 95% and from 88% to 90%, respectively.
- By 2022, the percentage of students (F -6) assessed by teachers at or above expected levels in Numeracy: Number and Algebra will increase from 90% to 93%.

Key Improvement Strategies (KIS)

1. Review the Alfredton Primary School Instructional Model to ensure consistent implementation to meet the individual learning needs of all students.
2. Build teacher capability to interpret and utilise data with a range of formative assessment strategies to teach to a student's point of learning.

Goal 2

To improve student engagement, voice, agency and leadership in learning.

Suggested FISO high-impact improvement initiatives for this goal (in order of priority)

1. Positive Climate for Learning
2. Empowering Students and Building School Pride

Goal 2 rationale

The PRSE identified student voice, agency and leadership as an opportunity for future improvement. Student, staff and parent focus groups endorsed this as a future focus.

Targets

2.1

- By 2022, an increase in the percentage of positive endorsements in the Attitudes to School Survey (AtoSS) for the following factor scores:
 - Stimulated Learning from 77% to 80%
 - Sense of Confidence from 75% to 80%
 - Student Voice and Agency from 68% to 73%.

2.2

- By 2022, an increase in the percentage of positive endorsements in the Parent Opinion Survey (POS) for the following factor scores:
 - Effective Teaching from 76% to 79%
 - Stimulating Learning from 79% to 80%
 - Student Agency and Voice from 81% to 83%.

Key Improvement Strategies (KIS)

1. Create opportunities and embed strategies to build the capacity of students, staff and leaders to ensure students have voice, agency and leadership in their learning.

Goal 3

To continue to develop healthy, happy and resilient students.

Suggested FISO high-impact improvement initiatives for this goal (in order of priority)

1. Positive Climate for Learning
2. Health and Wellbeing

Goal 3 rationale

The Panel endorsed the work of the previous strategic plan in developing a safe and supportive environment, as evidenced by the data. Further work in this area will enhance student well-being, with a focus on boys.

Targets

3.1

- By 2022, an increase in the percentage of positive endorsements in the AtoSS for the following factor scores:
 - Teacher Concern from 66% to 70% (Male students)
 - Resilience from 78% to 80% (Years 4 -6 students)
 - Sense of Confidence from 75% to 80% (Years 4 – 6 students)
 - School Connectedness (Sense of Belonging) from 74% to 78% (Years 4 – 6 students)

Key Improvement Strategies (KIS)

1. To continue to create opportunities for all students to strengthen their resilience through existing social and emotional initiatives.
2. To enhance student resilience by embedding the Respectful Relationships curriculum aligned to the school values and vision.

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Goal 1	To optimise the learning outcomes and learning growth for all students (F – 6) in Literacy and Numeracy.
Target 1.1	<p>NAPLAN Relative Growth Years 3 - 5:</p> <ul style="list-style-type: none"> • By 2022, the percentage of students achieving in Reading: High growth from 30% to 35% and Medium growth from 49% to 55% • By 2022, the percentage of students achieving in Writing: High growth from 24% to 30% and Medium growth from 55% to 60% • By 2022, the percentage of students achieving in Number: High growth from 32% to 35% and Medium growth from 50% to 53%
Target 1.2	<p>Teacher Judgements:</p> <ul style="list-style-type: none"> • By 2022, the percentage of students (F – 6) assessed by teachers at or above expected levels in Reading and Writing will increase from 92% to 95% and from 88% to 90%, respectively. • By 2022, the percentage of students (F -6) assessed by teachers at or above expected levels in Numeracy: Number and Algebra will increase from 90% to 93%.
Key Improvement Strategy 1.a	Review the Alfredton Primary School Instructional Model to ensure consistent implementation to meet the individual learning needs of all students.

Evidence-based high-impact teaching strategies	
Key Improvement Strategy 1.b Evaluating impact on learning	Build teacher capability to interpret and utilise data with a range of formative assessment strategies to teach to a student's point of learning.
Goal 2	To improve student engagement, voice, agency and leadership in learning.
Target 2.1	<ul style="list-style-type: none"> ● By 2022, an increase in the percentage of positive endorsements in the Attitudes to School Survey (AtoSS) for the following factor scores: <ul style="list-style-type: none"> - Stimulated Learning from 77% to 80% -Sense of Confidence from 75% to 80% -Student Voice and Agency from 68% to 73%.
Target 2.2	<ul style="list-style-type: none"> ● By 2022, an increase in the percentage of positive endorsements in the Parent Opinion Survey (POS) for the following factor scores: <ul style="list-style-type: none"> - Effective Teaching from 76% to 79% - Stimulating Learning from 79% to 80% - Student Agency and Voice from 81% to 83%.
Key Improvement Strategy 2.a Empowering students and building school pride	Create opportunities and embed strategies to build the capacity of students, staff and leaders to ensure students have voice, agency and leadership in their learning.

Goal 3	To continue to develop healthy, happy and resilient students.
Target 3.1	<ul style="list-style-type: none"> • By 2022, an increase in the percentage of positive endorsements in the AtoSS for the following factor scores: <ul style="list-style-type: none"> - Teacher Concern from 66% to 70% (Male students) - Resilience from 78% to 80% (Years 4 -6 students) - Sense of Confidence from 75% to 80% (Years 4 – 6 students) - School Connectedness (Sense of Belonging) from 74% to 78% (Years 4 – 6 students)
Key Improvement Strategy 3.a Health and wellbeing	To continue to create opportunities for all students to strengthen their resilience through existing social and emotional initiatives.
Key Improvement Strategy 3.b Health and wellbeing	To enhance student resilience by embedding the Respectful Relationships curriculum aligned to the school values and vision.