

# School Strategic Plan 2020-2024

Albanvale Primary School (5179)



Submitted for review by Susanna Vermezovic (School Principal) on 13 May, 2020 at 11:08 AM

Endorsed by Charles Branciforte (Senior Education Improvement Leader) on 25 May, 2020 at 12:18 PM

Endorsed by Jason Burke (School Council President) on 03 June, 2020 at 05:51 PM

# School Strategic Plan - 2020-2024

Albanvale Primary School (5179)

<b>School vision</b>	At Albanvale Primary School we will 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.
<b>School values</b>	<p>Our school values include:</p> <p>Excellence - Having high expectations and striving to achieve beyond your personal best</p> <p>Respect - Valuing and accepting others' differences and respecting the right to learn</p> <p>Responsibility - Being responsible for your thoughts, words and actions and the consequences that follow</p> <p>Collaboration - Working together to achieve agreed goals</p>
<b>Context challenges</b>	<p>Albanvale Primary School has an enrolment of 271 students, of which 73.21% have English as an additional language. The SFOE index of 0.6388 for the school is high, with 6.4% of students accessing the Program for Students with Disabilities, and an additional 4.53% of students identified as having a learning impairment. The English Online and Maths Online assessments indicate high literacy and numeracy needs of students upon entry in to school. A focus on literacy and numeracy attainment, particularly in the early years, is imperative in order for students to achieve the expected standards in these areas. The school has had a strong focus in building teacher curriculum knowledge and knowledge of instructional practices in reading and numeracy, with four year trend data demonstrating student improvement in these areas. However, variance in teachers' understanding about the broad span of components required to successfully assess and teach student writing, has contributed to a level of inconsistency in writing instruction across the school, with the review process highlighting the need to strengthen and improve moderation practices and focus on establishing a consistent writing framework across the school in the new School Strategic Plan.</p> <p>The school has tried to create a positive school climate to meet student wellbeing needs, and develop their self- management, awareness, empathy and relationship skills. We are in the early stages of implementation of the School-wide Positive Behaviours and Respectful Relationships initiatives, which will need to continue in the new School Strategic Plan. In addition to a focus on students' health and wellbeing, our aspiration is to engage and empower students to take risks in their learning in order for them to develop as lifelong learners. Our challenge has been to move students from a reliance on the teacher, to fully engage students in critically thinking about their learning and to empower them to effectively and consistently pursue self-directed learning.</p> <p>High student absences, due to extended holidays and illness, continue to be a challenge and support for those students most at risk of repeated non-attendance needs to remain a focus in the new School Strategic Plan. .</p>
<b>Intent, rationale and focus</b>	Albanvale Primary School has identified the need to prioritise Excellence in Teaching and Learning in order to continue to improve student learning outcomes in literacy and numeracy across the school. The focus will be on building teacher capacity through a whole school approach to curriculum planning, instruction and assessment, in order to ensure consistency of teaching and learning

practices across the school and alignment to the Victorian curriculum. We will continue to build the knowledge and skills of staff in high impact teaching practices as well as collecting, analysing and using data to understand every student's point of need and their next level of learning, in order to differentiate instruction accordingly. This work will be achieved in the context of professional learning teams, school-based coaching and shared leadership across the school.

In the four year Strategic Plan, the school will prioritise:

- Improving students' writing data across the school, with a focus on the use of a consistent writing framework and instructional practices.
- Building students' use of reading comprehension strategies across all domains.
- Continuing to develop teachers' knowledge of the mathematics curriculum to support extension of students' learning.

In addition, Albanvale Primary School has identified the need to prioritise Positive Climate for Learning in order to build a culture where teachers and students work together, and where student voice, agency and leadership are understood as inter-related factors that contribute to the notion of empowerment and sense of school pride. We will work towards creating learning environments that promote independence, interdependence and self-motivation, and support students to be independent and self-regulating learners.

In the four year Strategic Plan, the school will prioritise:




- Improving student voice and agency in learning, particularly feedback and reflection strategies, construction of learning goals, and co-construction of success criteria.
- Building teachers' understanding of the curriculum and continuum of learning to adapt teaching to student's learning needs and support co-construction of students' learning goals.
- Improving students' attendance data.


# School Strategic Plan - 2020-2024

Albanvale Primary School (5179)

<b>Goal 1</b>	To improve student learning outcomes for every student in literacy and numeracy
<b>Target 1.1</b>	By 2024 increase the percentage of students achieving in the top two NAPLAN bands in writing for: <ul style="list-style-type: none"><li>• Year 3 from 68% (2019) to 69% (2024)</li><li>• Year 5 from 4% (2019) to 20% (2024)</li></ul>
<b>Target 1.2</b>	By 2024 decrease the percentage of students in Years 3 and 5 in the lower 2 NAPLAN bands for writing for: <ul style="list-style-type: none"><li>• Year 3 from 0% (2019) to 0% (2024)</li><li>• Year 5 from 19% (2019) to 15% (2024)</li></ul>
<b>Target 1.3</b>	By 2024 the percentage of Year 5 students assessed as meeting and above benchmark growth in NAPLAN literacy to increase from: <ul style="list-style-type: none"><li>• Reading from 94% to 95%</li><li>• Writing from 79% to 86%</li></ul>

<b>Target 1.4</b>	By 2024, the percentage of Year 5 students assessed as meeting and above benchmark growth in NAPLAN numeracy to increase from 100% to 100%.
<b>Target 1.5</b>	<p>To improve the percentage of students making at least one level of learning progress in each school year, or meeting their ILP goals to 100%</p>
<b>Key Improvement Strategy 1.a</b> Evidence-based high-impact teaching strategies	Deepen the capacity of all teaching staff to use evidence-based practice, to improve student learning outcomes
<b>Key Improvement Strategy 1.b</b> Curriculum planning and assessment	Build the capacity of staff to understand the learning needs of each student through a deep knowledge of the curriculum and a continuum of learning
<b>Goal 2</b>	To empower students to be actively engaged in their learning
<b>Target 2.1</b>	<p>By 2024, increase the percentage of positive endorsement for 4-6 AToSS <i>Social Engagement factors</i>:</p> <ul style="list-style-type: none"> <li>• <i>Student agency and voice</i> 87% (2019)-88% (2024)</li> <li>• <i>Learning confidence, stimulating learning</i> 92% (2019)-93% (2024)</li> <li>• <i>Self-regulation and Setting goals</i> 95% (2019)-96% (2024)</li> </ul>

<b>Target 2.2</b>	 <p>By 2024, increase the percentage of positive endorsement for the student <i>cognitive engagement</i> factors on the Parent Opinion Survey from 92%(2019) to 93%(2024).</p>
<b>Target 2.3</b>	<p>By 2024, increase the percentage of positive endorsement on School Staff Survey <i>teaching &amp; learning -evaluation</i> module score for the component, <i>use student feedback to inform teaching practice</i> – from 79% (2019) to 80%(2024).</p>
<b>Key Improvement Strategy 2.a</b> Empowering students and building school pride	<p>Build teacher capacity to have a consistent understanding of, and provide opportunities for student agency, voice &amp; leadership</p>
<b>Key Improvement Strategy 2.b</b> Intellectual engagement and self-awareness	<p>Empower students to collaborate with adults and peers to direct and take responsibility for their learning</p>
<b>Goal 3</b>	<p>To strengthen students' sense of engagement, wellbeing and ability to form respectful relationships</p>
<b>Target 3.1</b>	 <p>By 2024, increase the percentage of positive endorsement for the <i>safety</i> domain in the Parent Opinion Survey from 90% (2019) to 91%(2024).</p>
<b>Target 3.2</b>	 <p>By 2024, the average absence to be reduced from 15.3 days (2019) to 15.0 days (2024).</p>

<b>Target 3.3</b>	By 2024, decrease the percentage of students with 20 or more absence days from 27% (2019) to 26% (2024).
<b>Target 3.4</b>	 <p>By 2024, increase the percentage of positive endorsement for the learner characteristics and disposition factors of <i>resilience and self-regulation and goal setting</i> on the 4-6 Student Attitudes to School survey from 91% (2019) to 92% (2024).</p>
<b>Key Improvement Strategy 3.a</b> Health and wellbeing	Deepen and embed a whole-school approach to student health, wellbeing and inclusion
<b>Key Improvement Strategy 3.b</b> Building communities	Strengthen opportunities for students to enrich learning through community partnerships