School Strategic Plan for Alphington Primary School
3599
2016 – 2019

**Endorsements**

<table>
<thead>
<tr>
<th>Endorsement by</th>
<th>Signed...</th>
<th>Name: Melissa Mackenzie</th>
<th>Date: 3/5/16</th>
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<tbody>
<tr>
<td>School Principal</td>
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<tr>
<th>Endorsement by</th>
<th>Signed...</th>
<th>Name: Catherine Ellis</th>
<th>Date: 3/5/2016</th>
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<tr>
<td>School Council</td>
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<tr>
<th>Endorsement by</th>
<th>Signed...</th>
<th>Name: Michael West</th>
<th>Date: 19/04/2016</th>
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<td>the delegate of the</td>
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<tr>
<td>Secretary</td>
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Valid as of August 2015
## School Profile

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Striving for personal excellence by inspiring learning, creativity and self-belief.</th>
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<tbody>
<tr>
<td>Values</td>
<td>Kindness: Demonstrating empathy and being inclusive; displaying gratitude.</td>
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<td>Respectful: Consideration for self, others and the world around us; being</td>
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<td>polite and courteous.</td>
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<td>Resilience: Being flexible and able to bounce back; being optimistic.</td>
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<td>Curiosity: Showing interest and wonder; making choices; a love of learning.</td>
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<td>Integrity: Being honest and fair; having a sense of what’s right and living it.</td>
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<td>Environmental Context</td>
<td>Alphington Primary School is a vibrant primary school situated on the city fringe, in an area bounded by Heidelberg Road and the Yarra River. It is set amidst residential streets, close to parklands, a sporting oval and public transport, and is a focal point for the community it serves. The school is recognised for its strong academic achievement, focus on high quality teaching and strong community involvement. Values of integrity, respect, inclusiveness, curiosity and collaboration underpin the school’s commitment to nurture students to become confident and contributing citizens. High attendance data reflects the school’s emphasis on a positive attendance program.</td>
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<td>The staffing profile of the school reflects the strong commitment APS has to developing the capacity of our teachers. The school has 25.2 FTE teachers; 2 Principal Class and 5.64 Education Support Staff. The school’s physical environment is aesthetically inviting with new buildings, classroom and playground upgrades giving the school flexible learning spaces and child friendly play areas that provide a safe and secure school environment. The school includes flexible learning spaces, two library/resource centres, a multipurpose room and art/craft room. Classrooms are technology rich with interactive whiteboards, 1:1 individual net books or i-Pads. The playground includes both active and passive spaces with two artificial turf-playing areas and two re-surfaced flexible ball-sport courts. Specialist programs comprise Physical Education and Sport, Visual Arts, Performing Arts and LOTE (Italian and Mandarin programs offered). A positive approach to wellbeing, based on rights and responsibilities for all is promoted.</td>
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<td>The school aims to develop students’ knowledge, skills and understandings in literacy and numeracy as well as of 21st Century competencies. Teaching and Learning programs enable students to transfer and apply their learning to new and different situations in preparation for lifelong success within and beyond their community.</td>
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<td>Service Standards (optional)</td>
<td>• The school fosters close links with parents and the broader school community through its commitment to open and transparent communications.</td>
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<td>• The school commits to active sharing of its vision and goals to nurture school community engagement in the school’s strategic plan.</td>
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<td>• The school ensures a rich, challenging and flexible curriculum including skills for learning and life.</td>
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<td>• The school provides a safe and stimulating learning environment ensuring students achieve their potential.</td>
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<tr>
<td>Goals</td>
<td>To engage and challenge all students in deep and purposeful learning to reach their potential in literacy and numeracy outcomes.</td>
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| Targets | • NAPLAN Matched cohort growth of Year 5 students will at least equal or exceed the state mean growth in Writing and Spelling  
  • Teacher judgements- Each year level 1-6 will improve AusVELS score by 1.20 or greater growth of mean score each year for all students deemed capable  
  • Teacher Judgements- 95% of students will achieve at or above expected level in Writing, Reading and Number  
  • *Stimulating learning* and *teacher empathy* in the SATS survey will increase to at least state mean  
  • *Stimulating learning* in the POS will increase to at least state median. |
| Actions | • Lesson Study and Performance and Development Plans to focus on challenging high achieving students  
  • Maintain a staff professional development focus on Maths and Problem Solving  
  • Development of a Writing Continuum that reflects the Victorian Curriculum  
  • Build staff capacity through appropriate Writing Professional Development  
  • Establish a shared understanding of writing levels utilising moderation  
  • Review how high achieving students are being challenged through their Writing  
  • Research progress of students when transitioning from each stage of learning- F-1, 2-3, 4-5  
  • Maintenance of Lesson Study and Observations |
| Key improvement strategies | • Build teacher capacity to challenge students in Literacy and Numeracy  
  • Develop an agreed document to ensure a consistent writing program across the school  
  • Promote student voice by establishing relevant and purposeful learning opportunities |
| Success criteria | • Evidence of high achieving students being challenged in Performance and Development Plans  
  • Evidence in Maths planners of four proficiency strands  
  • Consistent moderation and assessment across the school reflected in teacher judgements  
  • Implementation/consolidation of the Writers’ festival |
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<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
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| - Implementation of an agreed Writing Model  
- Strengthen the Writing program to ensure students are challenged through team planning  
- Review electronic samples of agreed writing levels  
- Introduce and implement the Victorian Curriculum  
- Consolidate opportunities to take learning beyond the classroom, challenging students to apply and transfer their knowledge, skills and understandings  
- Consolidate implementation of the Maths framework  
- Strengthen Transition practices in accordance with review findings | - Use the Victorian Curriculum to create an effective assessment tool to measure growth and breadth in writing linked with the 6C's from NPDL  
- Consolidate implementation of an agreed writing framework  
- Writing programs to be reviewed and adapted across teams ensuring consistency within and across year levels  
- Review transition practices in, out and through the school | - Review the effectiveness of the writing curriculum  
- Review assessment and moderation processes/practice  
- Audit the Maths framework and continuum |
| - Writing learning Logs incorporated into PLTs with a focus for high achieving students  
- 1.0 AusVELS mean growth in 12 months across all areas of the curriculum  
- Triangulation of Writing data – NAPLAN, various writing samples, UNSW | - Writing samples used to effectively moderate teacher judgements  
- Writing framework guides the planning of a differentiated and challenging curriculum  
- Create electronic moderation document  
- 1.1 AusVELS mean growth in 12 months across all areas of the curriculum  
- Streamline current teaching and learning model | - Stimulating Learning to be at least state median in POS and SATS |
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<tr>
<th>Engagement</th>
<th>Key improvement strategies</th>
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<tr>
<td><strong>Goals</strong></td>
<td>• 1.2 AusVELS mean growth in 12 months across all areas of the curriculum</td>
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<td><strong>Targets</strong></td>
<td>• Strengthen student voice in curriculum design</td>
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<td>• Use of ICT as a self-directed and engaging learning tool</td>
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<td>• Empower students to actively participate in the Inquiry and Science curriculum</td>
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<td>• Provide opportunities to make connections within and beyond the school</td>
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<td><strong>Actions</strong></td>
<td>• POS - General satisfaction variable will be at or above the 75th percentile, School Connectedness variable will be at or above 60th percentile</td>
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<td>• SATS - Learning confidence, School connectedness and Teacher empathy variables will be at or above state mean</td>
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<td><strong>Year 1</strong></td>
<td>• Ensure application and transfer of knowledge, skills and understandings within and beyond the classroom</td>
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<td>• Prioritise the implementation and assessment of New Pedagogies for Deep Learning competencies</td>
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<td>• Introduction of 1:1 ICT access throughout the school</td>
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<td>• Audit the effectiveness of the school’s Inquiry units. This is to include a focus on the teaching of Science</td>
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<td>• Development of a rigorous Science continuum</td>
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<td>• Acquire student feedback in relation to their engagement in learning</td>
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<td>• Agreed understanding of new School Values and demonstrated throughout teacher and student behaviours.</td>
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<td><strong>Success criteria</strong></td>
<td>• The curriculum offers opportunities to engage in real-life experiences</td>
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<td>• Development of community partnerships</td>
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<td>• Student landscape proposal for new portable</td>
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<td>• Students develop greater awareness of the functionality of ICT devices.</td>
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<td>• Creation of an agreed Science curriculum</td>
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<td>• ‘Walls that Talk’ evident in classrooms</td>
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<td>Year 2</td>
<td>Year 3</td>
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| - Student learning extends beyond the classroom  
- Utilising ICT to create, design and communicate in collaborative online environments  
- Investigate how Science can be incorporated into the Inquiry planner. To be aligned with Victorian Curriculum.  
- Full implementation of Victorian Curriculum.  
- Consolidation of school values  
- Maintaining consistency of Inquiry competencies to consolidate deeper learning  
- Implement student feedback in relation to engagement in learning  
- Align planning, lesson structures and content with the Victorian Curriculum | - ICT is utilised every day to enhance learning. Improve the transition score to the 50th percentile in the POS  
- Science learning extends beyond the Term 2 Unit of Inquiry  
- Planning aligns with Victorian Curriculum.  
- School values are lived out in classes and the playground  
- Evidence of student choice in learning tasks  
- Establish and Inquiry learning model | - Planning reflects connections students are making with their learning within and beyond the school  
- ICT use is student driven to enhance learning experiences  
- Agreed Science curriculum |

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<th>Year 4</th>
<th>Year 3</th>
<th>Year 2</th>
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| - Review the impact on learning outcomes from the New Pedagogies for Deep Learning project  
- Audit the Science curriculum  
- Review Units of Inquiry  
- ICT planning, implementation and utilisation are reviewed for effectiveness | - Ethical Capability teacher judgements reflect an increase in student achievement as a result of connections within and beyond the school | - Establish an Inquiry learning model  
- NPDL 6C's and associated assessment will be embedded in planning documentation  
- Student voice will inform teaching and learning |
### Wellbeing

#### Goals
To refine the student-centred stimulating learning environment that engages, motivates and connects students with their learning.

#### Targets
- SATS - Classroom behaviour and stimulating learning variables to be at or above state mean
- POS - Classroom Behaviour variable to be at or above the 50th percentile
- SOS - Collective Focus on Student Learning and Teacher Collaboration to be at or above state mean

#### Actions
- Staff to explore and define 'quality tasks'
- Develop agreed learning conditions/teaching model
- Implementation of a whole school Wellbeing framework
- Term 1 Units of Inquiry to reflect new School Values
- Review Behaviour Management Flowchart
- Revisit KidsMatter Component 2
- Identify problems of practice
- Investigate Growth Mindset by Carol Dweck
- Individual learning goals...
  - Living the values
  - Voice and choice
  - Hattie’s Big 4
    - Learning intentions
    - Quality tasks

#### Success criteria
- Documented agreed definition of 'quality tasks'
- Learning agreements displayed in classes
- Individual Learning Goals, Learning Intentions and Success Criteria inform teaching and learning
- Documented Wellbeing framework
- Document agreed definitions of new School Values
- Updated Behaviour Management Flowchart being utilised by staff

#### Key improvement strategies
- Establish a shared understanding of the optimal learning conditions.
- Embed a culture of critical reflection and feedback
- Developing a consistent, restorative approach to behaviour management
- Consistency of wellbeing processes, practices and policy implementation
| Year 2       | • Implement agreed learning conditions/teaching model  
|             | • Staff Professional development in relation to wellbeing programs  
|             | • Consistent implementation of behaviour management flowchart  
|             | • Consolidation of wellbeing continuum  
|             | • Implementation of ‘Hatte’s Big 4’ through peer coaching and lesson study  
|             | • Success criterion developed throughout the school, which include knowledge and capabilities  
|             | • Revisit KidsMatter Component 3 | • Behaviour Management flowchart included in staff induction program  
|             | • Consistent SEL evident throughout the school | • Staff using common language in relation to wellbeing practices and processes  
|             | • Behaviour Management to increase to the 50th percentile in the POS and SATS  
|             | • Feedback to students directs future learning  
|             | • Strong parent and carer partnerships in relation to Wellbeing  
|             | • Maintain positive trends of attendance data |
| Year 3      | • Consolidate implementation of optimal learning conditions, including student choice in learning environment  
|             | • Review of the wellbeing continuum  
|             | • Consolidation of learning intentions and success criteria  
|             | • Revisit KidsMatter Component 4 | • Wellbeing continuum adapted and modified to suit student needs  
|             | • Learning intentions and success criteria are evident in all lessons  
|             | • Documented resource for accessing Wellbeing support  
|             | • Self-regulated learners | • Wellbeing Continuum F-6 informs and guides wellbeing programs/lessons  
|             |                      | • Behaviour Management to exceed the 50th percentile in the POS and SATS |
| Year 4      | • Review of whole school learning environment to ensure it is safe, stimulating and engaging  
|             | • Review of Wellbeing practise/policies/process and curriculum |
### Productivity

| Goals | To continue to manage the school resources of people, time, space and funding to support improved student outcome |
| Targets | • SOS- Shielding/ Buffering and Overall score variable to increase to be at or above state mean |

| Year 1 | AMCOR 2nd campus negotiation and liaison with DET and Yarra City Council  
• Appointment of new Principal  
• Landscaping around new building  
• Completion of 1:1 ICT devices plan  
• Implementation of new financial ICT contributions  
• Laserlite outside Room 6 & 7 replaced  
• Team planning – coaching by AP’s  
• Review and update school logo aligned with school culture |
| Year 2 | AMCOR 2nd campus negotiation and liaison with DET and Yarra City Council  
• Maintenance Plan continued  
• Development of leadership capacity of staff  
• Landscaping Master Plan completed  
• Outdoor stage funded and constructed  
• Recycled water pump upgrade |

### Key improvement strategies

| • Work towards the provision of facilities to ensure optimum learning spaces  
• Maintain and upgrade current facilities to ensure optimum learning spaces  
• Ongoing negotiations relating to a 2nd campus on the AMCOR site  
• Ongoing negotiations relating to a 2nd campus on the AMCOR site |

### Success criteria

| • Ongoing negotiations relating to a 2nd campus on the AMCOR site  
• Stimulating 21st century learning environment  
• Landscaping around new building complete  
• 1:1 ICT devices achieved  
• Laserlite outside room 6 & 7 installed  
• Peer coaching and lesson study undertaken as scheduled  
• School logo updated |
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| • AMCOR 2nd campus negotiation and liaison with DET and Yarra City Council  
• Provide opportunities for staff leadership experience | • Outdoor stage complete  
• Recycled water pump upgraded | • Ongoing negotiations relating to a 2nd campus on the AMCOR site  
• Differentiated leadership model  
| • AMCOR 2nd campus negotiation and liaison with DET and Yarra City Council  
• Review of staffing leadership profile | • Ongoing negotiations relating to a 2nd campus on the AMCOR site  
• Staffing profile reflects leadership potential |