

School Strategic Plan 2019-2023

Alphington Primary School (3599)



**Alphington
Primary School**

Submitted for review by Melissa Mackenzie (School Principal) on 06 November, 2019 at 10:20 AM

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School vision	<p>At Alphington Primary School the student is at the centre of the highly engaged community. Students are striving for personal excellence, supported by professional and dedicated staff who are inspiring learning, creativity and self-belief.</p> <p>Our School:</p> <ul style="list-style-type: none">*has an unrelenting focus on academic excellence ensuring all students achieve their potential*fosters close links with parents and the broader school community through its commitment to open and informative communications and active sharing of its vision and goals.* makes decisions about teaching and learning in line with the school's strategic plan*has a strong belief that students are the co-creators of their learning through authentic voice and choice in learning* provides a safe and stimulating learning environment ensuring students achieve their potential promoting a zest for learning.* ensures a rich, challenging and flexible curriculum which includes the skills for learning and life and the belief that students can make a difference in their world.
School values	<p>Our school aims to develop a love of learning as a life-long process in a safe, nurturing environment. We implement high quality teaching and learning programs where children develop to their potential. The caring, professional staff value all students and are dedicated educators. Children are respected for their individuality and are encouraged to become empowered individuals who are strong agents of their learning through a collaborative classroom approach. Our students have an authentic belief that they have a strong voice and can make a difference by taking action. The school strives for academic excellence with a particular emphasis on the recognition that all children have individual talents that need to be extended and challenged. There is a commitment to the personal growth and meeting the individual needs of each child and the school places great importance on the development of the school values of respect, kindness, resilience, integrity and curiosity.</p> <p>The curriculum is delivered through an inquiry model with a strong emphasis on the development of knowledge, skills, capabilities, concepts, and values. We encourage students to go further with their learning and take action and provide a range of digital resources such as: our 1:1 device program using iPads and laptop computers; Interactive Whiteboards / TVs in every learning space; green screen technology; and coding tools such as Dot & Dash robots and Bee-Bots. The school operates specialist programs in Visual Art, Physical Education, Performing Art and L.O.T.E. (Mandarin/ Italian). Wellbeing and mindfulness strategies are taught on a regular basis. The use of digital technologies supports all our programs.</p> <p>The structure of the school currently is to work in single level classes with cohorts of students working together on occasion. There are also occasions where students across levels will gather to complete learning. There is limited team-teaching occurring but staff</p>

	<p>collaboration, observation and mentoring is a strong feature of our school.</p> <p>The school's culture is collaborative where all stakeholders work together to achieve the school's goals and improve student outcomes. This partnership is supported through the extensive use of individual learning plans, open and regular communication and opportunities to celebrate learning. Learning is individualised and caters for all students. The school implements a rigorous assessment schedule and reporting procedures and information disseminates through weekly newsletters, digital portfolios; Compass, meetings, conferences, forums and information sessions.</p> <p>Our culture supports building a community of partnerships. This is evident from the feedback from school council parents where they state the strengths of the school include the focus on developing the whole child, the focus on excellence in teaching and learning and the additional opportunities provided such as the connections between our Sister School Partnerships with Huaibei #3 Experimental School in Anhui Province, China and Hope Vale State School in Far North Queensland, Philanthropy and Action teams.</p>
<p>Context challenges</p>	<p>Alphington Primary School is nestled between Heidelberg Road and the Yarra River. The school is a focal point for the community it serves and has a long history of active parent and community involvement with strong partnerships between home and school. Parents take an active role in school life at a classroom, community and governance level. We are a high performing school with high expectations. The School has been awarded a significant upgrade to ensure facilities can cater for the growing population. This is expected to be operational by 2022.</p> <p>Enrolment Growth Student enrolments have remained stable – from 429 (2016) to 435 (2019). The projected enrolment for 2021 is XX. The school has an expected enrolment growth due to its close proximity to the former Amcor paper mill site which is being redeveloped.</p> <p>Family and Staff Profile Based on the school's Student Family Occupation and Education Index, the socio-economic status of the student cohort is in the high range. Currently a total of 31.9 EFT staff are employed at the school (27.1 teaching and 4.8 non-teaching). The staffing profile highlights a healthy balance of teachers from different career stages.</p> <p>Teaching and Learning The school analyses many forms of data and regularly discusses progress with evidence in relation to AIP and SSP goals. The data would indicate that over time the many high achieving students are not making the growth we would expect. There has been an emphasis on providing students below expected levels of achievement with some teacher and ES support along with an ILP but the school wants to focus on the growth of higher achieving students.</p> <p>Facilities Our physical structure allows limited spaces for multi group work and programs such as our better buddies program. Our facilities</p>

	<p>include an Art space which is shared with a library space, a communal learning space in the BER and a small multipurpose room. We use DET student support services such as psychologists, speech pathologists and a visiting teacher for our hearing impaired students with limited spaces for them to meet and no confidential space available. We have a strong instrumental music program which runs after school hours with lessons occurring in learning spaces and storerooms. Our well utilised Out Of School Hours Care program sees upwards of 70 students requiring care each night. The recent announcement of a school upgrade was welcome with the impending enrolment increase. The works are planned to be completed throughout the life of this SSP and will provide additional challenges in each phase of the project.</p>
<p>Intent, rationale and focus</p>	<p>The school is fully committed to achieving educational excellence for all students and works relentlessly to ensure the processes and protocols support the teaching and learning needed to achieve this. The structure of the school supports the development of each teacher to refine and build their practice excellence. The students are well supported by the community through strong links with parents and carers and the many opportunities we are able to provide.</p> <p>To achieve excellence the school believes that all students need voice and agency in their learning. They need to be engaged and challenged and authentic agents of their learning pathways. To achieve this staff are building their capacity to provide the best learning opportunities for our students and to involve them in their learning and goal setting. The school has developed a strong Individual Learning Plan process where each student with an individual need is catered for, including academic, social emotional and physical development. The development of staff is crucial to the schools success and a focus on building staff capacity through professional learning, peer observations, learning walks and self-reflection is part of everyday practice for our staff.</p> <p>The school has focused on building consistent practices through team planning, the PLC initiative and prioritising time for collegiality and collaboration. There has been a shift for teams to focus on cohorts rather than classes and we expect that this will continue to develop over the next four years. The Improvement cycle is well established within teams and the school will include this way of working as a focus area for the next four years.</p> <p>Further development of student voice will be explored and there will be a focus on student's connectedness to school and each other. The implementation of a 'house' system is expected to provide a vehicle for student voice and agency from Foundation through to year 6. The school will further develop school wide expectations with behaviour and the school values through participation and implementation of the Respectful Relationships initiative.</p> <p>The school upgrade will provide learning spaces that are flexible and truly allow for students to lean in a variety of ways. In the next few years there will be a focus for staff learning about developing these spaces and working with students to utilise these spaces to their fullest potential. This will require the staff to trial processes and develop protocols with each other and the students ready for when the building project is complete and the school operates with flexible spaces with a central hub for each level.</p> <p>The school has implemented a plan to inform and involve the parent community in the excellent learning at APS. This program involves staff sharing the way teaching happens and then parents participate in tasks with their children. This is well established with the Writers festival - a true celebration of writing and Art show. The further development of Maths nights and other areas of literacy has extended this further. These events have been extremely well received and attended by the school community. The</p>

	development of 'open the door' events are planned to further involve parents in their child's learning, in recognition that the partnership between school, parents and the students are crucial for success.
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Goal 1	To improve the achievement and learning growth of every student, particularly in literacy and numeracy
Target 1.1	<p>By 2022, increase the percentage of students making medium and high relative learning gain in NAPLAN:</p> <ul style="list-style-type: none">• Writing to 85 or above (from 70.3 in 2018)• Numeracy to 85 or above (from 82.7 in 2018)• Reading to 85 or above (from 79.0 in 2018)
Target 1.2	<p>By 2022, increase the percentage of Year 3 students in the top 2 NAPLAN bands for:</p> <ul style="list-style-type: none">• Writing to 80 or above (from 69.7 in 2018)• Numeracy to 80 or above (from 71.2 in 2018) <p>By 2022, increase the percentage of Year 5 students in the top 2 NAPLAN bands for:</p> <ul style="list-style-type: none">• Writing to 50 or above (from 22 in 2018)• Numeracy to 65 or above (from 53.3 in 2018)
Target 1.3	100 per cent of students will demonstrate 12 months or more learning growth in Reading, Writing and Numeracy using Teacher Judgement assessments that have been triangulated with reference to agreed norm-referenced/standards-based data. This target will be determined on a pro rata basis to allow for extended student absences.

Key Improvement Strategy 1.a Curriculum planning and assessment	Embed whole school instructional models with consistency, incorporating high impact teaching strategies and agreed approaches to the teaching of reading, writing and numeracy, to ensure high quality instruction for every student
Key Improvement Strategy 1.b Evaluating impact on learning	Build staff capacity in data literacy to inform the collaborative planning of teaching and learning practices that target the point of need and evaluate the impact of learning on individual students and cohorts
Key Improvement Strategy 1.c Building practice excellence	Embed a culture of continuous improvement by utilising PLCs that build collective efficacy for improved student outcomes
Goal 2	To improve student engagement, voice and learner agency
Target 2.1	By 2022, increase positive endorsement on the AToSS for Years 4–6 for factors: <ul style="list-style-type: none"> • Student voice and agency—80% or above (from 73% in 2019) • Motivation & interest—85% or above (from 79% in 2019) • Learning confidence—85% or above (from 83% in 2019)
Target 2.2	By 2022, increase the whole school positive endorsement on the SSS for factors: <ul style="list-style-type: none"> • Academic emphasis—80% or above (from 63% in 2018) • Teacher collaboration—80% or above (from 73% in 2018)
Key Improvement Strategy 2.a Empowering students and building school pride	Develop learner agency to empower students to take ownership of their learning to improve student engagement, health and wellbeing outcomes
Key Improvement Strategy 2.b	Build teacher capacity to engage students as strong agents in their learning

Building practice excellence	
Key Improvement Strategy 2.c Empowering students and building school pride	Develop and implement whole school processes and procedures that enhance opportunities for student voice and agency
Goal 3	To empower students to enhance the school's positive climate for learning for the social and emotional wellbeing of every student
Target 3.1	By 2022, increase positive endorsement on the AToSS for Years 4–6 for factors: <ul style="list-style-type: none"> • Sense of connectedness—85% or above (from 78% in 2019) • Classroom behaviour—85% or above (from 80% in 2019) • Teacher concern—85% or above (from 74% in 2019)
Target 3.2	By 2022, the per cent positive endorsement on the POS will improve: <ul style="list-style-type: none"> • Student agency and voice—to 85% or above (from 74% in 2018) • Teacher communication—to 85% or above (from 70% in 2018) • Student motivation and support—to 85% or above (from 65% in 2018) • School improvement—to 85% or above (from 65% in 2018)
Target 3.3	By 2022, the whole school per cent endorsement on the SSS category will be: <ul style="list-style-type: none"> • Trust in students and parents—to 85% or above (from 69% in 2018)

Key Improvement Strategy 3.a Health and wellbeing	Continue to develop a whole school approach to wellbeing, implemented consistently so that every student thrives
Key Improvement Strategy 3.b Parents and carers as partners	Further develop learning partnerships with parents/carers and the broader community to enhance the positive climate for learning to improve outcomes for every student
Key Improvement Strategy 3.c Health and wellbeing	Develop student agency to empower them to be strong agents in their social and emotional development