

School Strategic Plan for Altona North Primary School Southern Western Region 2013-2016

<p>Endorsement by School Principal</p>	<p>Signed..... (Principal's signature) Name: BRENDAN O'BRIEN Date:</p>
<p>Endorsement by School Council</p>	<p>Signed..... (School Council President's signature) Name: WAYNE BERRYMAN Date.....</p>
<p>Endorsement by Regional Director or nominee</p>	<p>Signed..... (Regional Director or nominee's signature) Name..... Date.....</p>

School Profile

Purpose	<p>Altona North Primary School provides a teaching and learning environment that inspires and challenges students, staff, families and the wider community to be “the best they can be” socially, emotionally and academically. Altona North Primary School will nurture and support all students in becoming innovative, resilient lifelong learners, who make a positive contribution to local and global communities.</p>
Values	<p>Altona North Primary School has high expectations of the whole school community. RESPECT, DIVERSITY, INDIVIDUALITY and COOPERATION are at the heart of all that we do. These values govern how all members of the school community conduct themselves on a daily basis. These values are used to support our students in becoming positive citizens within their community.</p>
Environmental Context	<p>Altona North Primary was established in 1965 to serve a rapidly growing residential community. Since its inception the local community has gone through significant demographic changes. Our student population has stabilised at 250 students and the school caters for a diverse range of cultures. We have close connections with the local community and we are strongly supported by an active group of dedicated parents. Our facilities are well maintained and provide contemporary classrooms suited to current curriculum programs.</p> <p>Altona North Primary School is focused on inspiring student learning. We nurture and support all students in becoming innovative, resilient life-long learners who make a positive contribution to local and global communities. The Altona North vision is about students, staff, families and the community working cooperatively to develop positive attitudes, skills and the ability to meet life's challenges.</p>

Strategic Intent

	Goals	Targets	Key Improvement Strategies
Student Learning	To improve literacy and numeracy outcomes for all students from Prep to 6	By 2014, teacher assessment against the VELs will indicate: -85% reading -85% writing -90% speaking and listening -87% number of matched cohort students achieving at or better than the expected standards.	Develop leadership capabilities across the school to enable improvement in student outcomes. To develop teacher and ES instructional and support practices through student and CLT voice.
Student Engagement and Wellbeing	To improve student engagement and wellbeing	By 2014 to have re established the schools Vision and Values and aligned them to State Wide National Curriculum having utilised total school engagement.eg. Student voice, Community Learning Teams, staff voice.	Generate cohesion and commitment for the school's vision, values, curricula and teaching methodologies. Build capacity to cater for individual differences through the implementation of personalised learning and differentiation.
Student Pathways and Transitions	To improve the internal learning transitions of students as they move through key points in their schooling.	By 2014, staff and parent opinion surveys will show an at or above mean scores for the transition variable, role clarity and connectedness to school. By 2014, Prep Picnic, 1 / 2 Sleep Over and 3 – 6 Camp will be a part of the school Outdoor Education Program. By 2014, Prep / Grade 3 and Grade 1 / Grade 4 Buddy programs occurring on a weekly basis.	To develop a Role Responsibility structure across the school. The Instructional Practice of Literacy and Numeracy coach embedded in practices across the school. To provide students with an engaging Outdoor Education Program that provides students with extra curricula experiences as they move through the school. To develop an ongoing and sustainable Buddy System.

School Strategic Planner 2013- 2016: Indicative Planner

Key Improvement Strategies (KIS across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
<p>Develop leadership capabilities across the school to enable improvement in student outcomes.</p>	Year 1	<ul style="list-style-type: none"> ▪ Form a group comprising PLT leaders, curriculum leaders (e.g. English and Maths) and the school Leadership Team to formally access programs, modules and the engagement of a consultant. ▪ Initiate a Peer Coaching program to enable teachers to observe modelling of new teaching practices and to receive coaching and feedback. ▪ Further develop supportive leadership by establishing agreed protocols for communication and dialogue to nurture a “No Blame “culture of collective responsibility for student outcomes incorporating the use of a consultant. 	<ul style="list-style-type: none"> ▪ Professional Learning Teams established and meeting regularly with discussion focused on pedagogical issues and peer feedback sessions established. ▪ Embedded e5 Instructional Model with an emphasis on engagement and evaluation. ▪ Staff developing new understandings of VELs / AusVELs assessment approaches in classrooms. ▪ Regular team planning session having a link to student performance data. ▪ Staff demonstrating use of Literacy and Numeracy coaching skills incorporating instructional practice in classrooms.
	Year 2	<ul style="list-style-type: none"> ▪ Develop regular peer observation schedule across the school. 	<ul style="list-style-type: none"> ▪ All staff using e5 in their daily teaching practice with an emphasis on elaborate and engagement.

		<ul style="list-style-type: none"> Review the distribution of responsibilities within the Leadership Team in order to further distribute curriculum and instructional leadership. Review the elements of the Performance and Development Culture to ensure the ongoing development of a high performance professional culture. 	<ul style="list-style-type: none"> Regular Leadership meetings linking responsibilities and distributed leadership to examine student data and student outcomes. Engagement of a Consultant to work with capabilities of staff in order to develop a Performance and Development Culture
	Year 3	<ul style="list-style-type: none"> Undertake staff survey on Building Leadership Capabilities using survey monkey to review Leadership capacities 	<ul style="list-style-type: none"> Refined planning of future Leadership planning capabilities based on Survey data.
	Year 4	<ul style="list-style-type: none"> All staff actively using data sets 	<ul style="list-style-type: none"> Student Management Tool a common practice across the school.
Generate cohesion and commitment for the school's vision, values, curricula and teaching methodologies	Year 1	<ul style="list-style-type: none"> Engage the school community in a purposeful process to review the school's strategic foundations i.e. the vision, values, and priorities. Liaise with local government, local service clubs, charities and community organisations to identify opportunities for the provision of services to the community through the school. 	<ul style="list-style-type: none"> CLT to have established and implemented revised vision, values and priorities for the school. Higher level of engagement leading to improved attendance data. Students given the opportunity to participate in a variety of sports clinics.

		<ul style="list-style-type: none"> ▪ Document a Professional Learning model that will facilitate staff commitment to evidence-based practice in literacy and numeracy and teaching practices. (i.e. the gradual release of responsibility, independent reading, the research of John Hattie on. ▪ TERM 3 –Review the organisation of the school day so that a daily fitness program of 15 mins per day be introduced to further engage students in physical activity and promote attendance and punctuality. 	<ul style="list-style-type: none"> ▪ Regular staff meetings assigned to Professional Reading tasks. ▪ Staff professional development sessions held on e5. ▪ This commitment will be trialled in Term 3. Each team to have developed and implemented daily fitness programs.
	Year 2	<ul style="list-style-type: none"> ▪ Review the Student Engagement and Wellbeing Policy to ensure its alignment with the school vision and values. ▪ Review the School Behaviour Management Plan to ensure alignment with the Student Engagement and Wellbeing Policy. ▪ Develop strategies to increase student voice – at classroom and whole school levels. 	<ul style="list-style-type: none"> ▪ Junior School council established and feeding into school decisions. ▪ Survey Data to show consistent improvement in Student Behaviour, Classroom Behaviour and Safety. ▪ All teacher performance plans showing application of student engagement initiatives ▪ Survey Data indicates a higher level of role clarity and student management.

		<ul style="list-style-type: none"> ▪ Continue to enhance ICT use in each classroom. ▪ Exploration of alternative student behavior management programs. 	<ul style="list-style-type: none"> ▪ Teaching teams demonstrating extended ICT use in their classrooms. ▪ Staff meeting to have discussed the following: What alternatives can we offer? How do we currently manage behavior? Management What behaviours need managing and how?
	Year 3	<ul style="list-style-type: none"> ▪ Develop ANPS as a Community Hub in order to engage with the variety of nationalities and faiths comprising the school community. 	<ul style="list-style-type: none"> ▪ A confirmed commitment to engaging a multi-cultural community through open evenings, information sessions and school community events.
	Year 4	<ul style="list-style-type: none"> ▪ Review of student behavior management protocols and implementation. 	<ul style="list-style-type: none"> ▪ Implementation of agreed student behavior management protocols.
Build capacity to cater for individual differences through the implementation of personalized learning and differentiation	Year 1	<ul style="list-style-type: none"> ▪ Develop and implement a process to implement personalised learning e.g. <ul style="list-style-type: none"> ○ Workshop a shared understanding of what personalised learning will be at ANPS. ○ Identify and establish the preconditions necessary for the 	<ul style="list-style-type: none"> ▪ To have a staff forum developed and lead by an outside consultant. ▪ Curriculum Leaders to research and

		<p>introduction of personalised learning e.g. an orderly environment, high academic and behavioural expectations and consistent implementation by staff.</p> <ul style="list-style-type: none"> ▪ Further build teacher knowledge and skills in moderation using developmental continuum using Data Room and Data Wall. ▪ Review the conduct of the EOL to ensure efficient use of time and targeted use with students at risk. ▪ Develop school / community cohesion through Family Picnics or BBQs, Education Week, Lit /Num Week, Prep Transition and Info Evenings. 	<p>engage where personalised learning is working in other schools and invite schools to present their journeys.</p> <ul style="list-style-type: none"> ▪ The Room to Move will be fully functional with PLTs regularly updating and using data to achieve higher student outcomes. ▪ All EOI testing will be finalised by the end of February and all students at risk identified ▪ A minimum of 3 family events eg. Family BBQ, Education Week, Information Nights, ect. to be evident on the yearly school calendar.
	<p>Year 2</p>	<ul style="list-style-type: none"> • Undertake visits to schools successfully implementing personalised learning. • Establish an English as an Additional Language Working Group to identify resourcing strategies to support EAL students and teachers. • Developing a PLT Culture – Leading a PLT; PLT Action Research Cycle; PLT Culture – developing a culture of challenge and high expectations. 	<ul style="list-style-type: none"> ▪ Curriculum Leaders to visit and engage with schools where personalised learning is working. ▪ EAL PLT developed and working towards implementation and resourcing to ensure higher student outcomes for EAL students.

	<ul style="list-style-type: none"> • Hold regular “cross-unit” activities to greater collaboration amongst staff and awareness of students’ needs. 	<ul style="list-style-type: none"> ▪ School Buddies system established with P-3, 1-4, 2-5 programs run on regular basis. Grade 6 to buddy across the school through leadership- captains, peer leaders, junior school council, special activities.
Year 3	<ul style="list-style-type: none"> ▪ Build capacity of individual teachers and Professional Learning Teams to use student performance data to effectively monitor and track student progress. 	<ul style="list-style-type: none"> ▪ Data will indicate improved student learning outcomes and highlight further areas of need for support.
Year 4	<ul style="list-style-type: none"> ▪ Using assessment for personalised learning including small group and individual student data and portfolios and documentation and monitoring; PLT Learning Logs; Individual Learning Plans, the ALPOS model of Dr P. Griffin. ▪ Trial personalised learning in a staged model if implementation towards full implementation. 	<ul style="list-style-type: none"> ▪ Interviews to include teacher, student and parents to be trialled. ▪ Personalised learning implemented.