



# Altona North Primary School No. 4931

## SCHOOL STRATEGIC PLAN 2009-2012



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| <b>Endorsement by<br/>School Principal</b>                   | SIGNED.....<br>NAME Mr Brendan O'Brien<br>DATE.....  |
| <b>Endorsement by<br/>School Council</b>                     | SIGNED.....<br>NAME Mr. Andrew Stimpson<br>DATE.....<br><br>School Council President signs indicating that the School Strategic Plan has been endorsed by School Council |
| <b>Endorsement by<br/>Regional Director<br/>(or nominee)</b> | SIGNED.....<br>NAME.....<br>DATE.....  |

## School Profile

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| <p><b>Purpose</b></p>                                       | <p>The purpose of Altona North Primary School is to provide a teaching and learning environment that inspires and challenges students, staff, families and 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>   |
| <p><b>Vision and Values</b></p>                             | <p>The Altona North Primary School vision is about students, staff, families and the community working cooperatively together to develop positive attitudes, skills and the ability to meet life’s challenges.</p> <p>RESEPECT, DIVERSITY, INDIVIDUALITY and COOPERATION are the heart of our school. These values govern how all members of the school community conduct themselves on a daily basis.</p>  |
| <p><b>Environmental Context</b></p> <p><b>continued</b></p> | <p><b>Social – Community and demographics</b></p> <p>Altona North Primary School was established in 1965. It is located in a residential suburb of the City of Hobson’s Bay that borders a main industrial area.</p> <p>The school’s enrolment in 2008 is 350 students and over the past ten years there has been a steady pattern of enrolment numbers. A significant number of families are transient and the school deals with ongoing student exits and arrivals throughout the school year. It is not uncommon for families in the school community to make overseas trips to their countries of origin and this can disrupt their children’s schooling for periods of up to three months.</p> <p>In 2008 the school has a Student Family Occupation (SFO) density of 0.61 and a Language Background Other Than English (LBOTE) of 0 .51. Over fifty percent of families are in receipt of the Educational Maintenance Allowance (EMA) and the children come from a diverse range of cultural backgrounds comprising eighteen nationalities. Children from Arabic and Vietnamese backgrounds make up a large proportion of the school population. The school also accommodates a number of students who are new arrivals from countries such as Burma, Thailand and Lebanon. The Western English Language School (WELS) provides a visiting teacher to support newly arrived children.</p> |

**Educational**

Following a period of staffing stability several new staff members have been employed to replace two teacher retirements, three teachers taking maternity leave and one teacher in an acting leadership role in another school. The school has 21 teaching staff (16 classroom teachers and 5 specialists) 5 teaching Aides and 3 SSO staff. The two Leading Teacher positions are designated as Curriculum and Accountability.

The students are organized into an appropriate grade structure, determined with reference to VELs levels, school needs and students enrolments. This structure is reviewed annually. In 2008 this structure comprises 4 grades 5/6, 5 grades 3/4, 4 grades 1/2, and 3 grades prep/1. The school attempts to maintain class sizes to a minimum with Prep1/2 Unit (17-22 students), 3/4 Unit (20-22students) and 5/6 Unit (26-27students).

A comprehensive curriculum is provided encompassing all areas of the Victorian Essential Learning Standards (VELS). The school has adopted an integrated approach to curriculum planning and delivery supported by timetabled provision for Unit team planning. LOTE Italian is provided for years 3-6 and specialist programs are provided in Visual Arts, Performing Arts and Music, Library, Physical Education and Information Technology. Extension programs provide students with film making and robotics activities using ICT, and a visiting artist program in both visual and performing arts. There is also an evolving chess program.

The school has achieved outstanding success winning national awards in the performing arts Wakikirri dance program. Students perform in a number of concerts outside the school such as Joining the Chorus and Westside Arts.

Students are supported in literacy through Reading Recovery and a Literacy Support Program that provides literacy support for individual students and small groups. The program is provided to all year levels and it provides a teacher aide to each unit and a teacher responsible for the supervision of the program. Individual Learning Plans (ILPs) are provided for students funded for Disability and Impairments (D&I) and also for students deemed to be at risk.

The school has developed a student leadership program which encourages students to undertake responsible roles including organising and running school assemblies, peer support, cross-age mentoring, representing the school at various functions and events and acting as ambassadors for the wider community.

**Technological**

Classrooms are equipped with 3-4 desktop computers and there is a computer lab with another 28 computers. All teachers have a laptop computer. The school has an extensive range of software to support student learning and has recently developed a web site to promote student achievement and the school. Staff use a comprehensive Intranet to enhance communication and share resources. Other ICT resources include video

cameras, digital still cameras, portable data projectors, mobile media units and equipment for robotics.

**Environment**

Close connections have been established with the local community and positive support is provided by an active group of parents. The school is accredited as a "Wastewise and Sustainable School" and the curriculum is linked to the school's worm farms and the water-saving garden and recently installed water tanks.

Attractive gardens and grounds provide an extensive area for student recreation. A range of new projects have been recently completed to enhance the available facilities including an amphitheatre, outdoor chess, an outdoor classroom, pergola and a senior playground with shade sails. The school also boasts a rubberized running track on the oval and two portable classrooms have been added to the school's building stock. The school buildings are well maintained and provide a pleasant working environment for students and staff. A major building program is currently at the planning stage. All teaching spaces are heated and air-conditioned.

## Strategic Intent

|   | <b>Goals</b>  | <b>Targets</b>   | <b>Key Improvement Strategies</b>   |
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| <b>Student Learning</b>                 | <ul style="list-style-type: none"> <li>• To continue to improve student outcomes in Literacy and Numeracy across the school and especially in years 3-6 by:               <ul style="list-style-type: none"> <li>○ Strengthening the literacy component of all school programs</li> <li>○ Increasing the focus on improving numeracy</li> </ul> </li> <li>• To improve student outcomes across all Disciplines and Domains with a focus on Literacy and Numeracy across the school</li> <li>• To empower students to take ownership and responsibility for their learning.</li> </ul> | <p>95% of students in years 1-6 progress in English and Maths at the rate of one VELS level over two years.</p> <p>95% of students in prep progress one VELS level in the prep year.</p> <p>Increase the proportion of students above the expected level in English and Maths by 15% in years 3-6 and 10% in years 1-2</p> | <p>To use data to track the progress of students over the year and inform teachers of the explicit teaching strategies appropriate to the learning needs of students.</p> <p>Professional development designed to support teachers as they work together to improve the consistency and accuracy of VELS judgments. Employ a numeracy coach to improve teacher skills in delivering numeracy across the school.</p> <p>Promote the use of a shared language for teaching and learning across the school consistent with POLT.</p> |
| <b>Student Engagement and Wellbeing</b> | <ul style="list-style-type: none"> <li>• To continue to develop a safe and positive school culture, where students are engaged in their learning and well connected to their peers, teachers, the school and the wider community.</li> </ul>  | <p>To reduce absence from an average of 17.4 days per student to 13 days per student by the end of 2012.</p>   | <p>Improve the range of strategies designed to meet the needs of transient students across the school.</p> <ul style="list-style-type: none"> <li>• To continue to improve the range of programs to cater for the needs of highly able students across the school</li> </ul> <p>Continue to strengthen the extensive network of welfare</p>   |

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|  |  | <p>By 2012 the following results will be achieved in the student, staff and parent surveys:</p> <p><b>Student survey school mean targets:</b><br/> Student Safety (3.83)<br/> 4.25<br/> Classroom behaviour (2.97)<br/> (3.20)<br/> Student distress (5.28)<br/> 5.81(5.70)<br/> Student Morale (5.23)<br/> (5.60)</p> <p><b>Staff survey school mean targets:</b><br/> Effective Discipline (3.5)<br/> 3.8<br/> Student Misbehaviour (42.7)<br/> Reduced to 22.00</p> <p><b>Parent Survey school mean targets :</b><br/> Student safety (4.71)<br/> 5.4<br/> Classroom behaviour (3.78)<br/> 4.3</p> | <p>support across the school</p> <ul style="list-style-type: none"> <li>• Investigate the student safety issues emerging in the student and parent surveys and develop and implement appropriate strategies to deal with the concerns.</li> <li>• Continue to implement the programs:<br/><br/> Family Friendly Schools<br/> Calmer Classrooms</li> </ul> |
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| <p><b>Student Pathways and Transitions</b></p> | <ul style="list-style-type: none"> <li>• To continue to provide students with an effective transition program as they move into, through and exit the school.</li> </ul> | <p>Parent satisfaction in terms of the Transition variable on the parent survey to be at or above 6.0</p> | <ul style="list-style-type: none"> <li>• Strengthen the links with local kindergartens and playgroups</li> </ul> <p>Develop a range of strategies across the school to cater more effectively for the needs of transient students. This should include tracking of students and monitoring their performance against appropriate targets.</p> |
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## SCHOOL STRATEGIC PLANNER 2009 - 2012: INDICATIVE PLANNER

| Key Improvement Strategies<br>(Prioritised KIS across the three student outcomes areas)   | Actions     |   | Achievement Milestones<br>(Changes in practice and behaviours)   |
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| <p><b>Student Learning</b><br/>To use data to track the progress of students over the year and inform teachers of the explicit teaching strategies appropriate to the learning needs of students.</p> | Year 1 2009 | <ul style="list-style-type: none"> <li>▪ To form a PLT focussed on data collection and use across the school.</li> <li>▪ Modelling of the use of data at staff meetings and in unit meetings.</li> </ul>  | <ul style="list-style-type: none"> <li>▪ PLT makes recommendations on the collection and use of data across the school.</li> </ul>   |
|   | Year 2 2010 | <ul style="list-style-type: none"> <li>▪ Implement recording tools</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Place student files on line</li> </ul>  |
|   | Year 3 2011 | <ul style="list-style-type: none"> <li>▪ Evaluation of the data collection process</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Recommendations for refinement of the collection and use of data across the school</li> </ul>   |
|   | Year 4 2012 | <ul style="list-style-type: none"> <li>▪ Evaluation of staff skills on the collection and use of data</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Staff routinely uses a range of data for individual students, class, units and whole school to inform teaching and learning.</li> </ul>   |
| <p><b>Student Learning</b><br/>Professional development designed to support teachers as they work together to improve the consistency and accuracy of VELs judgments.</p>                             | Year 1 2009 | <ul style="list-style-type: none"> <li>▪ Development of 'plainspeak' statements for Reading, Writing, Speaking, Listening and Maths</li> <li>▪ Scope and sequence development for the <b>thinking</b> domain in VELs</li> <li>▪ PD and meeting time provided to enhance staff knowledge of assessment strategies <b>as, of</b> and <b>for</b>.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Plainspeak statements are evident in QuickVic for use in reports</li> <li>▪ Curriculum planners explicitly reflect <b>thinking</b> scope and sequence</li> </ul>  |
|   | Year 2 2010 | <ul style="list-style-type: none"> <li>▪ PLT to develop standard proformas to support common portfolio tasks in reading, writing and maths</li> <li>▪ PLT leads in developing Scope and Sequence developed for other VELs domains.</li> <li>▪ Develop 'plainspeak' statements for VELs Interdisciplinary Domains</li> </ul>                               | <ul style="list-style-type: none"> <li>▪ Standardised proformas are used across the school for common portfolio in reading, writing and maths</li> <li>▪ Curriculum planners explicitly reflect scope and sequence for other VELs domains</li> <li>▪ Plainspeak statements are evident in QuickVic for use in reports</li> </ul> |
|   | Year 3 2011 | <ul style="list-style-type: none"> <li>▪ PLT to develop 'plainspeak' statements for all other VELs Domains</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Plainspeak statements are evident in QuickVic for use in reports</li> <li>▪ The school has shared understandings of all VELs expectations</li> </ul>  |

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|   | Year 4<br>2012 | <ul style="list-style-type: none"> <li>Leadership team leads evaluation of teacher judgements against external data</li> </ul>   | <ul style="list-style-type: none"> <li>Analysis demonstrates improved consistency and accuracy of teacher judgements against external data.</li> </ul>                  |
| <b>Student Learning</b><br>Promote the use of a shared language for teaching and learning across the school consistent with POLT.   | Year 1<br>2009 | <ul style="list-style-type: none"> <li>"We are all in this together": Professional Practice The PLT to develop protocols focussed on small group shared practice centred on the language and application of PoLT</li> <li>PLT under a project leader established to develop a common curriculum planner based on the shared language of PoLT and in line with inquiry learning.</li> </ul> | <ul style="list-style-type: none"> <li>PLT actively sharing and promoting professional practice</li> <li>Common curriculum planner is used across the school</li> </ul> |
|   | Year 2<br>2010 | <ul style="list-style-type: none"> <li>"We are all in this together": The PLT members work with other staff to improve shared language and practice</li> </ul>   | <ul style="list-style-type: none"> <li>All staff are actively engaged in aspects of sharing practice for improved learning</li> </ul>                                   |
|   | Year 3<br>2011 | <ul style="list-style-type: none"> <li>"We are all in this together" Professional Practice Implementation of co-mentoring across the school led by project leader</li> </ul>   | <ul style="list-style-type: none"> <li>Staff appraisal process explicitly includes co-mentoring</li> </ul>  |
|   | Year 4<br>2012 | <ul style="list-style-type: none"> <li>Continued support of co-mentoring and professional dialogue based on the language and intent of PoLT</li> </ul>   | <ul style="list-style-type: none"> <li>Co-mentoring embedded in the school culture to support teaching practice based on PoLT</li> </ul>                                |
| <b>Student Engagement and Wellbeing</b><br>Investigate the student safety issues emerging in the student parent and staff surveys and develop and implement appropriate strategies to deal with the concerns. | Year 1<br>2009 | <ul style="list-style-type: none"> <li>Unpack what student safety means to students, staff and parents.</li> </ul>   | <ul style="list-style-type: none"> <li>A clear understanding of what the safety issues are.</li> </ul>  |
|   | Year 2<br>2010 | <ul style="list-style-type: none"> <li>Welfare group to identify and implement strategies to address safety issues emerging from analysis.</li> </ul>  | <ul style="list-style-type: none"> <li>School Values and strategies are strengthened within the school culture.</li> </ul>  |
|   | Year 3<br>2011 | <ul style="list-style-type: none"> <li>Continue to use School Values and strategies across the school.</li> </ul>  | <ul style="list-style-type: none"> <li>School Values and strategies are embedded within the school culture.</li> </ul>  |
|   | Year 4<br>2012 | <ul style="list-style-type: none"> <li>Analyse data to evaluate effectiveness of strategies.</li> </ul>  | <ul style="list-style-type: none"> <li>Improved data to meet established targets on student, parent and staff surveys.</li> </ul>                                       |

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| <p><b>Student Transitions and Pathways</b><br/>Strengthen the links with local kindergartens and playgroups</p>  | Year 1<br>2009 | <ul style="list-style-type: none"> <li>▪ Conduct a parent information evening and continue with existing strong Prep transition program.</li> <li>▪ AP and prep team create a comprehensive contact and distribution list which identifies where the pre-school age students are attending prior to school.</li> <li>▪ Tracking enquiries for prep enrolments including where parents got our details</li> </ul> | <ul style="list-style-type: none"> <li>▪ A comprehensive contact and distribution list is evident and in use</li> <li>▪ Increased enquiries enrolment at ANPS</li> </ul> |
| <p><b>Student Transitions and Pathways</b><br/>Develop a range of strategies across the school to cater more effectively for the needs of transient students. This should include tracking of students and monitoring their performance against appropriate targets.</p> | Year 2<br>2010 | <ul style="list-style-type: none"> <li>▪ Leadership Team lead in Capitalising on existing DEEC opportunities to welcome the wider community to share in our school culture</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Two or three well supported open sessions are held during the year.</li> </ul>  |
|  | Year 3<br>2011 | <ul style="list-style-type: none"> <li>▪ Expand on existing DEEC opportunities to welcome the wider community to share in our school culture at least every term</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Well supported open sessions are held every term as a minimum</li> </ul>  |
|  | Year 4<br>2012 | <ul style="list-style-type: none"> <li>▪ Actively engage to taking all aspects of our school culture into the wider community</li> </ul>   | <ul style="list-style-type: none"> <li>▪ There is a comprehensive and integrated program which links pre-school age students and their families with ANPS</li> </ul>     |
|  | Year 1<br>2009 | <ul style="list-style-type: none"> <li>▪ Identify transient students across the school and reasons for their movements.</li> <li>▪ Survey families as to why ANPS was selected.</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Data is captured to support transient students.</li> </ul>  |
|  | Year 2<br>2010 | <ul style="list-style-type: none"> <li>▪ Data analysis leads to an initiation of program development.</li> <li>▪ Develop exit strategy for all students.</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Exit strategy is evident.</li> </ul>  |
|  | Year 3<br>2011 | <ul style="list-style-type: none"> <li>▪ Assistant Principal to lead welfare team to develop progress and protocols to support transient students.</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Programs to support transient students are in place.</li> </ul>   |
|  | Year 4<br>2012 | <ul style="list-style-type: none"> <li>▪ A review and evaluation of programs and protocols.</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Data sets substantiate improved student outcomes for transient students.</li> </ul>   |