

School Strategic Plan 2020-2024

Altona North Primary School (4931)



“Consider Others”

Submitted for review by Robyn Gregson (School Principal) on 18 February, 2022 at 11:43 AM
Endorsed by Judy Maguire (Senior Education Improvement Leader) on 07 March, 2022 at 02:30 PM
Endorsed by Neil Chenery (School Council President) on 09 March, 2022 at 07:00 PM

School Strategic Plan - 2020-2024

Altona North Primary School (4931)

School vision	<p>Altona North PS is committed to its values and beliefs which underpin all process and practices in our school.</p> <p>Altona North Primary school is about students, staff, families and the local community working cooperatively together to develop positive attitudes, skills and the ability to confidently meet life's challenges.</p> <p>We commit to continuous improvement and achieving excellence in teaching and learning at every level. Through a rich and engaging curriculum, students are encouraged to develop a passion for learning, to make connections to the world around them and to build a sense of respect for themselves, others and their natural environment.</p>
School values	<p>Altona North Primary School REACH (Respect, Excellence, Acceptance, Community and Honesty) Values were established by students, staff, parents and school community. Our REACH Values are now seen around the school, in passageways, classrooms, staffroom, school website and as part of our everyday culture. Through the whole school Inquiry on Relationships and Learning students revisit the Vision and Values at the beginning of each year to ensure these are embedded in our everyday practices and interactions. Our school values are acknowledged at school assemblies with students receiving certificates for portraying our school values.</p>
Context challenges	<p>Staff were focused on planning differentiated teaching and learning for all students, however their capability to plan lessons that challenged and extended all students was a barrier to achieving Target 1.</p> <p>SIT leaders and curriculum leaders discussed the school's intervention model which was designed to ensure students who were below and above level were being taught at point of need. They outlined the steps that had been taken to build staff data literacy and highlighted that professional learning had led to an increased focus on tracking student learning data and planning using this data. They noted the next step was to build staff capability to plan differentiated lessons that ensured every student was being challenged and extended in literacy and numeracy.</p> <p>During focus groups staff acknowledged their attention was on inclusion of all students, with a focus on scaffolding students who were below and at expected level. They discussed the challenge of using data to plan quality learning tasks that catered for students who were above level.</p> <p>The Panel concluded that teacher capability to use the high impact teaching strategy of differentiation was in the evolving stage.</p>

Intent, rationale and focus

INTENT:

Curriculum leaders to continue to outline the implementation of the school's PLC model and acknowledged the support they had receive from the SIT team leaders and an external coach. The transition from individual teachers planning to a collaborative planning model with a collective focus on student learning.

Staff to ensure that they participate in collaborative team planning and discuss the professional learning that strengthens their understanding of the lesson structure and their capability to reflect on their practice. Leadership to continue to ensure shielding and buffering is provided to ensure their focus remained on the core business of teaching and learning. To have the whole school learning culture with a focus on the belief that 'every child can learn'.

Classroom observations and professional learning planners are collaborative within units.

RATIONALE:

To highlight the school's explicit focus on high expectations for every student, building data literacy and the ability for all staff to plan and monitor point of need teaching through the PLC planning cycle. The strengthening of the school's weekly PLC model and their role in this model ensuring staff are continuously analysing data to measure student growth and inform their teaching. The school's professional learning model targets at building staff curriculum knowledge and data literacy. Intervention model for students who are not achieving at expected level and students who are achieving above level, noting that the structure that had been implemented enabled fifty per cent of all students to be targeted in the model at any given time.

Curriculum leaders are given the level of support that is ensuring staff data literacy continuously improved, citing induction and the allocation of a mentor to new teachers. Professional learning received with an external coach will build their curriculum knowledge and data literacy. The allocation of a SIT leader to every team as an improvement strategy to ensure collaborative planning and building of staff collective efficacy.

Focus groups with staff enable them to share their weekly PLC model which will include specific time on data analysis followed by planning for teaching. Discussions provide evidence of staff participating in professional learning that is building their curriculum knowledge, their data literacy and their capacity to identify where students were on the learning progression and use this to determine the grouping of students for teaching at point of need. Teachers use of the assessments on the school's assessment schedule to monitor student growth and target their explicit point of need. Whole school data walls and meeting times spent 'putting faces to the data' ensuring a culture of 'every student is every teachers' responsibility' is maintained. Staff to continue to acknowledge they require more professional learning to plan teaching and learning that challenge and extend students who are achieving above level and cited peer observations of the intervention team as a strategy that would build their capability in this area.

FOCUS:

An analysis of the school's NAPLAN data and Victorian Curriculum teacher judgement data identified a high proportion of students demonstrating low to medium growth in literacy and numeracy. Learning growth was therefore identified as an area requiring continued focus for the next School Strategic Plan.

To empower all students to have voice, leadership and agency in their learning in all levels of the school this will continue to improve student learning and engagement.

	Embed an inclusive, safe and supportive learning environment to manage student behaviours, build confidence and resilience.
--	---

School Strategic Plan - 2020-2024

Altona North Primary School (4931)

Goal 1	Maximise the learning growth outcomes in literacy and numeracy for every student.
Target 1.1	By 2024: <ul style="list-style-type: none">• Increase the percentage of Year 3 students in the top two bands of NAPLAN reading from 30 per cent to 38 per cent, writing from 45 per cent to 53 per cent, numeracy from 42 per cent to 50 per cent• Increase the percentage of Year 5 students in the top two bands of NAPLAN reading from 27 per cent to 35 per cent, writing from 8 per cent to 25 per cent and numeracy from 38 per cent to 46 per cent.
Target 1.2	By 2024: <ul style="list-style-type: none">• Increase the percentage of Year 5 students achieving above benchmark growth in NAPLAN reading from 19 per cent to 27 per cent, writing from 19 per cent to 27 per cent, numeracy from 19 per cent to 29 per cent.
Target 1.3	By 2024: Increase the percentage of students achieving at and above Victorian Curriculum teacher judgement in reading and viewing from 81 per cent to 89 per cent, writing from 81 per cent to 89 per cent and number and algebra from 81 per cent to 89 per cent.

Key Improvement Strategy 1.a Instructional and shared leadership	Continue to build high impact middle level leadership.
Key Improvement Strategy 1.b Building practice excellence	Enhance teaching and learning practice.
Key Improvement Strategy 1.c Curriculum planning and assessment	Build teacher capability to use data to inform differentiated teaching practice.
Goal 2	Empower all students to have voice, leadership and agency in their learning.
Target 2.1	By 2024, improve the positive endorsement on the AToSS for the following factors: <ul style="list-style-type: none"> • Student voice and agency from 60 per cent to 70 per cent • Stimulated learning from 82 per cent to 90 per cent • Sense of connectedness from 80 per cent to 88 per cent.
Target 2.2	By 2024, improve the positive endorsement on the POS for the following factors: <ul style="list-style-type: none"> • Stimulated learning from 80 per cent to 88 per cent • Student voice and agency from 78 per cent to 86 per cent.
Target 2.3	By 2024, decrease the percentage of Prep to Year 6 students who are absent for: <ul style="list-style-type: none"> • 20 to 29.5 days from 18 per cent to 10 per cent

	<ul style="list-style-type: none"> • 30 plus days from 21 per cent to 15 per cent.
Key Improvement Strategy 2.a Empowering students and building school pride	Build teacher knowledge and understanding of student voice and learner agency.
Key Improvement Strategy 2.b Building practice excellence	Strengthen staff capacity to design and implement teaching and learning that ensures authentic student voice and learner agency.
Key Improvement Strategy 2.c Evidence-based high-impact teaching strategies	Embed the high impact teaching strategies that support student voice and learner agency.
Goal 3	Embed an inclusive, safe and supportive learning environment.
Target 3.1	By 2024, improve the positive endorsement on the AToSS for the following factors: <ul style="list-style-type: none"> • Managing bullying from 67 per cent to 75 per cent • Respect for diversity from 66 per cent to 75 per cent • Sense of confidence from 72 per cent to 80 per cent • Resilience from 69 per cent to 77 per cent.
Target 3.2	By 2024, improve the positive endorsement on the SSS for the following factors: <ul style="list-style-type: none"> • School support for staff physical safety from 77 per cent to 85 per cent.

Target 3.3	<p>By 2024, improve the positive endorsement on the POS for the following factors:</p> <ul style="list-style-type: none"> • Managing bullying from 77 per cent to 85 per cent • Confidence and resiliency skills from 77 per cent to 85 per cent.
Key Improvement Strategy 3.a Setting expectations and promoting inclusion	Embed teacher capacity to design and implement positive, inclusive learning environments.
Key Improvement Strategy 3.b Health and wellbeing	Embed teacher capacity to implement interventions and adjustments to meet all students' needs.
Key Improvement Strategy 3.c Parents and carers as partners	Strengthen parent / carer partnership in and understanding of student learning expectations.