


ALTONA NORTH PRIMARY SCHOOL No. 4931
Strategic Plan 2017-2020

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal ROBYN GREGSON [date][name] [date][name] [date]
School council: WAYNE BERRYMAN [date][name] [date][name] [date]
Delegate of the Secretary: JUDY MAGUIRE [date][name] [date][name] [date]

School vision	School values	Context and challenges	Intent, rationale and focus
<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>	<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> 	<p>Altona North Primary School is situated in the City of Hobson's Bay local government area, 14 kilometres from the city of Melbourne. Established in 1965, the school has provided for the educational needs of families in Altona North which is an established residential suburb on the fringe of an industrial area for the past 50 years.</p> <p>The school has well cared buildings and grounds which the students and school community take great pride in. In addition to the classrooms the buildings included a library, canteen, visual arts room, computer room, administrative and staff facilities and a modern multi-purpose facility for performing arts and indoor sports.</p> <p>The school buildings are set in well-maintained grounds which include a grassed oval, asphalted courts for major and minor games, shaded adventure playground equipment, landscaped gardens, a vegetable garden and quiet areas for more passive pursuits.</p> <p>The school's enrolment fell during the life of the last strategic plan due to industrial closures which led to the loss of jobs. The move to higher density housing close to the city had resulted in older style family homes being replaced by town houses and this too impacted negatively on enrolments. At the time of the review the school's enrolment was 220 students who were grouped into ten classes at Prep, Years 1/ 2, Years 3/ 4 and Years 5/ 6. Students came from eighteen different language and cultural backgrounds and included some new arrivals. Around forty per cent of students came from language backgrounds other than English. The school was registered to enrol international students.</p> <p>The staff consisted of the Principal and Assistant Principal, 13.6 equivalent full-time (EFT) teachers and 7.2 EFT educational support staff. The school was serviced by a Speech Therapist, on a part-time basis.</p> <p>The school's curriculum was aligned with the new Victorian Curriculum and included a focus on learning in the core areas of English and Mathematics, an inquiry approach to science, environmental education and the humanities, and specialist programs in the areas of visual arts, performing arts and physical education. Student engagement was enhanced through a range of co-curricular activities which included learning about sustainability, gardening, robotics, sporting clinics, Wakakirri dance and other performances.</p> <p>Student learning was supported at all year levels through additional individual and small group work with the school's educational support staff. Individual learning plans were developed for students achieving above or below the expected</p>	<p>ANPS is committed to extending high quality teaching and learning, at all levels of the school and across all programs. This begins with the foundations of learning in Literacy and Numeracy across the school. The FISO model with a particular focus on chosen priorities, will guide our strategic intent for the next four years of our strategic plan.</p> <p>Our intent is to build on our positive climate for learning, effective instructional leadership and to strive for excellence in our teaching and learning practice, with the aim of improving student outcomes in Numeracy and Literacy.</p> <p>Our focus over the next four years will include:</p> <ul style="list-style-type: none"> • Strengthening the capacity of teaching teams to work collaboratively to provide evidence-based, high-impact teaching strategies. • Developing and implementing strategies to involve parents and carers as partners in learning. • Building the instructional leadership capacity of leaders across the school. <p>Through strengthening our goals for learning our strategic plan we will strongly build a culture of empowerment, responsibility, pride and opportunities for growth that is inclusive of all students and our community.</p>



		<p>standard, students funded under the program for Students with Disabilities (PSD), students in out-of-home care, and students from Aboriginal and Torres Strait Islander background. Students and their families were also supported through the work of the Chaplaincy Program Youth worker, the breakfast club and links with a range of community care organisations.</p> <p>Information and communication technology (ICT) in the form of interactive whiteboards, notebooks and iPads was being used to enhance student learning and the school had invested in a wide range of software to support student learning and engagement.</p>	
--	--	---	--

Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)																																																																																						
To improve student learning outcomes in literacy and numeracy	Excellence in teaching and learning Building practice excellence	To build teacher capability to use evidence based high impact teaching strategies. Strengthen the capacity of teaching teams to provide point of need teaching for every student. Strengthening, monitoring and accountability of team practices.	<p>NAPLAN Relative growth between Years 3 and 5</p> <p>NAPLAN Data From 2016 to 2020: Percentage of students above NMS</p> <table border="1"> <thead> <tr> <th>Year 3</th> <th>2016</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>Grammar & Punctuation</td> <td>78.2%</td> <td>95%</td> </tr> <tr> <td>Numeracy</td> <td>87.5%</td> <td>95%</td> </tr> <tr> <td>Reading</td> <td>75.5%</td> <td>95%</td> </tr> <tr> <td>Spelling</td> <td>68.8%</td> <td>90%</td> </tr> <tr> <td>Writing</td> <td>84.4%</td> <td>95%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Year 5</th> <th>2016</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>Grammar & Punctuation</td> <td>74.0%</td> <td>95%</td> </tr> <tr> <td>Numeracy</td> <td>71.5%</td> <td>95%</td> </tr> <tr> <td>Reading</td> <td>66.6%</td> <td>90%</td> </tr> <tr> <td>Spelling</td> <td>70.3%</td> <td>90%</td> </tr> <tr> <td>Writing</td> <td>59.2%</td> <td>80%</td> </tr> </tbody> </table> <p>NAPLAN- Relative Growth by Domain from 2016 to 2020 Year 3 to Year 5</p> <table border="1"> <thead> <tr> <th>Domain</th> <th>Year</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Grammar & Punctuation</td> <td>From 2016</td> <td>17.4%</td> <td>52.2%</td> <td>30.4%</td> </tr> <tr> <td>To 2020</td> <td>10%</td> <td>50%</td> <td>40%</td> </tr> <tr> <td rowspan="2">Numeracy</td> <td>From 2016</td> <td>13.6%</td> <td>68.2%</td> <td>18.2%</td> </tr> <tr> <td>To 2020</td> <td>10%</td> <td>50%</td> <td>40%</td> </tr> <tr> <td rowspan="2">Reading</td> <td>From 2016</td> <td>30.4%</td> <td>43.5%</td> <td>26.1%</td> </tr> <tr> <td>To 2020</td> <td>10%</td> <td>50%</td> <td>40%</td> </tr> <tr> <td rowspan="2">Spelling</td> <td>From 2016</td> <td>26.1%</td> <td>47.8%</td> <td>26.1%</td> </tr> <tr> <td>To 2020</td> <td>10%</td> <td>50%</td> <td>40%</td> </tr> <tr> <td rowspan="2">Writing</td> <td>From 2016</td> <td>56.5%</td> <td>34.8%</td> <td>8.7%</td> </tr> <tr> <td>To 2020</td> <td>10%</td> <td>50%</td> <td>40%</td> </tr> </tbody> </table>	Year 3	2016	2020	Grammar & Punctuation	78.2%	95%	Numeracy	87.5%	95%	Reading	75.5%	95%	Spelling	68.8%	90%	Writing	84.4%	95%	Year 5	2016	2020	Grammar & Punctuation	74.0%	95%	Numeracy	71.5%	95%	Reading	66.6%	90%	Spelling	70.3%	90%	Writing	59.2%	80%	Domain	Year	Low	Medium	High	Grammar & Punctuation	From 2016	17.4%	52.2%	30.4%	To 2020	10%	50%	40%	Numeracy	From 2016	13.6%	68.2%	18.2%	To 2020	10%	50%	40%	Reading	From 2016	30.4%	43.5%	26.1%	To 2020	10%	50%	40%	Spelling	From 2016	26.1%	47.8%	26.1%	To 2020	10%	50%	40%	Writing	From 2016	56.5%	34.8%	8.7%	To 2020	10%	50%	40%
Year 3	2016	2020																																																																																							
Grammar & Punctuation	78.2%	95%																																																																																							
Numeracy	87.5%	95%																																																																																							
Reading	75.5%	95%																																																																																							
Spelling	68.8%	90%																																																																																							
Writing	84.4%	95%																																																																																							
Year 5	2016	2020																																																																																							
Grammar & Punctuation	74.0%	95%																																																																																							
Numeracy	71.5%	95%																																																																																							
Reading	66.6%	90%																																																																																							
Spelling	70.3%	90%																																																																																							
Writing	59.2%	80%																																																																																							
Domain	Year	Low	Medium	High																																																																																					
Grammar & Punctuation	From 2016	17.4%	52.2%	30.4%																																																																																					
	To 2020	10%	50%	40%																																																																																					
Numeracy	From 2016	13.6%	68.2%	18.2%																																																																																					
	To 2020	10%	50%	40%																																																																																					
Reading	From 2016	30.4%	43.5%	26.1%																																																																																					
	To 2020	10%	50%	40%																																																																																					
Spelling	From 2016	26.1%	47.8%	26.1%																																																																																					
	To 2020	10%	50%	40%																																																																																					
Writing	From 2016	56.5%	34.8%	8.7%																																																																																					
	To 2020	10%	50%	40%																																																																																					



Proportion of students assessed at A, B or C , Semester 2, 2015 against AusVels (2016 data not available)

% A-C	Year	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading & Viewing	From 2016 To 2020	100	100	92	70	75	81.2	79.4
Writing	From 2016 To 2020	100	93.7	92	55	81.3	78.1	79.5
Speaking & Listening	From 2016 To 2020	100	100	92	65	90.6	84.4	88.2
Number & Algebra	From 2016 To 2020	100	91.7	80.6	55.6	75	73	59.5
		100	95	95	80	95	90	95

Improved data over the four year plan in the areas of: Shielding and Buffeting, Teacher Collaboration

	2016	2020
Shielding & Buffeting	67.02	80%
Teacher Collaboration	67.58	80%

To build the instructional leadership capacity of leaders across the school.

Professional leadership Building leadership teams.

Build the capacity of leaders at all levels through coaching and mentoring. Develop a culture of empowerment, collective responsibility and opportunities for growth.

From 2017 clearly articulated and documented roles and responsibilities will be formed at the beginning of each year.

To be benchmarked in 2017 and developed by 2020 the Leadership Module will be included in the Staff Opinion Survey seeking feedback and showing improvement growth on professional leadership.

Curriculum Leaders will be released from grades once a term to build leadership in curriculum and to investigate best practice to support the implementation of SSP goals.

Improved data over the four year plan in the areas of: Teaching and Learning, Safety and Wellbeing and School Climate.

	2016	2020
Teaching & Learning	85.63 (2016 data not available- 2015 data used)	95
Safety & Well Being	71.05	80
School Climate	73.85	85



<p>To provide a learning community that encourages students to have a voice in and to guide their own learning.</p>	<p>Empowering students and building school pride. Building a positive climate for learning.</p>	<p>Strengthen students' capacity for goal setting self-assessment and monitoring of their own learning. Expand the use of feedback loops teacher to student, student to student, student to teacher. To strengthen the delivery of STEM through Inquiry learning and the Creative and Critical Thinking capability.</p>	<p>During the first year define student voice at Altona North Primary School through investigating how local schools are addressing student voice. Build the capacity of students to be leaders of their learning through the development of a climate, where students and teachers work together to reflect on the teaching and learning process and the impact it has on student outcomes.</p> <p>Improve data over the four year plan in the area of Absenteeism.</p> <table border="1" data-bbox="1994 583 2597 730"> <thead> <tr> <th></th> <th>2016</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>Whole school absenteeism</td> <td>19.58</td> <td>15</td> </tr> </tbody> </table>		2016	2020	Whole school absenteeism	19.58	15
	2016	2020							
Whole school absenteeism	19.58	15							

