

Altona Primary School Draft 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: Kevin Enright 5/12/16[name].....[date][name].....[date]
School council: Alexis Beckwith 5/12/16[name].....[date][name].....[date]
Delegate of the Secretary: [name] [date][name].....[date][name].....[date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>The Altona P.S. vision is to achieve the best possible social, emotional, creative, and educational outcomes for all students, within a dynamic learning and teaching environment.</p>	<p>The Altona PS Values are: Respect, Honesty, Responsibility, Co-operation, Resilience and Aspiration</p>	<p>Altona Primary School is located within the Hobsons Bay network in Melbourne. The school has implemented a focussed, continuous improvement model to become a 'Great' school.</p> <p>Altona Primary School provides a comprehensive curriculum in all AusVELS domains.</p> <p>Students' education is enhanced through high quality specialist programs in: visual arts, physical education, LOTE (Japanese), Reading Recovery, e-learning, 1:1 netbook program in grades 4-6, robotics and music. The quality of student learning and achievement in the specialists' areas is one of the many highlights of the school. The specialist areas contribute strongly to student creativity, motivation and engagement.</p> <p>The 2013 – 2016 Strategic Plan focussed intensely on student learning, catering for the individual learning needs of students, increasing the number of students who achieved 6 and 12 or more months ahead of their expected level, student voice and staff capacity building.</p> <p>High quality consistent practice and student achievement in every grade for every student has been achieved.</p> <p>The challenges for the future are: Maintain and improve high quality student outcomes Improve Year 5 Numeracy data Improve student data to be in the top 20% of schools. Achieve High relative growth greater than 25% in all NAPLAN areas Achieve low growth of less than 20% in all NAPLAN areas Track and improve Numeracy achievement and growth across grade 3 – 5 Ensure the School Community (Parents, Students and Teachers) has a greater awareness of the Science curriculum at APS Develop a concept based approach to Inquiry/Integrated which encompasses Science and other curriculum areas Implement a model of student-centered learning from P-6, based on feedback received from students. Continue to add innovative curricula and programs Further develop John Hattie's High Impact Instructional Strategies and Classroom Instruction That Work across the school. Build student resilience Move from 'Great' to 'Excellent' as a school Attract and employ quality staff and leaders Continue to improve: specialist programs, OSHC, and community involvement. Decrease the average number of student days absent</p>	<p>Intent Optimise student achievement in all areas of the curriculum Achieve high relative growth of above 25% in all NAPLAN areas. Improve student growth and achievement in maths, spelling and grammar and punctuation. Build student resilience Further develop John Hattie's High Impact Instructional Strategies and Classroom Instruction That Works across the school.</p> <p>Rationale: The next step in going from a great to excellent school is achieve above 25% high growth in all NAPLAN areas. The school will focus on precise instruction at each student's zone of proximal development, incorporating the John Hattie research based models of High Impact Instructional Strategies and Classroom Instruction that work. Learning and teaching will be based on precise student assessment.</p> <p>Priorities: Student Growth in Numeracy; grade 3-5. Writing focus: Spelling, Grammar and Punctuation Above 25% high growth and below 25% low growth in all NAPLAN areas Student resilience</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 optimise student achievement in all areas of the curriculum	Numeracy	<p>Create a F-8 scope and sequence Assessment continuum from Foundation to grade 6 Numeracy focus in PDP and Professional Learning Teams Numeracy PD Targeted teaching and learning in Foundation to 6 Building teacher capacity and confidence to effectively deliver a Foundation to Grade 8 Numeracy curriculum. Implement a 70% (Learning on the job/from colleagues), 20% (Networking Learning), 10% (Structured Learning) model learning approach to develop teacher capacity in Numeracy Numeracy PLTs Numeracy P-6 Forums Track the top 25% of grade 3 students in NAPLAN Numeracy across years 3, 4 and 5 SPA data and ZPD used by all staff</p>	<p>Increase NAPLAN student growth to above the national average growth Every student to achieve at least 12 months of growth each year. High growth targets will be variable and related to the specific cohorts each year. Increase high growth to above 25% Decrease low growth to below 20% Increase the school comparison results to be above the predicted score and at the top end of the range of the middle 60% of schools</p> <table border="1"> <thead> <tr> <th colspan="4">Teacher Assessed</th> </tr> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Numeracy</th> </tr> </thead> <tbody> <tr> <td>At Level</td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>6 Months above</td> <td>65%</td> <td>50%</td> <td>50%</td> </tr> <tr> <td>12 Months above</td> <td>20%</td> <td>15%</td> <td>20%</td> </tr> </tbody> </table>	Teacher Assessed					Reading	Writing	Numeracy	At Level	100%	100%	100%	6 Months above	65%	50%	50%	12 Months above	20%	15%	20%											
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Spelling and Grammar	<p>Implement a whole school approach to teaching spelling (THRASS) and grammar that is relevant for the students at APS</p> <p>Balance the learning and teaching of vocabulary, spelling and writing Continue implementing the seven Steps to Writing</p>	<p>NAPLAN Grade Three</p> <table border="1"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Numeracy</th> </tr> </thead> <tbody> <tr> <td>Band 3 or above</td> <td>100% (98%)</td> <td>100% (100%)</td> <td>100% (96%)</td> </tr> <tr> <td>Band 4 or above</td> <td>95% (88%)</td> <td>100% (95%)</td> <td>95% (75%)</td> </tr> <tr> <td>Band 5 or above</td> <td>75% (69%)</td> <td>75% (76%)</td> <td>75% (55%)</td> </tr> </tbody> </table> <p>Grade Five (2016 Data)</p> <table border="1"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Numeracy</th> </tr> </thead> <tbody> <tr> <td>Band 5 or above</td> <td>100% (98%)</td> <td>100% (93%)</td> <td>100% (94%)</td> </tr> <tr> <td>Band 6 or above</td> <td>95% (84%)</td> <td>95% (75%)</td> <td>95% (63%)</td> </tr> <tr> <td>Band 7 or above</td> <td>60% (53%)</td> <td>50% (36%)</td> <td>50% (37%)</td> </tr> </tbody> </table>		Reading	Writing	Numeracy	Band 3 or above	100% (98%)	100% (100%)	100% (96%)	Band 4 or above	95% (88%)	100% (95%)	95% (75%)	Band 5 or above	75% (69%)	75% (76%)	75% (55%)		Reading	Writing	Numeracy	Band 5 or above	100% (98%)	100% (93%)	100% (94%)	Band 6 or above	95% (84%)	95% (75%)	95% (63%)	Band 7 or above	60% (53%)	50% (36%)	50% (37%)
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Science	<p>Ensure the School Community (Parents, Students and Teachers) has a greater awareness of the Science curriculum at APS Develop a concept based approach to Inquiry/Integrated which encompasses Science and other curriculum areas</p>	<p>Parent survey: All variables above 5.5 out of seven on the survey scale</p>																																
To develop an inclusive whole school culture that fosters resilience and self-motivation	Growth mindset, Student Agency & Resilience	<p>School wide approach to High Impact Instructional Strategies and Classroom Instruction that Works Develop a continuum to monitor and assess personal and social growth (Victorian Curriculum – Capabilities) Investigate the ACER Social Emotional Well Being (SEW) Survey as a base level improvement measure Increase school/ community communication using Seesaw and Compass Decrease student absenteeism through ‘It’s not ok to be away’ strategies</p>	<p>Student attitude to School survey data: all variables above 4 out of 5 or 5.5 out of seven Parent survey: All variables above 5.5 out of seven on the survey scale Compass: Measure parent feedback Average student absenteeism at or below 10 days per student per year.</p>																															

