

1181 Albert Park Primary School Strategic Plan 2018-2021

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Elaine Mills 28/8/2017[name].....[date][name].....[date]
School council: Andrew Wilson 28/8/2017[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>Albert Park Primary School is identified as a unique village community, becoming life-long learners with high expectations. The school aims to build happy, healthy and resilient students.</p>	<p>We are a Kids Matter school and our values sit under The Albert Park Way</p> <ul style="list-style-type: none"> Be kind and fair Act safely Respect everyone’s rights One voice at a time Keep trying <p>We adopted the Department of Education statement of values document which underpins the promotion of our healthy, safe and respectful school community. This Albert Park Statement of Values imbeds the Child Safe Standards. The values are evident in all school and parent events.</p> <p>The Albert Park Learner Dispositions are making learning visible in every classroom. These are</p> <ul style="list-style-type: none"> Persist Self-regulate Collaborate Create Reflect 	<ul style="list-style-type: none"> Need for greater continuity and rigor at grade levels Increase rigor in the Prep program, to set the requirement of teaching up across the school. Audit and ensure learning is based on student entry data. Need for greater consistency and adherence to school wide guidelines Be aware of the crowded curriculum when introducing new initiatives If the role of the Leading Teacher changes how do we maintain our rigor and the overview of the whole school profile Develop outstanding practitioners- embedding Visible Learning in all areas of the curriculum and ensure high expectations for every student Embed the feedback strategy for performance and development processes. Increase the skill level of peer feedback and improve the resilience of teachers receiving feedback Review leadership/management model to ensure balance between accountability and development Implement the new EBA and timetabling in a growing school Ensure teacher judgements are consistently moderated against the outcomes for Victorian Curriculum using data and evidence Improve our science and technology teaching. Develop rich units that cover all areas of the Victorian Curriculum. Our scope and sequence needs to reflect all outcomes are being covered over a two year period 	<p>Intent: to optimise and accelerate the learning growth of every student in English, Mathematics and Science</p> <p>Rationale: to build on the work of the previous SSP of making learning visible in every classroom and the use of consistent planning and data collection processes</p> <p>Focus: to have the school’s agreed teaching and learning model embedded in every classroom so that consistently high quality teaching will occur and every student will demonstrate the targeted learning progress.</p> <ul style="list-style-type: none"> Continue to refine and embed the Albert Park pedagogical model, with particular emphasis on Critical and Creative Thinking and STEM Continue to improve Professional Learning Community (PLC) processes to build staff capacity to improve student outcomes Continue to build School Improvement Team (SIT) leadership capacity in the school Continue current wellbeing initiatives such as Kids Matter and Bounce Back and working with parents

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)
<p>Student Achievement</p> <p>By December 2020 we will have established that every student makes one year of Victorian Curriculum level of learning progress in each school year during the strategic plan period in English, Mathematics and Science.</p>	<p>Excellence in teaching and learning:</p> <ul style="list-style-type: none"> Building practice excellence Curriculum planning and assessment Evidence based high impact teaching strategies Evaluating impact on learning 	<p>Continue to refine and embed the Albert Park pedagogical model/way</p> <p>The strategy would involve work on the following actions:</p> <ul style="list-style-type: none"> Consistent curriculum planning and documentation. Embedding DET High Impact Teaching Strategies (HITS) The respective roles of the teacher and the learner particularly with regard to feedback Using data to track and monitor student progress and inform teaching Tracking priority cohorts and interventions 	<p>Learning growth targets</p> <ul style="list-style-type: none"> Each student to make at least one Victorian Curriculum level of learning progress in each school year during the strategic plan period in English, Mathematics and Science as measured by teacher judgement. To equal or exceed Australian Council of Educational Research (ACER) PAT Maths and PAT Reading cohort mean growth at each grade level each year. <p>The NAPLAN Year 3 to 5 Relative Gain measures to consistently show:</p> <ul style="list-style-type: none"> 25 per cent or more of students making high relative gain (or at least maintaining the average percentage reported in the Supplementary School Level report in Numeracy, Writing, Reading). 25 per cent or less of students making low relative gain.



	Professional Leadership <ul style="list-style-type: none"> Instructional and Shared Leadership 		
		<p>Review and refine professional learning community/SIT processes to focus on implementing and monitoring the student achievement.</p> <p>Build leadership capacity and effective practices in teams that will directly affect improving teacher practice and student outcomes:</p> <ul style="list-style-type: none"> Ensure implementation of the APPS pedagogy/models Allocate time to meet regularly using collaborative processes Implement a sustainable leadership/teacher and peer feedback model Analyse student assessment data, plan and implement appropriate teaching interventions based on the data, and measure the effectiveness of those interventions Use assessment data at beginning of the year to establish PLC goals and targets and explore increased accountability for these 	<p>Extension targets</p> <ul style="list-style-type: none"> Increasing the percentage of Year P-6 students achieving 12 months and 6 months ahead and B grades based on the average of the past three years' proportions Increasing the percentage of Year 3 and 5 students assessed in the top two NAPLAN Bands for their year levels in Reading, Writing, Spelling, Grammar & Punctuation and Numeracy, again based on the average of the past three years' proportions. To equal or exceed Australian Council of Educational Research (ACER) PAT Maths and PAT Reading cohort mean growth at each grade level each year.
<p>Student Engagement</p> <p>By December 2020, we will have developed engaged, passionate, creative, critical thinking learners who demonstrate the five Albert Park Learner Dispositions and achieve at or above expected level in Critical and Creative Capabilities in the Victorian Curriculum.</p>	<p>Professional leadership</p> <ul style="list-style-type: none"> Building leadership teams 	<p>Investigate, develop and implement an integrated curriculum model and pedagogical approach to the STEM learning areas and Victorian Curriculum capability of Critical and Creative Thinking:</p> <ul style="list-style-type: none"> Audit specialist programs and integrated curriculum against Victorian Curriculum Investigate a consistent STEM instructional model that continues to make learning visible in every classroom Implement staff professional development on STEM and Critical and Creative Capability Review of reporting of student achievement to parents, with digital real time reporting of student progress using Learning Intentions and Success Criteria 	<p>Using the Attitudes to School Survey</p> <ul style="list-style-type: none"> Attain 85 per cent or greater positive responses to Effective Teaching Practice for Cognitive Engagement: Differentiated Learning Challenge Attain 85 per cent or greater positive responses to Effective Teaching Practice for Cognitive Engagement: Stimulated Learning <p>Using teacher Judgement Victorian Curriculum:</p> <ul style="list-style-type: none"> Attain 85 per cent of Students at or above expected level of Critical and Creative Thinking Capability in grades 2, 4 and 6. <p>Using the Supplementary School Level Report –Percentage of students by absence days indicator</p> <ul style="list-style-type: none"> Reduce the percentage of students with greater than 20 days absence per year from one in five P-6 students.

