

School Strategic Plan 2021-2025

Albert Park Primary School (1181)



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School vision	<p>The Albert Park community values and lives The Albert Park Way. Albert Park Primary School recognises the importance of a caring and supportive community. At the heart of this is the partnership between school and home. Our aim is to build a community where children thrive, with their wellbeing central to this and where they are happily engaged with their learning. Our community shares a commitment to and a responsibility for a happy, inclusive, safe and aspirational learning environment for all our children.</p> <p>"We work together and use different points of view, backgrounds and experiences to create better outcomes."</p> <p>MISSION: to provide a quality education that encourages every student to realise his/her fullest potential.</p>
School values	<p>STUDENTS WILL:</p> <ul style="list-style-type: none">- Enact the Albert Park Way, be kind to each other, to themselves- Respect themselves, other members of the school community and the school environment.- Believe they are successful learners- Make the most of learning opportunities- Respect everyone's right to a voice and to be heard, including themselves- Show determination and keep trying- Act in a safe and responsible manner.- Actively participate in the school community <p>STAFF WILL:</p> <ul style="list-style-type: none">- Be kind, caring and respectful- Have high expectations- Create a safe and happy environment by using the Albert Park Way and Learning Dispositions- Develop positive relationships with students, colleagues and parents, acknowledging exemplary citizenship with Albert Park Way bands and awards- Be aspirational for each student- Create engaging and dynamic learning experiences that meet the needs of all students- Work collaboratively with colleagues and parents to improve learning and wellbeing outcomes for all students, in particular for students with additional needs- Communicate effectively and respectfully on all school communication platforms

	<ul style="list-style-type: none"> - Actively participate in the school community <p>PARENTS AND COMMUNITY MEMBERS WILL:</p> <ul style="list-style-type: none"> - Be kind, caring and respectful - Ensure children attend school on time and every day the school is open to make the most of learning opportunities - Work in partnership with the school to achieve the best outcomes for each child - Communicate effectively and respectfully on all school communication platforms - Reach out to the school when there are concerns or difficulties - Support the school in maintaining a safe learning environment for all students - Actively participate in the school community following the Albert Park Way <p>Albert Park Primary School is committed to creating a school community where all members of our school community are welcomed, accepted and treated equitably and with respect regardless of their backgrounds or personal attributes such as gender, race, language, religious beliefs or disability so that they can participate, achieve and thrive at school.</p> <p>Albert Park Primary School acknowledges and celebrates the diversity of backgrounds and experiences in our school community and we will not tolerate behaviours, language or practices that label, stereotype or demean others.</p>
<p>Context challenges</p>	<p>Consistency - prior to 2019 there existed a range of approaches and practices in core subjects ie reading, writing and numeracy. Staff feedback that consistency of agreed approaches and whole school practices would benefit student learning and outcomes. Staffing changes & lack of stability have also contributed to the challenge of building consistency - 14 Family leavers (in 2.5years) and retirement of key leadership members has challenged the school in being able to develop consistency of agreed practices. While staff have been incredibly supportive and welcoming of new members of staff, it has been a key focus of leadership and staff to continue to embed agreed pedagogical approaches and whole school practices and procedures. Future workforce planning - return of family leavers looking to secure job share opportunity and ensure effective partnerships and consistency of high quality teaching and learning experiences for all students.</p> <p>Teacher knowledge and confidence of Victorian Curriculum outcomes is an area of consideration - disparity between NAPLAN achievement and teacher judgement; this has been an area of investigation and has contributed to the school improving agreed assessment practices and improving data literacy across the school</p> <p>Development of Middle leadership capacity - consistency of middle leaders. Identified aspiring middle leaders have been undertaking their journey and then going on Family Leave.</p> <p>2020 COVID-19 - the challenge of continuing to focus on school improvement priorities during 2020 shifted in new and unexpected ways. APPS used the opportunity to focus on essential learning and wellbeing to ensure that student outcomes both academic and social/emotional were at the core of what the school community did to ensure our students were well-supported and continued to learn. Many of our students and families found this incredibly challenging despite the efforts of the school to keep students engaged and supported</p>

Intent, rationale and focus

School Intent

- to optimise and accelerate the learning growth of every student in English, Mathematics and Science.
- to make learning visible in every classroom and the use of consistent planning and data collection processes.
- 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.

How we will achieve this:

- 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 well-being initiatives such as Respectful Relationships and working with parents.

Prioritising:

Following the last two years, APPS will be prioritising the Wellbeing of both students and staff, with a particular focus on those students who were disengaged during remote learning. Information sharing has been critical for these students with their new class teachers. Our well being & Inclusion leader is also monitoring these students.

The tutoring initiative is well embedded and focussed on those students that have been identified as not being on a trajectory of growth.

The continued development of staff's data literacy knowledge to evaluate student learning and to track their growth is a continued focus of PLC;

PLC development and growth is an embedded practice across the school. There are some inconsistencies of practice and support and professional learning for leaders of PLC will be a priority.

PLCs is already proving to be an effective vehicle to develop accurate and purposeful assessment tasks to support the planning of student needs; this will continue

Challenging teacher expectations of student learning, in particular high ability students, and supporting them in developing opportunities for students to exceed teacher and their own expectations

Making learning visible - professional learning for staff in understanding learning intentions and success criteria; this is the first step in developing student agency and voice; to be active agents of their own learning.

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Goal 1	Maximise all students' learning growth in Literacy and Numeracy.
Target 1.1	<p>NAPLAN Benchmark Growth</p> <p>Increased proportion of students with expected or above-expected growth:</p> <ul style="list-style-type: none">• Reading from 80% (2021) to 90% (2025)• Writing from 89% (2021) to 90% (2025)• Numeracy from 82% (2021) to 90% (2025)
Target 1.2	<p>NAPLAN Top Two Bands</p> <p>Increased proportion of students achieving in the Top Two Bands:</p> <ul style="list-style-type: none">• Year 3 Numeracy from 55% (2021) to 60% (2025)• Year 5 Reading from 60% (2021) to 65% (2025)• Year 5 Writing from 35% (2021) to 40% (2025)• Year 5 Numeracy from 45% (2021) to 55% (2025)

<p>Target 1.3</p>	<p>Teacher Judgements (Age-expected level)</p> <p>Increase the proportion of students assessed as achieving above the age-expected level against the Victorian Curriculum achievement standards:</p> <p>Above age-expected level (Semester 2, Years Foundation to 6)</p> <ul style="list-style-type: none"> • Reading from 53% (2020) to 60% (2025) • Writing from 37% (2020) to 50% (2025) • Speaking and Listening from 33% (2020) to 50% (2025) • Number and Algebra from 48% (2020) to 55% (2025)
<p>Target 1.4</p>	<p>School Staff Survey</p> <p>Increase the levels of positive endorsement against variables for the School Staff Survey, Teaching and Learning modules, as shown:</p> <p>Teaching and Learning module</p> <ul style="list-style-type: none"> • Skills to measure impact from 71% (2020) to 80% (2025) • Understand how to analyse data 71% (2020) to 80% (2025) • Seek feedback to improve practice 69% (2020) to 80% (2025) • Professional learning through peer observation 51% (2020) to 80% (2025)

Key Improvement Strategy 1.a Curriculum planning and assessment	Embed whole-school approaches to curriculum planning, assessment and pedagogy.
Key Improvement Strategy 1.b Evidence-based high-impact teaching strategies	Build teachers' capability in responsive teaching.
Key Improvement Strategy 1.c Instructional and shared leadership	Develop instructional and shared leadership across the school.
Goal 2	Maximise all students' wellbeing
Target 2.1	Attitudes to School Survey Increase the levels of positive endorsement in variables of the Attitudes to School Survey, as shown: <ul style="list-style-type: none"> • Sense of confidence from 73% (2020) to 90% (2025) • Self-regulation and goal setting 83% (2020) to 90% (2025) • Student voice and agency 64% (2020) to 72% (2025) • Teacher concern 71% (2020) to 75% (2025) NB: The Panel noted that these target variables should be reviewed in response to any revised AToSS due to FISO 2.0
Target 2.2	Parent Opinion Survey Increase the levels of positive endorsement in variables of the Parent Opinion Survey, as shown:

	<ul style="list-style-type: none"> • Stimulating learning environment from 72% (2020) to 79% (2025) • Student agency and voice from 72% (2020) to 79% (2025) • Student motivation and support from 75% (2020) to 79% (2025)
Key Improvement Strategy 2.a Health and wellbeing	Build all teachers' capability to respond to individual students' wellbeing and learning needs
Key Improvement Strategy 2.b Intellectual engagement and self-awareness	Empower students as active agents in their learning