School Strategic Plan for
South-West Region
Altona Green Primary School No. 5287

Endorsements

| Endorsement by School Principal | Signed: [Signature]  
|---------------------------------|----------------------
| Name: Karen O'Dowd             | 31 March 2014        |

| Endorsement by School Council  | Signed: [Signature]  
|--------------------------------|----------------------
| Name: Jo Tyers                 | 31 March 2014        |

School Council President's endorsement represents endorsement of School Strategic Plan by School Council.

| Endorsement by the delegate of the Secretary | Signed:  
|-----------------------------------------------|----------------------
| Name:                                         |  
| Date:                                         |  


### School Profile

<table>
<thead>
<tr>
<th>Purpose</th>
<th>To ensure our students are engaged as responsible 21st century learners who are developing independence for life in an effective learning community</th>
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</table>
| Values  | The following values are seen as being central to the life of our school and they perform the basis of the actions of the entire school community  
Kindness, Encouragement, Fairness, Acceptance and Respect - KEFAR  
These values are used to support our students to become lifelong learners who value themselves and others |
| Environmental Context | **Altona Green Primary School** was established in 1990, and is located in a residential area of Altona Meadows 20 kms west of Melbourne. The student population of 350 students consists of children from a diverse range of cultural and ethnic backgrounds. There have been significant changes in the demographic over the last 3 years and a trend of mobility continues.  
A high proportion of families receive Educational Maintenance Allowances with the school's SFO index being .5896 and despite showing downward trend over recent years, it is still above the state mean.  
Since 2009, the school has completed significant buildings and grounds improvement including, a new open plan learning space, an outdoor undercover meeting area, along with the development of a garden and orchard to reflect our Stephanie Alexander Kitchen garden program  
The staff profile is one of a high proportion of experienced teachers. In addition to 20 teaching staff, the school has 3.11 Education Support staff who work with our integration funded students, 4 Education Support staff who work in SAKG and Outside School Hours program and 1 community based worker.  
The school fosters and values its close links to parents and the broader school community and provides many opportunities to increase community involvement |
| Service Standards | We are a P-6 primary school and use AUSVELS standards as a basis for curriculum planning. We are an accredited Stephanie Alexander Kitchen Garden program. All children have access to this program.  
We provide an Outside School Hours program which reflects The Victorian Early years Learning and Development |
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<tr>
<th>Strategic Direction</th>
<th>Goals</th>
<th>Targets</th>
<th>Key Improvement Strategies</th>
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| Achievement         | • To improve literacy standards at all year levels with a specific focus on Foundation – Year 2  
• To improve numeracy standards for all students. | Using English on Line:  
Preps:  
• All year Prep students* will have met AusVELS Foundation Level in Reading by 2017  
Year 1s:  
• All Year 1 students* will meet AusVELS Level 1 in Reading by 2017  
Using Naplan Data:  
Year 2s:  
• The Year 3 Reading data to be at least at or above the state mean for all students *  
Using Naplan data:  
• To be at or above the state mean score in both Year 3 and Year 5 numeracy by 2017 | • Instil a culture of high expectations for academic achievement and behaviour for all stakeholders  
• The development and differentiation of the curriculum will be informed by data  
• Embed a school wide pedagogical approach to the teaching of English |

*deemed capable
| Engagement          | • To develop students’ ability to be actively involved in their own Inquiry Learning | **Using the Attitudes to School Survey:** Increase the *Learning Confidence* and *Stimulating Learning* variables to the 4th quartiles over the life of this plan.  
  **Using student attendance data:**  
  To decrease the average number of absences over the life of this plan by 10% across Years 3-6. | • Embed an inquiry learning approach to teaching and learning. |
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<tbody>
<tr>
<td>Wellbeing</td>
<td>• To improve students’ social and emotional intelligence</td>
<td><strong>Using the Attitudes to School Survey:</strong> Increase the <em>Connectedness to Peers</em> variable to the 4th quartile over the life of this plan.</td>
<td>• Implement personal learning as a school wide practice.</td>
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</table>
| Productivity        | • To align the allocation of staff to priority learning areas to maximise student learning outcomes at key year levels. | **Using the Parent Opinion Survey:**  
  To increase the *General Satisfaction* variable to the 4th quartile over the life of this plan. | • Implement consistent understandings around the place of eLearning in the curriculum.  
  • Foster emergent leadership at all levels. |