

## Altona Green 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: Lisa Conibeer	November 2017	
School council: Jo Tyers		
Delegate of the Secretary: Judy Maguire		

School vision	School values	Context and challenges	Intent, rationale and focus
<p>The school vision is to 'build a positive future by developing lifelong learners who value themselves and others.</p> <p>We strive to ensure that students are at the centre of everything we do.</p> <p>Our staff focus on ensuring all students are engaged in quality learning. We firmly believe that teachers make the difference and as such we invest heavily in professional learning to ensure our teachers are able to provide the best possible learning opportunities for our students.</p> <p>We operate as a community of practice, committed to providing a caring, engaging and safe learning environment for students, staff and parents.</p>	<p>Our school values are kindness, encouragement, fairness, acceptance and respect. These values are referred to by the acronym KEFAR (represented by a frog mascot). KEFAR values are firmly embedded in our school and highly valued by the whole school community.</p> <p>With the implementation of SWPBS we have kept KEFAR and included new behaviour expectations. Our new motto is 'Be like KEFAR – Be safe, Be responsible and Be a learner.</p>	<p>Altona Green Primary School is situated in an established area of Altona Meadows in Melbourne's western suburbs, in the City of Hobsons Bay. Our facilities include an art room, library, gymnasium, performing arts room, Indonesian room, kitchen and substantial playground areas including a large covered assembly area (Gumbuya). We share the oval with Hobsons Bay Council.</p> <p>The school is in a period of significant change due to a change of leadership. The current principal commenced at the start of 2016. In 2017 a new assistant principal was appointed. A second assistant principal will commence at the start of the 2018 school year.</p> <p>The Student Family Occupation density is 0.55</p> <p>Student enrolments are from the local neighbourhood area, although many families travel from Altona, Sanctuary Lakes, Point Cook, Upper Point Cook, Laverton and Williams Landing. Our predicted enrolments for 2018 are 400. We currently have 14 students funded through the Program for Students with Disabilities program. These students are supported by eight Education Support staff. Our EAL population remains fairly stable, we currently have 84 students.</p> <p>In 2018 our school will be arranged in straight grades, with the exception of our grade 1/2 team. We provide specialist classes in Visual Arts, Performing Arts, Physical Education, Indonesian and the Stephanie Alexander Kitchen Garden Program. We have 19 full time teachers, 3 part-time specialists (0.6), 2 Assistant Principals and 1 Principal.</p> <p>Teachers work in Professional Learning Teams (PLTs) aligned with each grade level which supports a strategic and consistent approach to assessment, curriculum planning and personalised teaching and learning that focuses on individual student needs.</p> <p>Our BYOD iPad program ensures students are using new technologies to enhance their learning.</p>	<p>Consistent with the outcomes of the school self evaluation and the school's 2017 review report, the Altona Green Primary School Strategic Plan aims to achieve the following:</p> <ul style="list-style-type: none"> <li>• improve learning growth in literacy and numeracy</li> <li>• improve whole school attendance rates</li> <li>• strengthen student resilience, social and emotional engagement</li> <li>• build practice excellence to teach to students' point of need, ensuring that the schools' capable students are challenged and extended</li> <li>• enhancing the partnerships between home and school to strengthen parent opinion related to general satisfaction</li> <li>• build the leadership capabilities of middle leaders and develop their instructional leadership capacity</li> <li>• review the school's vision in consultation with all school stakeholders</li> <li>• extend the collective efficacy of all staff by building reflective practices</li> <li>• strengthen the data literacy capacity of all teachers</li> <li>• embed the school's SWPBS program</li> <li>• activate raised levels of student voice, leadership and agency in their own learning.</li> </ul>

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 build a learning community of reflective practitioners focussed on excellence in teaching and learning with high expectations for all students.	<b>Excellence in teaching and learning</b> <i>Building practice excellence</i> <i>Building leadership teams</i>	<ul style="list-style-type: none"> <li>Review, implement and sustain the school's vision in consultation with all school stakeholders—teachers, students and parents, so that the school's vision, values and culture position it for school improvement.</li> <li>Build leadership capacity, including the knowledge and capabilities of middle-level leaders, Professional Learning Team (PLT) leaders and emerging/aspirant leaders.</li> <li>Extend the collective efficacy of all staff.</li> </ul>	<p><b>By 2021</b> <u>Staff survey:</u></p> <table border="1" data-bbox="2003 296 2807 548"> <thead> <tr> <th rowspan="2">Percentage Endorsement</th> <th colspan="2">Whole School</th> <th colspan="2">Prin/Teach</th> </tr> <tr> <th>2017</th> <th>2021</th> <th>2017</th> <th>2021</th> </tr> </thead> <tbody> <tr> <td>Collective Efficacy</td> <td>64.5</td> <td>75</td> <td></td> <td></td> </tr> <tr> <td>Collective Responsibility</td> <td>80.1</td> <td>90</td> <td></td> <td></td> </tr> <tr> <td>Academic Emphasis</td> <td>61.6</td> <td>70</td> <td></td> <td></td> </tr> <tr> <td>Believe Peer Feedback improves practice</td> <td></td> <td></td> <td>61.9</td> <td>70</td> </tr> <tr> <td>Knowledge of HITS</td> <td></td> <td></td> <td>85.7</td> <td>95</td> </tr> </tbody> </table> <p><u>Student Attitude to School Survey:</u></p> <table border="1" data-bbox="2003 625 2807 772"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">2017</th> <th colspan="2">2021</th> </tr> <tr> <th>Percentile</th> <th>Quartile</th> <th>Percentile</th> <th>Quartile</th> </tr> </thead> <tbody> <tr> <td>High expectations for success</td> <td>49.4</td> <td>2nd</td> <td>59</td> <td>3rd</td> </tr> <tr> <td>Stimulating learning</td> <td>46.2</td> <td>2nd</td> <td>55</td> <td>3rd</td> </tr> </tbody> </table>	Percentage Endorsement	Whole School		Prin/Teach		2017	2021	2017	2021	Collective Efficacy	64.5	75			Collective Responsibility	80.1	90			Academic Emphasis	61.6	70			Believe Peer Feedback improves practice			61.9	70	Knowledge of HITS			85.7	95		2017		2021		Percentile	Quartile	Percentile	Quartile	High expectations for success	49.4	2nd	59	3rd	Stimulating learning	46.2	2nd	55	3rd
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To improve the achievement and learning growth of every student across all learning areas but particularly in literacy and numeracy.	<b>Excellence in teaching and learning</b> <i>Building practice excellence</i>	<ul style="list-style-type: none"> <li>Build teacher practice excellence and capacity to consistently employ evidence-based high-impact teaching strategies.</li> <li>Strengthen the data and assessment literacy capacity of teachers and teams.</li> </ul>	<p><b>By 2021</b> <b>ACHIEVEMENT DATA</b> There will be an increase in the percentage of students in the top two NAPLAN bands for all domains</p> <table border="1" data-bbox="2021 911 2792 1121"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">YEAR 3</th> <th colspan="2">YEAR 5</th> </tr> <tr> <th>2017</th> <th>2021</th> <th>2017</th> <th>2021</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>40</td> <td>55</td> <td>24.3</td> <td>55</td> </tr> <tr> <td>Writing</td> <td>30.9</td> <td>50</td> <td>10.8</td> <td>30</td> </tr> <tr> <td>Spelling</td> <td>34.5</td> <td>45</td> <td>24.3</td> <td>40</td> </tr> <tr> <td>Grammar &amp; Punctuation</td> <td>54.5</td> <td>60</td> <td>24.3</td> <td>40</td> </tr> <tr> <td>Numeracy</td> <td>38.1</td> <td>50</td> <td>18.9</td> <td>40</td> </tr> </tbody> </table> <p><b>NAPLAN GROWTH DATA</b> The percentage of students achieving low relative growth on NAPLAN to be at 15% or less for all cohorts</p> <p>The percentage of students achieving high relative growth on NAPLAN to be at 30% or above for all cohorts</p> <p><b>TEACHER JUDGEMENTS</b> Teacher judgements against the Victorian Curriculum will indicate a minimum of <b>12 months growth</b> per year in all areas of Literacy and in Numeracy</p>		YEAR 3		YEAR 5		2017	2021	2017	2021	Reading	40	55	24.3	55	Writing	30.9	50	10.8	30	Spelling	34.5	45	24.3	40	Grammar & Punctuation	54.5	60	24.3	40	Numeracy	38.1	50	18.9	40																			
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To create a positive school climate which fosters a whole school approach to health, wellbeing, inclusion and engagement.	<b>Positive climate for learning</b> <i>Empowering students and building school pride</i>	<ul style="list-style-type: none"> <li>Embed the school's School Wide Positive Behaviours Support (SWPBS) program to enhance student wellbeing and engagement.</li> <li>Activate raised levels of student voice, leadership and agency in their own learning so students have positive school experiences and can act as partners in school improvement.</li> </ul>	<p><b>By 2021</b> <u>Student Attitude to School Survey:</u></p> <table border="1" data-bbox="2003 1486 2807 1885"> <thead> <tr> <th rowspan="2">ATOS:</th> <th colspan="2">2017</th> <th colspan="2">2021</th> </tr> <tr> <th>Percentile</th> <th>Quartile</th> <th>Percentile</th> <th>Quartile</th> </tr> </thead> <tbody> <tr> <td>Motivation and interest</td> <td>28.1</td> <td>2nd</td> <td>40</td> <td>3rd</td> </tr> <tr> <td>Not experiencing bullying</td> <td>54.8</td> <td>3rd</td> <td>76</td> <td>4th</td> </tr> <tr> <td>Student voice and agency</td> <td>43.1</td> <td>2nd</td> <td>55</td> <td>3rd</td> </tr> <tr> <td>Sense of confidence</td> <td>59.1</td> <td>3rd</td> <td>76</td> <td>4th</td> </tr> <tr> <td>Resilience</td> <td>34.5</td> <td>2nd</td> <td>55</td> <td>3rd</td> </tr> <tr> <td>Self-regulation and goal setting</td> <td>53.8</td> <td>3rd</td> <td>76</td> <td>4th</td> </tr> </tbody> </table>	ATOS:	2017		2021		Percentile	Quartile	Percentile	Quartile	Motivation and interest	28.1	2nd	40	3rd	Not experiencing bullying	54.8	3rd	76	4th	Student voice and agency	43.1	2nd	55	3rd	Sense of confidence	59.1	3rd	76	4th	Resilience	34.5	2nd	55	3rd	Self-regulation and goal setting	53.8	3rd	76	4th														
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Staff Survey:

Percentage Endorsement	Whole School	
	2017	2021
School Climate - Overall	70	78
School Leadership - Overall	72.7	81
School Staff Safety and Wellbeing - Overall	61.8	70
Professional Learning - Overall	74.9	85

Parent Survey:

Percentile Endorsed	2017		2021	
	Percentile	Quartile	Percentile	Quartile
Experience of bullying	66.9	3rd	24	2nd
Promoting positive behaviour	7.8	1st	26	2nd
General school satisfaction	3.0	1st	26	2nd
School pride and confidence	7.2	1st	26	2nd
High expectations for success	5.3	1st	26	2nd
Student motivation and support	2.6	1st	26	2nd

Attendance Data:

The state mean in 2016 was 15 days. All results will need to be under 15.  
The target would be to reduce the absence days by 10% for each year level already under 15 days.

Year	P	1	2	3	4	5	6	Overall
2016	12.24	18.03	12.86	15.92	14.53	16.02	21.10	15.43
2021	11.01	14.99	11.57	14.32	13.07	14.41	14.99	13.88