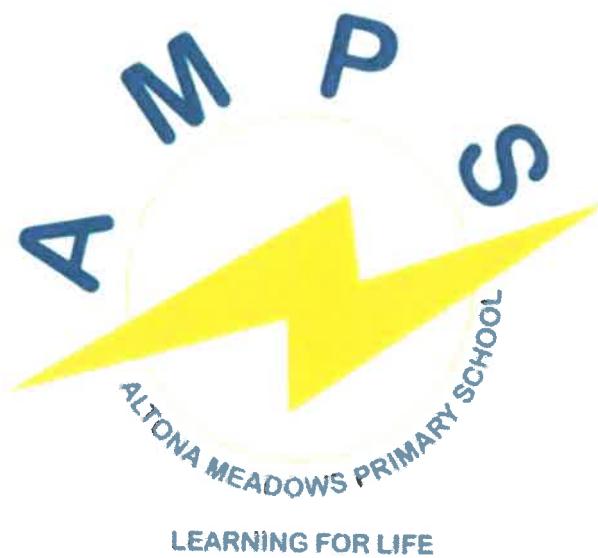


# School Strategic Plan 2018-2022

Altona Meadows Primary School (5172)



Submitted for review by Bill Reid (School Principal) on 04 January, 2019 at 08:40 AM  
Endorsed by Judy Maguire (Senior Education Improvement Leader) on 07 January, 2019 at 10:03 AM  
Awaiting endorsement by School Council President

# School Strategic Plan - 2018-2022

Altona Meadows Primary School (5172)

|   |  |
|---|--|
| <p><b>School vision</b></p>               | <p>Our Vision Statement is " To provide an engaging , friendly, safe and supportive environment that enhances learning, personal growth and well - being of all students, enabling them to become lifelong learners. Our values are Respect, Honesty and Resilience.</p>   |
| <p><b>School values</b></p>               | <p>Our values are Respect, Honesty, Resilience. We have chosen these values as they reflect the needs of our students. We use the CASEA program across the school to support these values. They are displayed in each classroom and continually referred to by teachers and students. Our Start Up program focuses on these values at the beginning of each school year and each term.</p>   |
| <p><b>Context challenges</b></p>          | <p>Our school review we reflected that we need to</p> <ul style="list-style-type: none"> <li>*improve learning growth in literacy and numeracy for every student</li> <li>*Deepen and strengthen student voice, learner agency and student leadership</li> <li>*Empower students to be self regulated learners who are actively engaged in the learning community</li> </ul>   |
| <p><b>Intent, rationale and focus</b></p> | <p>Our intent is to improve student engagement in their own learning and goal setting. We want our students to be aspirational learners. Our students engagement with the school and their learning confidence has been low in the Student surveys and we aim to improve their engagement, connectedness to school and confidence in learning through student voice and agency. Inquiry Learning is being introduced to encourage children to become self motivated learners and encourage agency in their learning. Our focus over the four years is to increase the time our Literacy and Numeracy coaches are able to spend coaching This will upskill our teachers to focus on best practice in the classroom and cater for all learners through differentiation of curriculum We will foster the use of the PLC review cycle as per Victorian PLC Initiative Program in our PLTs our PLCs (PLT is our year and unit level teams and PLC is the whole school ICT, Wellbeing and Inquiry Teams). We are going to investigate the possibility of working with Lisa Bennett around PLCs We are allowing time for a designated teacher to develop our data systems and ensure all PLTs have access to a wide range of data stored in a central place accessible to all. Through Inquiry move the emphasis for learning from teacher directed to student directed learning.</p> |

# School Strategic Plan - 2018-2022

Altona Meadows Primary School (5172)

| <p><b>Goal 1</b></p>     | <p>To improve the learning growth and achievement in literacy and numeracy for all students.</p>  |      |      |      |         |     |     |         |     |     |          |     |     |
|--------------------------|---|------|------|------|---------|-----|-----|---------|-----|-----|----------|-----|-----|
| <p><b>Target 1.1</b></p> | <p>By 2022 improve the high learning growth from Year 3 to 5 to improve from the average growth for 2015-2018:</p> <table border="1" data-bbox="512 584 679 1346"> <thead> <tr> <th></th> <th>2018</th> <th>2022</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>16%</td> <td>35%</td> </tr> <tr> <td>Writing</td> <td>16%</td> <td>25%</td> </tr> <tr> <td>Numeracy</td> <td>14%</td> <td>40%</td> </tr> </tbody> </table>   |      | 2018 | 2022 | Reading | 16% | 35% | Writing | 16% | 25% | Numeracy | 14% | 40% |
|                          | 2018  | 2022 |      |      |         |     |     |         |     |     |          |     |     |
| Reading                  | 16%   | 35%  |      |      |         |     |     |         |     |     |          |     |     |
| Writing                  | 16%   | 25%  |      |      |         |     |     |         |     |     |          |     |     |
| Numeracy                 | 14%   | 40%  |      |      |         |     |     |         |     |     |          |     |     |
| <p><b>Target 1.2</b></p> | <p>By 2022 improve the percentage of students in the top two NAPLAN bands at Year 3 (bands 5 and 6) as follows:</p> <table border="1" data-bbox="911 696 1078 1346"> <thead> <tr> <th></th> <th>2018</th> <th>2022</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>29%</td> <td>40%</td> </tr> <tr> <td>Writing</td> <td>26%</td> <td>40%</td> </tr> <tr> <td>Numeracy</td> <td>20%</td> <td>40%</td> </tr> </tbody> </table> |      | 2018 | 2022 | Reading | 29% | 40% | Writing | 26% | 40% | Numeracy | 20% | 40% |
|                          | 2018  | 2022 |      |      |         |     |     |         |     |     |          |     |     |
| Reading                  | 29%   | 40%  |      |      |         |     |     |         |     |     |          |     |     |
| Writing                  | 26%   | 40%  |      |      |         |     |     |         |     |     |          |     |     |
| Numeracy                 | 20%   | 40%  |      |      |         |     |     |         |     |     |          |     |     |
| <p><b>Target 1.3</b></p> | <p>By 2022 improve the percentage of students in the top two NAPLAN bands at Year 5 (bands 7 and 8) as follows:</p> <table border="1" data-bbox="1310 696 1353 1346"> <thead> <tr> <th></th> <th>2018</th> <th>2022</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>  |      | 2018 | 2022 |         |     |     |         |     |     |          |     |     |
|                          | 2018  | 2022 |      |      |         |     |     |         |     |     |          |     |     |
|                          |   |      |      |      |         |     |     |         |     |     |          |     |     |

|   |     |  |         |     |     |         |    |     |          |    |     |
|---|-----|--|---------|-----|-----|---------|----|-----|----------|----|-----|
|   |     | <table border="1"> <tr> <td>Reading</td> <td>14%</td> <td>40%</td> </tr> <tr> <td>Writing</td> <td>5%</td> <td>40%</td> </tr> <tr> <td>Numeracy</td> <td>9%</td> <td>40%</td> </tr> </table>   | Reading | 14% | 40% | Writing | 5% | 40% | Numeracy | 9% | 40% |
| Reading   | 14% | 40%  |         |     |     |         |    |     |          |    |     |
| Writing   | 5%  | 40%  |         |     |     |         |    |     |          |    |     |
| Numeracy  | 9%  | 40%  |         |     |     |         |    |     |          |    |     |
| <b>Target 1.4</b>   |     | By 2022 every student will make at least 12 months growth as evidenced by the Victorian Curriculum Teacher Judgements (triangulated data used for verification) in Reading, Writing and Numeracy. By 2022 every student will make at least 12 months growth every 12 months according to teacher judgement o the Victorian Curriculum standards in speaking and listening. |         |     |     |         |    |     |          |    |     |
| <b>Key Improvement Strategy 1.a</b><br>Building practice excellence       |     | Build Teacher capability to track student learning gain and use this data to inform curriculum planning and teaching practice  |         |     |     |         |    |     |          |    |     |
| <b>Key Improvement Strategy 1.b</b><br>Building leadership teams          |     | Implement PLCs to analyse and evaluate teaching practices and student learning growth over time. (BLT)   |         |     |     |         |    |     |          |    |     |
| <b>Key Improvement Strategy 1.c</b><br>Curriculum planning and assessment |     | Build teacher knowledge of the Victorian Curriculum standards and teacher capability to differentiate teaching programs (CPA)  |         |     |     |         |    |     |          |    |     |
| <b>Goal 2</b>   |     | To deepen and strengthen student voice, learner agency and student leadership throughout the school.   |         |     |     |         |    |     |          |    |     |
| <b>Target 2.1</b>   |     | <p>By 2022 improve the percentage of positive responses on the Attitudes to School Survey for Years 4-6 for the following factors:</p> <ul style="list-style-type: none"> <li>• Stimulated learning from 21% (average 2017-2018) to 50%.</li> <li>• Student voice and agency from 31% (average 2017-2018) to 50%.</li> </ul>   |         |     |     |         |    |     |          |    |     |

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| <p><b>Target 2.2</b></p>   | <p>By 2022 improve the percentage of positive responses on the School Staff Survey in the factor of trust in students and parents from 50% (2018) to 80% (2022).</p>   |
| <p><b>Key Improvement Strategy 2.a</b><br/>Empowering students and building school pride</p> | <p>Develop a whole school understanding of student voice, learner agency and student leadership. (ESBSP)</p>   |
| <p><b>Key Improvement Strategy 2.b</b><br/>Setting expectations and promoting inclusion</p>  | <p>Strengthen the use of student feedback and voice to inform teaching practices. (SEPI)</p>   |
| <p><b>Key Improvement Strategy 2.c</b><br/>Curriculum planning and assessment</p>            | <p>Establish school-wide systems and structures that enable students to participate in the design and implementation of school policy and programs. (CPA)</p>  |
| <p><b>Goal 3</b></p>   | <p>To empower student to be self-regulated learners who are actively engaged in their learning environment.</p>  |
| <p><b>Target 3.1</b></p>   | <p>By 2022 improve the percentage of positive responses on the School Staff Survey in the factor of staff efficacy from 63% (2018) to 80% (2022) and collective responsibility from 88% (2018) to 95% (2022)</p>   |
| <p><b>Target 3.2</b></p>   | <p>By 2022 improve the percentage of positive responses on the Attitudes to School Survey for Years 4-6 to 55% for the following factors:</p> <ul style="list-style-type: none"> <li>● Sense of connectedness from 32.5% (average 2017-2018) to 55%</li> <li>● Self-regulation and goal setting from 25% (average 2017-2018) to 55%</li> <li>● Sense of confidence from 42% (average 2017-2018) to 55%.</li> </ul> |
| <p><b>Target 3.3</b></p>   | <p>By 2022 improve the percentage of positive responses on the Parent Opinion survey for the following factors:</p>  |

|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>● Teacher communication from 52% (2018) to 65%.</li> <li>● School support from 24% (2018) to 50%.</li> <li>● School connectedness from 62% (2018) to 90%.</li> </ul> |
| <b>Key Improvement Strategy 3.a</b><br>Empowering students and building school pride | Deepen staff knowledge and teacher practice in the Inquiry approach to learning.  |
| <b>Key Improvement Strategy 3.b</b><br>Empowering students and building school pride | Build student capacity in using learning technologies to connect with the learning community.   |
| <b>Key Improvement Strategy 3.c</b><br>Parents and carers as partners                | Develop communication strategies that will connect the parent/carer community to the school.  |