

School Strategic Plan 2020-2024

Aberfeldie Primary School (4220)



Aberfeldie Primary School

Submitted for review by Nathan Gage (School Principal) on 14 May, 2021 at 10:35 AM

Endorsed by Alex Artavilla (Senior Education Improvement Leader) on 31 May, 2021 at 03:02 PM

Endorsed by Rebecca Sobell (School Council President) on 12 October, 2021 at 04:23 PM

School Strategic Plan - 2020-2024

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School vision	Aberfeldie Primary Schools vision is see students succeeding Academically, Physically and Socially; supported by innovative teachers and an inclusive community.
School values	Inclusion Innovation Success
Context challenges	<p>Following on from some positive results through the 2017-2020 SSP, what is going to be a significant point of consideration and potential challenge for Aberfeldie, is our capacity to continue building along our improvement journey. What was seen as a tremendous highlight from the past four years was the significant impact on student growth from years three to five. Maintaining positive growth data, alongside 'improving the learning outcomes of every student in literacy and numeracy' will be of great focus.</p> <p>The PRSE and review process highlighted that the proportion of students determined by Teacher judgement to be achieving above expected growth had decreased while the proportion of students determined to be making below expected growth increased over the SSP. These proportions also varied significantly across classes. Our PRSE and review also found student voice and agency in learning was an area for improvement. Positive responses in the Attitudes to School Survey for factor student voice and agency was 63%, the lowest of all survey factors. It was noted that voice and agency beyond the classroom was evident through the student leadership program and the additional opportunities to engage in student led community interaction. Students indicated, as part of focus group discussions, that they had little input into their own learning and had limited opportunities to evaluate their own learning in the classroom. Student health and wellbeing and in particular, fostering increased resilience in students is needing a continuing school focus.</p>
Intent, rationale and focus	<p>At Aberfeldie Primary School, we are working to improve the learning outcomes of every student, ensure that they are active and engaged in their learning, whilst developing the necessary social and emotional skills to amplify their wellbeing. Energy and attention will be focussed around the three pillars of learning outcomes, engagement and wellbeing. It will be through our efforts in this space, that our community will be able to live by our values of inclusion, innovation and success.</p> <p>In the early phases of our Strategic Plan, work will continue around establishing a strong foundation for high quality practice. This would include an initial focus on embedding our evidence based instructional model and building the data literacy skills of our teams. To support this work, there will be a continued investment into the development of our middle leadership team, which includes our learning specialists and professional learning community leaders (PLC Leaders). Their role will continue to build</p>

	<p>excellence in teaching and learning through the use of assessment data and evidence to inform curriculum planning at individual student point of need. Increasing middle leadership capacity will contribute to the establishment of systems for continuous improvement, including opportunities for peer observation and feedback. Sitting alongside the enhancement of teaching practice would be the design of conditions that are amplifying student leadership, voice and agency for engagement in learning. Furthermore, attention will be made towards the refinement of our whole school approach to social and emotional learning for wellbeing. This will initially involve exploration into how we can synthesise and generate a model for wellbeing at Aberfeldie Primary School, incorporating all of the initiatives we understand that work at Aberfeldie and drawing on other evidence based perspectives.</p>
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Goal 1	To improve the learning outcomes of every student in literacy and numeracy.
Target 1.1	<p>By 2024, increase the percentage of students achieving in top 2 bands NAPLAN in Year 3.in:</p> <ul style="list-style-type: none">• reading from 59% (2019) to 70% (2024)• writing from 69% (2019) to 75% (2024)• numeracy from 38% (2019) to 55% (2024) <p>Year 5 in:</p> <ul style="list-style-type: none">• reading from 53% (2019) to 60% (2024)• writing from 39% (2019) to 45% (2024)• numeracy from 51% (2019) to 55% (2024)
Target 1.2	<p>By 2024, increase the percentage of students achieving above expected level in Victorian Curriculum Teacher judgement in :</p> <ul style="list-style-type: none">• reading and viewing from 49% (2019) to 55% (2024)• writing from 27% (2019) to 35% (2024)• number and algebra from 44% (2019) to 52% (2024) <p>Reduce the percentage of students achieving below expected level in Victorian Curriculum Teacher Judgement in:</p> <ul style="list-style-type: none">• reading and viewing from 7% (2019) to 4% (2024)

	<ul style="list-style-type: none"> • writing from 9% (2019) to 5% (2024) • number and algebra from 8% (2019) to 4% (2024)
Target 1.3	By 2024, reduce the percentage of students achieving below expected growth in Victorian Curriculum Teacher Judgement from 7% (2019) to 5% (2024)
Target 1.4	<p>By 2024, increase the percentage positive response in the modules and factors of School Staff Survey (SSS):</p> <p>module Leadership -Instructional leadership from 53% (2019) to 75% (2024)</p> <p>module Teaching and Learning –Planning:</p> <ul style="list-style-type: none"> • understand curriculum from 79% (2019) to 85% (2024) • understand formative assessment from 79% (2019) to 85% (2024) <p>module Teaching and Learning -Evaluation:</p> <ul style="list-style-type: none"> • monitor effectiveness using data from 74% (2019) to 80% (2024)
Key Improvement Strategy 1.a Building practice excellence	Build practice excellence in numeracy and literacy
Key Improvement Strategy 1.b Curriculum planning and assessment	Deepen teacher understanding and knowledge in curriculum planning and assessment

Key Improvement Strategy 1.c Evaluating impact on learning	Embed whole-school practices to evaluate the impact of teaching on learning
Key Improvement Strategy 1.d Instructional and shared leadership	Further develop middle level instructional leadership
Goal 2	To increase student engagement in their learning.
Target 2.1	By 2024, increase the percentage of positive response in the Attitudes to School Survey (AToSS) in the following factors: <ul style="list-style-type: none"> • Student voice and agency from 63% (2019) to 75% (2024) • Effort from 88% (2019) to 90% (2024) tbc • Teacher concern from 76% (2019) to 80% (2024)
Target 2.2	By 2024, increase the percentage of positive response in Parent Opinion Survey (POS) in the following factors: <ul style="list-style-type: none"> • Student voice and agency from 67% (2019) to 80% (2024) • Student motivation & support from 70% (2019) to 82% (2024) • Teacher communication from 54% (2019) to 68% (2024) • Effective teaching from 73% (2019) to 85% (2024)
Target 2.3	By 2024, increase the percentage positive response in the School Staff Survey (SSS) in the following factors: <ul style="list-style-type: none"> • Promoting student ownership of learning goals from 84% (2019) to 85% (2024)

	<ul style="list-style-type: none"> • Parent and community involvement from 78% (2019) to 85% (2024) • Use student feedback to improve practice from 68% (2019) to 75% (2024)
Key Improvement Strategy 2.a Intellectual engagement and self-awareness	Building teacher capability to activate student voice and agency within the classroom
Key Improvement Strategy 2.b Intellectual engagement and self-awareness	Create opportunities for student voice and agency in their learning
Key Improvement Strategy 2.c Intellectual engagement and self-awareness	Embed intellectual engagement and self-awareness
Key Improvement Strategy 2.d Parents and carers as partners	Develop parents and carers as partners in learning
Goal 3	To improve the social and emotional wellbeing of students
Target 3.1	<p>By 2024, increase the percentage positive responses in Attitudes to School Survey (AToSS) in the following factors:</p> <ul style="list-style-type: none"> • Sense of confidence from 84% (2019) to 89% (2024) • Resilience from 82% (2019) to 86% (2024) <p>School safety:</p> <ul style="list-style-type: none"> • Respect for diversity from 83% (2019) to 88% (2024) • Teacher concern from 76% (2019) to 88% (2024)

	<ul style="list-style-type: none"> managing bullying from 84% (2019) to 88% (2024)
Target 3.2	<p>By 2024, increase the percentage of positive responses in SSS for the following factors:</p> <ul style="list-style-type: none"> Trust in students and parents from 81% (2019) to 88% (2024) Teaching and learning –implementation - support growth and learning of whole child from 84% (2019) to 88% (2024)
Target 3.3	<p>By 2024, continually increase the percentage of positive responses to school implemented student surveys from Be You (to be finalised)</p>
Key Improvement Strategy 3.a Health and wellbeing	Strengthen the health and wellbeing of students
Key Improvement Strategy 3.b Health and wellbeing	Develop and embed a whole-school approach to social and emotional wellbeing
Key Improvement Strategy 3.c Health and wellbeing	Embed whole school expectations and strengthen practices in inclusion