

School Strategic Plan 2021-2025

Albion North Primary School (4855)



Submitted for review by Jean Bentley (School Principal) on 01 February, 2022 at 12:12 PM

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Endorsed by Robert Swinbank (School Council President) on 19 October, 2023 at 08:46 AM

School Strategic Plan - 2021-2025

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School vision	At Albion North Primary School, we strive to develop our students as lifelong learners through our mission which is to inspire, motivate and provide students with meaningful learning experiences in a positive and safe learning environment so that they can develop active skills to succeed in society.
School values	Our school values - caring, fairness, inclusion, integrity, respect and teamwork underpin all that we do and reflect the Department's values. We aim to make a positive difference to the lives of all students by providing a stimulating and safe learning environment where risk taking in learning is encouraged and supported. We believe that all students can achieve success in their learning and that collaboratively, we can provide the best possible teaching and learning environment for our students.
Context challenges	<p>Albion North Primary School (Albion North PS) is in Sunshine North and is approximately 26 kilometres from the Melbourne central business district. The school was founded in 1962. The school comprises five freestanding permanent buildings which house the administration and resource centre, classrooms, multipurpose room and art room. Two relocatable buildings are joined by a school funded gallery space. The school has extensive grounds including a grassed oval and a large area of synthetic turf which has a running track, basketball court and other play spaces marked. Children have access to four playgrounds including an accessible playground which was built in 2019, areas of shade and shelter are also provided. The school caters for students from years Prep to 6 and had an enrolment of 230 students in the August 2021 census. Of these enrolments, 61% of students were classified as EAL (English as an Additional Language), 52% of students attracted Equity Funding, 2.61% of students identified as Aboriginal or Torres Strait Islander and 2.61% were on the Program for Disabilities and Impairments (PSD). The school has an SFOE (Student Family Occupation and Education) of 0.5332. This data is based on Panorama information. Approximately 50% of our students are eligible for equity funding at either level one or two. The school ensures that these students' learning needs are catered for through and inclusive teaching and learning program which uses data to inform practice. Support and extension is given as required, through intervention programs. Families are also supported so that students can attend camps and excursions and with resources for remote learning when required. Specific cohorts within the school including PSD funded students, Koorie students and EAL students are catered for in the same way - using data to inform teaching practice and provide an individual program at point of need.</p> <p>In 2021 Albion North had a staffing profile of 19.3 (EFT) which consisted of 2 Principal Class, 14.8 teachers (including one Leading Teacher and one Learning Specialist), 3.6 Education Support Staff and 0.84 Multi-cultural aide (Vietnamese). No staff member identified as Aboriginal or Torres Strait Islander. The school operates 9 classes and specialist programs in The Arts, Physical Education and STEM. LOTE (Italian) was also delivered at all year levels. Literacy and Numeracy intervention programs (including EAL), resilience programs, camps, excursions and sport also operated at the appropriate year levels. Albion North Primary School works to build a strong community spirit by developing relationships between students, teachers and families. Community links have</p>

	<p>been formed with other Deer Park Sunshine Network schools, local kindergartens and child care centres and secondary colleges. Links to local government and other community organisations are also important. International students are welcomed at the school provided that they live within the school's boundary.</p> <p>After long periods of off-site learning, the focus of the next four years will be to further embed positive strategies that the school was starting to put into place prior to lockdowns. The review found that the priority should be:</p> <ul style="list-style-type: none"> - PLCs - data literacy - high impact teaching strategies (HITS) - consistent use of the instructional model - guaranteed and viable curriculum - student leadership, voice and agency - health and wellbeing.
<p>Intent, rationale and focus</p>	<p>Our work over the period of the last Strategic Plan has informed the work that will need to be done from 2021 - 2025. We want to ensure that we continue to have consistent, high quality teaching practices in all learning areas, but particularly in literacy and numeracy. Evaluation of the impact of teaching and learning practices on student progress needs to improve by embedding the FISO improvement cycle essential elements of Evaluate and Diagnose, Prioritise and Set Goals, Develop and Plan, Implement and Monitor as a cyclical process through our PLCs. We also need to focus on differentiation, particularly for high ability students and on the embedding of the instructional model across all classrooms, including specialist areas.</p> <p>Our focus in literacy will be on the teaching of reading and writing. We have set the foundations for the teaching of reading and need to continue to ensure that this is embedded across the school. Transfer of the instructional model to the teaching of writing and consistency of practice and assessment in this area will be a focus. We will also focus on identifying how best to strategically support students to make the required growth in both reading and writing.</p> <p>Our focus in numeracy will be on the embedding of the instructional model and on teacher practice. Support will be given to teachers to improve their data literacy in the teaching of mathematics so that they can provide a differentiated program for students. Teachers will also be given support in the actual teaching of mathematics skills and concepts.</p> <p>We believe that our school has a positive climate for learning in terms of high expectations and a supportive and productive learning environment that promotes inclusion and collaboration. While we will continue to work on and improve this positive climate, the focus will be on student voice, agency and leadership in student learning. Research indicates that student voice, agency and leadership have a positive impact on self-worth, engagement, purpose and academic motivation which contribute to improved student outcomes. Teachers will be provided with support to increase student voice and agency in the classroom.</p>

	Student wellbeing will also be catered for through the provision of the Life Skills GO! program for each student. Teachers will receive professional support to deliver this program.
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Goal 1	To improve student learning outcomes for every student in Literacy.
Target 1.1	By 2025 the percentage of: <ul style="list-style-type: none">• Year 3 students assessed in the top two bands of NAPLAN reading will increase from 45% (2021) to 50% (2025).• Year 5 students assessed in the top bands of NAPLAN reading will increase from 29% (2021) to 45% (2025).
Target 1.2	By 2025 the percentage of: <ul style="list-style-type: none">• Year 3 students assessed in the top two bands of NAPLAN writing will increase from 63% (2021) to 70% (2025).• Year 5 students assessed in the top two band of NAPLAN writing will increase form 8% (2021) to 25% (2025).
Target 1.3	SSS By 2025 the SSS positive endorsement percentage for the following factors will be at or above: <ul style="list-style-type: none">• Understand how to analyse data 86% (2020) to 94% (2025).• Use student feedback to improve practice 79% (2020) to 90% (2020).• Academic focus 78% (2020) to 87% (2025).

	<ul style="list-style-type: none"> • Understand curriculum 79% (2020) to 87% (2025).
Target 1.4	<p>Benchmark growth:</p> <ul style="list-style-type: none"> • By 2025 the percentage of Year 5 students achieving high benchmark growth in the NAPLAN for reading will have increased from 18% (2021) to 25% (2025). • By 2025 the percentage of Year 5 students achieving high benchmark growth in the NAPLAN for writing will have increased from 19% (2021) to 25% (2025).
Key Improvement Strategy 1.a Building practice excellence	Strengthen teacher capacity in the delivery of a rich and engaging literacy curriculum.
Key Improvement Strategy 1.b Evaluating impact on learning	Strengthen teacher capacity to use multiple sources of data to differentiate and ensure challenge and progress for every student.
Key Improvement Strategy 1.c Evidence-based high-impact teaching strategies	Build teacher capacity to implement evidence-based high impact teaching strategies.
Goal 2	To improve student learning outcomes for every student in Numeracy.
Target 2.1	By 2025 the percentage of Year 5 students achieving high benchmark growth in the NAPLAN for numeracy will have increased from 4% (2021) to 25% (2025).
Target 2.2	By 2025 the percentage of:

	<ul style="list-style-type: none"> • Year 3 students assessed in the top two bands of NAPLAN numeracy will increase from 34% (2021) to 50% (2025). • Year 5 students assessed in the top two band of NAPLAN numeracy will increase form 20% (2021) to 35% (2025).
Target 2.3	<p>By 2025 the AToSS positive endorsement percentage for the following factors will be at or above:</p> <ul style="list-style-type: none"> • Differentiated learning 88% (2019) to 95% (2025). • Effective teaching time 85% (20219) to 95% (2025). • Stimulating learning 72% (2019) to 90% (2025). • Effective classroom behaviour 79% (2019) to 92% (2025)
Key Improvement Strategy 2.a Building practice excellence	Use evidence–based practice to improve teaching practice.
Key Improvement Strategy 2.b Curriculum planning and assessment	Build the capacity of staff to understand the learning needs of each student through a deep knowledge of the curriculum and a continuum of learning.
Key Improvement Strategy 2.c Curriculum planning and assessment	Further develop, document and embed whole school collaborative approaches to curriculum planning, assessment and shared instructional approaches.
Goal 3	To improve student engagement.
Target 3.1	<p>By 2025 the AToSS positive endorsement percentage for the following factors will be at or above:</p> <ul style="list-style-type: none"> • Attitude to attendance 84% (2019) to 94% (2025). • Motivation and interest 82% (2019) to 92% (20205). • Resilience 76% (2019) to 88% (2025).

	<ul style="list-style-type: none"> • Self-regulation and goal setting 85% (2019) to 92% (2025). • Sense of confidence 68% (2019) to 84% (2025). • Student voice and agency 51% (2019) to 84% (2025).
Target 3.2	<p>By 2025 the SSS positive endorsement percentage for the following factors will be at or above:</p> <ul style="list-style-type: none"> • Collective responsibility 98% (2020) to be maintained or improved • Collective efficacy 88% (2020) to 95% (2025) • Collective focus on student learning 98% (2020) to 100% (2025)
Target 3.3	<p>By 2025 the general school climate endorsement percentages will at or above:</p> <ul style="list-style-type: none"> • AToSS: Students felt connected to the school 78% (2019) to 90% (2025) • SSS: School climate 87% (2020) to 95% (2025) • POS: Students felt connected to the school 91% (2020) to 100% (2025)
Key Improvement Strategy 3.a Health and wellbeing	Deepen and embed a whole school approach to student health, wellbeing, inclusion and connections with community.
Key Improvement Strategy 3.b Intellectual engagement and self-awareness	Build the capacity of all staff to improve student engagement.
Key Improvement Strategy 3.c Empowering students and building school pride	Empower students as learners and leaders, actively contributing to their education and to whole school wellbeing initiatives.

