

School Strategic Plan 2019-2023

Amsleigh Park Primary School (5428)



School Vision

To provide a safe and inclusive community that fosters resilience, innovation,
connection and lifelong learning

Submitted for review by Michael Cormick (School Principal) on 17 October, 2019 at 01:24 PM
Endorsed by Kerry Wood (Senior Education Improvement Leader) on 24 October, 2019 at 12:06 PM
Endorsed by Gregory Dellas (School Council President) on 22 November, 2019 at 03:01 PM

<p>School values</p>	<p>Amsleigh Park Primary School is committed to living our school values of Respect, Inclusion, Resilience, Integrity and Motivation. These values will continue to guide our decision-making and actions through ongoing reflection on their importance in and across our school. The Principal Class team, Staff and the School Council will ensure that our school values remain in focus. All members of the Amsleigh Park Primary School Community are expected to uphold our school values, and act according to the shared expectations as outlined in the following.</p> <p>Respect: which at APPS means consistently treating one another and the school environment in a fair and considerate manner We show respect by -</p> <ul style="list-style-type: none"> • Listening actively to a speaker in all situations without interruption • Maintaining open communication where there may be different views • Keeping an open mind to new ideas • Demonstrating acceptance of difference and inclusion • Demonstrating acceptance of different teaching and learning styles • Acknowledging effort and achievement • Taking care of other people's personal belongings and school property • Receiving and giving constructive and objective feedback in good faith • Using positive body language and not using put downs of any form • Taking care of ourselves and others <p>Integrity: which at APPS means upholding both our personal and school values honestly and consistently We demonstrate integrity by -</p> <ul style="list-style-type: none"> • Understanding that integrity is central to our School Wide Positive Behaviour Support Matrix • Being honest • Upholding the school's values at all times • Doing the right thing at the right time as often as possible • Be willing to express your opinion objectively and sensitively • Responding and reacting to directions, questions and feedback respectfully • Reflecting on your own performance objectively and honestly • Trying your best always • Acknowledging and accepting responsibility for your own actions
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Motivation: which at APPS means to be stimulated, engaged and excited about learning and performing at the best of our ability

We practise motivation by -

- Bringing energy and commitment to a task both individually and in a team
- Being curious and exploring new learning further
- Working cooperatively
- Being happy, positive and proud of your work
- Being organised and prepared for learning
- Setting goals for continued improvement and learning growth
- Displaying interest and support in own and others tasks and activities
- Showing preparedness to revisit/reassess goals and targets and challenge ourselves

Inclusion: which at APPS means a sense of belonging: feeling respected, valued for who you are; feeling a level of supportive energy and commitment from others so that you can do your best

We practice inclusion by -

- Acknowledging, celebrating and valuing cultural diversity and difference
- Enacting the belief that learning will occur with the right support, time and teaching
- Understanding individual needs and providing reasonable adjustments where necessary
- Celebrating each other's efforts and successes
- Making a commitment to the promotion of fairness, patience and sensitivity
- Treating everyone fairly and providing everyone the best opportunity to succeed
- Demonstrating acceptance of different personalities and life experiences
- Ensuring that our diversity is reflected in all of our activities (productions, school magazine and SRC)
- Ensuring that our school does everything it can to promote a discrimination free environment
- Ensuring that everyone can participate in all aspects of school life

Resilience: which at APPS means the ability to cope with and bounce back and learn from difficult situations in a positive way

We practice resilience by -

- Having a growth mindset
- Being independent, organised and self-motivated
- Showing preparedness to revisit/reassess goals and targets
- Bouncing back after experiencing disappointment
- Showing inner strength and a positive mindset when faced with challenges
- Understanding that mistakes are part of learning and that failure can lead to strength
- Learning new skills and challenging ourselves
- Setting goals and persisting in working towards them

Intent, rationale and focus

Numeracy and Mathematics

The teaching of Numeracy and Mathematics will be a priority for the next four years, as identified through the school review process. There will be a renewed focus on the teaching of Mathematics and Numeracy across the curriculum so that students develop the conceptual and abstract knowledge and skills required to be confident participants in learning. An instructional model for the teaching of Numeracy and Mathematics will be developed and documented in 2020. The Mathematics/Numeracy Leader (appointed in 2020) will work with the Strategic Improvement Team (SIT) to work on this priority using the Framework for Improving Student Outcomes (FISO) improvement cycle as a guiding Lens to further improve the teaching of both Numeracy and mathematics. The Mathematics Leader will play a pivotal role and focus on building teacher capacity and confidence in implementing the school's agreed instructional model. Careful attention will be focused on students achieving at least one year of learning growth annually from 2020-23. The Mathematics-Numeracy SIT will be responsible for developing and documenting a scope and sequence for teaching Mathematics and Numeracy in 2020. Significant professional learning from 2020-2022 will focus on building knowledge of high impact teaching strategies, tracking student learning growth and teaching Numeracy across the curriculum. Professional learning will include regular participation in learning observations and learning walks, school visits and working collaboratively in professional learning communities. Data Literacy will continue as a professional learning focus to support teachers to plan learning according to student needs. Recently developed DET resources such as, the Pedagogical Model, Curriculum Companion for Mathematics and the Birth – 10 Numeracy Guide will be included in professional learning for teachers.

Student Voice, Agency and Leadership

Enhancing student voice, agency and leadership to build high levels of student engagement, self-efficacy and motivation will be a priority for the next four years. Recent research shows that students who are empowered through genuine opportunities for voice and agency are more engaged and achieve better outcomes in learning. Using DET resources such as, Amplify, and through collaboration and research, the Strategic Improvement Team (SIT) will develop and document a vision statement for student voice in 2020. In 2020, the SIT will also lead professional learning to refine expectations and processes for student goal setting and learning intentions. From 2021, a Professional learning team will be appointed and focus on building teacher capacity and confidence in implementing the school's agreed vision for student voice, agency and leadership across all learning areas. Building teacher knowledge, skills and confidence will be facilitated by a professional learning team (PLT) who will lead ongoing professional learning from 2021-2022. Included in this will be to establish a culture of reciprocal feedback between teachers and students, and a continuing focus on building teacher capacity to differentiate teaching and learning that focuses on students learning needs.

High Expectations

Refining a culture of high expectations for student learning growth, wellbeing and resilience will be a priority for the next four years. A culture of high expectations will support increased learning growth and student outcomes from 2020-2023. In 2020, a professional learning team (PLT) will work with the SIT to review and document whole school expectations that challenge students to improve their learning (motivation and mindset) and enhancing wellbeing. Building staff understanding of the 'Instructional Core' by Richard Elmore will be an important first step in 2020, with emphasis on increasing the rigour of learning content.

Continued implementation of school wide positive behaviour support (SWPBS), which reinforces high expectations of student behaviour, will be undertaken from 2020 – 2023. During this time the school moves towards implementing Tier 2 & 3 interventions. In 2021, the PLT will focus on building whole school clarity and agreement of the expectations for learning growth through differentiated teaching, tracking and recording of learning growth. Recalibrating the role of parents in student learning growth will be a renewed focus as the school further enhances support for each student to achieve their full potential as learners.

School Strategic Plan - 2019-2023

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Goal 1	To improve learning outcomes for all students, with a particular focus on numeracy
Target 1.1	By 2023 the percentage of Year 5 students achieving in Band 7 and 8 in NAPLAN Numeracy will increase from 23% (2018) to 45%.
Target 1.2	By 2023 the percentage of Year 5 students achieving below the expected standard in NAPLAN Numeracy will decrease from 10% (2018) to 5%.
Target 1.3	Year 1-6 students assessed against Levels 1-10 of the Victorian Curriculum (Mathematics) will make at least one level of learning progress each year of the SSP period.
Key Improvement Strategy 1.a Building practice excellence	Develop teacher capacity in the Victorian Teaching and Learning model and the Victorian Curriculum Standards
Key Improvement Strategy 1.b Building practice excellence	Build teacher capability to use evidence to inform the teaching of Numeracy and Mathematics that is aligned to the an agreed pedagogical model
Key Improvement Strategy 1.c Curriculum planning and assessment	Build Professional learning Communities that utilise data and a range of assessment strategies to track learning progress and teach to each student's point of learning to achieve at least one year's growth

School Strategic Plan - 2019-2023

Amsleigh Park Primary School (5428)

Goal 2	To create empowered learners who actively exercise voice and agency in their own learning
Target 2.1	Increase positive endorsement in the AToSS for the student voice and agency factor from 79% (2018) to 85% and Differentiated Learning Challenge factor by students from 89% (2018) to 95% by 2023.
Target 2.2	High expectations for success (currently 51.7 percentile) will increase to be within 5% percent of the other factors for Teacher Student Relations in the AToSS.
Target 2.3	By 2023 positive endorsement in the Staff opinion survey of 'Collective Efficacy' will increase from 81% (2018) to 90%.
Key Improvement Strategy 2.a Empowering students and building school pride	Build teacher capacity in creating genuine opportunities for student voice and agency
Key Improvement Strategy 2.b Curriculum planning and assessment	Build collective efficacy in all staff to support differentiated learning and teaching that engages all students
Key Improvement Strategy 2.c Intellectual engagement and self-awareness	Create a climate of feedback about teaching and learning that is reciprocal between teachers and students

School Strategic Plan - 2019-2023

Amsleigh Park Primary School (5428)

Goal 3	To develop students who challenge themselves to advance their learning, build resilience and enhance their well-being
Target 3.1	By 2023 the positive endorsement of academic emphasis for staff (SOS) will increase from 68% (2018) to 80%.
Target 3.2	By 2023 the positive endorsement by students for managing bullying will increase from 81% (2018) to 90%.
Target 3.3	By 2023, high expectations for success (currently 52.7% percent), will increase to be within 5% percent of the other factors for Student Cognitive Engagement in the Parent Opinion Survey.
Key Improvement Strategy 3.a Instructional and shared leadership	Develop consistency in staff understanding and implementation of the school's vision for learning and well-being
Key Improvement Strategy 3.b Setting expectations and promoting inclusion	Build teacher capacity to provide consistent, high quality student management and wellbeing approaches
Key Improvement Strategy 3.c Parents and carers as partners	Create effective home school partnerships that support students to achieve high standards