# School Strategic Plan 2023-2027

Amsleigh Park Primary School (5428)

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| School vision | To provide a safe and inclusive and connected community that fosters resilient, curious and empowered learners. |
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| School values | 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.<br><br>Respect: which at APPS means consistently treating one another and the school environment in a fair and considerate manner<br>We show respect by -<br>•     Listening actively to a speaker in all situations without interruption<br>•     Observing the right of all community members to teach and learn without interruption<br>•     Valuing alternative ideas and opinions<br>•     Accepting difference<br>•     Acknowledging effort and achievement<br>•     Taking care of our own and other peoples property<br>•     Receiving and giving constructive and objective feedback<br>•     Communicating positively with our bodies and words<br>•     Being kind to ourselves and others<br><br>Integrity: which at APPS means upholding both our personal and school values honestly and consistently<br>We demonstrate integrity by -<br>•     Understanding and consistently upholding the school's values<br>•     Showing respect<br>•     Being honest<br>•     Expressing opinions objectively and sensitively<br>•     Reflecting on our own performance honestly and with humility<br>•     Acknowledging and accepting responsibility for our own actions<br><br>Motivation: which at APPS means to be stimulated, engaged and excited about learning and performing to the best of our ability<br>We practice motivation by - |

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| | •      Engaging enthusiastically in all learning opportunities<br>•      Being curious, independent, organised, prepared and self-motivated<br>•      Stiving for continuous improvement and learning growth<br>•      Working cooperatively<br>•      Being happy, positive and proud of our work<br>•      Being open to challenges and taking risks in learning<br>•      Revisiting/reassessing goals and targets and challenging ourselves<br>•      Setting goals and persisting in working towards them<br><br><br>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 than you can do your best<br>We practice inclusion by -<br>•      Acknowledging, celebrating and valuing cultural diversity, life experience and difference<br>•      Respecting the traditional owners of the land and celebrating indigenous culture<br>•      Understanding individual needs and providing reasonable adjustments<br>•      Celebrating each other's efforts and successes<br>•      Promoting and demonstrating fairness, patience, empathy and sensitivity<br>•      Treating everyone fairly and providing the best opportunity to succeed<br>•      Ensuring that everyone can participate in all aspects of school life<br><br>Resilience: which at APPS means the ability to cope with, learn and move on from difficult situations in a positive way<br>We practice resilience by -<br>•      Bouncing back after experiencing disappointment<br>•      Showing inner strength and a positive mindset when faced with challenges<br>•      Understanding that mistakes are part of learning and that failure can lead to growth<br>•      Developing and practising a growth mindset in social, emotional and academic challenges<br>•      Recognising when to solve problems independently and when to seek help.<br>•      Showing preparedness to revisit/reassess goals and targets<br>•      Learning new skills and challenging ourselves |
| **Context challenges** | Amsleigh Park is a thriving school community. The school review in 2023 identified the following observations and contextual challenges.<br><br>Our school Survey data shows a strong alignment of positive endorsement by parents, students and staff with a trend of small increases from 2019-2023. Our reviewer noted that this was a significant success for our school and reinforced our belief that we |

| | maintain a welcoming, caring and inclusive school environment. We focus on supporting the whole child, successfully catering to diverse needs in our school.

We have made progress in the 5 FISO 2.0 dimensions with 1 evolving, 3 embedding and 1 excelling. Assessment is the FISO element with the highest need which includes increasing staff data literacy skills and the ability to use data effectively when planning for student learning.

The number of students who have English as an Additional Language (EAL) grew by 11% from 2019-2023 and now makes up about 30% of our total school community. Generally, our EAL students perform well at school, however there remain some challenges in supporting newer arrivals (4.7%) to Australia with lower levels of English.

NCCD data shows an increasing challenge of supporting children with high levels of social-emotional need. The number of children identified and included on NCCD has doubled from 14 in 2019 to 27 in 2023. Recent cohorts have included higher levels of undiagnosed disabilities/student needs resulting in the need for teachers/support staff/school leaders to meet some challenging circumstances. Increasing stress for staff needs to be managed and required redirection of resourcing to support this important work. New funding sources coming online in the next few years should assist our school to respond to these ongoing challenges.

The more complex needs of our students has also resulted in an increased frequency of Allied Health staff wanting to work in our school. This results in some impacts on the availability of spaces and greater need for communication between allied health staff, teaching and support staff. Making time for increased communications requires some consideration for teaching staff.

During the previous strategic period we moved towards increased use of evidenced based teaching and learning, and as a result we have a busy agenda of professional learning and capacity building that needs to be managed. We are acutely aware of the need to focus our professional learning in a targeted manner and factor this into the work that is included in the Annual Implementation Plan.

Adopting the response to intervention model provides for better allocation of tiered supports and other resources to meet student needs.

Building leadership capacity is ongoing work for our school with the need to continue to upskill newer teachers to undertake roles that support school improvement.

The organisation and management of ongoing building maintenance is an ongoing consideration in the upkeep of a building that is nearly 100 years old, requiring both time and planning. |
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| **Intent, rationale and focus** | At Amsleigh Park PS we aim to implement a range of evidenced based teaching approaches that meet the needs of our students for Literacy and Numeracy. Through ongoing professional learning and partnerships with consultants, systematic and carefully |

considered actions will be developed for our key improvement strategies. Emphasis will be placed on building teacher capacity to implement evidence-based teaching and the use data to respond to student learning needs. Tracking of our progress and improvements to student learning will be undertaken regularly by the Strategic Improvement Team and through the work of professional learning communities.

Our Priorities between 2024-2027.

Numeracy and Mathematics
The teaching of Numeracy and Mathematics will be a priority for the next four years. There will be a renewed focus on the teaching of Mathematics and Numeracy across the curriculum so that students develop the conceptual knowledge and skills required to be confident participants in learning.  In 2024 we will partner with Dr Ange Rogers to focus on building teacher capacity to implement the 'Big ideas in Mathematics' based on the work of Di Siemen. This work will also include a revision of who school assessment practices for mathematics and alignment with the curriculum. Implementing the revised Victorian Curriculum for Mathematics will be undertaken across 2024 and 2025.

Structured Literacy
Ongoing development of evidenced based teaching for Literacy will occur over 2024 and 2025. Building on our previous strategic work to implement Sounds Write in F-2, we will focus on building teacher capacity to implement this in Grade 3-6. To improve the teaching of Writing our staff will be rolling our teaching practices that are consistent with the Writing Revolution, starting in 2024 with a 'soft launch' and then systematically building teacher understanding and capacity to implement this teaching.

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 from 2025. 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 2024.  In 2024, the SIT will also lead professional learning to refine expectations and processes for student goal setting and learning intentions. From 2025, 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 2025-2026. 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.

Building Data Literacy
Building data literacy and moderation processes are essential so that teachers can make reliable and consistent teacher judgements of student progress. Planning for the next step in student learning requires teachers to triangulate different data sets and evidence in order to plan for differentiated teaching. Starting with mathematics in 2024 we will continue to build data literacy skills that enable

staff to use our existing student assessments effectively.

A Culture of High Expectations
Refining a culture of high expectations for student learning growth will be a priority for the next four years. In 2024, the SIT will focus on building expectations for increasing the rigour of learning for all students. Tracking student learning growth will be a high priority for both individual teachers and the Strategic Improvement Team.  In 2024, 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.

School Wide Positive Behaviour Support
Continued implementation of school wide positive behaviour support (SWPBS), which reinforces high expectations of student behaviour, will be undertaken from 2024-2025. During this time the school moves towards achieving increased results on the Tiered Fidelity Index.

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| Goal 1 | Optimise the learning growth of every student in literacy and numeracy |
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| **Target 1.1** | By 2027 increase the proportion of students achieving exceeding and strong in NAPLAN reading, writing and numeracy to:<br><br>**Grade 3**<br>Reading 85%<br>Writing 90%<br>Numeracy 81%<br><br>**Grade 5**<br>Reading 89%<br>Writing 87%<br>Numeracy 84% |
| **Target 1.2** | By 2027 increase the 3-year average percentage of students making above expected growth using Teacher Judgement Growth – time series data for:<br><br>• reading and viewing from 12% in 2019-2022 to 16%<br>• writing from 11% in 2019-2022 to 15%<br>• number and algebra from 13% in 2019-2022 to 15%. |
| **Target 1.3** | By 2027 increase the percentage of positive responses on the School Staff Survey for: |

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| | - professional learning to improve practice from 79% in 2022 to 85%<br>- moderate assessment tasks together from 79% in 2022 to 85%<br>- seek feedback to improve practice from 64% in 2022 to 75%. |
| **Key Improvement Strategy 1.a**<br>The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment | Refine and enhance effective collaborative practice to be responsive to ensure challenging progress for every student |
| **Key Improvement Strategy 1.a**<br>Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | |
| **Key Improvement Strategy 1.b**<br>Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Enhance school wide pedagogical approaches |
| **Key Improvement Strategy 1.c**<br>Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities | Enrich assessment practices to enable robust teacher judgements and responsive teaching and learning |
| **Goal 2** | Empower students to be engaged learners |

| Target 2.1 | By 2027 increase the percentage of positive responses on the Attitude to School Survey for: <ul><li>student voice and agency from 64% in 2023 to 78%</li><li>sense of confidence from 76% in 2023 to 88%</li><li>effective teaching time from 85% in 2023 to 91%.</li></ul> |
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| Target 2.2 | By 2027 increase the percentage of positive responses on the School Staff Survey for: <ul><li>collective efficacy from 73% in 2022 to 81%</li><li>parent and community involvement from 78% in 2022 to 82%.</li></ul> |
| Target 2.3 | By 2027 increase the percentage of positive responses on the Parent Opinion Survey for: <ul><li>simulating learning environment from 86% in 2022 to 89%</li><li>parent participation and involvement from 85% in 2022 to 90%</li><li>effective teaching be maintained at 84%.</li></ul> |
| **Key Improvement Strategy 2.a** Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Develop and implement a whole school approach to amplify student voice and agency |
| **Key Improvement Strategy 2.a** Activation of student voice and agency, including in leadership and learning, to | |

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| strengthen students' participation and engagement in school | |
| **Key Improvement Strategy 2.b** Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Build capability to implement teaching and learning practices that challenge students and support deep learning |
| **Key Improvement Strategy 2.c** Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school | Strengthen the tiered response to intervention and inclusion to engage all students |
| **Key Improvement Strategy 2.c** Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion | |
| **Key Improvement Strategy 2.d** The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment | Enhance parent, school and wider community partnerships to optimise student learning and wellbeing outcomes |
| **Key Improvement Strategy 2.d** Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion | |