

Endorsement Principal: <i>Rochelle Cukier</i> 8 th August 2016	Re-Endorsement (if a Goal, KIS or Target is changed)[name] [date]	Re-endorsement (if a Goal, KIS or Target is changed)[name] [date]
School council: <i>David Portnoy</i> 8 th August 2016	[date][name] [date]
Delegate of the Secretary: [name] [date][name] [date][name] [date]
	[date][name] [date]
[name] [date]	

School vision	School values	Context and challenges	Intent, rationale and focus
<p>Our vision is to be an exemplary learning community. We place the highest value on developing the whole child with the skills, knowledge and dispositions for a lifetime of inquiry. We strive for a culture of excellence for all learners within a nurturing and inclusive community to create a sense of belonging. We value diversity and seek to promote a deeper understanding of our world.</p>	<p>At APS we value: (please see pg 3 for more detail)</p> <p>Learning Learning is our core business and intrinsic to everything we do.</p> <p>Honesty Ours is a community demonstrating honesty, truthfulness, and fairness.</p> <p>Kindness We value kindness and expect that we treat others as we like to be treated. We nurture one another and look after those less fortunate</p> <p>Respectfulness Our community demonstrates respectfulness towards one another and the school environment.</p> <p>Excellence We value excellence in all spheres of our educational provision.</p>	<p>Against a profile of improved performance and demonstrated excellence in many key areas, APS seeks to extend its profile of excellence. Known as a student-centred school, where each child and family are known, valued and supported, where curriculum is designed to meet each child's developmental needs – socially/emotionally; cognitively; physically and spiritually – the school is keen to strengthen its profile of academic excellence. The following areas were identified in the Peer Review Report</p> <p>Priority – Excellence in Teaching and Learning: Build practice excellence</p> <ul style="list-style-type: none"> • Work in teams to agree on the consistent adoption of instructional models and assessment. • Master the use of evidence-based learning improvement strategies • Develop expertise across different feedback modes. <p>Priority – Excellence in Teaching and Learning: Curriculum planning and assessment</p> <ul style="list-style-type: none"> • Develop expertise in diagnosis and setting goals. • Use multiple sources of assessment data and other feedback – including feedback from students, parents/carers, others teachers and school leaders – to evaluate student progress and the impact of teaching. • Use evidence-based professional learning programs that support high performance and increase data literacy and understanding of how to measure impact of teaching programs and effective professional learning programs. <p>Priority – Professional Leadership: Building Leadership Teams</p> <ul style="list-style-type: none"> • Build knowledge and capacity to lead change to enhance school climate and professional learning culture. • Develop the capabilities of leading teachers and instructional leaders to strengthen their expertise in proven coaching and feedback methods. <p>In each of the priority areas listed above, it is advised the school identify actions to strength the child/parent/school partnership to improve learning.</p>	<p>“We know that children are born with amazing potential and capacities: curiosity, a drive to understand, the ability to wait, to wonder and to be amazed, the capacity to express themselves in many ways and the desire to form relationships with others and with the physical world. What kind of schools and what kind of teachers do we need to foster these capacities?”</p> <p>Reggio Emilia Australia Information Exchange</p> <p>Our intent is to inculcate children to become independent thinkers and active learners into adulthood who flourish and thrive and enjoy both social progress and emotional wellbeing. We pride ourselves on developing creative and critical thinkers who are flexible, adaptable, and innovative and can work collaboratively and independently in any learning or work – placed environment. Rationale: We chose the following improvement priorities because we believe they are the pathway to realising our vision. ‘Building Practice Excellence’ starts with building the collective capacity of teachers through collaborative sharing of best practice pedagogy to develop a learning culture of excellence. A learning culture which provides deep learning experiences that will afford children acquisition of knowledge, skills and attributes that matter most. Teachers develop pedagogical practices that capture evidence of learning and understanding. Building consistency and quality of teaching practice across the school will lower the instances of in-school variation in student performance ‘Curriculum Planning & Assessment’ involves building our capacity in collecting evidenced based information about growth of the whole child. Our data reveals inconsistency in teacher judgements throughout the school and indicates the need to differentiate, personalise and target the teaching for our students using evidenced based teaching strategies that have high impact. Our teachers will look for and use multiple sources of evidence, including feedback from students; parents; carers; other teachers and school leaders to evaluate student progress and growth and the impact of teaching. Collection of evidence needs to occur throughout the whole learning cycle and not just at mandated reporting times. Focus: We will focus on creating a culture of learners where the concept of professional learning and research is part of a teacher's daily practice. The resulting learning embedded culture will see the shift in all of our learners from compliance to commitment.</p>



Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)
<p>To maximise student achievement growth across the Victorian Curriculum in Mathematics and English from Prep To Year 6.</p>	<p>Excellence in Teaching and Learning</p> <ol style="list-style-type: none"> Building practice excellence Curriculum planning and assessment 	<p>Build the capacity of all staff through collaborative sharing of best practice pedagogy via PLAT membership, to develop a culture of learning excellence.</p> <p>Continue the work of the PLAT Teaching and Learning Team using context analysis research, to develop an agreed characteristics matrix of what makes great learners P-6.</p> <p>Continue our research and partnering with 'Ed Partnerships' to improve how we capture evidence of growth.</p> <p>Design learning experiences for all students that affords them voice and agency and deepens their engagement with their learning.</p> <p>Begin transition to and implementation of, the Victorian Curriculum.</p> <p>Further develop and embed formative assessment and effective evidence based practices to inform planning, teaching and learning.</p> <p>Undertake the Leading Curriculum and Assessment Course at the Bastow Institute with Leading teachers and teacher practioners.</p> <p>Continue our Partnering to Learn with 'Ed partnerships' to deepen and strengthen our learning designs and experiences to improve student learning and growth.</p>	<ol style="list-style-type: none"> Through the development of our action-research based teaching and learning modle, we will increase the percentage of students achieving high growth by 20% and decrease the percentage achieving low growth by 10% on NAPLAN relative growth assessments for Reading, Writing, Spelling and Numeracy - Year 3 to Year 5 from the following 2016 benchmarks: Reading - 32% (L) 54% (M) 14% (H) Writing - 17% (L) 64% (M) 17% (H) Spelling - 17% (L) 50% (M) 25% (H) Numeracy 24% (L) 65 (M) 10% (H) NAPLAN Year 3 to Year 5 relative growth mean figure to be at or above 'like schools' for Reading, Writing, Spelling and Numeracy each year. All students deemed capable achieve one year's growth or greater, for each year as measured by teacher judgements in all learning domains. Support and extension of students already achieving above expected levels to be strengthened, catering for those deemed highly capable. 'On Demand' assessments to reflect 6 months growth in Maths for year 5 and 6 students from term 2 to term 4. Research and consider additional forms of data to enhance triangulation, to better inform teacher judgments. Develop the capacity of teachers to target their teaching to effectively differentiate the curriculum for all students. To achieve a cultural shift of all staff from 'compliance to commitment', as evidenced by cross pedagogical surveys which show strengthened alignment between teachers and students. Document evidence of student learning and growth through our work with Ed Partnerships.
<p>To provide personalised, authentic and meaningful learning experiences for our students, to afford them choice in their learning, a voice and agency to make a significant difference and to fully participate in school life.</p>	<p>Positive Climate for Learning</p> <ol style="list-style-type: none"> Empowering students and building school pride Setting expectations and promoting inclusion 	<p>Continue to provide a balanced curriculum that offers breadth, is challenging, stimulating and enriching for our students.</p> <p>Continue to implement a curriculum that personalises the opportunities for students to further explore and deepen their learning and make connections in real life through Investigations and ERP's.</p> <p>Develop highly adaptive, curious, creative and critical thinkers who are highly engaged with their learning.</p> <p>Strengthen partnerships with parents to enhance the shared understanding of the school's direction and vision. Increase opportunities for parents to participate in their child's learning through varied platforms and experiances.</p>	<ol style="list-style-type: none"> By 2019 we will continue to exceed all state and region benchmarks for each area in the Student Attitude to School survey (SATS). By 2019 all variables in the Staff Opinion Survey to exceed state and region benchmarks. Overall, <i>School Climate</i> to be at or above (82.0) and in particular, growth from 2016 benchmarks will be evident for the variables of <i>Collective Efficacy</i> and <i>Collective focus on student learning</i>. Implementation of a Parent partnerships survey with positive results. Strengthened role of parents in sub-committees on our highly functioning and effective School Council. Parent Opinion Survey data to indicate by 2019, <i>Parent Input</i> (5.70).
<p>To have flourishing, thriving and resilient children who approach each day with a positive mindset.</p>	<p>Positive Climate for Learning</p>	<p>Continue to advocate for our philosophy of educating the whole child, which encompasses cognitive, social,emotional, physical and spiritual development of the individual.</p>	<p>By 2019 Student Attitude to School Survey results will continue to be above state mean and in particular for the wellbeing variables for low <i>Student Distress</i> (6.50) and high <i>Student Morale</i> (6.40).</p>



To develop students who are empathetic, resilient and willing to contribute to the wellbeing of others.	<ol style="list-style-type: none"> 1. Empowering students and building school pride 2. Setting expectations and promoting inclusion 	<p>Maintain the highly regarded, nurturing and inclusive school culture of positive student safety and wellbeing.</p> <p>Continue to ensure there is a culture of high expectations of all students to act with respect and to keep each other safe.</p> <p>Ensure that all children have a secure and positive relationship with their teachers.</p>	<p>Ongoing successful embedding of daily practices of circle time, class meetings, restorative practices and other pro-social designs as part of a nurturing and inclusive culture.</p> <ol style="list-style-type: none"> 1. Parent Opinion Survey data to indicate by 2019, <i>Classroom Behaviour</i> (4.60) and <i>Student Safety</i> (5.50) 2. SATS survey data to indicate student relationship variables to be at or above (4.50) for Classroom Behaviour, (4.80) for Student Safety and for <i>Teacher Empathy</i> (4.90).
		<p>Maintain existing health & wellbeing practices and positive education and investigate 'best practice' programs.</p>	<p>Implement whole school co-designed program "peak brain peak wellness performance" through Paul Taylor.</p>
		<p>Foster opportunities for students to become more self-aware and contribute to the wellbeing of others and the wider community.</p>	<p>Continue relationships with Very Special Kids. Continued involvement with Captain Courageous program. Commence funding projects with the cyclone devastated regions of Fiji or other projects deemed worthy by the student population.</p>

<p>Learning Learning is our core business and intrinsic to everything we do.</p> <ul style="list-style-type: none"> • Our school is a learning community that embraces experiences and opportunities which foster the growth of the whole person. promoting cognitive, social, emotional and physical development • Our learners develop positive dispositions that strengthen and deepen learning opportunities. • Our learners have enduring habits of mind and action such as enthusiasm; curiosity, creativity, commitment; independence, persistence; confidence; cooperation and collaboration. • Our learners are reflective, practice meta-cognition, demonstrate agility and adaptability and be observant of self and others. They think independently and critically. They develop an open mindset; self – efficacy and intrinsic motivation. • Our learners to have attributes such as curiosity, inquisitiveness, and questioning. Our classrooms foster creativity, problem solving strategies, risk taking and imagination to facilitate innovation • Our learners appreciate our learning environment, actively participate fully in school life and make the most of our educational opportunities. • Our school and classrooms are places in which a groups' collective as well as individual's thinking is valued, respected, visible and actively promoted as part of 	<p>Honesty Ours is a community demonstrating honesty, truthfulness, and fairness.</p> <ul style="list-style-type: none"> • We are committed to taking ownership of behaviour and actions and setting a positive role model for others. • We maintain integrity by being honest and courteous at all times and acknowledging the beliefs and rights of others • We display sincerity in a courteous and respectful manner • We give constructive and honest feedback 	<p>Kindness We value kindness and expect that we treat others as we like to be treated. We nurture one another and look after those less fortunate</p> <ul style="list-style-type: none"> • We contribute to the wider community programs and support those beyond our school • We make new friends and help others to do so • We develop emotional resilience • We work to resolve conflict calmly and fairly and restore relationships • We give of our time and resources to help people in need 	<p>Respectfulness Our community demonstrates respectfulness towards one another and the school environment.</p> <ul style="list-style-type: none"> • We value relationships that are fostered through honesty, respect, empathy, kindness and helpfulness. • We treat people with dignity and property with care • We embrace diversity and inclusiveness and accept different opinions, cultures, religions and languages • We value strengthening the partnerships within our community and feel strongly connected to those within and beyond. • We have high regard for our children's perspective on the importance of families, friendships, fun, kindness, trust and respect. • All members of our community model positive behaviours to one another and behave in a safe and responsible manner.- 	<p>Excellence We value excellence in all spheres of our educational provision.</p> <ul style="list-style-type: none"> • We strongly encourage our learners to set ambitious goals and strive to achieve their personal best in all their endeavours and pursuits. • We aspire to achieving our goals and celebrating our successes • We facilitate a culture for continuous improvement • We act in a responsible and professional manner • We keep up to date with new initiatives and best practice • We are prepared, organised and punctual • We regularly review performance and professional development needs • We set goals and work towards achieving them • Our learners demonstrate skills and attributes that foster social progress, drive learning, promote wellbeing and resilience and facilitate innovation and creativity. These ensure the success of our learners in a rapidly changing global society.
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the day to day regular experience of all learners.

