

School Strategic Plan 2019-2023

Armadale Primary School (2634)



Submitted for review by Rochelle Cukier (School Principal) on 06 March, 2020 at 12:33 PM
Endorsed by Stuart Andrews (Senior Education Improvement Leader) on 06 March, 2020 at 03:48 PM
Awaiting endorsement by School Council President

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School vision	<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.</p> <p>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>
School values	<p>We value :</p> <p>Relationships All members of our community foster positive relationships and connectedness across our whole school community. We actively enable all of our community to construct and create a strong sense of belonging and identify with a deep learning ecology.</p> <p>Respect All members of our community act with integrity, kindness and compassion and our practices enable respect of self and others, respect for our property and learning places. We respect diversity and difference enabling us to build an inclusive learning environment.</p> <p>Responsibility All members of our community take ownership for their learning, are accountable for their actions; emotions and interactions with each other and work collaboratively to achieve our exemplary learning community.</p> <p>Resilience All members of our community are enabled to demonstrate resilience both during and after challenging situations, disappointments, and emotional experiences through our practices. Resilience is a protective factor to mental health and well being and promotes an optimistic emotional state in our learners, that is ready to learn.</p> <p>Reflection All members of our community practice reflecting as it is a crucial part of the learning process enabling us to think things through. Being reflective allows our community to learn more about how they learn, enables them to become assessment capable learners and enhances a strong sense of self- efficacy and self-esteem.</p>

<p>Context challenges</p>	<p>Armadale Primary School (Armadale PS) is located in the City of Stonnington in the inner south eastern suburbs of Melbourne approximately 10 kilometres from the Melbourne central business district. The school was founded in 1884. The school facilities consist of a mix of heritage and newer buildings and include an indoor Multi–Purpose hall, an Arts studio, Music and Italian room and a beautifully refurbished library. The grounds include two soccer courts, habitat and nature gardens and playground space for active and passive recreation. Enrolments in 2019 were 385 students. The Student Family Occupation and Education (SFOE) index was 0.1119 in 2019.</p> <p>The staffing profile of Armadale PS includes a Principal, Assistant Principal, 22 teachers and seven full time equivalent (FTE) Education Support (ES) staff.</p> <p>The school provides an approved curriculum framework based on the Victorian curriculum. The school’s provision includes Health and Physical education, the Arts and Languages Other Than English (LOTE)–Italian as part of their specialist program. The school hosts an accredited Out of School Hours Care (OOSHC) program, including a holiday program which is offered to the wider community. The school has been a Respectful Relationships partner school over the past two years and have embedded the principles of this program into the school’s wider curriculum.</p> <p>From our self -evaluation and review, our school's key challenges include:</p> <p>Teachers and teams are beginning to use data and evidence to inform their teaching and develop a stronger understanding of how to use evidence to design open ended tasks within a differentiated curriculum. Teachers are strengthening their capacity to cater for each student’s point of learning need and to monitor learning growth. Once this becomes a more consistent and embedded practice, we will see further improvement in student's achievement and learning growth. A number of strategies and actions have already been implemented and these will continue over the next few years to further build practice excellence and support improved curriculum design and learning practices. This includes the coaching of our teachers from our literacy and numeracy learning specialists, continuing our partnering with Ed Partnerships; and extending this to include James Russo from Monash University to stretch and challenge our learners in Maths. This year we are holding membership in the SaGe Numeracy Communities of Practice and working with a number of consultants across the general capabilities, specifically in Personal and Social Capability to enable greater wellbeing for the children.</p> <p>The school has recognised the importance of establishing consistent high impact approaches across the school in English and Maths. This was the case with our participation in the Renew School's project and the development of the instructional model for reading comprehension. The school has this year also focussed on establishing the Maths Norms (Jo Boaler's work) across the whole school as well as the common approach to the teaching of numeracy through the launch, explore, summarise, enable and extending prompts and the importance of teaching mathematical concepts through the Four Proficiencies.</p> <p>(https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/eitassessattitudes.aspx).</p> <p>We are also conducting our own internal Communities of Practice with Maths; English and Wellbeing teams across the school, undertaking research and evidence based practices to improve outcomes for children.</p>

	<p>Greater emphasis needs also to be placed on developing a more rigorous assessment schedule which is inclusive of reading, numeracy and writing. The Review Panel concluded that developing an assessment schedule that included reference to data, including NAPLAN data, was necessary in establishing deeper understandings of student achievement and learning growth. The Review Panel considered that without data and evidence it was not possible to build deeper understandings by staff of how to differentiate curriculum and instruction based on student need nor track individual and cohort student learning growth over time. The Panel agreed that supporting teachers to build their practice excellence in relation to the use and analysis of data and assessment to ensure deeper understandings of where students were located on the learning continuum and to monitor their learning growth, were priorities for the next planning period.</p>
<p>Intent, rationale and focus</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?” Reggio Emilia Australia Information Exchange What are we setting out to achieve ? Our intent is to provide for the fullest possible development of each learner enabling them to achieve a strong moral purpose and compass and empathic regard for those they learn with. We aspire to enable children to become curious and independent thinkers; active contributors and global participants who flourish and thrive and enjoy both social progress and emotional wellbeing. We pride ourselves on developing creative and critical thinkers who are flexible, demonstrate adaptive capacity, are innovative, reflective and who work collaboratively to help problem solve and appreciate that making mistakes are a valuable part of learning. We enact a curriculum that meets the needs and interests of children, co-designing a curriculum which provides children with authentic, real, challenging and relevant learning opportunities. Co-designing creates empowerment and agency and promotes the will and motivation for children to achieve their best. Our learning ecology at Armadale Primary sets the conditions that builds coherence across the learning places in the school, ensuring that our children experience high quality, engagement-rich, action-oriented learning experiences.</p> <p>Rationale: Why is this important? The learning ecology model at Armadale Primary connects strongly with the increased focus on placing the learner at the centre of her/his learning, enabling their agency and ownership in the learning process. We will continue to design for the learning to ensure all learners (teachers, children and parents) in our community are provided with the opportunity to be stretched and challenged in their learning so that growth occurs. Our design is centred around the know (knowledge), do(skills) and be (dispositions) framework with the purpose intent on strengthening the knowledge and skills we want the children to develop to</p>

function successfully in the 21st century and with the emphasis on the dispositions, as this is the key to children's success and desired outcomes.

Guy Claxton claims the dispositional aspects of learners should be an essential focus for teachers and school leaders if students are to flourish. The presence or absence of specific attitudes, motivations and dispositions in a learner will:

- enhance or impede their capacity to learn
- determine their willingness to grapple and persevere with, and make sense of discipline-based knowledge and content
- determine their willingness to persist with developing skills and capabilities that are experienced as difficult, elusive or challenging.

What are we prioritising? We chose the following improvement priorities over the next 4 years 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 our pedagogical model to develop a learning culture of excellence. Using our learning specialists to further empower and coach our teachers on evidenced informed practices. Designing a learning ecology which provides deep learning experiences affording children acquisition of knowledge, skills and attributes (know, do be) that matter most and will enable all learners to flourish. Teachers developing rigorous assessment practices that capture evidence of learning and growth and provide timely feedback to children to assist in their understanding of the next steps. Building consistency and quality of teaching practice across the school will lower the instances of in-school variation in student performance and variations in judgement that also differ widely from NAPLAN scores .

'Curriculum Planning & Assessment involves building our capacity in collecting evidence 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; and other teachers to evaluate student progress and growth and the impact of the teaching. The collection of evidence and assessment data needs to occur throughout the whole learning cycle, be analysed and be tracked with reporting occurring more continuously over the year through the Compass platform.

Our priorities focus on creating a culture of learning where all learners are highly engaged and experience stretch and challenge in their learning. We will be creating the conditions in which learners become more mindful and reflective agents of their own learning, generating ideas and possibilities for action, initiating and progressing their own work.

Our leadership team strives for deep learning to be experienced by all learners. Our learning architecture continues to enable the conditions for all learners to grow. This means that learning needs to be joyful, creative and enables agency and empowerment. This is how at Armadale Primary, we move the learning forward for everyone in our community.

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Goal 1	To improve the achievement and learning growth of every student, particularly in literacy and numeracy
Target 1.1	<p>NAPLAN benchmark growth</p> <p>By 2023, increase the percentage of students in Year 5 making above benchmark growth</p> <ul style="list-style-type: none">• Reading to 32% or above (from 19% in 2019)• Writing to 32% or above (from 15% in 2019)• Numeracy to 32% or above (from 15% in 2019)
Target 1.2	<p>NAPLAN Year 3 & 5 students performing in the top two bands.</p> <p>By 2023, increase the percentage of Year 3 students in the top two NAPLAN bands for:</p> <ul style="list-style-type: none">• Reading to 85% or above (from 67% in 2019)• Writing to 85% or above (from 64% in 2019)• Numeracy to 85% or above (from 55% in 2019) <p>By 2023, increase the percentage of Year 5 students in the top two NAPLAN bands for:</p> <ul style="list-style-type: none">• Reading to 75% or above (from 65% in 2019)• Writing to 36% or above (from 16% in 2019)• Numeracy to 65% or above (from 45% in 2019)

<p>Target 1.3</p>	<p>Learning growth using Teacher Judgement</p> <ul style="list-style-type: none"> • In each year of the SSP, 95% of students will demonstrate 12 months or more learning growth in reading, writing and numeracy using Teacher Judgement data that has been triangulated with reference to agreed norm-referenced/standards-based data. (96% in 2019 for reading; 94% for writing and 96% for number and algebra). • Our norm -referenced data sets for triangulated data include: <ul style="list-style-type: none"> Maths : Maths Online interview -once a year in Prep -3, Fractions and Decimals Interviews Years 4-6 and NAPLAN at Year 3 and 5 Reading: Running records P-6 twice a term, Fountas and Pinnell twice a term, Reading comprehension Torch twice a year Writing: 2 Writing SATS per term using whole school writing rubric based on the 6 traits of writing to assess writing growth
<p>Target 1.4</p>	<p>Staff opinion as shown in the SSS.</p> <p>By 2023 the per cent positive endorsement on the SSS will be:</p> <ul style="list-style-type: none"> • Professional learning through peer observation—90% or above (from 78% in 2019) • Feedback—90% or above (from 83% in 2019)
<p>Key Improvement Strategy 1.a Building practice excellence</p>	<p>Strengthen the capacity of teachers and teams to use assessment data and numerical evidence to plan a differentiated teaching and learning program that targets the point of learning need of all students, including high performing students</p>

Key Improvement Strategy 1.b Building practice excellence	Embed whole school instructional models for the teaching of Reading, Writing and Numeracy that integrates the use of high impact teaching strategies to enable consistent, high quality instruction in every classroom
Key Improvement Strategy 1.c Building practice excellence	Embed a communities of practice culture that uses a coaching, modelling, peer observation and feedback professional learning model to enable greater consistency, shared accountability and collective responsibility for improved outcomes
Key Improvement Strategy 1.d Instructional and shared leadership	Enhance the instructional and shared leadership capability of all in leadership roles so that their capacity to support, monitor and evaluate the impact of teaching on student learning outcomes is strengthened
Goal 2	To strengthen student engagement in learning
Target 2.1	<p>Student opinion as shown in the AToSS.</p> <p>By 2023, the percent positive endorsement on the AToSS for Years 4–6 will be:</p> <ul style="list-style-type: none"> • Student voice and agency—95% or above (from 89% in 2019) • Motivation and interest—95% or above (from 90% in 2019) <p>By 2023, the attendance data across the school will reduce to:</p> <ul style="list-style-type: none"> • Average absence breakdown for all absences -13% (from 17.7% in 2019)
Target 2.2	<p>Parent opinion as shown on the POS.</p> <p>By 2023 increase the percent positive endorsement in the POS:</p> <ul style="list-style-type: none"> • Student voice and agency—to 85% or above (from 60% in 2019) • Student motivation and support—to 85% or above (from 52% in 2019) • Stimulating learning environment—to 85% or above (from 59% in 2019)

Key Improvement Strategy 2.a Empowering students and building school pride	Develop and implement a learner agency strategy
Key Improvement Strategy 2.b Intellectual engagement and self-awareness	Build teacher capacity to enhance student voice and learner agency
Key Improvement Strategy 2.c Empowering students and building school pride	Share student learning data routinely so learning growth and progress are monitored and visible to all
Goal 3	To further enhance the social and emotional wellbeing of every student
Target 3.1	<p>Student opinion as shown in the AToSS</p> <p>By 2023, the per cent positive endorsement on the AToSS for Years 4–6 will be:</p> <ul style="list-style-type: none"> • Effective classroom behaviour—95% or above (from 91% in 2019) • Teacher concern—95% or above (from 89% in 2019) <p>By 2023, the percent positive endorsement on the Resilience Survey for Years 3-6 will be:</p> <ul style="list-style-type: none"> • Positive attitude -92% or above (from 84% in 2018) • Healthy Mind – 90% or above (from 82% in 2018)

Target 3.2	<p>Parent opinion</p> <p>By 2023, the percent positive endorsement on the POS will improve:</p> <ul style="list-style-type: none"> • Teacher communication—to 85% or above (from 60% in 2019) • Parent participation and involvement—to 85% or above (from 71% in 2019) • General satisfaction—to 85% or above (from 56% in 2019)
Key Improvement Strategy 3.a Setting expectations and promoting inclusion	Continue to build the capacity of teachers, students and parents to embed social and emotional learning strategies across the school and community
Key Improvement Strategy 3.b Parents and carers as partners	Strengthen the learning partnerships with parents and carers to enhance student outcomes