

# School Strategic Plan 2023-2027

Armadale Primary School (2634)



Submitted for review by Rochelle Cukier (School Principal) on 12 February, 2024 at 02:31 PM  
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Awaiting endorsement by School Council President

# School Strategic Plan - 2023-2027

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<b>School vision</b>	<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>
<b>School values</b>	<p>Pillars of Our Learning Ecology at Armadale : who and what we aspire to be as learners</p> <p>Relationships</p> <ul style="list-style-type: none"> <li>- We value and nurture relationships, building trust and connectedness</li> <li>- We foster partnerships with the school and wider community</li> <li>- All learners have a strong sense of belonging to and identity with the school</li> <li>- We seek to understand self and others, empathy and kindness shines</li> <li>- We belong with, and to a community of learners and we all take ownership for our learning.</li> </ul> <p>Responsibility</p> <ul style="list-style-type: none"> <li>- We have a belief in the common good above individual self</li> <li>- We are responsible for our learning and are accountable for our actions, emotions and interactions with each other.</li> <li>- Learner voice and agency, will and the capability to learn, is through the learning dispositions we foster</li> <li>- We are intrinsically motivated through responsibility, learning and growth</li> <li>- We create spaces for voices (internal and external) through opportunities in our learning.</li> <li>- We are co-designers of curriculum and co constructors of learning.</li> <li>- We prioritise partnerships that have collective responsibility and accountabilities.</li> </ul> <p>Respect (of self and others)</p> <ul style="list-style-type: none"> <li>- We act with integrity, kindness and compassion care and respect.</li> <li>- We enable respect of self and others, our property and our individual, common and whole school learning spaces.</li> <li>- We respect diversity and difference enabling us to build an inclusive learning environment</li> <li>- We respect and value contributions from others.</li> </ul>

	<p>Resilience</p> <ul style="list-style-type: none"> <li>- We are all enabled to demonstrate resilience after challenging situations.</li> <li>- Resilience is a protective factor to mental well-being.</li> <li>- Learners grow in variety of contexts and places through opportunities enabled by self and others.</li> <li>- Multiple connections and interactions enable learning to occur.</li> <li>- Evidence –based learning is the most authentic.</li> <li>- We should be open to possibilities, flexible and adaptive</li> <li>- Mistakes are part of learning, curiosity is integral to learning</li> </ul> <p>Reflection</p> <ul style="list-style-type: none"> <li>- Everyone is a learner and we all practice reflection as a crucial part of the learning process.</li> <li>- Reflecting enables stretch, challenge and growth for everyone.</li> <li>- Reflecting requires active listening, slowing down to go deeper and becoming an assessment capable learner</li> <li>- Knowing what it is I need to do next to continue learning is essential hence the use of learning continuums and anchor charts to offer self-assessment, feedback/ feedforward and the application of metacognitive strategies.</li> </ul>
<p><b>Context challenges</b></p>	<p>Armadale Primary School (APS) is located in the inner south -east suburbs of Melbourne, approximately 6.8 kilometres south- east of the CBD in the residential suburb of Armadale. Our values are: Relationships; Respect, Responsibility; Resilience and Reflection. These values are explicitly linked to our aspiration to enable agency, ownership and intrinsic motivation in all our students. 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 who 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 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.</p> <p>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. Our committed and dedicated staff learn collaboratively across the school, collecting evidence of each child's learning and assessing their growth using</p>

	<p>learning continuums. This evidence of growth is then published on data walls, ensuring the learning is visible to all. Our pedagogical practices focus on enabling the key dispositions of great learners to develop which will equip students for life in the 21st century. Specialist curriculum classes P-6 comprises LOTE Italian, Health and Physical Education; STEM, Library; The Arts and our Kitchen Garden Program. Students have the opportunity to participate in the Student Representative Council; Choir, Orchestra, whole school swimming programs, camps, incursions and excursions, house athletics and swimming Carnivals; Inter school sports and Gala Days.</p> <p>Whole school events which include Italian Day, Harmony Day and Book Week are highlights of the school calendar every year. Performing arts; tennis and soccer coaching, chess club and instrumental and orchestral music lessons are offered to our students through external providers as extra-curriculum offerings. APS offers 267 students ( 138 female, 129 male ) students excellent educational provision within a heritage listed site. Our overall socio-economic profile remains low. We have 1 FTE Aboriginal student and currently 12 students enrolled through the Department's International Educational Division. The staffing profile is made up of 1 Principal, 1 Assistant Principal, 1 learning specialist, classroom and specialist teachers, (15.0 EFT) and 6 Educational Support Staff (6 EFT).</p> <p>Challenges for the school to meet it's aspiration for all students as revealed by our self-evaluation and review:</p> <p>1. To what extent are all students being stretched and challenged in their learning? The review panel found that teachers knew their students well and utilised data to differentiate the curriculum. The panel concluded there was an opportunity for the school to further develop teacher capacity in order to build effective data/assessment literacy practices, thereby informing teaching and tracking the learning growth for all students.</p> <p>2. To what extent has the school activated student agency in everyday instruction? The panel found that the school provided some student voice and agency opportunities within the curriculum. However, the panel determined that increased opportunities to develop authentic learning partnerships, thereby opening up avenues for more student-centred learning, would be seen as the next step in activating student agency across the school.</p>
<b>Intent, rationale and focus</b>	<p>Intent: The school is trying to achieve it's aspiration to be an exemplary learning community where each child thrives and grows.</p> <p>Rationale : The school review panel recommends the following areas of focus be captured in the next School Strategic Plan:</p> <ul style="list-style-type: none"> <li>• Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth</li> <li>• Professional Learning Community (PLC) initiative</li> <li>• Whole school collaborative approaches to instruction</li> <li>• Student agency in learning</li> <li>• Student wellbeing data and measures</li> </ul> <p>Our recent school review identified priorities for improvement and areas where our work can continue to strengthen and focus:</p>

These include:

- continuing the school's work related to 'small focus groups', with additional professional learning on what small focus groups look like in relation to writing
- ensuring school induction processes support newly appointed teachers in receiving appropriate training with regard to school curriculum priorities
- continuing the development of student agency in learning, with a focus on the students' role within the instructional model
- embedding the PLC role in improving teacher practice and student learning
  - . providing relevant professional learning to support and upskill our 'Learning leaders'.
- further strengthening teacher capability to analyse data to inform teaching and learning
- establishing processes to evaluate the effectiveness and impact of the school's wellbeing, curriculum and practices, including the identification of appropriate data sets to support this work
- strengthening teacher capability to effectively identify and respectfully respond to various student learning and wellbeing needs using a multi-tiered system of support
- building staff capability to respond to the learning and wellbeing needs of all students and ongoing partnerships with families, carers, specialist providers, wider community and organisations.

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<b>Goal 1</b>	Maximise the learning growth of every student.
<b>Target 1.1</b>	By 2027, increase the percentage of Year 3 students in the NAPLAN Exceeding Level in Writing from 5% in 2023 to 10%.
<b>Target 1.2</b>	By 2027, increase the percentage of Year 5 students in the NAPLAN Exceeding Level in: <ul style="list-style-type: none"><li>• Writing from 9% in 2023 to 14%</li><li>• Numeracy from 4% in 2023 to 12%</li></ul>
<b>Target 1.3</b>	By 2027, increase or maintain the percentage of Year F-6 students assessed above expected Victorian Curriculum (VC) Levels in: <ul style="list-style-type: none"><li>• English<ul style="list-style-type: none"><li>○ Reading and Viewing at or above 43% (2022)</li><li>○ Writing at or above 30% (2022)</li></ul></li><li>• Mathematics<ul style="list-style-type: none"><li>○ Number and Algebra at or above 30% (2022)</li><li>○ Measurement and Geometry from 17% (2022) to 23%</li></ul></li></ul>

<b>Target 1.4</b>	<p>By 2027, the percentage of staff responding positively to the School Staff Survey (SSS) will increase in the following Teaching and Learning module factors:</p> <ul style="list-style-type: none"> <li>• Time to share pedagogical content knowledge (Planning) from 60% (2022) to 65%</li> <li>• Professional learning through peer observations (Practice improvement) from 40% (2022) to 48%</li> <li>• Discuss problems of practice (Practice improvement) from 53% (2022) to 60%</li> </ul>
<b>Target 1.5</b>	<p>By 2027 maintain the percentage of Year 4-6 students responding positively to the student Attitudes to School Survey (AtoSS) factor Student voice and agency at or above 78% (2023).</p>
<b>Key Improvement Strategy 1.a</b> 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	Develop the capability of PLCs to use data to improve student learning outcomes
<b>Key Improvement Strategy 1.a</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
<b>Key Improvement Strategy 1.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	

<b>Key Improvement Strategy 1.b</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Enhance whole school collaborative approaches to instruction
<b>Key Improvement Strategy 1.b</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
<b>Key Improvement Strategy 1.c</b> 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	Build teacher understanding and capacity to enable students to self-monitor learning growth through strengthening student agency
<b>Key Improvement Strategy 1.c</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
<b>Key Improvement Strategy 1.c</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
<b>Key Improvement Strategy 1.d</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning	Develop and embed a systematic approach to the use of assessment strategies and measurement practices to obtain and provide feedback on student learning



growth, attainment and wellbeing capabilities	
<b>Key Improvement Strategy 1.d</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
<b>Goal 2</b>	Improve student wellbeing outcomes.
<b>Target 2.1</b>	<p>By 2027 maintain the percentage of Year 4-6 students responding positively to the student Attitudes to School Survey (AtoSS) factors:</p> <ul style="list-style-type: none"> <li>• Teacher concern at or above 83% (2023)</li> <li>• Sense of confidence at or above 84% (2023)</li> </ul>
<b>Target 2.2</b>	<p>By 2027, increase the percentage of parents responding positively to the Parent/Caregiver/Guardian Opinion Survey (POS):</p> <ul style="list-style-type: none"> <li>• Student motivation and support from 68% in 2023 to 72%</li> <li>• Stimulating learning environment from 69% in 2023 to 73%</li> </ul>
<b>Target 2.3</b>	<p>By 2027, increase the percentage of staff responding positively to the Staff Opinion Survey (SOS):</p> <p>School Climate</p> <ul style="list-style-type: none"> <li>• Collective Efficacy from 61% in 2023 to 65%</li> <li>• Collective Responsibility from 81% in 2023 to 85%</li> </ul>

	<ul style="list-style-type: none"> <li>• Trust in students and parents from 70% in 2023 to 74%</li> </ul> <p>Teaching and Learning - Evaluation</p> <ul style="list-style-type: none"> <li>• Professional Learning to improve Practice from 0% to 75%</li> <li>• Understand how to analyse data from 67% in 2023 to 71%</li> </ul> <p>Teaching and Learning - Implementation</p> <ul style="list-style-type: none"> <li>• Support growth and learning of whole student from 67% in 2023 to 71%</li> </ul> <p>Participation</p> <ul style="list-style-type: none"> <li>• Increase participation from 71% to 80%</li> </ul>
<p><b>Key Improvement Strategy 2.a</b> 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</p>	<p>Embed multi-tiered systems of support that enhance student wellbeing.</p>
<p><b>Key Improvement Strategy 2.a</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	
<p><b>Key Improvement Strategy 2.a</b> Activation of student voice and agency, including in leadership and learning, to</p>	

strengthen students' participation and engagement in school	
<b>Key Improvement Strategy 2.b</b> 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	Develop teacher capacity to enhance processes for supporting inclusion, health and wellbeing.
<b>Key Improvement Strategy 2.b</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
<b>Key Improvement Strategy 2.b</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
<b>Key Improvement Strategy 2.c</b> 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	
<b>Key Improvement Strategy 2.c</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning	Strengthen school practices in the collection, measurement and analysis of wellbeing data.

growth, attainment and wellbeing capabilities	
<b>Key Improvement Strategy 2.c</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	