

School Strategic Plan 2021-2025

Ascot Vale West Primary School (4025)



Submitted for review by Heather Carr (School Principal) on 25 February, 2022 at 09:43 AM

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Awaiting endorsement by School Council President

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School vision	<p>Our VISION</p> <p>Our motto 'Strong Foundations, Strong Future' positions the school as one that strives to ensure that our students become responsible, motivated life-long learners who exhibit high levels of connectedness to their learning, teachers, and fellow students.</p> <p>Our MISSION</p> <p>The school seeks to provide learning that reflects the development of the whole child. Whilst literacy and numeracy are our main focuses, the school community recognizes and values the need to educate the whole child. Great emphasis is therefore placed on maintaining a positive culture of student well-being and engagement so students can thrive now and in the future. In addition, the school offers a broad curriculum program to enrich learning and stimulate and develop skills and talents in a range of areas.</p> <p>Ascot Vale West Primary School acknowledges that the behaviour of staff, parents, carers, and students has an impact on our school community and culture. We acknowledge a shared responsibility to create a positive learning environment for the children and young people at our school.</p> <p>As principals and school leaders, we will:</p> <ul style="list-style-type: none">• model positive behaviour and effective leadership• communicate politely and respectfully with all members of the school community• work collaboratively to create a school environment where respectful and safe behaviour is expected of everyone• behave in a manner consistent with the standards of our profession and meet core responsibilities to provide safe and inclusive environments <p>• plan, implement and review our work to ensure the care, safety, security and general wellbeing of all students at school</p> <p>• identify and support students who are or may be at risk</p> <p>• do our best to ensure every child achieves their personal and learning potential</p> <p>• work with parents to understand their child's needs and, where necessary, adapt the learning environment accordingly</p> <p>• respond appropriately when safe and inclusive behaviour is not demonstrated and implement appropriate interventions and sanctions when required</p> <ul style="list-style-type: none">• inform parents of the school's communication and complaints procedures• ask any person who is acting in an offensive, intimidating or otherwise inappropriate way to leave the school grounds. <p>As teachers and non-teaching school staff, we will:</p> <ul style="list-style-type: none">• model positive behaviour to students consistent with the standards of our profession• communicate politely and respectfully with all members of the school community
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- proactively engage with parents about student outcomes
- work with parents to understand the needs of each student and, where necessary, adapt the learning environment accordingly
- work collaboratively with parents to improve learning and wellbeing outcomes for students with additional needs
- communicate with the principal and school leaders in the event we anticipate or face any tension or challenging behaviours from parents
- treat all members of the school community with respect.

As parents and carers, we will:

- model positive behaviour to our child
- communicate politely and respectfully with all members of the school community
- ensure our child attends school on time, every day the school is open for instruction
- take an interest in our child's school and learning
- work with the school to achieve the best outcomes for our child
- communicate constructively with the school and use expected processes and protocols when raising concerns
- support school staff to maintain a safe learning environment for all students
- follow the school's processes for communication with staff and making complaints
- treat all school leaders, staff, students, and other members of the school community with respect.

As students, we will:

- model positive behaviour to other students
- communicate politely and respectfully with all members of the school community
- comply with and model school values
- behave in a safe and responsible manner
- respect ourselves, other members of the school community and the school environment
- actively participate in school
- not disrupt the learning of others and make the most of our educational opportunities.

As community members, we will:

- model positive behaviour to the school community
- treat other members of the school community with respect
- support school staff to maintain a safe and inclusive learning environment for all students
- utilise the school's processes for communication with staff and submitting complaints.

<p>School values</p>	<p>Ascot Vale West Primary School we place great value on developing students who are outward looking and knowledgeable about the world, able to appreciate and be open to various forms of social and cultural diversity and actively participate as responsible citizens who are equipped to live and work together in an interconnected world.</p> <p>The school aims to foster academic and personal development of its students through the provision of an authentic and engaging environment that includes a broad and comprehensive curriculum.</p> <p>Whilst literacy and numeracy are our main focuses, the school community recognises and values the need to educate the whole child. Great value is therefore placed on student wellbeing and engagement. With this in mind the school has recognised the need for a stronger focus on student involvement in decision-making including learning programs; the broader school environment and the importance of providing quality specialist program to support and enhance classroom programs.</p> <p>The school provides a positive, safe and orderly learning environment that supports and develops students' capabilities, recognising individual talents and skills in all areas for all students.</p> <p>In addition to the above objectives, the school values and supports its teaching an ancillary staff with professional learning opportunities to meet the teaching and learning, engagement and wellbeing goals.</p> <p>The school welcomes and encourage participation of the wider school community to support its vision for all students.</p> <p>At Ascot Vale West Primary School, we are a diverse and inclusive school community that lives the values of:</p> <ul style="list-style-type: none"> • Being a Learner • Being Respectful • Being Safe <p>The school values its dynamic and multicultural mix which adds vibrancy to the school community. Students are empowered to strive for the best educational outcomes in a safe and orderly environment.</p>
<p>Context challenges</p>	<p>A high level of student mobility: up to 20% of the student population had relocated to or from the school in any given year of the SSP. Leadership informed the Panel that accessing student history, or information from previous schools, was a challenge, with many students enrolling in more than one school before their enrolment at Ascot Vale West Primary School. Despite these challenges, leadership reported to the Panel that being able to support students and their families who transitioned into the school and enabling them to access external services and agencies to provide additional support, remained a priority. Teachers told the Panel through focus group discussion, that students new to the school often required ongoing support including, family interventions, support by outside agencies and support from the school's Wellbeing Team. Leadership informed the Panel that at-risk students faced difficulties not only attending school regularly, but punctually. The school had utilised several strategies, with limited success. Furthermore, teachers reported to the Panel that the lack of time to form meaningful relationships with students and families with high mobility was a major impediment to them being able to develop consistent practices, especially concerning attendance and lateness.</p> <p>Leadership informed the Panel that absence data for lateness was difficult to establish but was currently under review. The Panel heard that data for students arriving late was not always adjusted from being marked absent, due to the teaching program having already commenced and teachers not able to interrupt the learning of others to record late comers.</p> <p>Parents reported to the Panel in a parent forum, that there had been a shift in parent attitude relating to explained and unexplained absences. Parents told the Panel that absences are now often categorised by parents as explained. Leadership confirmed this view.</p>

	<p>The Panel concurred that the issues surrounding student mobility were considerable and impacted significantly on student attendance. The Panel found that the school was in the process of exploring and refining whole-school strategies to engage students further with their learning and thereby improve attendance.</p>
<p>Intent, rationale, and focus</p>	<p>Over the period of the previous school strategic plan, the major focus was on improving student achievement in Reading. The impact of this work included the school significantly increasing the % of students achieving in the Top 2 Bands for Reading in Year 5. As a result, this 'measure performance group' on the 2019 School Performance Report was categorised as 'Influence'. Despite this achievement, the changing staff profile over the past 4 years has meant that it will be important for the school to continue focusing on improving student achievement in reading – especially the percentage of students achieving above benchmark growth in reading and reducing the percentage of students achieving below benchmark growth reading. However, from the analysis of the NAPLAN data and reflections from the school review process, it will also be important for the school to focus on improving student achievement in Writing (craft and process). A focus on teaching writers through a PLC model will be important for less experienced teachers to build knowledge and establish consistent practices across the school.</p> <p>Continuing to strengthen staff data literacy and PLC practices, combined with the refinement of teacher instructional practice (to teach to student point of need) and curriculum knowledge would support improved outcomes for all students in literacy and numeracy.</p> <p>To support the measurement of teacher impact and effectiveness throughout the period of the new strategic plan, reflective cycles for planning, teaching, and assessment will be reviewed and refined. The reflective cycles will aim to support teachers by providing highly effective instruction and learning opportunities for all students.</p> <p>Analysis of the school's NAPLAN data indicates that while the percentage of students achieving above benchmark growth for reading was similar to the levels for Similar Schools, this is not the case for the domains of writing, spelling, grammar and punctuation, and numeracy. The strengthening staff data literacy, combined with the refinement of teacher instructional practice should support improved outcomes for all students in literacy and numeracy.</p> <p>A major focus central to the previous School Strategic Plan included strengthening the way teachers established goals for students and provided feedback. This included involving students in the co-construction of learning intentions and success criteria. To further strengthen this work and increase consistency, the Panel agreed that the school should focus on developing and implementing a clear and documented approach of how Ascot Vale West PS will empower students to have greater agency in their learning. Due to the current staffing profile which included several new leaders the Panel also agreed that the strategic plan should focus on continuing to build the capacity of middle leaders, and that the focus of their work would include leading and modelling learner agency.</p> <p>The Panel agreed that student voice was well developed and embedded within the school with clear and well-articulated student leadership roles. The Panel agreed that a whole school focus on developing a clear and documented approach to student learner agency, combined with a consistent school approach to student goal setting and feedback, would support, and enhance the school's positive learning environment by empowering students to have greater agency in their learning. The Panel agreed that building the capacity of teachers to model learner agency would assist in enhancing the school's learning environment. Such enhancement would make the school psychologically safe, and allow students to accommodate new, deep learning, to maximise their potential.</p>

	<p>Although the panel found that considerable work had occurred over the period of the previous school strategic plan in regard to student health and wellbeing, it will be important for the school to continue focusing on further enhancing student connectedness and relationship with peers. During the review process the school shared a number of highlights around creating a positive climate for learning. Continuing to work already undertaken on student health and wellbeing will compliment and support the work to be undertaken in improving literacy outcomes and improving engagement in learning.</p>
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Goal 1	To improve literacy and numeracy outcomes for all students with a focus on writing.
Target 1.1	By 2024 the percentage of students at or above benchmark growth (Years 3 to 5) in NAPLAN Reading to increase from 71% (2019) to 85%.
Target 1.2	By 2024 the percentage of students at or above benchmark growth (Years 3 to 5) in NAPLAN Writing to increase from 59% (2019) to 75%.
Target 1.3	By 2024 the percentage of students at or above benchmark growth (Years 3 to 5) in NAPLAN Numeracy to increase from 76% (2019) to 83%
Target 1.4	By 2024 the percentage of students in the top two bands of year 5 NAPLAN Writing will increase from 11% (2019) to 20%.
Target 1.5	By 2024 the percentage of students in the top two bands of year 5 NAPLAN Numeracy will increase from 17% (2019) to 32%
Target 1.6	By 2024 the percentage of students in the top two bands of year 5 NAPLAN Reading will increase from 43% (2019) to 45%.
Target 1.7	By 2024 the percentage of students above age expected level in PREP Reading and Viewing as measured by teacher judgements will increase from 43% (2020) to 80%.

Target 1.8	By 2024 the percentage of students P-6 above age expected level using Teacher Judgements in reading and viewing to increase from 63% (2019) to 70%
Target 1.9	By 2024 the percentage of students P-6 above age expected level using Teacher Judgements in Writing to increase from 44% (2019) to 55%
Target 1.10	By 2024 the percentage of students P-6 above age expected level using Teacher Judgements in Number and Algebra to increase from 33% (2019) to 43%
Key Improvement Strategy 1.a Building practice excellence	Develop teacher knowledge and instructional practice to improve student learning at student's point of need.
Key Improvement Strategy 1.b Curriculum planning and assessment	To further improve teacher data literacy and rigorous collaborative practices to plan and inform teaching and learning.
Key Improvement Strategy 1.c Evaluating impact on learning	To further build whole school capacity to implement, measure and monitor impact of teaching on learning.
Key Improvement Strategy 1.d Evidence-based high-impact teaching strategies	To develop a whole school approach to student goal setting and feedback.
Goal 2	To improve student engagement in learning.
Target 2.1	By 2024 to increase the percentage positive endorsement for the student voice and agency factor on the student attitudes to school survey from 71% (2019) to 80%
Target 2.2	By 2024 to increase the percentage positive endorsement for the student agency and voice factor on the parent opinion survey from 59% (2020) to 75%

Target 2.3	By 2024 to increase the percentage positive endorsement for the collective efficacy factor on the staff opinion survey from 59% (2020) to 80%
Target 2.4	By 2024 to increase the percentage of positive endorsement for 'leading change' (school leadership module) - on the staff opinion survey from 79% (2019) to 85%
Target 2.5	By 2024 to decrease the percentage of students with 20 or more absent days from 29% (2020) to 20%
Key Improvement Strategy 2.a Empowering students and building school pride	To build a whole school approach to practices that support student agency in learning.
Key Improvement Strategy 2.b Evidence-based high-impact teaching strategies	To build teacher capacity to integrate student voice and agency into teaching and learning.
Key Improvement Strategy 2.c Building leadership teams	To further develop middle-level leaders instructional leadership capacity to lead change.
Goal 3	To improve student health and wellbeing.
Target 3.1	By 2024 to decrease the percentage of students with 20 or more absent days from 29% (2020) to 20%
Target 3.2	By 2024 to increase the positive endorsement for managing bullying from 72% 2019 to 80%
Target 3.3	By 2024 to increase the positive endorsement of students 'not experiencing bullying' from 63% 2019 to 75%

Key Improvement Strategy 3.a Health and wellbeing	To strengthen health and wellbeing approaches and practices that enhance student connectedness and wellbeing
Key Improvement Strategy 3.b Health and wellbeing	To strengthen processes and practices around improving student attendance.