



# Aspendale Primary School 4193

## Strategic Plan 2016 - 2019

*Copy updated on 21 Feb 2017- Format only. a) Into portrait and b) actions onto same page as each Goal area.*

<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name.....</p> <p>Date.....</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name.....</p> <p>Date.....</p> <p>School Council President's endorsement represents endorsement of School Strategic Plan by School Council</p>
<p>Endorsement by the delegate of the Secretary</p>	<p>Signed.....</p> <p>Name.....</p> <p>Date.....</p>
<p>Legislative context for endorsement Section 2.3.24, subsection (2) of the act states that "A school plan prepared under subsection (1) must be signed by both the president of the school council and the principal and must be submitted to the Secretary for approval within the period specified in a Ministerial Order." Ministerial Order 470 states that "the requirements for the school plan are set out in guidelines produced by the Department of Education and Early Childhood Development." This template forms the guidelines.</p>	





# School Profile

<p><b>Purpose</b></p>	<p><b>Learning for Life</b> describes our vision to ensure that every student is equipped with the transferable knowledge, skills and understanding necessary to thrive in a rapidly changing and globally connected world.</p> <p><b>Our Mission</b> is to provide a high quality, supportive and engaging learning program which builds the academic, social and emotional capacity of every student at Aspendale Primary School. We provide opportunities for our students to develop understandings of essential concepts, skills, knowledge and attitudes that will enable them to be life-long learners in our ever changing world.</p>
<p><b>Values</b></p>	<p><b>Our Core Values</b> of Passion, Respect, Integrity, Commitment and Empathy guide how we teach, learn and interact at Aspendale Primary School.</p> <p><b>The PYP</b> Concepts, Knowledge, Skills and Attitudes are an integral part of the curriculum. The PYP promotes the following attitudes; tolerance, respect, integrity, independence, enthusiasm, empathy, curiosity, creativity, co-operation, confidence, commitment and appreciation.</p>
<p><b>Environmental Context</b></p>	<p><b>Aspendale Primary School</b> is located on a large picturesque site in a well-established residential beachside suburb on Port Phillip Bay, 27 km south-east of Melbourne, in the South-East Victorian Region.</p> <p>Aspendale Primary School has a current enrolment of 484 students, (Feb 2016), having grown by nearly 200 students over the previous Strategic Phase. Enrolments are expected to continue to grow over the next 4 year phase, to the mid 500's. Occupations and educational backgrounds of the parents have also gradually changed, with the school now placed in the top 20<sup>th</sup> percentile of schools in regard to socio-economic factors. The Program for Students with Disabilities funds a relatively low percentage of our students. A low percentage of students come from language backgrounds other than English.</p> <p>The families at our school value education and have high expectations of the teacher and their children. Parents are actively involved in our school community in a number of ways, such as School Council, canteen, classroom assistance and via a Community Events Committee. The school provides an Out of School Care Program (before and after school) through Camp Australia.</p> <p>The last Strategic Plan phase saw the completion of many major building and landscaping works, gradually transforming the school into a 21<sup>st</sup> century learning environment. These projects included Year 1 and Year 2 Learning Centres with covered decked learning areas; a gymnasium, new performing arts centre and new canteen; a Year 4 to Year 6 Learning Centre and Library (BER); a new Year 2-6 playground, a Friendship Garden, vegetable gardens, artificially turfed active play area in the junior play area (with ball courts, chess board, hopscotch) as well as a large artificially turfed Courtyard, complete with outdoor furnishings; renewal of the school facade, including a new school entrance and associated renewal of gardens, grassed play areas and seating.</p> <p>The recent School Review Report of this phase 2012 – 2015, commended Aspendale Primary as a high performing school within Victoria.</p> <p>Our committed, professional staff reflects a balance of age and experience. Classrooms are structured in level teams, with a commitment to straight grades across the school wherever possible. Students learn in flexible learning spaces which are conducive to a co-teaching approach across year levels. This approach allows for a personalised, high quality and engaging curriculum.</p> <p>Having followed an inquiry model for several years, the commitment has been made to become an International Baccalaureate (IB) school over the life of this next strategic phase. This commences with an application to become a Candidate Primary Years Programme (PYP) school in 2016.</p>
<p><b>Service Standards</b></p>	<p>Our teaching emphasis is focused on developing a personalised teaching program which allows for learning through inquiry, critical thinking and creativity, with a strong commitment to the use of a variety of Information and Communication Technologies across the curriculum.</p> <p>The school provides an inclusive culture where high expectations are set for both staff and students which ensure students have the best educational opportunities, supporting them to achieve optimum learning outcomes across all core curriculum areas.</p> <p>The school fosters close links with parents and the broader school community through its commitment to open and regular communications.</p> <p>The school is committed to treating everyone with dignity and respect and encouraging positive communication between parents/guardians, families and our staff.</p> <p>The school commits to the active sharing of its vision and goals to ensure school community engagement in the school's Strategic Plan.</p> <p>All students are supported through the provision of a differentiated curriculum where necessary, individual learning improvement plans, intervention and acceleration programs, access to student services, to ensure academic, physical, social and emotional needs are met.</p> <p>The school has developed a number of accountability controls including the monitoring of curriculum provision, student achievement, a rigorous staff development and appraisal process, regular analysis of school data, particularly student achievement. The development and succession planning of instructional leaders is a priority.</p>

# Strategic Direction

<p><b>Achievement</b> Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support.</p> <p>While recognising that literacy and numeracy are essential foundations for students' success, achievement outcomes encompass a broader view of learning, spanning the full range of curriculum domains, as well as students' co-curricular achievements.</p>		<p><b>Key Improvement strategies</b></p> <p><b>Focus- What do we teach?</b></p> <p><b>PYP- collaborative planning/written curriculum</b></p> <p>Enhance the capacity of staff to plan, teach and reflect in collaborative teams, ensuring collective responsibility for all students.</p> <p>Provide Professional Learning opportunities to upskill staff in writing and delivering PYP UoI</p> <p>Develop a Programme of Inquiry that reflects horizontal and vertical planning.</p> <p><i>* Over 55% of students at APS are already working above the expected level in Reading</i></p> <p><i>** "It should be noted that in NAPLAN testing, students starting with lower scores tend to make greater gains over time than those starting with higher scores." (NAPLAN website)</i></p>
<p><b>Goals</b></p>	<p>To maximise all individual levels of student attainment and learning growth, particularly in English, Mathematics and Science.</p>	
<p><b>Targets</b></p>	<ol style="list-style-type: none"> <li>By 2019, there will be an increase in the number of students achieving <i>above</i> the expected C level (that is, working at A and B AusVELS): <ul style="list-style-type: none"> <li>In Writing and Speaking and Listening- by 10%</li> <li>In Reading- by 5%*</li> <li>In Number - by 10%</li> </ul> </li> <li>By 2019, there will be an increase in the number of students achieving 'high' NAPLAN growth: <ul style="list-style-type: none"> <li>In Grammar &amp; Punctuation – to 25%</li> <li>In Spelling – to 25%**</li> </ul> </li> <li>Over each year of the Plan, 2016-2019, 'high' relative growth in Mathematics, Reading and Writing will be <i>at least maintained</i> at 30% of students.**</li> <li>By 2019, student achievement data in Science will show that at least 30% of students in Years 3-6 are achieving <i>above</i> expected levels (AusVELS data), with annual improvement evident towards this target.</li> </ol>	

	<b>Achievement - Actions</b>	<b>Success criteria</b>
<p><b>Year 1</b></p>	<p><b>ENGLISH</b> To improve overall Student Achievement and teacher programming in Speaking and Listening:</p> <ul style="list-style-type: none"> <li>Develop a Speaking and Listening action plan focusing on the provision of greater opportunities for students in this domain and Assessment and Reporting support for staff in measuring student attainment in this area.</li> </ul> <p>To improve Student Achievement in all areas of English:</p> <ul style="list-style-type: none"> <li>Continue to embed the Aspendale PS Spelling, Reading and Writing Program (including Grammar and Punctuation)</li> <li>Develop Whole School English Planners to ensure they align with PYP Units of Inquiry</li> </ul> <p><b>MATHEMATICS</b> To provide Real Life Mathematics opportunities for all Foundation to Year 6 students:</p> <ul style="list-style-type: none"> <li>School Number programs to be reviewed and planning to be developed to further extend students in Real Life Mathematics and problem solving activities</li> <li>Review and develop a whole school Mathematics Planner which links to Units of Inquiry</li> <li>Continue to develop whole school Number continuums</li> </ul> <p><b>SCIENCE</b> To improve Student Achievement Data in Science:</p> <ul style="list-style-type: none"> <li>Develop whole school action plan that includes: <ul style="list-style-type: none"> <li>the investigation of STEM</li> <li>review whole school science program and align with PYP Units of Inquiry</li> </ul> </li> </ul>	<p>Students individual learning needs are catered to via a whole school Co-Teaching approach.</p> <p>Teachers collaboratively plan, write and deliver Units of Inquiry that align with PYP requirements-</p> <p>The written curriculum:</p> <ul style="list-style-type: none"> <li>- incorporates relevant experiences for students,</li> <li>- promotes student awareness of individual, local, national and world issues,</li> <li>- provides opportunities for reflection on human commonality, diversity and multiple perspectives.</li> </ul>
<p><b>Year 2</b> <b>Year 3</b> <b>Year 4</b></p>	<p><b>ENGLISH</b> To improve overall Student Achievement and teacher programming in English Speaking and Listening:</p> <ul style="list-style-type: none"> <li>Implement actions as outlined in the Speaking and Listening action plan</li> </ul> <p>To improve Student Achievement in all areas of English:</p> <ul style="list-style-type: none"> <li>Continue to embed and review the Aspendale PS Spelling, Reading and Writing Program (including Grammar and Punctuation)</li> <li>Review and implement whole school English Planner to ensure English aligns with PYP Units of Inquiry</li> </ul> <p><b>MATHEMATICS</b> To provide Real Life Mathematics opportunities for all Foundation to Year 6 students:</p> <ul style="list-style-type: none"> <li>School Number program/s implemented to extend students in Real Life Mathematics and problem solving activities.</li> <li>Maths Planner demonstrates links to the PYP Units of Inquiry</li> <li>Implement whole school Number continuums</li> </ul> <p><b>SCIENCE</b> To improve Student Achievement Data in Science:</p> <ul style="list-style-type: none"> <li>Implement actions as outlined in whole school Science action plan</li> </ul> <p>Provide an integrated science program that has 'real life' links and cater's to individual needs (extending students in science)</p>	<p>Connections between the AusVELS and the IB PYP curriculum are evident.</p>

<p><b>Engagement</b>  Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community.</p> <p>Engagement spans students' motivation to learn, as well as their active involvement in their learning.</p> <p>Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.</p>		<p><b>Key improvement strategies</b></p>
<p><b>Goals</b></p>	<p>To build teacher capacity in order to implement an inquiry based (PYP) approach to teaching and learning. This will lead to:</p> <ul style="list-style-type: none"> <li>- learning environments that are highly engaging, personalised and nurture the development whole child</li> <li>- students who are internationally minded and feel connected to their school and community</li> <li>- students being actively involved in their learning</li> <li>- productive partnerships between the school, wider community and beyond.</li> </ul>	<p><b>Focus: How do we teach?</b>  <b>PYP- Teaching and Learning</b></p> <p>Build the capacity of teacher instructional practice to provide a shared school wide approach to the teaching and learning of the curriculum based on an Inquiry approach. Develop and implement a comprehensive Professional Learning Program.</p> <p>To build teacher (including specialist teachers) capacity to provide a concept driven, inquiry based approach to deepen student and understanding.</p> <p>Develop an observation and feedback model and embed this as part of teacher practice.</p> <p>Develop an Instructional Framework to accompany the 'Our Core Purpose' document.</p> <p>Establish a sister school partnership with China.</p>
<p><b>Targets</b></p>	<p>1. By 2019 there will be an increase in the school mean for identified factors within the Student Attitudes to Schools survey:</p> <ul style="list-style-type: none"> <li>• <i>School Connectedness</i> and <i>Student Motivation</i> will be maintained at or above the 60<sup>th</sup> percentile.</li> <li>• <i>Stimulating Learning</i> will be at or above the 60<sup>th</sup> percentile.</li> </ul> <p>2. By 2019 there will be an increase in the school mean for identified factors within the Staff Opinion Survey, Professional Learning section:</p> <ul style="list-style-type: none"> <li>- <i>School Level Support</i> and <i>Feedback</i> will at or above 'All Primary Schools'.</li> <li>- <i>Overall Score</i> will be at or above 'All Primary Schools'.</li> </ul>	

	<b>Engagement - Actions</b>	<b>Success criteria</b>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>• Introduce and define the different methods of feedback on teaching practice that will cater to individual teacher needs.</li> <li>• Feedback on teaching practice will form part of the P &amp; D process</li> <li>• PD Schedule</li> <li>• Regular PYP PD, coaching and collaborative planning</li> <li>• Specialist teacher will investigate how their program will link with PYP Units of Inquiry</li> </ul>	<p>Increased teacher knowledge is evidenced by the ability of staff to articulate what high quality instructional practice looks like at APS</p> <p>All staff to have completed a PYP (official) Workshop</p> <p>Staff articulate their personal growth in high quality of Instructional Practice through the P and D cycle which includes:</p> <ul style="list-style-type: none"> <li>- Goal Setting</li> <li>- Reflections</li> <li>- Actions taken</li> <li>- Feedback</li> <li>- Peer observation</li> <li>- Coaching/mentoring</li> <li>- Student can articulate and show evidence of their learning through: <ul style="list-style-type: none"> <li>- Student-led conferences</li> <li>- Exhibitions/expo</li> <li>- Student –teacher conferences</li> <li>- Goal setting and learning plans</li> <li>- Portfolios</li> </ul> </li> </ul>
<b>Year 2 Year 3 Year 4</b>	<ul style="list-style-type: none"> <li>• Feedback is regular part of teacher practice</li> <li>• To develop an agreed inquiry, concept driven approach to deepen learning</li> <li>• Develop a system that assists students to develop manage and monitor their own learning this would include: <ul style="list-style-type: none"> <li>- Student reflection, learning goals, learning continuums, metacognition and taking action</li> <li>- Student-led conferences</li> </ul> </li> <li>• Specialist teachers will play active role in the planning of program linked to PYP Units of Inquiry and in some cases a leading role</li> <li>• Reviewing and updating the Core Purpose.</li> </ul>	

<p><b>Wellbeing</b>  <b>Students' health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences.</b></p>		<p><b>Key improvement strategies</b></p>
<p><b>Goals</b></p>	<p>To provide a school environment which fosters increased levels of student wellbeing, behaviour, safety and resilience.</p> <p>To ensure that student transitions from Foundation to Year 6 and beyond are seamless and flexible.</p>	<p><b>Focus: How do we know students are learning?</b>  <b>PYP Assessment</b></p> <p>To ensure that student resilience, connectedness and wellbeing increases across the curriculum:</p> <p>To develop Units of Inquiry Foundation to Year 6 that have high order student wellbeing components.</p> <p>To review and modify wellbeing framework/programs to align with PYP Attitudes and Learner Profiles.</p> <p>To review and modify wellbeing framework/programs to align with PYP Attitudes and Learner Profiles.</p> <p>To improve school connectedness to the community:          Develop a Parent and Community Information Plan which encompasses Curriculum- PYP, assessment and reporting, Wellbeing and Parent Helpers Course.</p>
<p><b>Targets</b></p>	<p>1. By 2019 Parent Opinion Survey results will be at or above the 60<sup>th</sup> percentile in the <i>Transitions</i> and <i>Reporting</i> variable.</p> <p>2. By 2019 there will be an increase in the school mean for identified factors within the Student Attitudes to Schools survey:</p> <ul style="list-style-type: none"> <li>• <i>Student Safety, Connectedness to Peers</i> and <i>Classroom Behaviour</i>; will all be consistently at or above the 60<sup>th</sup> percentile.</li> </ul>	

	<b>WELLBEING- Actions</b>	<b>Success criteria</b>
<p><b>Year 1</b></p>	<ul style="list-style-type: none"> <li>• Review the Aspendale Kids are Friendly Kids Program- align with PYP Attitudes</li> <li>• Review assessment and reporting</li> <li>• PYP-Curriculum information nights</li> <li>• Modified version of the Year 6 Exhibition- e.g. student expo</li> <li>• Continue to implement Cycle Time</li> <li>• Upskill teachers in Restorative Practice and Circle Time</li> </ul>	<p>Planning documents reflect evidence of wellbeing.</p> <p>Consistent, whole approach to student behaviour.</p> <p>Unit of Inquiry Planners and wellbeing program reflects our whole school focus on building resilience and PYP Attitudes.</p>
<p><b>Year 2</b>  <b>Year 3</b>  <b>Year 4</b></p>	<ul style="list-style-type: none"> <li>• PYP Attitudes form a part of the wellbeing program</li> <li>• Detailed Assessment and reporting schedule</li> <li>• Year 6 Student Exhibition by 2018</li> <li>• Review of wellbeing policies to align with PYP</li> <li>• Shared understanding and consistent use of Circle Time and Restorative Practice</li> <li>• Enhance Community Connections</li> <li>• Enrichment Clubs- continue to review and improve</li> </ul>	

<p><b>Productivity</b>  <b>Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school.</b>  <b>Successful productivity outcomes exist when a school uses its resources – people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities – to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets.</b></p>		<p><b>Key improvement strategies</b></p>
<p><b>Goals</b></p>	<p>To ensure that financial, physical and human resources are delivered in order to provide the highest possible student learning outcomes for all students.</p>	
<p><b>Targets</b></p>	<p>1. By 2019, Aspendale PS will be an authorised IB World School- PYP.                  2. By 2019 there will be an increase in the school mean for identified factors within the Staff Opinion survey:  <ul style="list-style-type: none"> <li>In 'Shielding and Buffering' - to be consistently at or above 'All Primary'.</li> <li>In School Climate 'overall score' - to maintain a mean score of at least 85.</li> </ul> </p>	<p><b>Focus: How are resources used to support student outcomes?</b></p> <p><b>PYP Organisation</b></p> <p>Review all school operations in order to implement PYP accreditation:</p> <ul style="list-style-type: none"> <li>School Council to consider a designated PYP Implementation Budget 2015 and beyond.</li> <li>School meetings, collaborative planning time and PD schedules reviewed and implemented to align with PYP requirements.</li> </ul> <p>To continually review leadership structure and develop a PYP Pedagogical Leadership Team.</p>

PRODUCTIVITY	Actions	Success criteria
<p><b>Year 1</b>  <i>Refer to Guide to Authorisation: Primary Years Program</i></p>	<ul style="list-style-type: none"> <li>Apply for PYP candidacy</li> <li>Create a PYP Pedagogical Team</li> <li>Create a timetable which includes collaborative planning time for all teams</li> <li>Create a whole school schedule that timetables-Staff meetings, sub-school meetings, PYP team meetings, I &amp; D meetings, Leadership meetings and PD schedule.</li> <li>Develop a PYP budget for the next 4 years</li> <li>Create a job description for the PYP Coordinator</li> <li>Recruit Chinese Language Teacher</li> <li>Develop a language policy that aligns with PYP requirements</li> </ul>	<p>Fully functioning Library/ Multimedia/Resource Centre                  Authorised IB World School- PYP</p> <p>Pedagogical Leadership Team</p> <p>Schedule for meetings and PL</p> <p>PYP Budget</p>
<p><b>Year 2</b>  <b>Year 3</b>  <b>Year 4</b>  <i>Refer to Guide to Authorisation: Primary Years Program</i></p>	<p>Enhance Library/Media Centre this includes:                  - Resources that align with PYP Units of Inquiry                  - ICT                  - Displays                  - Librarian/staff member responsible for library                  PYP budget reviewed annually                  Review and refine structure and schedule annually                  Apply for PYP Authorisation- ensure required practices are in place or implementation is in progress as per <i>Guide to Authorisation: Primary Years Program</i></p>	