

School Strategic Plan 2019-2023

Aspendale Primary School (4193)



Submitted for review by Coby Larrieu (School Principal) on 22 October, 2019 at 11:24 AM

Endorsed by Leanne Marshall (Senior Education Improvement Leader) on 06 November, 2019 at 11:39 AM

Endorsed by Kevin Riant (School Council President) on 17 December, 2019 at 02:58 PM

School Strategic Plan - 2019-2023

Aspendale Primary School (4193)

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| School vision | 'Learning for Life' describes our vision to ensure that every student is equipped with transferable knowledge, skills and understandings necessary to thrive in a rapidly-changing and globally connected world |
| School values | Our Core Values of Passion, Respect, Integrity, Commitment and Empathy guide how we teach, learn and interact at Aspendale Primary School |
| Context challenges | <p>Growing student population- impact on resources, maintaining consistency across the school</p> <p>High achieving students- maintaining high growth and extending students beyond their current ability</p> <p>Refining our co-teaching approach- growing staff numbers</p> <p>Implementing the Enhanced PYP</p> <p>Refining our approach to literacy and numeracy to ensure consistency</p> <p>Moving towards continuous reporting in response to parent's requesting more timely feedback on student progress</p> <p>Situating student wellbeing approaches within a Framework</p> |
| Intent, rationale and focus | <p>Intent:</p> <p>Aspendale Primary School is focused on maintaining and improving student growth for all students. We are aiming to:</p> <ul style="list-style-type: none"> *Extend student growth in Literacy and Numeracy *Increase staff's data literacy *Increase teacher confident in delivering pedagogically sound, evidence based approaches to teaching (consistent across the school) *Increase opportunity for student voice and agency through 'The Voice' project and the PYP *Ensure we have clear lines of communication (1-2 platforms) *Develop a wellbeing framework that outlines a consistent and transparent approach <p>Rationale:</p> <ul style="list-style-type: none"> *Literate and numerate students who achieve to their full potential *To effectively drive teaching and learning to increase student outcomes *To build consistent practice across the school (common approach, common language - alignment) *To increase student self worth, motivation and cognitive engagement *To enhance the home-school partnership |

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| | <p>Priorities:</p> <p>STEM PLC- Common approach- Challenging, real life maths and assessment (including data literacy)</p> <p>CLL PLC- Common approach- Scaffolding Literacy and assessment (including data literacy)</p> <p>Student Voice- embed 'The Voice' across all areas of the school</p> <p>Wellbeing: Investigate frameworks/positive behavior management (inc. use of Sentral for student tracking)</p> <p>Communication: refine/reduce communication platforms via further investigation into the use of Sentral for notifications, payments and continuous reporting</p> <p>PYP enhanced- upskilling staff</p> <p>Years 2020-2023</p> <p>Focus will include:</p> <p>Student growth and extension in literacy and numeracy via PLCs and PD</p> <p>Enhanced PYP- development of a new action plan and continued PD</p> <p>Refining planning documents- consistent</p> <p>Data literacy- Data walls</p> <p>Reporting processes</p> |
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| Goal 1 | To improve achievement outcomes in Literacy and Numeracy for every student |
| Target 1.1 | By the end of the SSP NAPLAN Relative growth data will show that in reading writing and numeracy the low growth will be at or below 20% |
| Target 1.2 | By the end of the SSP, NAPLAN top two bands data will show the percentage of students maintaining top two bands achievement between Years 3 and 5 in: <ul style="list-style-type: none">• Reading at 90%,• Writing at 40%• Numeracy at 75% |
| Target 1.3 | By the end of the SSP the difference between teacher judgement and NAPLAN at Year 3 will be less than 15% in Reading, Writing and Number |
| Target 1.4 | By the end of the SSP the SSS outcomes in: <ul style="list-style-type: none">• academic emphasis will be at or above 90% positive• understand data analysis at or above 90% positive |

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| Key Improvement Strategy 1.a Curriculum planning and assessment | To build curriculum knowledge in staff |
| Key Improvement Strategy 1.b Building practice excellence | To build pedagogical capabilities in staff |
| Key Improvement Strategy 1.c Evaluating impact on learning | To use data effectively across the school |
| Goal 2 | To improve student agency and voice in the school |
| Target 2.1 | By the end of the SSP the AToSS will show: <ul style="list-style-type: none"> • student agency at or above 85% positive response, • stimulating learning at or above 90%, • self regulation and goal setting at or above 90% |
| Target 2.2 | The Panel recommended use of additional survey data across the school to determine levels of positive response. A survey/feedback tool to measure student data relating to wellbeing and student agency will be finalised in Term 1, 2020. Baseline data will inform a target to be entered by Term 2, 2020. |
| Key Improvement Strategy 2.a Empowering students and building school pride | To establish and implement effective two way feedback processes across the school between students and staff |
| Key Improvement Strategy 2.b | To embed the involvement of students in curriculum co-design of units and assessment rubrics in units of Inquiry |

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| Intellectual engagement and self-awareness | |
| Goal 3 | To enhance student wellbeing |
| Target 3.1 |  <p>By the end of the SSP the AToSS will show:</p> <ul style="list-style-type: none"> • All dimensions in Learner characteristics and dispositions to be at or above 90% positive response |
| Target 3.2 |  <p>By the end of the SSP the POS will show:</p> <ul style="list-style-type: none"> • Parent community engagement variables to be at or above 85% positive response |
| Target 3.3 |  <p>By the end of the SSP the Attendance data will show:</p> <p>Maintenance of the percentage of students absent for 20 or more days at or below 11%</p> |
| Key Improvement Strategy 3.a Health and wellbeing | Develop and implement a whole school wellbeing framework |
| Key Improvement Strategy 3.b | Enhance authentic partnerships with students, their families and the broader community |

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| Building communities | |
| Key Improvement Strategy 3.c Parents and carers as partners | Develop and implement a consistent communication strategy with parents |