

School Strategic Plan 2023-2027

St Albans Heights Primary School (4948)



Submitted for review by Effie Sultana (School Principal) on 10 October, 2023 at 12:05 PM

Endorsed by Anne Fox (Senior Education Improvement Leader) on 20 October, 2023 at 06:34 AM

Awaiting endorsement by School Council President

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School vision	<p>Purpose Statement: St Albans Heights Primary School's Purpose statement is: Soaring to Greater Heights!</p> <p>Vision: At St Albans Heights our graduates will be empowered to thrive, collaborate and think critically. They will be supported by the school community and will be at the centre of all decision making. All students will be provided with highly effective instruction, in every classroom, every day. They will have sound literacy and numeracy skills and an inquiring mindset to create opportunities to live successful lives. They will develop positive social and emotional capabilities and a strong moral compass in order to effectively contribute to society.</p>
School values	<p>Values: St Albans Heights Primary School's values are: H.E.R.B. Our mascot, introduced in 2021, is Herb the Hawk.</p> <ul style="list-style-type: none">- Honesty- Excellence- Respect- Belonging
Context challenges	<p>School Context St Albans Heights Primary School was established in 1968 in the western suburbs of Melbourne within the City of Brimbank. A total of 224 students are enrolled at this school at the start of 2023, 105 female and 119 male. 89 % of students has English as an additional language and currently there are 2 Aboriginal or Torres Strait Islander students enrolled. The school's socioeconomic band value is High. The leadership profile for SAHPS is 3 Principal Class Officers and 2.6 Learning Specialists, we currently have 17.4 EFT staff and 7.9 EFT support staff. Trend data indicates a drop in enrolments during the last few years. We cater for students with differing needs from Foundation to Year 6 and our students come from diverse cultural backgrounds. The school's Student Family Occupation and education Index (SFOE) is considered high. We provide a structured, supportive and motivating educational environment where every child experiences a stimulating curriculum with challenging and achievable goals that will meet their needs. PE, Visual Arts, STEM and Japanese are our current specialist areas and we offer English as an Additional Language Support,</p>

Language Support, Levelled Literacy Intervention and Library services to support our literacy program. The school is organised into composite classes x2 Foundation/1, x3 1/2, x2 3/4 and x3 5/6. Our school focuses on quality teaching and learning and our teaching and non-teaching staff are dedicated to developing each child to their full potential. A strong emphasis is placed on a team approach to planning and teaching, implementing and evaluating all of our programs. Staff work in team teaching situations with two classes effectively working together. Data and evidence is key to driving school improvement. Our school and parent community have a shared vision for all students at our school. Through positive role modelling and co-operative learning we encourage our students to respect the rights of others, to act in a responsible manner and strive for excellence at all times. We have a number of school student leaders (School Captains, House Captains, Sustainability, Engagement and ICT Leaders, Class Captains) with designated roles and responsibilities across the school. We aim to equip our students with the skills necessary to build positive social relationships, to work and learn in teams and the strategies to manage and resolve conflict. Student Wellbeing continues to be a priority across the school. There are a number of support services for students and families including a student counsellor (3 days per week). We currently have approx. 6 students funded on the PSD program and a number of students who aren't funded but require additional support. The school values of Honesty, Excellence, Respect and Belonging play an important role in the way we manage issues across the school. We are currently implementing the School Wide Positive Behaviours and Respectful Relationships programs at our school, which relate directly to our school values. The school received Gold accreditation in SWPBS in 2021 and 2022. Breakfast Club operates every morning from the canteen to provide a free healthy breakfast for all students. We also provide a number of students with lunch on a daily basis and food boxes for some of our more vulnerable families. The school has a strong transition program building links with the local kindergartens, childcare centres and secondary colleges. The school had a BYOD iPad program where families purchased individual iPads which are brought to school daily and used in the classroom to improve literacy and numeracy. This is being phased out with the school purchasing the iPads now. Family–School partnerships are encouraged and actively sought for the benefit of our students. These partnerships are based on trust and mutual respect for the role that families play in a child's education. A Community Hub is based at the school and provides strong links between home and school, running a number of programs including English language classes, Cooking classes, Zumba, playgroups and walking groups to name just a few. The school has a partnership with Blu Earth to increase student engagement and increase active participation. We also offer free after school soccer clinics (Soccer Australia) and cricket clinics (through Cricket Victoria), which are always well attended. The school has a partnership with ACMI (Australian Centre for Moving Image) and they are supporting us to engage students in digital literacy and digital technology. We have a strong partnership with the Smith Family. Our large percentage receive the Learning For Life Scholarship and are involved in Learning Club and S2S programs. We have also taken part in the Kidpreneur and ICT Young Explorers programs. The school runs a Kitchen Garden Program and our year 3/4 students work in the garden and learn cooking skills once a week. We currently have 6 International full fee paying students attending SAHPS who are provided with support within the classroom and small group learning.

	<p>Key Challenges</p> <p>Continued focus on differentiation</p> <p>Continuing to cater effectively for our learners through an EAL Lens</p> <p>Ensuring our students receive quality instruction in literacy and numeracy from F-6</p> <p>Engaging our community</p>
Intent, rationale and focus	<p>To what extent do students have agency in their learning?</p> <p>To what extent do teachers have the capacity and confidence to differentiate the curriculum and fully implement all elements of the instructional model, in order to teach to each student's point of need?</p> <p>To what extent does the school support student engagement and wellbeing?</p> <p>Future focus moving forward</p> <p>Continued focus on core skills of literacy and numeracy</p> <p>Student Engagement and Wellbeing</p> <p>Student Agency in Learning</p> <p>Differentiation of Curriculum</p> <p>Data Literacy of staff</p>

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Goal 1	Improve Literacy and Numeracy outcomes for all students.
Target 1.1	NAPLAN targets to be determined.
Target 1.2	<p>By 2027, increase the percentage of Years F-6 students achieving above expected level (Semester 2) for teacher judgement in:</p> <ul style="list-style-type: none">• Reading and Viewing from 46% (average 2019–2022) to 50%• Speaking and Listening from 13% (average 2019–2022) to 25%• Writing from 23% (average 2019–2022) to 30%• Number and Algebra from 21% (average 2019–2022) to 30%• Measurement and Geometry from 14.5% (average 2019–2022) to 25%• Statistics and Probability from 14.5% (average 2019–2022) to 25%
Target 1.3	<p>By 2027, increase the percentage of positive responses on the School Staff Survey (SSS) for:</p> <ul style="list-style-type: none">• Academic emphasis from 71% in 2022 to 80%• Collective efficacy from 74% in 2022 to 80%• Collaborate to scaffold student learning from 73% in 2022 to 80%• Understand curriculum from 73% in 2022 to 80%• Seek feedback to improve practice from 73% in 2022 to 80%

Target 1.4	<p>By 2027, increase the percentage of positive responses on the Attitudes to School Survey (AtoSS) for:</p> <ul style="list-style-type: none"> • Stimulated learning from 84% in 2022 to 90% • Teacher concern from 74% in 2022 to 80%
Key Improvement Strategy 1.a 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>Continue to build the confidence and instructional capacity of every teacher to consistently implement the whole school agreed instructional framework.</p>
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 1.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>Further strengthen practice and processes across all PLCs in the effective use of assessment data to plan a differentiated curriculum, and inform enhanced pedagogy, that targets each student's point of need and provides an appropriate level of challenge.</p>
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	

Key Improvement Strategy 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Key Improvement Strategy 1.c 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	Continue to strengthen instructional leadership, professional learning and coaching across the school.
Goal 2	To empower all students to be self-regulating learners who are actively engaged in their learning.
Target 2.1	By 2027, increase the percentage of positive responses on the School Staff Survey (SSS) factor Use student feedback to improve practice from 67% in 2022 to 80%
Target 2.2	By 2027, increase the percentage of positive responses on the Attitudes to School Survey (AtoSS) factor Student voice and agency from 70% in 2022 to 80%.
Target 2.3	By 2027, increase the percentage of positive responses on the Parent Opinion Survey (POS) for: <ul style="list-style-type: none"> • Student motivation and support from 86% in 2022 to 90% • Student agency and voice from 88% in 2022 to 90%
Key Improvement Strategy 2.a	Further develop and document a consistent whole-school learner agency strategy to empower students and develop self-regulating learners.

Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Further build student capacity to co-construct challenging learning goals, learning intentions and success criteria with teachers and monitor their own learning growth.
Key Improvement Strategy 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Enhance feedback to and from students to improve student motivation, self-efficacy, and achievement.
Goal 3	To further enhance the wellbeing of all students.
Target 3.1	By 2027, increase the percentage of positive responses on the Attitudes to School Survey (AtoSS) for: <ul style="list-style-type: none"> • Sense of connectedness from 89% in 2022 to 90% • Effective classroom behaviour from 88% in 2022 to 90% • Sense of confidence from 79% in 2022 to 90%
Target 3.2	By 2027, increase the percentage of positive responses on the Parent Opinion Survey (POS) factor Confidence and resiliency skills from 89% in 2022 to 90%.
Key Improvement Strategy 3.a	Further embed the whole school tiered approach to wellbeing based on positive behaviour support.

Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
Key Improvement Strategy 3.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Work across the school community to set clear expectations and provide high level support for the inclusion, resilience & engagement of all students.
Key Improvement Strategy 3.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Further embed the school's values in all areas of the organisation.