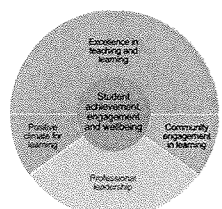


St Albans Heights PS Strategic Plan 2016-2019

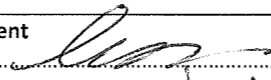
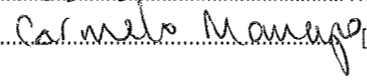
Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: <i>Helen Otway</i> Helen Otway 29/3/16[name] [date][name]..... [date]
School council: <i>Carmelo Manufo</i> [name] [date][name] [date][name]..... [date]
Delegate of the Secretary: [name] [date][name] [date][name]..... [date]

School vision (100 words) School mission	School values (200 word limit)	Context and challenges (300 word limit)	Intent, rationale and focus
At St Albans Heights we embrace the diversity of our community. We provide a safe and rich learning environment where quality programs enable students to achieve their full potential.	Our school values for students, staff and community are: Teamwork – working and learning together Respect – consideration and care for yourself, others and the environment Honesty – open and truthful in a respectful and tactful manner Belonging – acceptance of others regardless of individual differences These four values underpin the way we interact and work together, how and what we teach, and an opportunity to shape our shared expectations and behavioral norms.	St Albans Heights Primary School is a well-established school in the western suburbs in the Keilor /St Albans network. It is close to the local secondary school and kindergartens. We service a diverse, multicultural community representing over 31 different home languages, with about 87% our students from a Language Background Other Than English. We have a well-established Vietnamese community with an enrolment growth of Pasifika and Indian students. Our Sudanese and other African communities are declining. Mobility of the student population is around 7%-8% but rising, including an increase in international students. Enrolment numbers have been increasing since 2013 although long-term projections suggest they may decrease over the next four years. Our Student Family Occupation (SFO) is 0.8429, with some families experiencing low income or no work as well as limited literacy and English skills. The school buildings and grounds are generally well maintained with ample room for students to learn and play, including a large gym, oral language room, art room, dedicated teachers’ planning room, four playgrounds, two large sport ovals and plenty of asphalted space. The two school buildings are leased on weekends to community language schools, and the gym is leased for sporting and church groups. These leases provide additional revenue for the school although require additional human resourcing to manage. Most of the classroom spaces are open double rooms, which allow for team teaching. The classrooms are equipped with whiteboards, display areas and a shared Smart TV. The interactive whiteboards are being phased out in keeping with a mobile and flexible learning space. A 1:1 iPad Program is being embedded across the school and by 2019 it is anticipated all F-6 students will have access to a personalised iPad (or device).	<i>What is your school trying to achieve?</i> The school is working towards improving the learning growth of all students, including raising the high growth percentage and lowering the low growth percentage, in all areas of the curriculum but a focus on literacy (writing) and numeracy. It will do this through agreed expectations for what we teach, how we teach (research based), how we assess and give feedback to students and parents for all areas of the curriculum with a focus initially on numeracy and writing. The school is aiming to enhance student voice, leadership and develop a whole school approach to wellbeing so all students have the opportunity to achieve. <i>Why is this important?</i> Learning growth will be enhanced as the school embeds research-based and consistent whole school agreed classroom teaching and learning practices together with strong accountability. By enhancing student engagement and wellbeing, the school envisions that the students will take on more ownership of their learning, have a greater sense of belonging and pride, feel more challenged academically and progress more smoothly through their primary years. <i>What are you prioritising? Which 1 or 2 Improvement Initiatives will focus your efforts?</i> <ul style="list-style-type: none"> Curriculum Planning and Assessment Empowering Students and Building School Pride.

Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)
To improve the learning growth of every student with a focus on numeracy and writing.	EXCELLENCE IN TEACHING AND LEARNING	Build excellence in curriculum planning and teacher practice.	NAPLAN – Increase high growth percentage to at least 25% for Writing and Numeracy and decreasing the low growth percentage to 25% or less. Staff Opinion Survey – Collective Efficacy and Teacher Collaboration to be in the 80 th percentile or equivalent/better than state mean.
	Building practice excellence Curriculum planning and assessment	Build skill in assessment and using data to plan differentiated teaching and learning opportunities.	Teacher Judgments – Increase percentage of students with 12 months growth in Numeracy and Writing and reduce the percentage of students who do not demonstrate 12 months growth, with at least 25% high growth and no more than 25% low growth.
For all students to be confident, motivated and challenged.	POSITIVE CLIMATE FOR LEARNING	Increase student awareness and ownership of learning.	An increase in Attitudes to School Survey (from 2015) for Student Motivation (4.55), Learning Confidence (3.95), Teacher Effectiveness (4.32), Teacher Empathy (4.35) and Stimulating Learning (4.08) to at least match state mean by 2019.
	Empowering students and building school pride	Enhance student school experiences through leadership and student voice.	An increase in Parent Opinion Survey for Stimulating Learning (5.88), Learning Focus (5.94) and School Connectedness (6.13) to equal or be better than state mean by 2019.
To foster a cohesive school learning community where every student thrives and feels safe and connected.	POSITIVE CLIMATE FOR LEARNING	Develop and integrate a consistent whole school approach to wellbeing.	To improve Attitudes to School Survey from 2015. Student Moral (5.54), Peer Connectedness (4.08), School Connectedness (4.22), Classroom Behaviour (2.88), Student Safety (4.23), Teacher Empathy (4.35).
	Setting expectations and promoting inclusion		For School Staff Survey to increase from 2015 – Parent and Community Involvement (72.86), Collective Responsibility (90.06). For Parent Opinion survey to increase from 2015 – Student Safety (5.26), Classroom Behaviour (4.48), Connectedness to Peers (6.09), and Social Skills (5.71).



St Albans Heights PS Strategic Plan 2016-2019

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Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)
To improve the learning growth of every student with a focus on numeracy and writing.	EXCELLENCE IN TEACHING AND LEARNING Building practice excellence Curriculum planning and assessment	Build excellence in curriculum planning and teacher practice. Build skill in assessment and using data to plan differentiated teaching and learning opportunities.	NAPLAN – Increase high growth percentage to at least 25% for Writing and Numeracy and decreasing the low growth percentage to 25% or less. Staff Opinion Survey – Collective Efficacy and Teacher Collaboration to be in the 80 th percentile or equivalent/better than state mean. Teacher Judgments – Increase percentage of students with 12 months growth in Numeracy and Writing and reduce the percentage of students who do not demonstrate 12 months growth, with at least 25% high growth and no more than 25% low growth.
For all students to be confident, motivated and challenged.	POSITIVE CLIMATE FOR LEARNING Empowering students and building school pride	Increase student awareness and ownership of learning. Enhance student school experiences through leadership and student voice.	An increase in Attitudes to School Survey (from 2015) for Student Motivation (4.55), Learning Confidence (3.95), Teacher Effectiveness (4.32), Teacher Empathy (4.35) and Stimulating Learning (4.08) to at least match state mean by 2019. An increase in Parent Opinion Survey for Stimulating Learning (5.88), Learning Focus (5.94) and School Connectedness (6.13) to equal or be better than state mean by 2019.
To foster a cohesive school learning community where every student thrives and feels safe and connected.	POSITIVE CLIMATE FOR LEARNING Setting expectations and promoting inclusion	Develop and integrate a consistent whole school approach to wellbeing.	To improve Attitudes to School Survey from 2015. Student Moral (5.54), Peer Connectedness (4.08), School Connectedness (4.22), Classroom Behaviour (2.88), Student Safety (4.23), Teacher Empathy (4.35). For School Staff Survey to increase from 2015 – Parent and Community Involvement (72.86), Collective Responsibility (90.06). For Parent Opinion survey to increase from 2015 – Student Safety (5.26), Classroom Behaviour (4.48), Connectedness to Peers (6.09), and Social Skills (5.71).

