# School Strategic Plan
St Albans East Primary School  
2015 - 2018

## Endorsements

| Endorsement by School Principal | Signed: | Name: Anne-Maree Kliman  
Date: |
|--------------------------------|---------|--------------------------|
| Endorsement by School Council  | Signed: | Name: Walter Gatt  
Date: |
| Endorsement by the delegate of the Secretary | Signed: | Name: Matt Dunkley  
Date: 6/3/15 |
## School Profile

<table>
<thead>
<tr>
<th>Purpose</th>
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<tbody>
<tr>
<td>St Albans East Primary School aims to provide a rigorous curriculum in a safe, caring and engaging learning environment for all students. We are committed to supporting our students to reach their full potential and achieve their personal best. We will encourage a sense of self-worth and self-awareness to enable our students to contribute as confident, community minded lifelong learners.</td>
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<tr>
<th>Values</th>
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| Respect  
The community of St Albans East Primary School values respect of self and others. We believe in diversity by valuing differences. We foster respect for property and our environment, both at school and within our broader community. |
| Cooperation  
The community of St Albans East Primary School values relationships. We believe in teamwork and cooperation. We foster understanding, honesty and tolerance while demonstrating compassion and empathy for others. |
| Responsibility  
The community of St Albans East Primary School believes that we should strive to be responsible citizens who can make a positive contribution to our community. We believe in taking responsibility for our actions, resolving differences and developing resilience. |
| Learning  
St Albans East Primary School believes in a community of life-long learners. We strive for success and excellence. We believe that everyone has the potential to demonstrate leadership skills, building confidence in ourselves in a positive manner. |

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<tr>
<th>Environmental Context</th>
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<tbody>
<tr>
<td>St Albans East Primary School caters for a culturally diverse student population and is located in a well-established residential area of St Albans in the City of Brimbank. At the 2014 census, school enrolment was 383 students. The school currently comprises of 17 classes; the average number of students per class is 22 across the school. The school has a combination of straight and composite classrooms. It is anticipated that the school enrolment will now remain stable. The SFO (Student Family Occupation) is 0.85 and LBOTE 68.9%.</td>
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<tr>
<td>St Albans East Primary School staff comprises of 31.8 EFT teaching staff made up of Classroom Teachers, Teachers of the Deaf, 5 Leading Teachers (Literacy, Numeracy and eLearning), Principal and Assistant Principal. There are 10.25 EFT Education Support Staff comprising of Office Administration, Integration Aides and Auslan Interpreters. The school has the services of a Psychologist and Speech Therapist through the Region, but also employs an additional 1.2 Speech Therapist from within the school budget to support the Deaf students and the large number of students on the Language Support Program.</td>
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<tr>
<td>St Albans East Primary School hosts the Primary Deaf Facility in the Western Suburbs of Melbourne that caters for the specific learning needs of Deaf and Hard of Hearing children. There are currently 11 students enrolled. The current staffing profile</td>
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comprises of four Teachers of the Deaf (2.4 EFT) and two trained Auslan interpreters (1.0 EFT). To support our Deaf and Hard of 
Hearing students, we teach Auslan as the Language other than English.

The school offers a comprehensive curriculum program based on AusVELS and has been focusing on John Hattie’s Visible 
Learning and Jane Pollock’s GANAG lesson structure. In addition to this, we offer the following specialist programs – Visual and 
Performing Arts, Physical Education, ICT, Reading Recovery, LOTE (Auslan), Literacy Support (Reading Recovery, Bridges and 
Fountas & Pinnell Levelled Literacy Intervention) and English as an Additional Language. The school also offers Keyboard, Deaf 
Mentor Program, Life Skills, Seasons, Feeling is Thinking Program, Language Support Program, Interschool Sport, Excursion & 
Camping Program, PMP, P – 6 Swimming, Life Education, Vietnamese Dance Group, Library, Footsteps, Chess Club, Student 
Action Teams (SATs) and Choir.

We have a strong commitment to the teaching and learning of literacy and numeracy and this will remain a priority for the school. 
The school employs 4 full time Teaching and Learning Coaches and external Consultants through its student resource package 
and uses National Partnership Funding to further support and build teacher capacity in literacy and numeracy.
The school has a focus on:
- Building teacher capacity to ensure improved student learning in literacy and numeracy.
- Meeting the individual learning needs of all students through Individual Learning Plans.
- A growing focus on digital learning and increased access to digital devices.
- The range of social development programs that complement the formal curriculum.
- Innovative approaches to enhance curriculum.
- Community support for children and parents.

The school was comprised of three main teaching blocks built in 1956, a separate art room and separate hall. The recent Building 
the Educational Revolution allowed the school to demolish one of the teaching blocks and build a modern, up-to-date 
open-planned learning environment consisting of a new Library/Multimedia area and six new classrooms. The design supports 
the understanding of how space best facilitates teaching and learning. This is very exciting for the school community. A significant 
amount of school resources, as well as Investing in Our Schools funding, have allowed the school to upgrade its ground surfaces. 
The school now comprises of an established synthetic oval, two basketball courts, volleyball court and a junior play area.

**Service Standards**

We will adhere to our school values by:

**Respect:** Collaborating and listening to feedback to do things in new and better ways to meet the needs of our community

**Responsibility:** Taking responsibility for our actions and placing the wider school community at the centre of our decision making

**Learning:** Providing a learning culture where there is a high expectation for all students that caters for individual learning needs

**Cooperation:** Providing a welcoming environment where all members of the school community are encouraged to participate in a 
wide range of school and community events
## Strategic Direction

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<tr>
<th>Goals</th>
<th>Targets</th>
<th>Key Improvement Strategies</th>
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| All Students demonstrate improved learning growth and learning outcomes across all domains with a particular focus on English and Mathematics. | AusVels Teacher Judgements  
100% of students demonstrate 12 months growth in their learning in English and Mathematics.  
100% of students on Individual Learning Plans achieve their individual goals  
NAPLAN - Using SREAMS  
Year 3 Reading: Reduce the % of students in the lower 3 band from 64% (2014) to 35% (2018)  
Year 5 Reading: Reduce the % of students in the lower 3 band from 55% (2014) to 25% (2018) | Build teacher capacity to identify and teach to each student's point of learning.  
Embed a whole school approach to the use of data and evidence.  
Redefine, apply and embed a consistent methodology for planning across all areas and in particular English and Mathematics. |
| All students to have a strong sense of belonging and connectedness to the school and their peers and are actively involved in their learning. | Attendance  
Reduce the number of absences for the students in years Prep and Year 1 from 18.5 days (2014) to 14 days (2018).  
Eliminate unexplained absenteeism across the school by 2018  
Attitudes to School  
School connectedness to improve from 4.39 (2014) to be greater than 4.5 (2018) | Provide a stimulating learning environment and implement programs that enable students, parents and staff to feel connected to the school and wider community.  
Create opportunities within the school community for student and parent voice.  
Create and implement processes to decrease the unexplained and parent choice absences across all year levels, in particular Prep and Year 1. |
| Wellbeing | To provide an inclusive, stimulating, safe and orderly learning environment. | **Parent Opinion Survey**  
Student Safety improves from 4.86 (2014) to be greater than or equal to 5.5 (2018)  
Classroom Behaviour improves from 3.21 (2014) to be greater than or equal to 3.4 (2018) | Build a community where everyone is empowered to help reduce the incidence of bullying and cyber bullying. Develop and implement an agreed upon and documented guidelines for acceptable student behaviour at school. Build the capacity of students to be resilient, socially responsible and respectful in all their relationships. |
|----------|---------------------------------------------------------------------------------|---------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| Productivity | To increase the capacity of the whole school community to function as a strategic organisation. | **Parent Opinion Survey**  
Parent Opinion dimension 'Parent input' improves from 4.86 (2014) to be greater than or equal to 5.5 (2018)  
**Staff Opinion Survey**  
Staff opinion dimension 'Parent and Community Involvement' improves from 53% (2014) to be greater than or equal to 75% (2018). | Build a whole school culture that seeks to inform, invites participation and embraces feedback from the whole school community. |
**School Strategic Plan 2015 - 2018: Indicative Planner**

<table>
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<tr>
<th>Key Improvement Strategies</th>
<th>Actions</th>
<th>Achievement Milestones</th>
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<tr>
<td><strong>Achievement</strong></td>
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<tr>
<td><strong>2015</strong></td>
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<tr>
<td>- Redefine the coaching model which encourages teacher accountability.</td>
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<td>- Teaching teams develop term planners with scaffolded support from the school based coaches.</td>
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<tr>
<td>- Continue English and Numeracy school based coaching program.</td>
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<td>- common practices in English and Mathematics are visible across all classrooms</td>
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<td>- Establish an agreed set of protocols to govern peer observation based on consistency of application and trust.</td>
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<td>- Peer observation protocols are developed.</td>
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<td>- Review school planning documents to ensure great clarity and consistency across all learning areas.</td>
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<td>- All teachers have participated in a peer observation.</td>
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<td>- Develop shared expectations about moderation within and across Year Level teams</td>
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<td>- New planning documents are being trialed.</td>
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<tr>
<td>- Build greater understanding of AusVels in all domains.</td>
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<td>- Documented expectations of the school’s approach to moderation has been developed</td>
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<td>- Continue to involve teachers in GANAG professional learning.</td>
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<td>- Scope and Sequence documents developed for all specialist areas (PE, ICT, The Arts) that reflects AusVels/Australian Curriculum.</td>
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<td>- Establish a GANAG professional learning team and develop a whole school plan for implementation of GANAG</td>
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<td>- Teachers using AusVels to Go to plan and assess learning in English, Mathematics, History and Science.</td>
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<td>- Review and refine the schools of SPA as an academic mapping tool and build teacher understanding of how to use it effectively.</td>
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<td>- Train an additional 8 teachers in Jane Pollack - GANAG professional learning.</td>
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<td>- Continue allocated Professional Learning Team for all teaching teams.</td>
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<td>- A whole school plan has been established for GANAG</td>
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<td>- Professional Learning Team and unit team meetings focus on effective English and Mathematics instructional practices and using multiple sources of data to influence planning and differentiate teaching and learning programs.</td>
<td></td>
<td>- Teachers are regularly using SPA to monitor their students academic progress.</td>
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<tr>
<td><strong>2016</strong></td>
<td></td>
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<tr>
<td>- Continue English and Numeracy school based coaching program.</td>
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<td>- PLT time allocated in school timetable</td>
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<td></td>
<td>- Professional Learning teams meet regularly with evidence of triangulation of data, tracking students growth that is evident in team planning documents.</td>
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<td>- Teacher’s weekly planning reflects the differentiated needs of their students.</td>
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<td></td>
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<td>- Teaching teams develop term planners with scaffolded support from the school based coaches.</td>
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</table>
| 2017 | All teachers are involved in at least 1 peer observation per term  
Implement school planning documents to ensure great clarity and consistency across all learning areas.  
Continue to build greater understanding of AusVels in all domains.  
Continue to involve teachers in GANAG professional learning.  
Implement the whole school plan for GANAG  
Continue using SPA as a mapping tool.  
Continue allocated Professional Learning Team for all teaching teams.  
Professional Learning Team and unit team meetings focus on effective English and Mathematics instructional practices and using multiple sources of data to influence planning and differentiate teaching and learning programs. | All teachers are involved in at least 1 peer observation per term  
common practices in English and Mathematics are visible across all classrooms  
All teachers participate in at least 1 peer observation per term.  
New planning documents are refined and embedded.  
redeveloped Planning documents for specialist teaching areas.  
Teachers using AusVels to Go to plan and assess learning in English, Mathematics, History and Science.  
Second year of the whole school plan has been implemented for GANAG  
Teachers are regularly using SPA to monitor their students academic progress.  
PLT time allocated in school timetable  
Professional Learning teams meet regularly with evidence of triangulation of data, tracking students growth that is evident in team planning documents.  
Teacher’s weekly planning reflects the differentiated needs of their students. |
### Engagement

#### 2018
- All teachers are involved in at least 1 peer observation per term.
- Review Peer Observation protocols.
- Review expectations about moderation within and across Year Level teams.
- Review school planning documents to ensure great clarity and consistency across all learning areas.
- Review the whole school plan for GANAG.
- Continue using SPA as a mapping tool.
- Continue allocated Professional Learning Team for all teaching teams.
- Professional Learning Team and unit team meetings focus on effective English and Mathematics instructional practices and using multiple sources of data to influence planning and differentiate teaching and learning programs.

#### 2015
- Continued implementation of the Getting Started Program.
- Develop a staff and student Engagement teams to meet termly and discuss current data trends, opinion, concerns and priorities to formulate an action plan.
- Key teachers/leaders visit St Albans Secondary College to explore and discuss with key staff how they engage their parent community, investigate electronic portal to implement.
- Engagement team to develop a family induction for all new families and students, inductions to occur within 2 weeks of the students starting.
- Continue staff development & training on GANAG to develop stimulating and engaging curriculum.

### Teacher's weekly planning reflects the differentiated needs of their students.

- A review of peer observation and recommendations has been completed.
- All school documents reflect AusVels and are implemented.
- GANAG is embedded in all teachers learning and teaching programs.
- SPA is used by all teachers to map student achievement.
- The school climate survey demonstrates positive growth in the areas of Collective Efficacy, Collective responsibility, Academic emphasis, Guaranteed and viable curriculum and Teacher Collaboration.

- Getting Started Program implemented the first 3 weeks of the start of the year and first week of every other term. Teams reflect and evaluate program at team meetings.
- Engagement teams established and meet termly.
- Visit to St Albans Secondary college from members of leadership/engagement team and proposal developed.
- Family induction document developed and inductions completed as needed.
- Professional development for staff members on GANAG. Key driver to hold termly meetings for staff to build teacher practice.
- Parent Morning teas attendance.
- Attendance policy submitted to school council with modified actions for staff to follow up on.
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<th>2016</th>
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<tr>
<td>Contact Keilor Views Primary School, discuss the implementation of</td>
<td>Engagement team develop effective learners document.</td>
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<td>the implementation of the effective learners document. If relevant</td>
<td>Victoria University to complete research project and parent</td>
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<td>develop a similar document around key values important to SAEPS.</td>
<td>engagement.</td>
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<tr>
<td>Investigate the possibility to engage Victoria University to</td>
<td>Peer observations with constructive feedback given to</td>
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<tr>
<td>coordinate a research project on parent engagement in the school</td>
<td>individual teachers in regards to student engagement.</td>
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<tr>
<td>community.</td>
<td>Web based portal implemented and used for parent</td>
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<tr>
<td>Focus on student engagement and classroom management during staff/</td>
<td>engagement and communication.</td>
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<td>team meetings, peer observations focusing on engagement.</td>
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<td>Develop protocols in regards to peer observations for staff to</td>
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<td>complete regular observations to increase individual teacher</td>
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<td>capacity, with a focus on engaging students.</td>
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<td>Implement electronic/web based portal to engage parent community.</td>
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<th>2017</th>
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<tr>
<td>Review transition programs from Kinder to Prep. in between year</td>
<td>Networks developed between key members of the community.</td>
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<td>levels and 6 to 7. Priorities areas for improvement.</td>
<td>Implement key activities to reward for attendance.</td>
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<td>Explore attendance data and develop key activities at the end of</td>
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<td>each term to reward attendance.</td>
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<td>Engagement team to explore the connection between teaching and</td>
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<td>learning and student connectedness. Focus to also be around the</td>
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<tr>
<td>students perception on teacher empathy.</td>
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<tr>
<td>Year</td>
<td>Initiative</td>
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| 2015 | - Develop a staff and student Wellbeing teams to meet termly to discuss current data, concerns and priorities to formulate actions needed.  
      - Investigate and develop a parent action group to meet termly to discuss and identify areas of social skills that are of concern in previous staff opinion data.  
      - Ensure the school values underpin the way we relate, behave and work within the school environment.  
      - Investigate, Develop and implement cross age clubs to increase school connectedness and connectedness with peers.  
      - Implement Peer Mediation, train 5/6 students to participate in Peer Mediation at recess and lunchtimes. | - Wellbeing teams established and meet termly.  
      - Parent action groups developed and meet once a term.  
      - Teachers to use key values vocabulary in everyday practice.  
      - Cross age clubs program investigated and implemented.  
      - Students to complete peer mediation training and implement at recess and lunchtimes. |
| 2016 | - Whole school professional development for staff that focuses on social and emotional wellbeing of children, including strategies to improve student safety.  
      - Implement a house colours system to promote positive behaviour with the school.  
      - Construct and Implement a Buddy Bus Stop for those students having difficulty in establishing friendships.  
      - Implement a letter box system to report bullying in the school.  
      - Social Skills to be incorporated into the Getting Started Program. | - Teachers engaged in professional learning based around classroom management and engagement.  
      - Buddy bus stop introduced in the yard.  
      - New reporting system for children to anonymously report bullying within the school. |
|      | - Engagement teams to develop strategies for increase student input in decision making.  
      - Review and evaluate peer observation process and new learnings.  
      - Review whole school behaviour management procedure.  
      - Evaluation of initiatives implemented. | - Whole school behaviour management procedure redeveloped.  
      - Teachers to be participating in peer observations once a fortnight. |
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<thead>
<tr>
<th>Year</th>
<th>Activities</th>
<th>Notes</th>
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| 2017 | • Investigate activities for lunchtimes so students are engaged in safe play and purposeful activities.                                       | • Student Leadership Group developed in the area of Student Wellbeing and attend leadership seminar.  
|      | • Student Leadership Group developed in the area of Student Wellbeing and attend leadership seminar.                                       | • Student leadership group developed and engaged in educational activities around leadership.  
|      | • Evaluate and explore alternative school values and behaviour management procedure if needed with the school community.                | • Whole school behaviour management procedure and values modified and staff understand and use this.  
|      | • Develop school based survey. This is to have the option of students explaining their reasons as to why they have given a particular score on the Attitudes to School Survey. | • Data derived from survey of 3-6 students and used for future planning and prioritising.  
|      | • Student Welfare Worker to run specific groups focusing on Social Skills.                                                                    | • Social Skills groups developed and implemented.  
| 2018 | • Investigate other schools in the area that implement a house colours system to promote positive behaviour and encourage student safety.     | • Staff use house colour system to reward positive behaviour.  
|      | • Evaluation and review of initiatives/priorities implemented.                                                                               |                                                                                               |
|      | **Productivity**                                                                                                                             |                                                                                               |
| 2015 | • Develop a School Community action plan identifying actions that the school can take to involve families and caregivers in Education, Involvement and Communication dimensions of our school. | • Three Year Action Plan developed  
|      | • Define the functions of School Captains, Students Action Teams and Junior School Council.                                                   | • Role and responsibility descriptions developed for school captains, Student Action Teams and Junior School Council  
|      | • Investigate a variety of communication tools e.g. social media, family workshops, school website, Parent Portal.                          | • Preferred communication tool decided.                                                        
|      | • Collaborate with parents to develop school-family partnerships.                                                                            | • Evidence of parent/caregiver participation in school forums and decision making processes.  
|      | • Review school information pack.                                                                                                            | • New information packs developed.                                                            |
| 2016 | • Implement a School Community action plan                                                                                                   | • Implementation of Action Plan                                                               |

**Notes:**
- **Student Leadership Group:** This group is tasked with developing strategies to improve student well-being and engagement.
- **Whole School Behaviour Management:** This involves modifying school-wide procedures to ensure students understand and follow them.
- **Social Skills Groups:** These groups focus on developing social skills among students.
- **House Colours System:** A system where each house is assigned a unique colour to promote positive behaviour and student safety.
- **Productivity:** This section outlines initiatives to enhance the school's productivity.
- **Communication Tools:** Includes various methods such as social media, family workshops, school website, and Parent Portal.
- **School-Community Action Plan:** A plan that outlines specific actions to involve families and caregivers in the school's education and involvement processes.
- **Three Year Action Plan:** A comprehensive plan for the school's development over three years.
<table>
<thead>
<tr>
<th>Year</th>
<th>Action Plan</th>
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| 2017  | - Implement the second year of the School Community action plan.  
       - Full implementation of the decided communication tools  
       - Continue to collaborate with parents to develop school-family partnerships.                                      |
|       | - Implementation of Action Plan  
       - Preferred communication tool implemented.  
       - Evidence of parent/caregiver participation in school forums and decision making processes.                   |
| 2018  | - Review School Community action plan.  
       - Review the usage of the determined communication tool.  
       - Continue to collaborate with parents to develop school-family partnerships.                                       |
|       | - Review of Action Plan  
       - Review of preferred communication tool implemented.  
       - Evidence of parent/caregiver participation in school forums and decision making processes.  
       - Positive results in Parent Opinion Survey in the areas of Parent Input.                                       |