

School Strategic Plan 2022-2026

St Albans East Primary School (4741)



Submitted for review by Paul Busuttil (School Principal) on 26 July, 2022 at 11:53 AM

Endorsed by Anne Fox (Senior Education Improvement Leader) on 26 July, 2022 at 05:31 PM

Endorsed by Tammy Chamberlain (School Council President) on 16 August, 2022 at 01:44 PM

School Strategic Plan - 2022-2026

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School vision	We are committed to providing a safe, inclusive and engaging learning environment that nurtures personal and academic excellence as community-minded life long learners.
School values	<p>Our school values are integral part to our School Wide Positive Behaviour Approach and all teaching and learning programs at St Albans East Primary School:</p> <ul style="list-style-type: none"> · 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 are high expectations 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.
Context challenges	<p>Throughout the cycle of the next strategic plan, it is imperative we are mindful and response to key challenges that may present themselves. These include:</p> <ul style="list-style-type: none"> • Maintaining Focus – There has been significant investment in building staff capacity in reading and developing consistent practises throughout the school. As we embrace our new strategic direction with particular emphasis on writing and mathematics it is essential that we ensure that we build upon and maintain practises already embedded across the school. • Attendance: Student attendance at school continues to be a priority. Student mobility continues to be very high and recognise the impact students not attending school has on learning. It is essential to maintain sound working partnerships with agencies, families and students.
Intent, rationale and focus	A whole school approach to professional learning continues to be key in developing consistent and improved practices across the school, using evidence-based teaching and learning approaches in the implementation of the PLC initiative. The revisiting of curriculum documentation and scope and sequences to support teachers to differentiate and scaffold learning in writing and numeracy will be a focus. This is couple with our work in reading and Response to Intervention. The school will continue to strengthen structures to track the learning growth of all students particularly through the PLC approach, to effectively intervene and

	<p>respond to students requiring additional support and strategies for differentiation. Student goal setting and use of feedback practices across the whole school will continued to be refined in reading, writing and mathematics, ensuring individual goals are co-constructed, personalised and challenging for all students.</p> <p>School Wide Positive Behaviour Support and wellbeing strategies will continue to be a priority. The school aims to further explore opportunities for student leadership, and students to have input into school improvement and activities.</p>
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Goal 1	Maximise student learning outcomes and growth for every student in literacy and numeracy
Target 1.1	<p>By 2026 increase the percentage of students in Years 3 and 5 achieving in the top 2 NAPLAN bands for the domains of:</p> <p>Year 3</p> <ul style="list-style-type: none">• Reading from 29 per cent (2021) to 45 per cent• Writing from 40 per cent (2021) to 50 per cent• Numeracy from 18 per cent (2021) to 30 per cent <p>Year 5</p> <ul style="list-style-type: none">• Reading from 28 per cent (2021) to 40 per cent• Writing from 19 per cent (2021) to 25 per cent• Numeracy from 19 per cent (2021) to 25 per cent
Target 1.2	<p>By 2026 increase the percentage of Year 5 students assessed above' benchmark growth in NAPLAN:</p> <ul style="list-style-type: none">• Reading from 17 per cent (2021) to 27 per cent• Writing from 24 per cent (2021) to 30 per cent• Numeracy from 17 per cent (2021) to 25 per cent

Target 1.3	<p>By 2026, the percentage of Year F-6 students assessed as being at or above age expected level on Victorian Curriculum Levels F-10 will increase in:</p> <p>English</p> <ul style="list-style-type: none"> • Reading from 76 per cent in 2021 to 80 per cent • Speaking and Listening from 73 per cent in 2021 to 85 per cent • Writing from 63 per cent in 2021 to 75 per cent <p>Mathematics</p> <ul style="list-style-type: none"> • Number and Algebra from 71 per cent in 2021 to 80 per cent • Measurement and Geometry 70 per cent in 2021 to 80 per cent • Statistics and Probability 74 per cent in 2021 to 80 per cent
Target 1.4	<p>By 2026, improve the percentage of positive endorsement on SSS teaching & learning -practice improvement module for the components of:</p> <ul style="list-style-type: none"> • Believe peer feedback improves practice from 63 per cent (2021) to 75 per cent • Professional learning through peer observation from 26 per cent (2021) to 70 per cent • Seek feedback to improve practice from 56 per cent (2021) to 75 per cent
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Deepen the capacity of all teaching staff to embed pedagogy and evidence-based practice

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	Deepen and embed teacher capacity to use data to inform teaching, learning and assessment at the student's point of need
Goal 2	To improve connections between wellbeing and student agency in learning
Target 2.1	<p>By 2026 increase the percentage of positive endorsement on the Year 4-6 Student Attitudes to School Survey (AToSS) for the factors of:</p> <ul style="list-style-type: none"> • Student voice and agency from 66 per cent (2021) to 75 per cent • Sense of confidence from 73 per cent (2021) to 80 per cent • Respect for Diversity from 76 per cent (2021) to 85 per cent • Teacher Concern from 76 per cent (2021) to 80 per cent • Sense of connectedness from 83 per cent (2021) to 85 per cent
Target 2.2	<p>By 2026, improve the percentage of positive endorsement on SSS teaching & learning modules for the components of:</p> <ul style="list-style-type: none"> • Use student feedback to improve practice from 56 per cent (2021) to 75 per cent) • Promote student ownership of learning from 74 per cent (2021) to 85 per cent)
Target 2.3	By 2025 reduce the percentage of students with 20 or more absent days from 21 per cent (2021) to 18 per cent

<p>Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Develop a consistent whole school understanding and approach to student agency in learning</p>
<p>Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Strengthen and embed processes for supporting students' resilience and wellbeing</p>