

Aberfeldie Primary School Strategic Plan 2017-2020

Endorsement	
Principal	Brett Millott
School council	Peter Wood
Delegate of the Secretary	Mona Malouf

School vision	School values	Context and challenges	Intent, rationale and focus
<p>Current School Vision</p> <p>Our School aims to be a supportive active and inclusive community that works collaboratively to create a learning environment that enables every student to reach their potential. Our staff are innovative, caring and united in their desire to inspire students to be positive global citizens who achieve high quality outcomes. The school of choice in the local area</p>	<p>Current School Values</p> <ul style="list-style-type: none"> • Respect for self and others • Being Courteous polite and well mannered • Showing tolerance for differences • High quality work • Demonstrating Care for Our Environment 	<p>Aberfeldie Primary School, located in a residential area in Melbourne's North Western suburbs, can trace its roots of providing education to the local community back to 1925. A new building program will provide the school with more contemporary flexible learning spaces. The school is located in an area with a heavy concentration of education providers across independent catholic and government school sectors. The February 2016 enrolment of 354 students had a Student Family Occupation (SFO) Index of 0.2903. We will seek to provide a learning program that is as relevant and challenging to each student as possible. This is dependent on our capacity to continue to build a safe and engaging learning environment linked to our vision and purpose.</p>	<p>The challenges for the school over the course of the next Strategic Plan will be to extend capable students so that the percentages of students excelling in core subject areas are at or above those of Like School Groups. To do this we have identified improved teaching capacity to plan for the needs of the individual, and the enhancing opportunities for students to engage in their own learning as paramount. We also intend to redefine our vision and values to better reflect the schools current situation. Our Engagement and Well Being strategies will align with this more contemporary iteration. These actions should bring about a highly aligned Engagement and Well Being program.</p>

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)
<p>Achievement To ensure that more students excel in English and Mathematics.</p> <p>To develop strong student critical and creative systems thinking skills</p>	<p>Building Practice Excellence</p> <p>Curriculum Planning and Assessment</p>	<p>Key Improvement Strategy</p> <ul style="list-style-type: none"> • Embed the school's differentiated es instructional model, designed to move each student to the next point on the appropriate learning continuum, and incorporating effective evidence-based instructional practices that work, in every classroom. • Build a guaranteed and viable curriculum for Numeracy and Literacy learning domains. • Provide Professional Learning on high leverage evidence based practices (meta-cognition, collaborative learning, feedback, self-organised learning) • Build on and improve the Professional Learning Community Model to inform action and differentiate teaching and learning based on student need • Build the consistent instructional practice in Literacy and Numeracy of every teacher. Continue development of Writing pedagogy 	<p>All Prep to Year 6 deemed capable students to make at least one Victorian Curriculum level progress every year in English and Mathematics (as measured by teacher judgement and school assessments).</p> <p>The proportion of Year 3 students achieving at NAPLAN Bands 5&6 for Reading, Writing and Numeracy at or above 90%.</p> <p>The proportion of Year 3 students achieving at NAPLAN Bands 5&6 for Reading, Writing and Numeracy increase from 50% to at or above 80%</p> <p>The proportion of Year 5 students achieving at NAPLAN Bands 5&6 for Reading, Writing and Numeracy increase from 30% to 60%</p> <p>Students achieving high growth on NAPLAN matched Cohort Improvement above 25% <u>and</u> students achieving low growth below 25%</p> <p>Students achieve at or above LSG in Creative and Critical Thinking using VCAA tools being developed in 2016</p>
<p>Engagement: To develop engaged, connected and empowered students who make positive contributions to the development of the whole school community.</p>	<p>Empowering Students and Building School Pride</p>	<p>Key Improvement Strategy Ensure students have an active role articulated in the Aberfeldie Primary School teaching and learning model. Initial SSP emphasis on promoting student feedback</p> <p>Key Improvement Strategy Empower students through approaches that give students a greater voice in decisions that affect their school experience.</p>	<p>To increase the student Attitudes to School Survey School Connectedness measure mean score to be at or above the state median score.</p> <p>School Connectedness</p> <p>Learning Confidence</p> <p>Stimulating Learning</p>



		Continue with JSC and other leadership roles Extend student decision-making into the development and sustainability of the school physical environment. Use the FISO continuum to develop further actions.	Student Motivation Teacher Effectiveness Teacher Empathy
Goals Well Being To develop resilient students who display behaviours and attitudes that reflects the new school values.	Setting Expectations and Promoting Inclusion	Key Improvement Strategy Embed the whole school approach to developing resilient students based on school values. Initial SSP emphasis on consistent implementation of the Student Engagement and Wellbeing policy Complete components 3 and 4 of the Kids Matter framework Incorporate the Bounce Back in to the whole school scope and sequence.	To achieve Student Relationships and Wellbeing factor mean scores at levels at similar to or better than the state median scores. Classroom Behaviour Connectedness to Peers Student Safety
Goal Productivity To effectively allocate and use resources to the best effect to support the successful implementation of the SSP		Key Improvement Strategy Build and improve on existing staff feedback protocols to ensure accountability in achieving Strategic Plan outcomes. School Structure and organisational architecture supports teacher collaboration Maintain Financial Controls to ensure SSP improvement strategies can be implemented.	Targets There is a clear line of sight from individual Performance Plans to Strategic Plans outcomes. Performance Plan evidence is linked directly to observational rounds Evidence of purposeful, structured and directed meeting times for staff to collaboratively plan and evaluate Maintain a surplus position for the Credit Line of the SRP, and a Cash Reserve equivalent to at least two Quarterly grants

