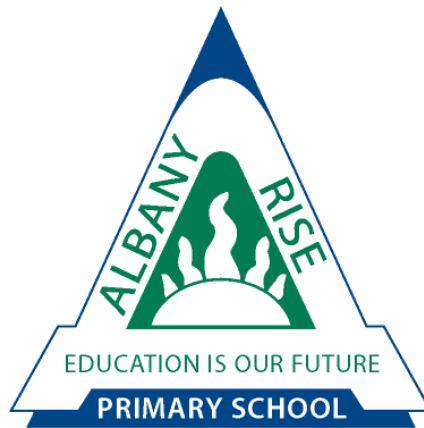


School Strategic Plan for Albany Rise PS North-East Region 2014 - 2017



Endorsement by School Principal	Signed..... Name..... Date.....
Endorsement by School Council	Signed..... Name..... Date..... School Council President signs indicating that the School Strategic Plan has been endorsed by School Council
The <i>Education Training and Reform Act 2006</i> section 2.3.24 states schools must have a system of governance that enables a school to develop a strategic direction. The school council president therefore must sign the plan.	

School Profile

Purpose – including vision statement

VRQA minimum standard for School Governance – Philosophy

Education Training and Reform Act 2006 - Sch. 2, 16 School's philosophy

Mission

Our mission at Albany Rise Primary School is to develop students who value learning throughout their lives, strive to achieve and are literate and numerate. We aim to produce confident and empathetic students who are global citizens equipped to succeed in the 21st century.

Vision

We succeed when our students are:

- Always seeking to understand and respect the views, values and cultures of others
- Literate and numerate; read with comprehension, write clearly, compute accurately
- Responsible, organised, cooperative and independent
- Respectful of others and demonstrate empathy to others
- Able to learn and adapt to change and new technologies
- Resilient and persistent life-long learners
- Able to recognise and understand their impact on their community and environment
- Critical thinkers, problem solvers and willing to have a go
- Inclusive of everyone
- Self-motivated to be lifelong learners
- Displaying a positive self-image.

We place great emphasis on providing a caring and supportive environment for students, staff and parents by:

- Encouraging students to reach their individual potential by recognising and rewarding achievement and effort;
- Providing opportunities for students to develop qualities and life skills such as responsibility, independence, communication, inquiry, problem solving and creativity;
- Ensuring the environment is conducive to students' cooperation and to develop a shared vision for the responsibility of behaviour, learning and health;
- Preparing students for the next stage of learning;
- Providing student wellbeing, focusing on the 'Bounce Back' program and 'Restorative Practices';
- Fostering effective communication and strong partnership within the school community;
- Encouraging consensus decision making;
- Providing equal opportunity for all members of the school community;
- Providing Professional Development to meet the needs of staff, parents and community member;
- Celebrating our successes.

<p>Values</p>	<p>The 3 'R's' at Albany Rise:</p> <p><u>Respect</u></p> <p>Means: Treating ourselves, others, property and the environment with care and consideration.</p> <p><u>Responsibility</u></p> <p>Means: Thinking about the right choices to make and doing the right thing even if my friends don't do it.</p> <p><u>Resilience</u></p> <p>Means: The ability to become strong and healthy and successful after something bad happens (Bounce Back).</p>
<p>Environmental Context</p>	<p>Albany Rise Primary School was originally opened as Northvale Primary School in 1972. A school merger occurred in 1994 and a second merger occurred at the end of the 1996 school year, thus the change of name to Albany Rise Primary School. Following the mergers an extensive refurbishment and new buildings program commenced mid 1997 with construction completed in May 1999. The current staff is representative of this historical timeline.</p> <p>Albany Rise Primary School is located in the south eastern suburb of Melbourne, Mulgrave in the City of Monash and is situated in a residential area abounded by Wellington, Police and Springvale Roads. It is the only state primary school in an area that originally supported 4 state primary schools. A catholic primary school operates in the near vicinity.</p> <p>The school enrolment over the 2009 – 2013 period has slowly declined from 330 in 2009 to 313 in 2013. The Student Family Occupation (SFO) density has ranged from 0.51 in 2009 to 0.54 in 2012 and then returning to 0.51 in 2013. This trend indicates that the socio economic position of families at the school is improving from low to low to medium. This shift resulted in the school receiving no additional SFO equity funds in 2013.</p> <p>The school is central to the local pre-schools of Mulgrave Park and Wellington Pre Schools. The school is a member of the Monash/ Waverley network of schools in the North-Eastern Victoria Region.</p>

Strategic Intent

*The Education Training and Reform Act 2006 section 2.3.24, states schools must produce a 4 year strategic plan that clearly articulates its **goals** and **targets** over that period.*

	Goals	Targets	Key Improvement Strategies																																		
Achievement	To improve student learning outcomes across the whole curriculum, particularly in Literacy and Numeracy, optimising outcomes for all students across all ability levels.	Matched cohort data to show 10% increase in students in top two bands: in all areas of NAPLAN.	<ul style="list-style-type: none"> Enhance teacher practice through the development of an agreed, school-wide instructional model which is consistently implemented. This instructional model is characterised by high expectations for all students; ensures that learning intentions are explicit and utilised for all learning opportunities; provides 																																		
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No students at or below the national minimum standards in all areas of NAPLAN.																																					

To raise the % of students achieving A or B by 10% whilst lowering the percentage of students achieving D or E.

2013	Read		Writ		S&L		Num& Alg.		Meas. & Geo.	
	AB	DE	AB	DE	AB	DE	AB	DE	AB	DE
Prep	15.6	0	6.3	3.1	0	0	0	0	0	0
Yr 1	47.2	5.6	25.0	13.9	13.9	5.6	23.3	9.3	11.7	7.0
Yr 2	42.4	3.0	18.2	9.1	12.1	6.1	20.5	4.6	15.9	0
Yr 3	26.7	10.0	20.0	13.3	3.3	3.3	35.3	8.8	17.7	2.9
Yr 4	40.0	7.5	25.6	15.4	18.0	0	30.5	13.0	32.6	6.5
Yr 5	25.7	9.5	14.3	22.7	14.3	9.5	20.9	26.6	23.3	18.6
Yr 6	47.7	11.9	21.4	14.3	4.8	2.3	47.6	28.6	33.3	16.7

2017	Read		Writ		S&L		Num & Alg.		Meas. & Geo.	
	AB	DE	AB	DE	AB	DE	AB	DE	AB	DE
Prep	17.2	0.0	6.9	2.8	10.0	0.0	10.0	0.0	10.0	0.0
Yr 1	51.9	5.0	27.5	12.5	15.3	5.0	25.6	8.4	12.9	6.3
Yr 2	46.6	2.7	20.0	8.2	13.3	5.5	22.6	4.1	17.5	0.0
Yr 3	29.37	9	22	11.97	3.63	2.97	38.83	7.92	19.47	2.61
Yr 4	17.2	0.0	6.9	2.8	10.0	0.0	10.0	0.0	10.0	0.0
Yr 5	51.9	5.0	27.5	12.5	15.3	5.0	25.6	8.4	12.9	6.3
Yr 6	46.6	2.7	20.0	8.2	13.3	5.5	22.6	4.1	17.5	0.0

purposeful teaching and differentiated curriculum to better cater for individual learning needs.

- Embed a rigorous system of data collection and analysis where evidence is used to monitor and track improvements and progress for individual students and cohorts of students.
- Strengthen whole school performance and learning culture. This culture to be characterised by high levels of collective efficacy, optimism, high expectations and success.

Engagement

To achieve a stimulating learning environment where students have a belief in their capacity to learn, demonstrating high levels of learning confidence and are motivated to achieve their 'personal best'.

To increase the Year 5 and 6 Attitudes to School Survey data in the area of stimulating learning environment and learning confidence to 4.20.

Attitudes to School Survey	Stimulating Learning
2013	4.04
2017	4.20

To maintain the Year 5 and Year 6 stimulating learning and student motivation variables in the 4th quartile of the Parent Opinion Survey.

- Develop a map of teaching and learning strategies that cognitively engage students (good learning behaviours), ensuring that these good learning behaviours are practised across the whole school.
- Enhance the capacity of teachers to increase student engagement and participation in learning.
- Plan for more personalised learning with higher levels of student decision making and responsibility for learning

			<p>characterising this learning.</p> <ul style="list-style-type: none"> Involve students consistently across all year levels in establishing meaningful learning goals, reflective practices, self-assessment and peer assessment. 									
<p>Wellbeing</p>	<p>To achieve a well understood, whole school approach where students take charge of their behaviour and learning and build connectedness to their peers and the school.</p>	<p>To ensure that peer connectedness and school connectedness in the Attitudes to School Survey to be at or above the state.</p> <table border="1" data-bbox="759 911 1435 1193"> <thead> <tr> <th>Attitudes to School Survey</th> <th>Connectedness to Peers</th> <th>School Connectedness</th> </tr> </thead> <tbody> <tr> <td>ARPS 2013</td> <td>4.33</td> <td>4.47</td> </tr> <tr> <td>State</td> <td>4.31</td> <td>4.38</td> </tr> </tbody> </table>	Attitudes to School Survey	Connectedness to Peers	School Connectedness	ARPS 2013	4.33	4.47	State	4.31	4.38	<ul style="list-style-type: none"> Develop and implement a whole school approach to a social and emotional curriculum which promotes positive feelings of wellbeing, resilience and connectedness. Continue the ongoing
Attitudes to School Survey	Connectedness to Peers	School Connectedness										
ARPS 2013	4.33	4.47										
State	4.31	4.38										

		<p>To increase the Year 5 and 6 Attitudes to School variable of Classroom Behaviour from 2.23 (2013) to 3.3.</p> <p>To increase the classroom behaviour variable to the 4th quartile in the Parent Opinion Survey.</p> <p>To increase the student safety variable of the Attitudes to School Survey to at or above the state.</p>	<p>development of the school as a vibrant learning community involving strong partnerships between the school, students, parents and the broader community.</p>
<p>Productivity</p>	<p>To provide an allocation of resources (human, financial, time, space, materials) that targets the maximum improvement in student outcomes (achievement, engagement and wellbeing).</p>	<p>An increase in student engagement with their learning through the integration of ICT in the curriculum by 2017 evidenced by school based survey results.</p>	<ul style="list-style-type: none"> • Reflect critically upon the effectiveness of resource allocations in relation to improved student outcomes.

School Strategic Plan 2014- 2017: Indicative Planner

Key Improvement Strategies (KIS across the 4 outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
<p>Achievement</p> <ul style="list-style-type: none"> Enhance teacher practice through the development of an agreed, school-wide instructional model which is consistently implemented. This instructional model is characterised by high expectations for all students; ensures that learning intentions are explicit and utilised for all learning opportunities; provides purposeful teaching and differentiated curriculum to better cater for individual learning needs. Embed a rigorous system of data collection and analysis where evidence is used to monitor and track improvements and progress for individual students and cohorts of students. Strengthen whole school performance and learning culture. This culture to be characterised by high levels of collective efficacy, optimism, high expectations and success. 	Year 1	<ul style="list-style-type: none"> Develop an agreed instructional model. Implement a focused, whole school approach to the use of learning intentions and success criteria in classrooms and when planning. Provide professional learning for all teachers in relation to pedagogy with a focus on explicit teaching and differentiation. Provide professional learning in relation to the development of oral language. Approaches to reading comprehension across the school are documented. Develop a whole school approach to classroom timetables and curriculum management. 	<ul style="list-style-type: none"> By the end of term 3 all teachers will utilise the agreed instructional model for planning and implementing teaching and learning. By the end of term 3 all teachers are including learning intentions and success criteria for Literacy and Numeracy. Teachers' planning reflects differentiation and provision for the individual needs of students. By the end of term 4 teachers will have developed an enhanced knowledge of oral language and the scope and sequence as outlined in AusVELS. By the end of term 3 approaches to reading comprehension have been documented for all year levels. A whole school planning document is produced outlining time expectations and management.

	<ul style="list-style-type: none"> • Ensure that Measurement and Geometry is timetabled for a minimum of 10 hours per term. Provide opportunities for staff moderation and sharing of practice. • Provide professional development opportunities in relation to the use of data and feedback. • Survey students in relation to effectiveness of teacher feedback. • Ensure that student goals are developed each term. Develop practical management strategies to monitor student progress towards achieving goals. • Review the assessment schedule, adjust and implement school wide. • Utilise data assessments across all years to enable teachers to moderate and determine consistent accurate judgements of student progress. • Develop professional learning protocols and trial approaches which enable feedback ie: peer support, mentoring, coaching. 	<ul style="list-style-type: none"> • Measurement and Geometry is planned and delivered for 10 hours per term. Moderation sessions have been conducted and regular sharing of practice. • By the end of term 4 teachers will utilise data effectively to provide feedback to students. • By term 2 all teachers will be assisting students to develop goals. • A revised assessment schedule is utilised school wide by all teams. • Triangulated results demonstrate improved consistency of teacher judgements and NAPLAN results. • By the end of term 4 each teacher will have completed two peer observation and feedback sessions.
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		<ul style="list-style-type: none"> • Review and revise the current induction program. • Review the current teacher performance and development program and incorporate the AITSL standards. 	<ul style="list-style-type: none"> • By the end of term 2 a revised induction program will be in place. • By the beginning of the 2014 – 2015 cycle a revised performance and development program will be in place.
	Year 2	<ul style="list-style-type: none"> • Provide professional learning for all teachers in relation to pedagogy with a focus on explicit teaching and differentiation. • Ensure continuity in oral language through the development of a whole school scope and sequence. • Continue Peer Observation, Coaching and Mentoring. • Review the use of data and assessments to inform teacher teacher judgements. • Implement and review the Induction Program. • Continue student goal setting, feedback and personalising learning. • Review the Performance and Development program. 	<ul style="list-style-type: none"> • Teachers' planning reflects differentiation and provision for the individual needs of students. • By the end of term 3 an oral language scope and sequence has been developed and is being utilised across the school. • Teachers participate in a learning walk each term and targeted peer observation. • Revised induction program utilised as required. • Student goals are utilised for self-reflection and feedback. • By the end of term 1 feedback and consultation have been utilised to develop the Performance and

		<ul style="list-style-type: none"> • Review the school wide approach to Reading Comprehension. • Provide targeted professional learning for all staff in oral language development. • Provide professional learning for teachers in Measurement and Geometry. • Build the capacity of team leaders to ensure reflective practices across the school. 	<p>Development program.</p> <ul style="list-style-type: none"> • By the end of term 3 a consistent and understood approach to Reading Comprehension has been documented. • By the end of the year whole staff professional learning in oral language and Measurement and Geometry has been completed. • By the end of the year team increased reflection is a feature of team meetings and professional learning.
	Year 3	<ul style="list-style-type: none"> • Review the assessment schedule, adjust and implement school wide. • Continue to ensure reflective practices within teams and whole staff professional learning. • Continue Peer Observation, Coaching and Mentoring. • Review the use of data and assessments to inform teacher judgements. • Develop a whole school scope and sequence to support consistent approaches to oral language. 	<ul style="list-style-type: none"> • Assessment schedule used school wide. • Teachers participate in regular peer observation and mentoring. • Whole school scope and sequence to support oral language completed.

	Year 4	<ul style="list-style-type: none"> • Review school wide approach oral language. • Review data to ensure that teacher judgements of student progress are consistent with other assessments. • Review the school instructional model. • Review teacher feedback processes. • Review procedures for feedback, student goal setting and personalised learning. 	
<p>Engagement</p> <ul style="list-style-type: none"> • Develop a map of teaching and learning strategies that cognitively engage students (good learning behaviours), ensuring that these good learning behaviours are practised across the whole school. • Enhance the capacity of teachers to increase student engagement and participation in learning. • Plan for more personalised learning with higher levels of student decision making and responsibility for learning characterising this learning. 	Year 1	<ul style="list-style-type: none"> • Build teacher confidence and capacity in utilising technology through peer support and professional learning. • Provide teacher professional learning opportunities to enable teachers to enhance student participation in learning through: decision making, goal setting, self-assessing, peer assessment and reflecting on their own learning. • Develop ILP's for all students who are requiring extension and support. • Conduct regular student forums to promote student voice and gain 	<ul style="list-style-type: none"> • During the year ICT professional learning opportunities are provided. • Professional learning is conducted in relation to enhancing personalised learning. • ILP's are developed for all students working above and below their indicative level. • Throughout the year students participate in forums which provide opportunities for feedback.

		<p>feedback.</p> <ul style="list-style-type: none"> • Maintain programs such as Clever Kids for student engagement, motivation and personalised learning. • Develop a scope and sequence to formalise goal setting and peer assessment and reflection. Formalise strategies at each level eg: classroom displays, blogs, journals. 	<ul style="list-style-type: none"> • A scope and sequence document has been produced and is utilised in relation to goal setting and peer assessment.
	Year 2	<ul style="list-style-type: none"> • Develop an agreed, school wide document which articulates effective, engaging teaching and learning strategies ie: thinking tools etc. • Continue to conduct student forums to promote student voice. • Review the use of ILP's for students. • Continue professional learning to build teacher confidence in ICT. 	<ul style="list-style-type: none"> • By the end of term 3 a scope and sequences document has been produced and is utilised across the school.
	Year 3	<ul style="list-style-type: none"> • Track data from year 1 and revise programs as required. • Review and revise ILIP's as needed. • Review provision of opportunities for student voice – survey students. 	<ul style="list-style-type: none"> ▪ Programs revised as required.
	Year 4	<ul style="list-style-type: none"> • Review personalised learning at Albany Rise. 	

		<ul style="list-style-type: none"> Review provision of extension and enrichment programs eg: Clever Kids. 	
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Key Improvement Strategies (KIS across the 4 outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
<p>Wellbeing</p> <ul style="list-style-type: none"> Develop and implement a whole school approach to a social and emotional curriculum which promotes positive feelings of wellbeing, resilience and connectedness. Continue the ongoing development of the school as a vibrant learning community involving strong partnerships between the school, students, parents and the broader community. 	Year 1	<ul style="list-style-type: none"> Develop the Kids Matter framework, Complete module 1. Train additional teachers in Bounce Back. Ensure that Bounce Back is timetabled and conducted weekly at all year levels. Provide ongoing training to staff in Restorative Practices. Resources provided to utilise in restorative conferences. Conduct regular (one a year) information sessions for parents in relation to school wide wellbeing approaches: Bounce Back, Restorative Practices. Students included to increase attendance. 	<ul style="list-style-type: none"> Project to be agreed upon and completed for the whole staff by term 4. Staff member to complete module 2 training and implement to all teacher. By the end of term 2 additional teachers have been trained in Bounce Back. All year levels are implementing the core units at the same time for the allocated time. All new staff are trained in and utilise Restorative Practices Procedures are in place to utilise resources effectively: scripts, conference and agreement records, time resources. Information sessions conducted and improved attendance has been achieved.

		<ul style="list-style-type: none"> • Implement 3 way conferences across years 3-6. • Redesign website which promotes and maximises links with the school community. • Enhance Junior School Council. Provide increased opportunities to demonstrate involvement and ownership eg: leadership roles, fundraisers, education week, roles during school events. 	<ul style="list-style-type: none"> • Three way conferences are conducted in June for 3-6. • By the end of term 3 the website has been redesigned. • Increased opportunities for JSC have been implemented.
	Year 2	<ul style="list-style-type: none"> • Kids Matter component 2 training provided to staff. • Continue to conduct parent information sessions in relation to school wide wellbeing approaches. • Review and refine three way conferences, • Review and refine whole school restorative management procedures. • Continue to train new staff in Restorative Practices. • Review and develop the school website. • Continue to train staff in Bounce 	<ul style="list-style-type: none"> • Component 2 project agreed upon and completed. • Parent information sessions related to wellbeing conducted. • By term 2 three way conferences are reviewed and refined. • Staff forums for reviewing and refining restorative management procedures. • New staff trained in Restorative Practices by the end of term 1. • Review of website conducted by the end of term 2.

		<p>Back.</p> <ul style="list-style-type: none"> Continue to timetable and implement Bounce Back weekly at all levels. Raise the profile of Bounce Back in the school community. 	<ul style="list-style-type: none"> Staff trained in Bounce Back during term 1. Bounce Back timetabled and conducted. Bounce Back displays in the school, talks in assemblies, parents information newsletters and website.
	Year 3	<ul style="list-style-type: none"> Kids matter component 3 training provided to staff. Continue to timetable and implement Bounce Back weekly at all levels. Continue to train new staff in Restorative Practices. Continue to develop an enhanced school website. 	<ul style="list-style-type: none"> Component 3 project agreed upon and completed. Bounce back implemented across all levels. All staff are trained and utilise Restorative Practices. Website developed that promotes school wellbeing focus and provides parent resources.
	Year 4	<ul style="list-style-type: none"> Kids matter component 4 training provided to staff. Evaluate Kids matter framework. Review Bounce Back program. 	<ul style="list-style-type: none"> Component 4 project agreed upon and completed. Review of the Bounce Back program conducted by the end of term 3.
<p>Productivity</p> <ul style="list-style-type: none"> Reflect critically upon the effectiveness of resource allocations in relation to improved student 	Year 1	<ul style="list-style-type: none"> Conduct a review of resource allocation to curriculum areas and programs to determine the impact on student learning. Develop a workforce plan which ensures succession planning and 	<ul style="list-style-type: none"> Resource review has been conducted and informs resourcing for 2014. Workforce plan completed. Succession planning opportunities incorporated.

outcomes.		<p>allocates personnel to roles which ensure knowledge transfer.</p> <ul style="list-style-type: none"> • Plan for professional learning which supports strategic goals and targets. • Review school specialist programs. • Develop an 'E' learning plan which includes a plan for prioritising resources required. 	<ul style="list-style-type: none"> • Professional learning budget developed with activities which support strategic plan. • By the end of term 2 the specialist program has been reviewed. • By term 4 an 'E' learning plan is developed.
	Year 2	<ul style="list-style-type: none"> • Review the 'E' learning plan. • Continue developing a workforce plan which ensures succession and knowledge transfer. • Continue to plan for and resource professional learning which supports the strategic goals and targets. 	<ul style="list-style-type: none"> ▪ 'E' learning plan reviewed and revised by the end of term 3. ▪ Workforce plan developed by term 4.
	Year 3	<ul style="list-style-type: none"> • Continue developing a workforce plan which ensures succession and knowledge transfer. • Review school wide professional learning and the budget allocation. 	
	Year 4	<ul style="list-style-type: none"> ▪ Review financial, human, and resource allocation across the school. ▪ Review the 'E' learning plan. 	