

School Strategic Plan 2018-2022

Alexandra Primary School (0912)



Submitted for review by Victoria Draper (School Principal) on 12 November, 2018 at 01:27 PM

Endorsed by Rhonda Cole (Senior Education Improvement Leader) on 12 November, 2018 at 04:33 PM

Awaiting endorsement by School Council President

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School vision	<p>Our vision is to build a learning community that challenges and supports young minds to develop as independent and lifelong learners, continually striving for excellence through contemporary learning.</p> <p>At Alexandra Primary School, we strive to create safe, positive and engaging learning environments to provide our students every opportunity for success. We want our students to be the best they can be, to support them to be happy, well rounded, confident members of their community. Our strong commitment to student learning is supported by quality teaching practice, regular team planning and ongoing professional learning by our dedicated staff.</p> <p>Our Strategic Plan and Annual Implementation Plan focus on further developing skills in Reading, Writing, Numeracy and Inquiry Learning from Prep to Year 6. We have a strong focus on developing learning tasks that are exciting and engaging.</p> <p>Our school values include Respect, Care, Integrity and Achieve, and bare significant importance towards the way we represent ourselves. We believe in supporting the education of the whole child and value excellence in every area of development.</p> <p>We aim to prepare our students for the 21st Century. We have a mobile set of Chrome Books and iPads as well as a suite of Macs and PCs. Our students are developing skills in the active use of technology and a strong awareness of online safety. This provides ample opportunity for our students to experience success, through engagement and high quality teaching and learning programs.</p>
School values	<p>Alexandra Primary School recognises the importance of the partnership between schools and parents to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, ensuring inclusive, safe and orderly environments for children and young people. Our school holds the values of Respect, Care, Integrity and Achieve at its very core.</p> <p>This Statement of Values sets out our behavioural expectations of all members in this school community, including the principal team, all school staff, parents, students and visitors. It respects the diversity of individuals in our school community and addresses the shared responsibilities of all members in building safe and respectful school communities.</p> <p>Discrimination, sexual and other forms of harassment, bullying, violence, aggression and threatening behaviour are unacceptable and will not be tolerated in this school.</p> <p>Our Statement of Values acknowledges that parents and school staff are strongly motivated to do their best for every child. Everyone has the right to differing opinions and views and to raise concerns, as long as we do this respectfully as a community working together.</p> <p>RESPONSIBILITIES AS PRINCIPALS AND SCHOOL LEADERS, WE WILL:</p>

- ? Work collaboratively to create a school environment where respectful and safe conduct is expected of everyone.
- ? Behave in a manner consistent with the standards of our profession and meet core responsibilities to provide inclusive, safe and orderly environments.
- ? Plan, implement and monitor arrangements to ensure the care, safety, security and general wellbeing of all students in attendance at the school is protected.
- ? Identify and support students who are or may be at risk.
- ? Do our best to ensure every child achieves their personal and learning potential.
- ? Work with parents to understand their child's needs and, where necessary, adapt the learning environment accordingly.
- ? Respond appropriately when inclusive, safe or orderly behaviour is not demonstrated and implement appropriate interventions and sanctions when required.
- ? Make known to parents the school's communication and complaints procedures.
- ? Ask any person who is acting in an offensive or disorderly way to leave the school grounds.

AS TEACHERS AND ALL NON-TEACHING STAFF, WE WILL:

- ? Model positive behaviour to students consistent with the standards of our profession.
- ? Proactively engage with parents about student outcomes.
- ? Work with parents to understand the needs of each student and, where necessary, adapt the learning environment accordingly.
- ? Work collaboratively with parents to improve learning and wellbeing outcomes for students with additional needs.
- ? Communicate with the principal and school leaders in the event we anticipate or face any tension or challenging behaviours from parents.
- ? Treat all members of the school community with respect.

AS PARENTS, WE WILL:

- ? Model positive behaviour to our child.
- ? Ensure our child attends school on time, every day the school is open for instruction.
- ? Take an interest in our child's school and learning.
- ? Work with the school to achieve the best outcomes for our child.
- ? Communicate constructively with the school and use expected processes and protocols when raising concerns.
- ? Support school staff to maintain a safe learning environment for all students.
- ? Follow the school's complaints processes if there are complaints.
- ? Treat all school leaders, staff, students, and other members of the school community with respect.

AS COMMUNITY MEMBERS, WE WILL:

- ? Model positive behaviour to the school community.
- ? Treat other members of the school community with respect.
- ? Support school staff to maintain a safe and orderly learning environment for all students.

	<p>? Utilise the school's communications policy to communicate with the school.</p> <p>THE DEPARTMENT OF EDUCATION AND EARLY TRAINING WILL:</p> <p>? Provide support and advice to principals to equip them to manage and respond to challenging behaviour of students, parents and staff.</p> <p>? Provide practical guidance and resources to support schools to manage and respond to challenging behaviour of students, parents and staff.</p> <p>? Provide practical guidance and resources to support schools respond to and prevent bullying and promote cyber-safety and wellbeing.</p> <p>? Provide access to evidence based resources and strategies to increase student safety, wellbeing and engagement.</p> <p>? Provide schools with practical and legal support as required.</p> <p>? Provide parents with practical guidance and resources to resolve conflicts with the school.</p> <p>CONSEQUENCES FOR FAILING TO UPHOLD THE STATEMENT OF VALUES</p> <p>UNREASONABLE BEHAVIOURS</p> <p>Behaviours that are considered inappropriate on and adjacent to school grounds or in relation to school business and that do not uphold the principles of this Statement of Values include when a person:</p> <p>? is rude, aggressive or harasses others</p> <p>? sends rude, confronting or threatening letters, emails or text messages</p> <p>? is manipulative or threatening</p> <p>? speaks in an aggressive tone, either in person or over the telephone</p> <p>? makes sexist, racist or derogatory comments</p> <p>? inappropriately uses social media as a forum to raise concerns/make complaints against the school</p> <p>? is physically intimidating, e.g. standing very close.</p>
<p>Context challenges</p>	<p>Alexandra Primary School is in a rural setting in north-eastern Victoria, 135 KM from Melbourne. Enrolments over the past four years have been on a slow decline and currently sit at 177. Our low SFO (Student Family Occupation) Density is below average. The moral purpose of the school is to build a learning community that challenges and supports young minds to develop as independent and lifelong learners, continually striving for excellence.</p> <p>Our key challenges include low parent expectations in both the academic and behavioural realm; attracting high quality teaching staff; students arriving in Foundation with little exposure to literacy and numeracy.</p>
<p>Intent, rationale and focus</p>	<p>We pride ourselves on genuine understanding and appreciation towards these values to support social, emotional and educational development in our school for the benefit of our students and community.</p> <p>Many of our programs support the implementation of our values with a strong emphasis on building positive relationships. The school fosters close links with parents and the broader school community through its commitment to open and regular communications.</p>

the school guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life
The school provides a safe and stimulating learning environment to ensure all students can achieve their full potential.
All students will receive instruction that is adapted tot their individual needs.

Prioritising:

Over the next 4 years we will focused on Mathematics and Literacy teaching and learning.

We will continue to build strong relationships with and between the students.

We will have a strong focus on student to teacher feedback

We will prioritise the collection, interpretation and analysis of student data to improve differentiation

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Goal 1	To achieve high learning growth for all students in literacy and numeracy
Target 1.1	By 2022 the percentage of Year 5 students making NAPLAN high relative learning gain in Reading will be at or above 25% and NAPLAN high relative learning gain in Writing will be at or above 35%.
Target 1.2	By 2022 the percentage of Year 3 students assessed in the top two bands of NAPLAN Reading will be at or above 70% and 5 students assessed in the top two bands of NAPLAN Reading will be at or above 40%.
Target 1.3	By 2022 the percentage of Year 5 students making NAPLAN high relative learning gain in numeracy will be at or above than 25%.
Target 1.4	By 2022 the percentage of Year 5 students assessed in the top two bands of NAPLAN numeracy will be at or above 25%. Year 3 students assessed in the top two bands of NAPLAN numeracy will be at or above 45%.
Key Improvement Strategy 1.a Curriculum planning and assessment	Implement a consistent, whole school approach to curriculum, classroom practice and assessment in literacy.
Key Improvement Strategy 1.b Evaluating impact on learning	Leadership to incorporate high quality monitoring and feedback on the implementation of high impact teaching strategies within the school's instructional model.

Key Improvement Strategy 1.c Building practice excellence	Enhance differentiation to address the full range of learning needs of individual students
Key Improvement Strategy 1.d Building practice excellence	Establishment of Professional Learning teams that reflect DET PLC framework
Goal 2	All students will be active, engaged participants in their learning.
Target 2.1	To improve student opinion relating to student motivation and student voice/agency.
Target 2.2	To improve parent opinion in relation to the measures of ---- (to be finalised)
Key Improvement Strategy 2.a Evaluating impact on learning	Establish a culture where teachers routinely collect and use student feedback to improve instruction.
Key Improvement Strategy 2.b Empowering students and building school pride	Develop and embed a plan to ensure student agency is explicit in their learning
Key Improvement Strategy 2.c Setting expectations and promoting inclusion	Empower students to set high expectations for their learning
Key Improvement Strategy 2.d Intellectual engagement and self-awareness	Build a learning culture of high aspirations with shared ownership and collective responsibility
Key Improvement Strategy 2.e Health and wellbeing	Strengthen the school partnerships to support student connectedness, wellbeing and attendance

