

School Strategic Plan 2023-2027

St Albans Primary School (2969)

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Submitted for review by Tracie Quigley (School Principal) on 14 February, 2024 at 10:59 AM

Endorsed by Anne Fox (Senior Education Improvement Leader) on 07 March, 2024 at 02:19 PM

Endorsed by Thanh Truong (School Council President) on 23 April, 2024 at 10:26 AM

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School vision	<p>School Vision</p> <p>St Albans Primary School provides a safe and supportive learning environment in which all students can achieve their full potential academically, physically, socially and emotionally. We respect and value the school's cultural and economic diversity and foster links between all members of the wider school community. The school is committed to delivering targeted, differentiated learning through evidence-based practices with a strong focus on Literacy and Numeracy. The school's motto, 'A Community for Learning' encompasses this vision.</p>
School values	<p>Values</p> <p>St Albans Primary School values of resilience, respect, acceptance and responsibility underpin all learning.</p> <p>At St Albans Primary School we will:</p> <p>Develop a positive and inclusive learning culture through the provision of an engaging and safe learning environment.</p> <p>Utilise a range of high impact quality teaching strategies which create a sense of belonging, engagement and enhanced student outcomes.</p> <p>Have a strong commitment to staff and student wellbeing.</p> <p>Foster community links to support and engage our diverse community.</p> <p>Encourage students to develop student voice and agency, adopt a growth mindset and take responsibility for their own learning and behaviour.</p>
Context challenges	<p>Context Challenges</p> <p>St Albans Primary School opened in 1889 and is located in the municipality of Brimbank. The student population is currently 284 and is characterised by an SFO index of 0.7184 and an SFOE of 0.5630 with high LBOTE (including refugees), Koorie students and students in Out of Home Care (OHC). St Albans Primary School is a diverse multicultural community, with over 40 languages spoken throughout the community and 90% of families speaking a language other than English. Western English Language School has a campus onsite to cater for new arrival families.</p> <p>The school operates with composite classes except at Prep. Staffing includes Principal, Assistant Principal, Leading Teacher, Learning Specialist and 19 EFT generalist teachers. There are 15.89 ES staff including a Business Manager, Learning Support, Multicultural Aides and Administration Support staff. The school has a significant number of equity</p>

	<p>funded and EAL students, making ES staff crucial contributors to our teaching and learning programs. The school has a high number of special needs students requiring 1:1 support and highly individualised programs. Nationally Consistent Collection of Data 2023(NCCD) indicates 43% of students are identified with a disability. 26% of these students are on the Program for Students with a Disability and one third of the student population has an Individual Learning Plan.</p> <p>The school's Community Hub delivers a range of parent engagement programs and activities that strengthen the links between families and the school. The Community Hub works closely with a range of community agencies to support students and families.</p> <p>High student absences including extended family holidays, late arrivals and early leavers make consistent delivery of the curriculum to all students challenging. A lack of early learning experiences impacts student school readiness. From our self-evaluation and review, we consider the school's key challenges moving into a new Strategic Plan to be</p> <ul style="list-style-type: none"> - student wellbeing and engagement - student voice and agency - differentiation of learning for high achieving students.
Intent, rationale and focus	<p>St Albans Primary School's learning achievement and growth outcomes over the previous strategic planning period showed that the school was in the Department of Education categorisation of stretch. Review panel observations and focus group discussions found that the school was steadfast in their approach to teaching and learning. This was reflected in the co teaching model used within teams, the collaborative planning in PLCs and the resourcing of staff for intervention programs and support for classrooms. The panel recognised that a whole school approach to build greater autonomy and agency in student learning and strengthening teacher capabilities to teach a differentiated curriculum that targets students who are above the expected level had yet to be embedded with consistency. The panel agreed that a focus to improve student learning outcomes in literacy and numeracy be a priority in the next school strategic plan.</p> <p>St Albans Primary School provides a safe, trusting and inclusive learning environment for all students. The review process found that the school had strong relationships and active partnerships between other schools, outside agencies, the families, and the St Albans community. Panel observations found that the school had a range of wellbeing practices across the school, although a further strengthening of the whole school approach to wellbeing would help develop the personal and social capabilities of every student. The panel agreed that a focus to strengthen student health and wellbeing be a priority in the next school strategic plan.</p> <p>Through this new strategic plan our school's intent is to support the learning and wellbeing of all students, while maximising their academic potential. Through promoting student voice and agency we aim to empower students to be independent learners and problem solvers.</p>

	<p>Over the 4 years of the strategic plan St Albans Primary School will maintain our focus on the teaching of Literacy and Numeracy, with an emphasis on the differentiation of learning for high achieving students. Student wellbeing and engagement initiatives will be enhanced with a focus on student voice and agency. This will include refining student goal setting, embedding Respectful Relationships, reviewing the school values and the introduction of bump-it-up walls and the Zones of Regulation.</p>
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Goal 1	Improve student learning outcomes in literacy and numeracy.
Target 1.1	<p>By 2027 increase the percentage of Year 3 students achieving NAPLAN proficiency levels of exceeding or strong in:</p> <ul style="list-style-type: none">• reading from 65% in 2023 to 67%• numeracy from 70% in 2023 to 72%. <p>(To be confirmed)</p>
Target 1.2	<p>By 2027 increase the percentage of Year 5 students achieving NAPLAN proficiency levels of exceeding or strong in:</p> <ul style="list-style-type: none">• reading from 63% in 2023 to 67%• writing from 59% in 2023 to 63%• numeracy from 59% in 2023 to 63% <p>(To be confirmed)</p>
Target 1.3	<p>By 2027 increase the percentages of students performing above the age expected level according to teacher judgements against the Victorian Curriculum in:</p> <ul style="list-style-type: none">• reading and viewing from 43% in 2022 to 48%• writing from 13% in 2022 to 20%• number and algebra from 26% in 2022 to 29%.

Target 1.4	<p>By 2027 increase the percentage of positive endorsement in the Attitude to School Survey for the following factors:</p> <ul style="list-style-type: none"> • differentiated learning challenge from 85% (2023) to 88% • student voice and agency from 65% (2023) to 68% • self-regulation and goal setting 85% (2023) to 88%.
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build teacher capabilities to refine and implement the sequence of learning in literacy and numeracy.
Key Improvement Strategy 1.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	
Key Improvement Strategy 1.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop and implement a whole school approach to build greater autonomy and agency in student learning.
Key Improvement Strategy 1.c	

Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Further strengthen teacher capabilities to teach a differentiated curriculum that targets each student's point of need.
Key Improvement Strategy 1.c The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	
Key Improvement Strategy 1.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Goal 2	Strengthen student health and wellbeing.
Target 2.1	<p>By 2027 increase the percentage of positive endorsement in the Attitude to School Survey for the following factors:</p> <ul style="list-style-type: none"> • peer relationships from 78% (2023) to 83% • emotional awareness and regulation from 68% (2023) to 73% • sense of connectedness from 82% (2023) to 85%.
Target 2.2	<p>By 2027 maintain the percentage of positive endorsement in the Parent School Survey for the following factors:</p> <ul style="list-style-type: none"> • promoting positive behaviour at 90% or above

	<ul style="list-style-type: none"> • respect for diversity at 91% or above.
Target 2.3	<p>By 2027 increase the percentage of positive endorsement in the School Staff Survey for the following factors:</p> <ul style="list-style-type: none"> • Trust in parents and students from 60% (2023) to 65% • Parent and community involvement from 71% (2023) to 75%.
Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Strengthen the whole school approach to wellbeing to provide a safe and supportive learning environment.
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Implement strategies to support students to further develop personal and social capabilities.
Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	