

School Strategic Plan 2019-2023

St Albans Meadows Primary School (5118)



Submitted for review by Mary Ross (School Principal) on 23 March, 2020 at 12:51 PM

Endorsed by Anne Fox (Senior Education Improvement Leader) on 19 June, 2020 at 01:57 PM

Endorsed by Tony Sortino (School Council President) on 24 August, 2020 at 05:18 PM

School Strategic Plan - 2019-2023

St Albans Meadows Primary School (5118)

School vision	<p>VISION St Albans Meadows Primary School's vision is to empower students to embrace learning, achieve their personal best and build their emotional, social and physical well being.</p> <p>MISSION St Albans Meadows Primary School's mission is to recognise that each child is an individual; that all children are creative and able to learn; that all children need to succeed. Therefore, SAMPS respects the individual needs of children; fosters a caring and creative environment; and emphasises the social, emotional, physical and intellectual development of each child.</p>
School values	<p>VALUES</p> <p>At SAMPS our values are more than just words, they are a way of life. schools with a strong culture and a higher purpose promote a positive learning environment for students and staff.</p> <p>We strive to ensure that our culture remains alive and well. We highlight our values but commit to them as a school and a community.</p> <p>ST ALBANS MEADOWS PRIMARY SCHOOL VALUES ARE:</p> <p>Our core values consist of:</p> <ul style="list-style-type: none">• Life long learning and success• Supporting the growth of our students and staff• Honesty, courtesy, caring and respect for self and others• Acceptance, inclusiveness and tolerance of difference• Being adventurous, creative and open minded

We respect ourselves, our school and each other, and understand that our attitudes and behaviours have an impact on the people around us.

We model and demonstrate kindness, and take every opportunity to help others that may be in need

We strive for excellence, which means trying our hardest and doing our best.

STATEMENT OF VALUES ~ PROMOTING HEALTHY, SAFE AND RESPECTFUL SCHOOL COMMUNITIES

St Albans Meadows 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.

This Statement of Values sets out our behavioural expectations of all members in this school community, including the principal, 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.

Discrimination, sexual and other forms of harassment, bullying, violence, aggression and threatening behaviour are unacceptable and will not be tolerated in this school.

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.

RESPONSIBILITIES

AS PRINCIPAL AND SCHOOL LEADERS, WE WILL:

- 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 STUDENTS, WE WILL:
- Model positive behaviour to other students.
 - Comply with and model school values.
 - Behave in a safe and responsible manner.
 - Respect ourselves, other members of the school community and the school environment.
 - Actively participate in school.
 - Not disrupt the learning of others and make the most of our educational opportunities.
- 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.??
 - Utilise the school's communications policy to communicate with the school.
- THE DEPARTMENT OF EDUCATION WILL:
- Provide support and advice to principals to equip them to manage and respond to challenging behaviour of students, parents and staff.

- Provide practical guidance and resources to support schools to manage and respond to challenging behaviour of students, parents and staff.
- Provide practical guidance and resources to support schools to respond to and prevent bullying and promote cyber-safety and wellbeing.
- Provide access to evidence based resources and strategies to increase student safety, wellbeing and engagement.
- Provide schools with practical and legal support as required.
- Provide parents with practical guidance and resources to resolve conflicts with the school.

CONSEQUENCES FOR FAILING TO UPHOLD THE STATEMENT OF VALUES UNREASONABLE BEHAVIOURS

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:

- is rude, aggressive or harasses others
- sends rude, confronting or threatening letters, emails or text messages
- is manipulative or threatening
- speaks in an aggressive tone, either in person or over the telephone
- makes sexist, racist or derogatory comments
- inappropriately uses social media as a forum to raise concerns/make complaints against the school
- is physically intimidating, e.g. standing very close.

CONSEQUENCES

Principals are responsible for determining what constitutes reasonable and unreasonable behaviour.

Unreasonable behaviour and/or failure to uphold the principles of this Statement of Values may lead to further investigation and the implementation of appropriate consequences. This may include:

- utilising mediation and counselling services
- alternative communication strategies being applied
- formal notice preventing entry onto school premises or attendance at school activities. Written notice will follow any verbal notice given.
- an intervention order being sought
- informing the police which may result in a charge of trespass or assault

By agreeing to meet specified standards of positive behaviour, everyone in our school community can be assured that they will be treated with fairness and respect. In turn, this will help to create a school that is safe and orderly, where everyone is empowered to participate and learn.

<p>Context challenges</p>	<p>From the self evaluation and the review our challenge is to maintain our Numeracy Data particularly students in the top 2 bands. There was improvement in the bottom 2 bands in grade 5 reading. We will need to increase the top 2 bands in grade 5 reading. Investigation needs to occur as to why the boys out performing the girls in the reading data and the girls are out performing boys in writing data. The review highlighted maintaining provisioning for the wellbeing department. The school is developing data literacy for the differentiation of different cohorts. Maintain our grade 3 data in reading and numeracy There will be a future target in grade 4 for both literacy and numeracy</p>
<p>Intent, rationale and focus</p>	<p>To develop consistency in practice and instruction throughout the school To further involve students in their learning Further embed Data Literacy and PLC'S Further embed our guaranteed and viable curriculum</p>

School Strategic Plan - 2019-2023

St Albans Meadows Primary School (5118)

Goal 1	Improve student learning growth and outcomes in reading
Target 1.1	By 2023, increase the percentage of students achieving in NAPLAN two top bands for reading at: <ul style="list-style-type: none"> • Year 3 from 49% (2019) to 54% or above • Year 5 from 28% (2019) to 35% or above.
Target 1.2	By 2023 increase the percentage of students in Year 5 with above benchmark growth in reading from 19% (2019) to 26% or above.
Target 1.3	By 2023 improve the percentage of positive responses on the School Staff Survey (School Climate module) for the factors: <ul style="list-style-type: none"> • <i>Collective efficacy</i> - maintain at 86% (2019) or above • <i>Guaranteed and viable curriculum</i> from 84% (2019) to 86% • <i>Teacher collaboration</i> - maintain at 86% (2019) or above.
Key Improvement Strategy 1.a Curriculum planning and assessment	Develop, document and embed a whole school approach to teaching and learning in reading
Key Improvement Strategy 1.b Evaluating impact on learning	Build collaborative teams that use data and evidence to inform and differentiate learning and monitor the effectiveness of practice
Goal 2	Improve student learning growth and outcomes in numeracy

Target 2.1	<p>By 2023, increase the percentage of students achieving in NAPLAN middle and top two bands in numeracy at:</p> <ul style="list-style-type: none"> • Year 3 from 82% (2019) to 85% • Year 5 from 89% (2019) to 90%.
Target 2.2	<p>By 2023 maintain the percentage of students in Year 5 with above benchmark growth in numeracy at 31% (2019) or above.</p>
Target 2.3	<p>By 2023 improve the percentage of positive responses on the School Staff Survey (School Climate module) for the factors:</p> <ul style="list-style-type: none"> • <i>Collective efficacy</i> - maintain at 86% (2019) or above • <i>Guaranteed and viable curriculum</i> - from 84% (2019) to 86% • <i>Teacher collaboration</i> - maintain at 86% (2019) or above.
Key Improvement Strategy 2.a Curriculum planning and assessment	<p>Develop, document and embed a whole school approach to teaching and learning in numeracy</p>
Key Improvement Strategy 2.b Building practice excellence	<p>Build collaborative teams that use data and evidence to inform, differentiate and monitor the effectiveness of numeracy practice</p>
Goal 3	<p>Empower students as learners</p>
Target 3.1	<p>By 2023 improve the percentage of positive responses on the Student Attitudes to School Survey for:</p> <ul style="list-style-type: none"> • <i>Student voice and agency</i> - from 87% (2019) to 90% or above • <i>Differentiated teaching</i> – maintain at 95% or above • <i>Resilience</i> - maintain at 92% or above.

Target 3.2	By 2023, maintain the average days absent per student Foundation to Year 6 at 14.06 days (2018) or below.
Target 3.3	<p>By 2023 improve the percentage of positive responses on the School Staff Survey (Teaching and Learning – Practice Improvement module) for the factors:</p> <ul style="list-style-type: none"> • <i>Professional learning</i> - from 77% (2019) to 80% or above • <i>Use student feedback to improve practice</i> - from 77% (2019) to 80% or above • <i>Collaborate to plan curriculum</i> - from 82% (2019) to 87% or above.
Key Improvement Strategy 3.a Setting expectations and promoting inclusion	Activate student voice and agency in learning