

School Strategic Plan 2023-2027

St Albans Meadows Primary School (5118)



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School 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 wellbeing.
School values	<p>VALUES</p> <p>At SAMPS our values are more than just words, they are a way of life. We have a strong culture and a higher purpose which promotes a positive learning environment for all students and staff.</p> <p>We are constantly striving to ensure that our culture remains alive and well. We live by our values and commit to them as a school and a community.</p> <p>Our core values consist of:</p> <ul style="list-style-type: none">• Lifelong learning and success• Honesty, courtesy, caring and respect for self and others• Acceptance, inclusiveness and tolerance of difference• Being adventurous, creative and open minded <p>We respect ourselves, our school and each other, and understand that our attitudes and behaviours have an impact on the people around us.</p> <p>We model and demonstrate kindness, and take every opportunity to help others that might be in need</p> <p>We strive for excellence, which means trying our hardest and doing our best.</p>

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, if we do this respectfully as a community working together.

OUR RESPONSIBILITIES

We will:

- **Treat all members of the school community with respect.**
- **Work collaboratively to create a school environment where respectful and safe conduct is expected of everyone.**
- **Plan, implement and monitor arrangements to ensure the care, safety, security and general wellbeing of all students in attendance at our school is protected.**
- **Do our best to ensure every child achieves their personal best and learning potential.**

Work with parents to understand their child's needs and where necessary, adapt the learning environment accordingly.

- **Promote equity, excellence and ensure that all students become successful learners, confident creative individuals and active, informed citizens.**
- **Build the capacity of our students to meet their academic, social and emotional developmental needs.**

<p>Context challenges</p>	<p>St Albans Meadow Primary School was established in 1980 and is located in the suburban residential area of St Albans. The school is approximately 24 kilometres northwest of Melbourne’s Central Business District (CBD).</p> <p>The original main buildings include offices, staff areas and classrooms. There are also additional modular classrooms, a library, art room, auditorium, basketball stadium, gymnasium, a kitchen garden centre, wellbeing centre and a literature extension and languages space. The school grounds include spacious play areas and shaded areas for outdoor learning and leisure. The school is currently completing upgrades to the school site due for completion in December 2023.</p> <p>Enrolments at the time of the review were approximately 441 students. Enrolments have declined slightly over the strategic period. The Student Family Occupation Education (SFOE) in 2023 was 0.6020.</p> <p>The staffing profile of St Albans Meadow Primary School includes a principal, two assistant principals, five learning specialists and 30.8 full-time equivalent (FTE) teaching staff. Allocation of 16.8 FTE Education Support (ES) staff, including office administration and classroom integration, a psychologist (0.7 FTE), occupational therapist (0.8 FTE) and speech pathologists (1.2 FTE) provide additional support for students.</p> <p>The schools F–6 curriculum framework incorporates the eight learning areas required by The Education and Training Reform Act 2006 aligned with the Victorian Curriculum. Classroom teaching and learning is augmented by the provision of a specialist curriculum for Physical Education (PE), languages other than English (LOTE) Italian, Library, Visual Arts and Performing Arts. Science and the inquiry curriculum are integrated into a Kitchen Garden program. Access to digital technologies and a range of software programs is provided through the flexibility of a 1:1 ipad program for Years 5–6 and class sets in Year F–4. Support programs for literacy, numeracy and English as an Additional Language (EAL) assist students needing additional support or extension are provided by the school.</p> <p>Enrichment learning activities and extra curricula programs are offered for students in a range of environments. These include lunchtime clubs, camps and excursions, music tuition, sporting clinics and student leadership opportunities. A fitness facility is available for both parents and staff. The school also has a school therapy dog supporting positive connections with the school, improved attendance and overall well-being.</p>

	<p>From our self-evaluation and review, we consider the school's key challenges moving forward into a new strategic plan to be:</p> <p>Providing ongoing opportunities for existing middle leadership to strengthen and refine their skills and continuing to provide avenues for aspiring leaders to take on leadership roles.</p> <p>Providing ongoing professional learning to refine and embed implementation of our instructional model particularly for Numeracy.</p> <p>Continuing to focus on positive attendance strategies for both approved and unapproved absences.</p> <p>Renewing opportunities for peer observation as professional learning for staff.</p>
<p>Intent, rationale and focus</p>	<p>We are focusing to achieve a whole school curriculum plan with continued consistency in practice and instruction throughout the school. We have begun a journey with the Science of learning and have embedded practices throughout the school.</p> <p>This is important because it promotes educational equity, ensures continuity of learning, and supports collaboration among teachers, leading to improved student outcomes.</p> <p>Over the four years of the strategic plan this will unfold by maintaining the focus on explicit teaching in literacy , while pursuing the priority focus on learning and teaching of mathematics by introducing PRIME Mathematics and linking it to the Victorian Curriculum updated 2.0 Maths curriculum.</p> <p>We will continue to identify potential leaders within our school and prioritise learning through professional development, mentoring and peer observations.</p>

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Goal 1	Maximise student learning growth for every student in literacy and numeracy
Target 1.1	1.1. By 2027 increase the percentage of Year 3 and 5 students achieving at exceeding in NAPLAN proficiency levels for the domains of: Year 3 <ul style="list-style-type: none">• Reading from 12% (2022) to 15%• Writing from 9% (2022) to 15%• Numeracy from 12% (2022) to 15% Year 5 <ul style="list-style-type: none">• Reading from 21% (2022) to 25%• Writing from 17% (2022) to 20%• Numeracy from 22% (2022) to 25%
Target 1.2	By 2027, increase the percentage of Year F-6 students assessed as being at or above age expected level on Victorian Curriculum Levels F-10: English <ul style="list-style-type: none">• Reading from 85% (2022) to 90%• Writing from 78% (2022) to 85%• Speaking and listening from 89% (2022) to 92%

	<p>Mathematics</p> <ul style="list-style-type: none"> • Number and Algebra from 90% (2022) to 95% • Measurement and Geometry 90% (2022) to 95% • Statistics and Probability from 92% (2022) to 95%
<p>Target 1.3</p>	<p>By 2027, increase the percentage of Year 1-6 students assessed as being at or above expected growth from Semester 2 2021 to Semester 2 2022 on Victorian Curriculum Levels F-10:</p> <p>English</p> <ul style="list-style-type: none"> • Reading from 88% (2022) to 92% • Writing from 86% (2022) to 92% • Speaking and listening from 85% (2022) to 90% <p>Mathematics</p> <ul style="list-style-type: none"> • Number and Algebra from 85% (2022) to 90% • Measurement and Geometry 87% (2022) to 90% • Statistics and Probability from 86% (2022) to 90%
<p>Target 1.4</p>	<p>By 2027 improve the percentage of positive endorsement on School Staff Survey (SSS) Teaching and Learning Practice Improvement module for the components of:</p> <ul style="list-style-type: none"> • Believe peer feedback improves practice from 40% (2023) to 60% • Seek feedback to improve practice from 60% (2023) to 75% • Professional learning through peer observations 60% (2023) to 75%

<p>Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Deepen curriculum and pedagogical understanding and capacity of staff to consistently embed evidence-based teaching and learning practices</p>
<p>Key Improvement Strategy 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	<p>Deepen and embed the capacity of staff to use data to inform teaching and learning, planning and assessment at the student's point of need</p>
<p>Goal 2</p>	<p>To enhance student agency in wellbeing and learning</p>
<p>Target 2.1</p>	<p>By 2027 the percentage Year 4-6 students responding positively to the for the following factors on the Student Attitudes to School Survey:</p> <ul style="list-style-type: none"> • Student voice and agency be maintained at or above 92% (2023) over the SSP • Stimulated learning be maintained at or above 93% (2023) over the SSP • Sense of confidence factor be maintained at or above 92% (2023) over the SSP
<p>Target 2.2</p>	<p>By 2027, increase the percentage of staff responding positively on SSS Teaching and Learning modules for the components of:</p> <ul style="list-style-type: none"> • Use student feedback to improve practice from 60% (2023) to 80% • Promote student ownership of learning from 80% (2023) to 85 %

Target 2.3	<p>By 2027 increase the percentage of parents and carers responding positively on Parent/Carers/Guardians Opinion Survey (PCGOS) for the measures of:</p> <ul style="list-style-type: none"> • Stimulating learning environment from 78% (2022) to 85% • Student agency and voice from 84% (2022) to 90%
Target 2.4	<p>By 2027 maintain the number of unapproved absent days at or below 2.2 days per student (2022)</p>
<p>Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Strengthen and demonstrate a whole school understanding of student agency and voice</p>
<p>Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Continue to enhance the school's processes for supporting inclusion, health and wellbeing</p>