



Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Judith Drew 15/11/2017 Judy Drew 28/2/18 Judy Drew[name] 23.5.18
School council: Ben Rowe 15/11/2017 Ben Rowe 28/2/18 Ben Rowe[name] 23.5.18
Delegate of the Secretary: [name] [date][name] [date][name] [date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>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.</p> <p>We succeed when our students are:</p> <ul style="list-style-type: none"> • 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 	<p>Albany Rise 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 an inclusive, safe and orderly environment for children and young people.</p> <p>Whilst consistently referring to and promoting the seven DET values of respect, responsiveness, accountability, leadership, human rights, impartiality and integrity, all Albany Rise students and school community adhere to our three core school values of Respect, Responsibility and Resilience.</p> <p>In doing so, we aim to treat ourselves, others, property and the environment with care and consideration. We consider the right choices to make and demonstrate integrity. As a community we strive to build our ability to become strong, healthy and successful despite any setbacks that come our way. We celebrate and promote the successes of our school with pride and positivity.</p>	<p>ARPS has a stable enrolment of around 300 students with a student family demographic which is changing over time. The school is situated in suburban surrounds, with clientele from a broad range of social and cultural backgrounds. The school has a strong reputation for inclusivity, and provides high level support for students with additional needs. Student wellbeing and social/emotional support programs have been a priority within the school over several years.</p> <p>Programs within the school cater for the needs of Aboriginal and Torres Strait Islander (ATSI) families, refugees, students in Out of Home Care (OOHC), students in the Program for Students with Disabilities (PSD) and a large cohort of EAL (English as Additional Language) families. The school has a dedicated Student Wellbeing Officer and accesses support through strong links with Monash Link, local secondary schools and community groups.</p> <p>In recent years, the school has undergone a significant change in staffing, due to retirements and teacher promotions, providing opportunities for less experienced staff to undertake leadership roles and creating a culture where all staff are considered leaders within the school.</p> <p>Moving forward, extensive professional learning, building leadership skills within teams and developing a rigorous and robust curriculum within a positive, calm and orderly learning environment will be a feature of the new SSP. Continuous tracking of student growth through assessment and data will be a feature of this plan, along with guaranteed opportunities for student feedback, an inquiry approach to learning and engagement in learning with parent/carer connections to enhance learning programs across the school.</p>	<p>The ARPS 4 year strategic review report (SSP 2013-2017) contained suggested goals, targets and key improvement strategies which have been incorporated into this plan. Data and analysis from the review point to a range of opportunities for improvement including: student outcomes in numeracy (in particular) and literacy; student engagement in learning; student agency; parent/school partnerships; developing teacher leaders; teacher capacity in planning, assessment and pedagogy and developing school pride in a positive learning environment.</p> <p>Through a series of meetings to evaluate our current programs and 2017 AIP with Principal class and school Curriculum Professional Learning Team leaders (Literacy, STEM and Student Wellbeing), the following opportunities for improvement and ideas for moving further on the FISO Continua of Practice were identified:</p> <p>Excellence in Teaching and Learning: Peer observation of practice to feature a clear instructional model with HITS at the centre. Collection, feedback and analysis of accessible, specific data to provide useful information for teaching and learning. Clear curriculum planning expectations from whole school to individuals. A focus on Curriculum planning & assessment.</p> <p>Professional Leadership: Professional Learning opportunities to be planned, more closely linked to PDPs, driven by PLT action plans through AIP and monitored for equity, needs and sharing of knowledge across the staff group. All staff to have identified roles as leaders within the school.</p> <p>Positive climate for learning: Rigorous, high expectations for all and pride in achievements. Build on current practices and enhance with new learning, empowering staff and students and including parents and the wider school community. A focus on building practice excellence.</p> <p>Community engagement in Learning: enhance opportunities for parents and community groups to positively engage in school activities to promote student learning and achievements.</p> <p>The whole school review report accurately outlined key foci for future improvement, which are included in this four year plan.</p>

Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)																												
<p>Goal 1 To maximise student performance and learning growth in literacy and numeracy.</p>		<p>Establish a distributed leadership structure, develop a professional learning (leadership) program and develop the capacity of staff to implement school improvement strategies.</p> <p>Build teacher capacity in the rigorous use of student performance data and evidence (formative and summative) to inform planning, delivery, and assessment of a point of need, differentiated curriculum.</p> <p>Provide targeted and whole school professional learning in relation to gathering and using quality data to identify and respond to the needs of high performing students</p> <p>Empower leadership to collaborate with teaching teams to plan, document and implement Curriculum, including scope and sequence for key learning areas of English and Mathematics.</p> <p>Build teacher capacity to provide high quality, evidence based group instruction, regular supplemental instruction and individualised interventions for all students.</p> <p>Build teacher capacity to utilise high impact teaching strategies within instructional</p>	<ul style="list-style-type: none"> • Improved student outcomes in NAPLAN growth from Years 3 to 5 in all areas, with low growth less than 25% and high growth at least 25% • Achieve high relative growth at or above state benchmarks, and above similar schools. • All students demonstrating a minimum of 12 months growth for the academic year according to teacher judgements against the Victorian Curriculum in English and Mathematics. • Improve student performance in top two bands of NAPLAN reading, writing and number by 10% whilst decreasing the number of students in year 3 and 5 at or below NMS to zero, for students deemed capable. • Demonstrated year by year improvements to staff opinion data in the area of academic emphasis. • Demonstrated and measured reduction in the gap between teacher judgement data and Australian normed assessments (e.g. PATM, PATR, NAPLAN, On Demand). <table border="1"> <thead> <tr> <th rowspan="2">NAPLAN</th> <th rowspan="2"></th> <th colspan="3">Relative Growth</th> </tr> <tr> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Grammar & Punctuation</td> <td>2017</td> <td>29</td> <td>61</td> <td>10</td> </tr> <tr> <td></td> <td>SSP Targets</td> <td>24</td> <td>50</td> <td>26</td> </tr> <tr> <td>Numeracy</td> <td>2017</td> <td>34</td> <td>50</td> <td>16</td> </tr> <tr> <td></td> <td>SSP Targets</td> <td>24</td> <td>50</td> <td>26</td> </tr> </tbody> </table>	NAPLAN		Relative Growth			Low	Medium	High	Grammar & Punctuation	2017	29	61	10		SSP Targets	24	50	26	Numeracy	2017	34	50	16		SSP Targets	24	50	26
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practice, with a focus on literacy and numeracy.

Reading	2017	29	61	10
	SSP Targets	24	50	26
Spelling	2017	32	45	23
	SSP Targets	24	50	26
Writing	2017	19	58	23
	SSP Targets	24*	50	26

		Below NMS (%)	At NMS (%)	Band 5 (%)	Band 6 (%)	Total Above (5&6) %
NAPLAN YEAR 3 DATA						
Numeracy	2017	6	3	23	17	40
	SSP Targets	0	0	25	19	44
Reading	2017	0	3	17	28	45
	SSP Targets	0	0	19	31	50
Writing	2017	0	0	42	8	50
	SSP Targets	0	0	46	9	55

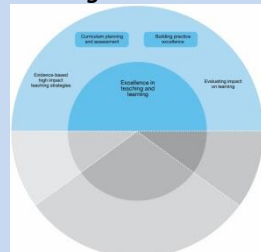
		Below NMS (%)	At NMS (%)	Band 7 (%)	Band 8 (%)	Total Above (7&8) %
NAPLAN YEAR 5 DATA						
Numeracy	2017	3	15	18	9	27
	SSP Targets	0	0	20	10	30
Reading	2017	0	18	21	15	36
	SSP Targets	0	0	23	17	40
Writing	2017	0	0	15	3	18
	SSP Targets	0	0	17	4	21

School Staff Survey

	2017 Benchmark	SSP Target 2018	SSP Target 2019	SSP Target 2020	SSP Target 2021
Academic Emphasis	64%	Greater than 64% in 2018	> 2018	> 2019	> 2020

Goal 2
Develop, implement and continuously review the school's instructional model to enhance learning growth, engagement and a productive school culture.

Excellence in teaching and learning
Building Practice Excellence



Implement a whole school instructional model to utilise high impact teaching strategies and enhance engagement and learning growth.

Improve the school's capacity for distributed and instructional leadership that ensures a consistent whole school approach to teaching, learning and student wellbeing. Teachers' curriculum planning, assessment and instructional practices are all elements of practice excellence.

Review and update staff induction program and role descriptors through collaboration with leadership team.

Build the pedagogical capacity of all staff through collaborative sharing of best practice to establish a culture of learning excellence.

Strengthen partnerships with parents to enhance the shared understanding of the school's direction and vision. Increase opportunities for parents to participate in their child's learning through varied platforms and experiences.

Build a learning culture of high expectations for all students to act with respect, engage in learning and to keep each other safe.

Create a whole school approach to engage with families promoting high levels of attendance and minimising late arrivals

- Increase and Maintain 'Attitudes To School' survey (ATTS) results in stimulating learning and effective teaching time to at least 2nd quartile
- Demonstrated year by year improvements in student ATTS measures for:
 - differentiated learning challenge
 - high expectations for success
 - learning confidence
 - motivation and interest
 - resilience
 - student voice and agency
 - sense of inclusion
 - classroom behaviour.
- Demonstrated year by year improvements in staff opinion measures for:
 - collective efficacy
 - collective responsibility
 - collective focus on student learning
 - Teacher collaboration
 - Professional learning
- Increase Parent Opinion Survey results in the area of Teacher Communication and Behaviour Management with results maintained in the 2nd quartile.

Attitudes to School Data

	2017 Benchmark Percentile	SSP Target
Stimulated Learning	23.9	2 nd quartile or higher
effective teaching time	5.8	2 nd quartile or higher

Attitudes to School Data	2017 Percentile Benchmark	SSP Target 2021
differentiated learning challenge	14.4	50 th percentile or higher
high expectations for success	20.6	50 th percentile or higher
Sense of confidence	6.9	25 th percentile or higher
Motivation and interest	6.3	25 th percentile or higher
Resilience	9.5	25 th percentile or higher
Student voice and agency	14.1	50 th percentile or higher
Sense of inclusion	18.9	50 th percentile or higher
Effective Classroom behaviour	9.7	25 th percentile or higher

School Staff Survey

	2017 Benchmark Overall score mean =	SSP Target 2021
collective efficacy	65.5 (1 st Quartile)	2 nd quartile or higher
collective responsibility	82.1 (1 st Quartile)	2 nd quartile or higher
collective focus on student learning	76.1 (1 st Quartile)	2 nd quartile or higher
Teacher collaboration	66.9 (1 st Quartile)	2 nd quartile or higher
Professional learning (Module)	74.6 (2 nd Quartile)	2 nd quartile or higher

Parent Opinion Survey

	2017 Benchmark Percentile	SSP Target
Teacher communication	33.3	2 nd quartile or higher
Promoting Positive Behaviour	35.2	2 nd quartile or higher

