School Strategic Plan 2019-2022

Ascot Vale Primary School (2608)

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School vision	All Ascot Vale Primary School students are empowered to learn and achieve, to experience high quality teaching practice for learning in a multi-age classroom and unique learning community. This will equip them with the knowledge, skills and dispositions for lifelong learning and to shape the world around them. CHILD SAFE STATEMENT Ascot Vale PS is committed to child safety. We want children to be safe, happy and empowered. We support and respect all children, as well as our staff and volunteers. Ascot Vale PS is committed to the cultural safety of Aboriginal children, the cultural safety of children from a culturally and/or linguistically diverse backgrounds, and to providing a safe environment for children with a disability and/or vulnerable children, allowing these children to participate equally.
School values	The following values provide a basis for decision making and action. They shape the way people work together by creating shared expectations and norms and they help the school community to focus on what is important. Respect Responsibility Excellence Empathy Gratitude Our vision and values combine to make us a 'Unique, Learning Community'
Context challenges	SCHOOL ENVIRONMENT Ascot Vale Primary School (AVPS), established in 1885, is located 6 kilometres north west from the Melbourne CBD. The school facilities are made up of a mix of historic and modern building designs. The multi-age units are housed in the original building with one unit located in a relocatable classroom installed at the beginning of the 2019 school year. The school has a multi-purpose gathering space for general use. A recent capital works program has made improvements to the student toilets, oval, one playground space, selected classrooms, staffroom and administration areas and the first aid room. The grounds offer both active and passive areas for student play, a grassed area with sensory garden, two adventure playgrounds, plexi-pave basketball court, sand pit, synthetic oval with running track, an enclosed play space for creative play and a circular performance or outdoor learning deck. COMMUNITY

In 2018 AVPS had 19.87 effective full-time staff. The staffing profile included a Principal, Assistant Principal, a Learning Specialist, 13 teachers, 3.72 full time equivalent Education Support staff and two office administration staff. The school's teaching and learning program is based on the Victorian Curriculum and covers all key learning areas. It is sequential and delivered across six multi-age classes incorporating a variety of age groupings.

Ascot Vale PS continues to have a much celebrated and noticeable community spirit. A dedicated and talented staff, together with supportive parents, work hard to continually improve the school focusing on identified and agreed priorities identified in the Annual Improvement Plan. The school operates an active School Council, a Parent Representative system for each Unit and a fundraising committee. Numerous fundraising efforts generated high levels of community spirit and much needed resources for the school. Community groups also hired the school facilities for sporting / fitness, artistic or cultural pursuits. The school had a large number of community and parent volunteers who dedicated time to assist in a variety of ways. These include: mentoring children who need 1:1 support, working bees, maintaining garden beds (adopt a garden bed), preparing fresh fruit on Fridays, attending excursions, providing classroom assistance and membership of School Council and committees.

AVPS is a member of the Moonee Vale Instrumental Music Program (also known as MVIMP). This program has been in operation since 1983 and is managed by four local schools. Approximately 60% of year 3-6 students learn an instrument.

DEMOGRAPHICS

Ascot Vale PS had a Student Family Occupation and Education (SFOE) index of 0.1842 in 2018, which describes the levels of disadvantage. Data for AVPS from 2012-2018 suggests that levels of disadvantage are low in comparison with other schools. Other contextual data appears below.

Full time enrolments = 283.0
SFO index = 0.2472
SFOE INDEX = 0.1842
Full time Aboriginal students = nil
No of students assessed as eligible for EAL funding (<5 years) = 45
Number of equity funded students = 26

GOALS

Our current context challenges are:
•   to redefine our Vision and Values in relation to our Multiage structure.
•   to improve upon our already high student achievement data in Literacy & Numeracy
•   to develop an inquiry approach to low gender cohort data, specifically boys, based on the recent Student Attitudes to School

survey.

In April 2019 the school underwent a routine review as required by the Department of Education and Training. The following questions were explored by the panel undertaking the review:

Terms of Reference Focus Question 1: To what extent do Professional Learning Teams (PLTs) collaborate to plan a differentiated curriculum and to evaluate their impact on learning?

Professional learning teams are…. The panel found that collaboration in PLTs was evident across the school. There was evidence of analysis of assessments, planned curriculum content and planning for curriculum grouping for instruction. The use of data to differentiate for student's needs, to monitor growth of students learning and evaluate effectiveness of learning was not consistently embedded. The panel concluded that a focus on building teacher knowledge of a sequential curriculum and the use of data to identify the gaps in learning and planning for next steps in learning for individual students was yet to be fully embedded.

Terms of Reference Focus Question 2: To what extent is there a shared view of high impact teaching strategies that are applied consistently across the school.

The Panel concluded that a whole-school instructional model was introduced and that progress had been made in the implementation of class learning goals through the articulation of learning intentions and success criteria within an explicit structure for lessons. Students reported that these contributed to a positive impact on learning. The consistency of implementation of individual learning goals with scaffolded support to develop student understanding of their learning progressions was not evident in all classes.

The panel concluded that teacher capability, developed through collaborative cycles of inquiry in professional learning communities was not yet embedded. Feedback from instructional leaders to teachers on their teaching and learning practices and peer observations, to build teacher capability were not established in regular practice.

Terms of Reference Focus Question 3: To what extent is authentic student voice and agency empowering students in their learning?

The Panel found that the school had student leadership opportunities in place to provide for student voice in the operations of the school within the Student Representative Council. In focus groups students reported that they had some avenues to follow their interests within the curriculum and valued the opportunity to strengthen and apply their learning through action in the environmental group.
Most tasks however, were teacher directed and there was need to create greater ownership for students of their learning. The panel concluded that a planned focus on voice and agency in learning to enable students to grow towards being independent and self-regulated learners was emerging in some practices.

Intent, rationale and focus	The School Review Panel recommended the following key directions be included in the next School Strategic Plan:
	• Improving learning growth of all students, particularly in literacy and numeracy
	• Activating student voice, agency and leadership
	• Strengthening the collective efficacy and practices within a Professional Learning Community
	• Developing an evidence-based pedagogy (teaching strategy)
	Staff review and feedback from the Review Report highlighted the following as an important focus for the next Strategic Plan:
	• Continue to develop a holistic approach and sequenced delivery of curriculum and assessment focused on differentiated planning and use of High Impact Teaching Strategies (HITS)
	• Improve communication with parents regarding curriculum and student engagement
	• Improve the number of positive responses around student voice and agency in the Attitudes to School Survey. particularly from boys.
	• Activate SAVL. Currently most tasks are teacher directed. Students to have more opportunities to explore choose what and how they learn.
	• Develop student leadership opportunities
	• Develop a consistent approach to goal setting across classrooms both teachers and students - linked to LI/SC and real-life situations
	• Develop a consistent use of HITS across the school
	• Increase knowledge of a sequential curriculum, and the use of data to identify the gaps in learning and planning for next steps in learning for individual students
	• Build teacher and mid-level leadership capacity through effective PLC cycles / inquiry
	• Develop an evidence-based pedagogy
	• Increase consistency of practice across the school
	• Clarify and redefine a whole school assessment schedule and approach to assessment
	• Develop the data literacy of staff to inform the next steps of learning - CAT's to inform next steps for students
	• Moderation across Prep to Grade 6 - make common practice - professional learning & time (timing crucial)
	• Multiage - focus/challenge of vertical collaboration between PLT's to cater for our structure - ages and ranges
	• Ensure clarity about teacher expectations for building their practice excellence within the school's expectations
	• Increased accountability to the agreed norms and practices - refined and growth
	• Embed peer observations
	Investigate boys' learning compared to girls' following feedback from boys in the Attitudes to School survey (for example, boys reported wanting creative and action orientated learning)

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Goal 1	To improve literacy and numeracy learning outcomes for all students
Target 1.1	By 2022 the percentage of students achieving in the top two bands in NAPLAN will increase as follows:

Survey module	2018	2022 target
Year 3 Reading	68%	74% (= Similar 2018)
Year 3 Writing	56%	65% (= Similar 2018)
Year 3 Numeracy	60%	65% (Similar 2018 = 62%)
Year 5 Reading	57%	60% (=Similar 2018)
Year 5 Writing	27%	32% (Similar 2018 = 21%)
Year 5 Numeracy	60%	65% (Similar 2018 =48%)

Target 1.2	**By 2022 the percentage of students working above expected level in Teacher Judgements in Victorian Curriculum in all year levels in**:

	2018 Sem 2	2022 target
Reading	52.3%	58% or greater
Writing	27.8%	37% or greater
Number & Algebra	30.6%	45% or greater

Target 1.3	By 2022 percentage positive response in Staff Survey will increase for:		
	Survey module	**2018**	**2022 target**
	Time to share pedagogical content knowledge	64%	69% (State 2018)
	Moderate assessment tasks together	57%	82% (Similar and State 2018)
	Understand formative assessment	71%	79% (State 2018)
	Understand how to analyse data	50%	71% (State 2018)

Key Improvement Strategy 1.a Building practice excellence	Develop and implement a school-wide pedagogical model
Key Improvement Strategy 1.b Instructional and shared leadership	Build the capacity of instructional leaders to lead and support staff within PLTs to enhance and review curriculum planning, instructional methods, assessment strategies and student achievement data
Key Improvement Strategy 1.c Building practice excellence	Build a collaborative learning culture that holds high expectations for teaching and learning by all members
Key Improvement Strategy 1.d Curriculum planning and assessment	Develop a guaranteed and viable curriculum across year levels for reading and viewing, writing & numeracy
Key Improvement Strategy 1.e Evaluating impact on learning	Build teacher capacity to differentiate teaching and learning to ensure all students achieve individual goals and outcomes

Goal 2	To increase engagement in learning for all students
Target 2.1	By 2022 the percentage positive response in the Parent Opinion Survey will increase as follows:

Survey module	2018	2022 target
Stimulating learning environment	72%	82% (= State 2018)
Student agency and voice	64%	81% (=State 2018)
Student motivation and support	67%	80% (= State 2018)
School pride and confidence	78%	88% (= State 2018)

Target 2.2

By 2022 the percentage positive response in the Student Attitudes to School Survey (year 4-6) will increase in the following areas:

Differentiated learning challenge:

Gender	2018	2022 target
Both	82%	86% (=State 2018)
Girls	87%	88% (= State 2018)
Boys	77%	85% (=State 2018)

Stimulated learning:

Gender	2018	2022 target
Both	79%	71% (= State 2018)
Girls	88%	84% (= State 2018)
Boys	69%	78% (=State 2018)

Student voice and agency:

Gender	2018	2022 target
Both	64%	71% (= State 2018)
Girls	74%	Above 74% (= State 2018)
Boys	51%	68% (=State 2018)

Target 2.3	By 2022 the percentage positive response in School staff survey Teaching and Learning implementation and evaluation modules will increase in the following areas:
	<table><tr><th>Survey module</th><th>2018</th><th>2022 target</th></tr><tr><td>Seek feedback to improve practice</td><td>50%</td><td>69% (= Similar & State 2018)</td></tr><tr><td>Use student feedback to improve practice</td><td>57%</td><td>70% (=Similar 2018)</td></tr><tr><td>Promote students ownership of learning goals</td><td>64%</td><td>85% (= Similar & State 2018)</td></tr><tr><td>Understand how to analyse data</td><td>50%</td><td>71% (= State 2018)</td></tr></table>
Key Improvement Strategy 2.a Empowering students and building school pride	Develop whole school understanding of student voice, engagement and agency
Key Improvement Strategy 2.b Building practice excellence	Build staff capacity to activate, implement and embed student voice and agency in learning
Key Improvement Strategy 2.c Empowering students and building school pride	Develop capacity of students to be active agents of their learning.