**School Strategic Plan 2019-2023**

Alvie Consolidated School (6201)



Awaiting for review by School Principal  
Awaiting endorsement by Senior Education Improvement Leader  
Awaiting endorsement by School Council President

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| School vision | **VISION:** To build a community where students develop a 'Growth Mindset' and are inspired to be creative, critical and curious learners.  **MISSION:** Alvie Primary School’s students experience high levels of engagement and wellbeing in an environment where they develop positive learning behaviours and dispositions that enable them to become successful lifelong learners. All staff members support a positive learning culture, whilst designing learning experiences based on evidence based best practice. At Alvie Consolidate School, we nurture a culture of relational trust enabling staff to openly question, collaborate, reflect and support one another. All staff accept shared responsibility for the academic success and general well-being of all students. Family engagement and participation is an important element of the school’s culture, improving student wellbeing and strengthening the importance of community to student learning. |
| School values | **OBJECTIVES**  Alvie Consolidated School's commitment is:  To provide an educational program that develops students’ curiosity and creativity. To develop responsible and engaged learners. To foster tolerance, respect and acceptance of others. To build each student’s resilience and self-esteem. To provide a curriculum that is rich and relevant and allows all students to succeed. To promote a strong, supportive partnership between home and the school and the wider community. To have high expectations of ourselves and others.  **VALUES** Our values are essential to nurturing the positive learning culture of our school.  RESPECT - We respect each other, the environment and ourselves. RESPONSIBILITY - We take responsibility for our own learning and behaviours. GRIT - We use grit to achieve our goals and regulate our behaviours.  **BEHAVIOURAL EXPECTATIONS** Alvie Consolidated School acknowledges that the behaviour of staff, parents, carers and students has an impact on our school community and culture. We acknowledge a shared responsibility to create a positive learning environment for the children and young people at our school.  **As principals and school leaders, we will:**   * model positive behaviour and effective leadership; * communicate politely and respectfully with all members of the school community; * work collaboratively to create a school environment where respectful and safe behaviour is expected of everyone; * behave in a manner consistent with the standards of our profession and meet core responsibilities to provide safe and inclusive environments; * plan, implement and review our work to ensure the care, safety, security and general wellbeing of all students at school; * 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 safe and inclusive behaviour is not demonstrated and implement appropriate interventions and sanctions when required; * inform parents of the school’s communication and complaints procedures;  ask any person who is acting in an offensive, intimidating or otherwise inappropriate way to leave the school grounds.   **As teachers and non-teaching school staff, we will:**   * model positive behaviour to students consistent with the standards of our profession; * communicate politely and respectfully with all members of the school community; * 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 and carers, we will:**   * model positive behaviour to our child; * communicate politely and respectfully with all members of the school community * 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 processes for communication with staff and making 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; * communicate politely and respectfully with all members of the school community; * 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 inclusive learning environment for all students; * utilise the school’s processes for communication with staff and submitting complaints. |
| Context challenges | Due to varying levels of disadvantage, a relatively high proportion of students do require extra assistance in order to fully engage in their learning. In the early years our students frequently present with limited interpersonal skills and often have difficulty regulating their behaviours. These students often exhibit limited oral language skills and limited overall contextual understanding. We have used Equity Funding to assist these students, and we do receive excellent support from Barwon Student Support Services, to support students, teachers and to attract extra resources. The majority of parents are supportive of our programs, and they do their best to support their child's learning.   Over the past 4 years there has been considerable changes in staffing. The past four years has seen 4 Principals leading the school, two substantive and two acting . The current Principal, Craig Donahoo, was acting for 15 months and then accepted a substantive position at the beginning of 2019. Over the past four years, there have been 6-7 different changes of teachers in only 2 or 3 classrooms, which has been disruptive and resulted in a lack of continuity and consistency in learning. Due to strong leadership, student numbers have grown and the current staffing is very stable. We have 57 enrolments in 2020 and expect numbers to average approximately 65 students over the next 4 years. In 2020 we have established four classes, Prep, grades 1&2, grades 3&4, grades 5&6. We have 3 integration aides to support students with higher needs. The staff as highly motivated, enthusiastic, skilled and open to learning.   Significant work has been undertaken over the past two years to establish a shared understanding of best practice. This has directed decision making about why and how we plan and deliver learning experiences for students. Significant resources have been utilised to increase staff knowledge of best practice. This has resulted in the adoption of programs and pedagogical approaches that support these new understandings. The changes have been considerable, and having completed a strategic review in 2019, we have a clear pathway that directs how and when to implement key improvements in our practice.   It has only been in the past 12 months that the school has begun to achieve a consistent and positive culture through the creation and adoption of a clear philosophy and values. This has been achieved through the adoption of the SWPBS framework. The school is experiencing higher levels of parent and staff satisfaction.  During 2019, leading up to the school review, the school undertook considerable work to fully meet the VRQA requirements for registration. This included: creating, updating and implementation of all school policies, OHS documentation, critical incident and emergency management planning, documenting how the school delivers curriculum in the scope and sequence documentation, documenting how we plan and assess learning and how ensure good governance. Having finally completing this work, we are in a much better position to refine current practice and to be adequately resourced to implement our strategic plans. |
| Intent, rationale and focus | **INTENT: What we aim to achieve?**  The data we collected, questioned, discussed and verified as part of the 2019 strategic review process has given us clear aims in the FISO dimensions of achievement, Engagement, Health and Well-being and Building Communities. These are:   To improve learning growth in literacy and numeracy by: - embedding an instructional model consistently across the school - developing and applying an agreed PLC Model - building teachers data literacy to better inform teaching and learning experiences  To enhance student engagement in learning by: - building students’ capacity to set goals and use metacognition to improve their learning - building staff capacity to enhance student voice and agency within the school.  To develop happy, healthy and resilient students by: - embedding SWPBS over the 4 year period - building local community partnerships - reviewing and embedding well being practices across the school  **RATIONALE: Why is this important?**  A number of factors identified through the school's context over a number of years, data collected through the self evaluation and the terms of reference helped us to identify factors relating directly to classroom practice that would assist in the improvement of learning outcomes in literacy and numeracy. Having now developed a very positive culture amongst staff, having a stable staffing profile and agreement on the evidence based best practice that needs to be implemented, we are now is a position to focus on the 'how'. The application of a consistent instructional model, with a range of pedagogical approaches and supported by a clear PLC model, we believe teacher teams will be able to make more effective choices when preparing for and delivering learning experiences. With improved data literacy, we expect that teachers will be able to better reflect on the effectiveness of practice, and use their PLC's to review and refine practice.  The AtoSS data and panel interviews with students, revealed the need to build teacher capacity around goal setting, voice, agency and meta cognitive practices. We recognised that a clear model did not exist in the school, and where there was evidence of practice, it was considered fairly ineffective. The belief is that through improving teacher capacity, that students will be able to set meaningful goals, increase their meta cognition in relation to their learning goals, and use voice and agency to improve engagement and meaning in their learning.  The school has been on a path to embed SWPBS across the school. There have been a number of factors that have made implementation a considerable challenge. It is recognised that the programs we plan to implement will be effective, but we do need to review the 'how' and to include community partnerships.  **FOCUS: What will we prioritise and how will the plan unfold?**  The plan will be to initially focus on embedding as instructional model consistently across the school, developing our PLC model and completing Tier 1 SWPBS. We will work with PLC partners to focus on the best pedagogical approaches to implement our recently created curriculum plans, and develop an agreed 'non-negotiable' curriculum model. We will also develop relationships with Mentor Schools to assist with this process.  We will then move on to building teacher capacity in data literacy. We are implementing Compass, which in 2021 will allow us to effectively review formative and summary learning data. Concurrently we expect to engage coaches and PD to assist with the goal setting, meta cognition and voice and agency.  Over the period of the strategic plan, capacity will be built to enable us to implement and refine effective strategies in tier 2 and tier 3 of the SWPBS model. We will gradually increase community engagement and look for opportunities to partner with community in areas that correlate with our curriculum delivery. |

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| Goal 1 | **To improve learning growth for all students in literacy and numeracy** |
| Target 1.1 | Over the SSP, an average of 75% of students in Reading and Writing are at or above benchmark growth (average over previous SSP – Reading 13%, Writing 20%). |
| Target 1.2 | Over the SSP, an average of 75% of students in Numeracy are at or above benchmark growth (average over previous SSP – 30%). |
| Target 1.3 | Teacher judgement to show all P-6 students achieve at least one Victorian Curriculum level of learning growth in English and Mathematics each year of the SSP (2019 = 85% in Reading, 94% in Writing, 97% in Speaking and Listening and 71% in Measurement & Geometry, 76% in Number & Algebra, 84% in Statistics & Probability). |
| Key Improvement Strategy 1.a Building practice excellence | Embed an Instructional model consistently across the school. |
| Key Improvement Strategy 1.b Evidence-based high-impact teaching strategies | Build teacher data literacy to consistently inform teaching and learning. |
| Key Improvement Strategy 1.c Building practice excellence | Application of an agreed PLC model |

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| Goal 2 | **To enhance student engagement in learning** |
| Target 2.1 | To **increase** positive responses to AtoSS **student voice and agency** factor from 72% to 80% or greater.  To **maintain** positive responses to AtoSS **self-regulation and goal setting** factor at 85% or above (2019 – 85%)  To **increase** AtoSS **learning confidence** from 68% to 80% |
| Target 2.2 | To decrease Prep-6 student absences days, from 52% more than 20 days (2019) to less than 30% more than 20 days. |
| Key Improvement Strategy 2.a Intellectual engagement and self-awareness | Build students’ capacity to set goals and use metacognition to improve their learning. |
| Key Improvement Strategy 2.b Empowering students and building school pride | Build staff capacity to enhance student voice and agency within the school. |

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| Goal 3 | **To develop happy, healthy and resilient students** |
| Target 3.1 | To increase positive responses to AtoSS ***Sense of connectedness*** factor from 76% to 85%, and ***Managing bullying*** factor from 80% to 85% |
| Target 3.2 | To increase positive responses to Parent Opinion Survey factor ***Non-experiencing bullying*** from 67% to 75% |
| Target 3.3 | To achieve School Wide Positive Behaviour Tier 3 accreditation |
| Key Improvement Strategy 3.a Health and wellbeing | Embed School Wide Positive Behaviour Support program |
| Key Improvement Strategy 3.b Building communities | Build local Community partnerships |
| Key Improvement Strategy 3.c Health and wellbeing | Review and embed wellbeing practices across the school |