

Altona P-9 College Strategic Plan 2017-2020

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal Julie Krause [Nov 2016][name] [date][name] [date]
School council: Con Alexopoulos Nov 2016][name] [date][name] [date]
Delegate of the Secretary: Judy Maguire [Nov 2016]][name] [date][name] [date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>The College has a stated vision to ensure the academic growth of every child across the school.</p> <p>The College strives to improve student learning outcomes in literacy and numeracy as the essential foundation for access to future educational pathways.</p> <p>Our fundamental purpose is to enable each and every student to reach his/her potential in a child and young person centred environment.</p>	<p>The College values of being RESPECTFUL, being a LEARNER and being CARING underpin the college vision.</p> <p>The College works to develop a Professional Learning Community with a whole school culture of collective responsibility through the establishment of consistent, high quality teaching and learning practices.</p> <p>The College focus on Professional Learning Team development has resulted in a shared responsibility for student outcomes and a belief within teaching teams, and the staff as a whole, that by working together, team members can enhance every child's learning.</p>	<p>Altona P – 9 College is located in a residentially stable and settled bayside area, commonly referred to as Altona West.</p> <p>Within the wider school network, there are a number of education providers, both private and government, competing for student enrolments however the college is the only P-9 school setting in the immediate area. The college provides high quality programs where the Prep to Year 9 students have access to specialist Science, Art, Music, PE, Italian, Food and Wood Technology within purpose built facilities.</p> <p>The College is organised into three Learning Communities: P-4, 5-8 and Year 9. The future development of an Early Learning Hub on the school site is currently underway in partnership with the Hobson's Bay City Council.</p> <p>The College has 19.1 EFT staff: 2 Principal Class, 17.1 Teachers and 8.6 Education support staff. The current enrolment (Feb 2016) is 240.4, maintaining an annual enrolment growth of 10%. There is an anticipated enrolment figure of 285 for 2017 (15% growth). The Student Family Occupation Index has remained stable over the past four years at 0.57.</p> <p>The Student Family Occupation Education Index is 0.48.</p> <p>A one to one laptop program ensures students are using new technologies to enhance their learning. Our Year 8 and 9 students are offered a range of elective specialist subjects to provide pathways for future education. Students successfully transition to senior education in both Hobson's Bay and Point Cook at the end of Year 9.</p> <p>The College emphasises strong transition processes into, throughout and moving on from the College.</p>	<p>Consistent with the outcomes of the school Self Evaluation and School Review Report 2016, the Altona P-9 College Strategic Plan aims to achieve the following:</p> <ul style="list-style-type: none"> • Consistency of teaching and learning practices across the College and reduced in class variability. • Strengthened teacher knowledge and capacity to implement evidence based practice in teaching to the point of need. • Strengthened teacher teams utilising data and assessment in improving student learning growth. • To embed coaching, mentoring, peer observation, provision of accurate and regular feedback to staff providing strong accountability and consistency of practice across the College. • To build student agency and voice in their learning and the broader life of the College and their community. <p>The College will focus on the following Framework for Improving Student Outcomes (FISO) Priorities – Excellence in Teaching and Learning and Positive Climate for Learning.</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)																																																														
Improve the learning growth of every student.	<i>Excellence in Teaching and Learning</i> <i>Building Practice Excellence</i> <i>Evidence based high impact teaching strategies</i> <i>Evaluating impact on learning</i>	<p>Document and embed an agreed instructional model (GRR model) that ensures the individual learning needs of all students are being met and is consistently implemented by all staff.</p> <p>Document and embed an agreed Pedagogical Framework to ensure a consistent lesson structure across the stages of learning for Reading, Writing and Numeracy.</p> <p>Build teacher and student capacity to effectively use data to monitor and improve student outcomes.</p> <p>Develop and formalise feedback and reflection processes for teachers and students.</p>	<p>By 2020</p> <p>ACHIEVEMENT DATA</p> <ul style="list-style-type: none"> There will be an increase in the percentage of students in the top two NAPLAN bands across Year 3, 5, 7 and 9 <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">YEAR 3</th> <th colspan="2">YEAR 5</th> <th colspan="2">YEAR 7</th> <th colspan="2">YEAR 9</th> </tr> <tr> <th>2016</th> <th>2020</th> <th>2016</th> <th>2020</th> <th>2016</th> <th>2020</th> <th>2016</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>45.5</td> <td>75</td> <td>36.4</td> <td>75</td> <td>16.2</td> <td>50</td> <td>21</td> <td>50</td> </tr> <tr> <td>Writing</td> <td>68.2</td> <td>75</td> <td>68.2</td> <td>75</td> <td>10.8</td> <td>50</td> <td>42.1</td> <td>75</td> </tr> <tr> <td>Spelling</td> <td>59</td> <td>75</td> <td>45.5</td> <td>75</td> <td>13.5</td> <td>50</td> <td>26.3</td> <td>50</td> </tr> <tr> <td>Grammar & Punctuation</td> <td>54.5</td> <td>75</td> <td>13.7</td> <td>50</td> <td>5.4</td> <td>50</td> <td>21</td> <td>50</td> </tr> <tr> <td>Numeracy</td> <td>27.3</td> <td>50</td> <td>18.2</td> <td>50</td> <td>24.3</td> <td>50</td> <td>15.8</td> <td>50</td> </tr> </tbody> </table> <ul style="list-style-type: none"> The proportion of students at or below the National Minimum Standard NAPLAN bands (Numeracy and all Literacy areas) will decrease each year of the Strategic Plan. <p>NAPLAN GROWTH DATA The percentage of students achieving low growth on NAPLAN to be at 20% or less for all cohorts The percentage of students achieving high growth on NAPLAN to be at 30% or above for all cohorts</p> <p>TEACHER JUDGEMENTS Teacher judgements against the Victorian Curriculum will indicate a minimum of 12 months growth per year in all areas of Literacy and in Numeracy</p> <p>By 2020</p> <p>Scores in the Student Attitudes to School Survey Year 5/6 and Year 9 – Teaching and Learning Domains - to be at or above State and Regional Means.</p> <p>Staff and Parent Opinion Surveys: Staff and Parent Opinion Survey results in the Teaching and Learning Domains to be at or above State and Regional Means.</p>		YEAR 3		YEAR 5		YEAR 7		YEAR 9		2016	2020	2016	2020	2016	2020	2016	2020	Reading	45.5	75	36.4	75	16.2	50	21	50	Writing	68.2	75	68.2	75	10.8	50	42.1	75	Spelling	59	75	45.5	75	13.5	50	26.3	50	Grammar & Punctuation	54.5	75	13.7	50	5.4	50	21	50	Numeracy	27.3	50	18.2	50	24.3	50	15.8	50
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Build leadership and teacher capacity to work collaboratively in professional learning teams using evidence-based practice.	<i>Excellence in Teaching and Learning</i> <i>Building Practice Excellence</i>	<p>To embed a Professional Learning Community focusing on evidence-based practice in teaching to the point of need.</p> <p>Build leadership capacity to monitor performance, give accurate and regular feedback to staff and provide for strong accountability.</p>	<p>By 2020</p> <p>The Feedback section of the Staff Opinion to be at or above State Mean.</p> <p>Benchmark using the High Reliability Schools surveys at the beginning of 2017 to identify targets in each AIP</p>																																																														
Deepen student engagement, collaboration and motivation within a rich learning community	<i>Positive Climate for learning</i> <i>Empowering Students and Building School Pride</i>	<p>Implement and cultivate a learning culture that promotes student choice, voice and leadership.</p> <p>Provide a stimulating learning environment where students are active learners who collaborate, explore and connect with the school and the wider community.</p>	<p>By 2020</p> <p>The Parent, Staff and Student Survey results to be at or above State Mean</p> <p>Attendance Data to be at or above State Mean at all year levels</p>																																																														

