School Strategic Plan – 2015 - 2018

Endorsements

Endorsement by School Principal	Signed……. Name: Alan Baker. Date……
Endorsement by School Council	Signed……. Name: Annette Mitchell Date…… School Council President's endorsement represents endorsement of School Strategic Plan by School Council
Endorsement by the delegate of the Secretary	Signed……. Name……. Date……

School Profile

Purpose	At Ainslie Parklands Primary School we have designed a supportive and engaging learning environment that prepares students to constructively contribute to, and participate in, an ever-changing and complex world.
Values	We believe these values are central to the life of our school and the ways in which all members of the school community conduct themselves – **Respect** by showing care and compassion for ourselves, others and the environment. **Responsibility** to be in control of our learning and our actions towards ourselves, others and the environment. **Individuality** to be yourself and have confidence to know you can 'have a go' and achieve your personal best. **Honesty and integrity** to seek the truth and 'walk the talk' in all our actions. **Learning** so we have the knowledge to make good choices and show independence. **Positive attitude** towards school and making it a fun, enjoyable, challenging and rewarding learning experience. **Collaboration** with the whole community so that we understand that we're all in this together and we can achieve. **Understanding and acceptance** of ourselves and others in our multi-cultural community.

Environmental Context

Ainslie Parklands Primary School was built in 1962, and was known as Croydon West Primary School until being renamed in 2012. It is located in the City of Maroondah on the border of the Cities of Ringwood and Croydon.

In 2015, student enrolment is 175 students representing approximately 120 families. We have 13 EFT school staff, including Teaching staff, Office Staff, four Teacher Aides and a Library Technician.

The student population has changed over the past six years with an increase in the enrolment of students from English as an Additional Language (EAL) and refugee backgrounds. Our school is culturally diverse with 35% of families having a Language Background Other Than English (LBOTE), with the largest LBOTE groups being Burmese (representing several distinct languages).

Ainslie Parklands has a Student Family Occupation index of 0.48 which indicates that we are in the medium SFO percentile range and that overall our school is of medium socio-economic status. Approximately one-third of the school community has, in the past, received the Education Maintenance Allowance (EMA), which is based on the self-reporting of income-status by parents. However, Ainslie Parklands has a diverse social demographic, ranging from families where one or both parents are relatively high-income earning professionals or business owners, to low income, single parent families. This profile has changed markedly over the past decade.

Our school has a strong reputation in the local community. We celebrate the cultural diversity of our families, while providing quality learning programs in all curriculum areas. We also offer a wide range of extra-curricular activities including extensive Performing Arts and Sports programs as well as Chess, Cheerleading and other special interest programs organised by teachers during Lunch-time Recess and after school hours. Student wellbeing is given a high priority and we offer many programs designed to support students over a range of issues, as well as a comprehensive suite of student leadership programs.

The AusVELS provide the basis of the curriculum within an integrated model. Teachers work in teams to plan and deliver curriculum that caters for the individual needs of students in multi-age classes. Each student has their own Individual Learning Plan (ILP) developed through collaborative processes involving the student, parents and teacher.

Ainslie Parklands has an attractive, safe and stimulating learning environment, enhanced by recently-renovated and well-maintained facilities. The school is well resourced in IT including interactive whiteboards in every Learning Studio and access to student desktop computers and shared iPads. Partnerships between parents and staff are encouraged and highly-valued: parents are involved as classroom helpers, in student conferences, school committees, fundraising and social activities. The work of the School Council and the parent community is evident throughout the school in improved programs, facilities and equipment for students and teachers. A large number of enthusiastic parents and community members provide many hours of voluntary work to maintain the extensive gardens and outside learning spaces, and volunteering to support student learning and the smooth running of the school's program.

Service Standards	General • The school fosters close links with parents and the broader school community through its commitment to open and regular communications via fortnightly newsletters and our Facebook pages. • The school commits to the active sharing of its vision and goals to ensure school community engagement in the school's strategic plan. • The school supports student access to a broad, balanced and flexible curriculum underpinned by skills for learning and life. • The school provides a safe and stimulating learning environment to ensure all students can achieve their full potential. • All students will receive instruction that is differentiated to their individual needs. Specific • The school will respond to all communication by parents and caregivers in a timely manner. • Parents will be advised in a timely manner when their child does not behave in an acceptable manner. • Students will play an active part in the development and review of the school's behaviour policies. • All teachers will provide timely and targeted feedback to students on their learning tasks.

In summary:

Our priorities and strategies to achieve our 4-year outcomes, 2015-18

- Improving the learning opportunities for all of our students without exception
- Boosting children's learning and wellbeing in their Primary School years with a particular focus on curiousity, creativity and play
- Achieving significant gains in literacy, working mathematically, and science as both a process and an academic discipline
- Supporting parents and carers to be actively and regularly involved in their child's learning
- Strengthening leadership and professional practice across this school and the Maroondah Network of schools
- Focusing relentlessly our professional efforts on the needs of our learning community
- Increasing and informing the educational choices of learners, and of their teachers
- Working closely and openly with our various local school communities, including teachers and Principals from our local Maroondah Network of schools and a smaller cluster of five nearby schools.
- Recognising the contribution education makes to the good health and quality of life of the children and young people in our care.

Strategic Direction	Goals	Targets	Key Improvement Strategies
Achievement Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support. While recognising that literacy and numeracy are essential foundations for students' success, achievement outcomes encompass a broader view of learning, spanning the full range of curriculum domains, as well as students' co-curricular achievements.	To increase student learning growth as indicated by improved learning gain as reported by NAPLAN and teacher judgements.	Student learning growth on average is at least equivalent to one year's growth annually, throughout the period of the strategic plan **Attitude to School Survey** / **2014** / **2018** Learning confidence / 3.27 / 5 Teacher Effectiveness / 4.2 / 5.5 **AUSVels - % at or above expected P-6** / **2014** / **2018** Reading / 85% / 95% Writing / 80% / 95% Speaking and Listening / 89% / 95% Measurement and geometry / 86% / 95% Number and Algebra / 86% / 95% Statistics and probability / 90% / 95% **NAPLAN Learning Gain – Low category** / **2014** / **2018** Reading / 56% / 30% Writing / 37.5% / 25% Grammar and punctuation / 29% / 25% Numeracy / 31% / 20%	Teachers use data to differentiate learning for each student from their point of need. The allocation of Staff will enable small group tutoring as needed supported by individual coaching in Maths, Literacy and developmentally-appropriate Inquiry projects

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<td>Engagement

Engagement refers to the extent to which students feel connected to and excited by their learning and with the broader school community.

Engagement spans students' motivation to learn, as well as their active involvement in learning.

Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.</td>
<td>To increase student engagement in their learning.

To increase the reliability of the Parent Opinion Survey by encouraging all selected parents to complete and return the survey by the nominated date with the goal of a return rate of 80%. To investigate strategies used by other schools to maximise the completion and return of Parent Opinion Surveys.</td>
<td>Student engagement in learning, to be at or above state benchmarks, as measured through attendance rates, student, parent and staff opinion surveys, as well as participation rates in school programs, throughout the period of the strategic plan

<table>
<tr><th>Attendance</th><th colspan="2">% per year</th></tr>
<tr><th>By year level</th><th>2014</th><th>2018</th></tr>
<tr><td>Foundation</td><td>91</td><td>92</td></tr>
<tr><td>Year 1</td><td>92</td><td>92</td></tr>
<tr><td>Year 2</td><td>91</td><td>93</td></tr>
<tr><td>Year 3</td><td>91</td><td>95</td></tr>
<tr><td>Year 4</td><td>93</td><td>93</td></tr>
<tr><td>Year 5</td><td>88</td><td>90</td></tr>
<tr><td>Year 6</td><td>93</td><td>95</td></tr>
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<table>
<tr><th>Attitude to School Survey</th><th>2014</th><th>2018</th></tr>
<tr><td>Student morale</td><td>5.97</td><td>6.0</td></tr>
<tr><td>Student safety</td><td>4.56</td><td>5.5</td></tr>
<tr><td>Student distress</td><td>5.37</td><td>6.0</td></tr>
<tr><td>Classroom behaviour</td><td>2.04</td><td>6.0</td></tr>
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<td>To develop a comprehensive, whole school strategy, based around a continuity of Staff allocation. to support smooth transitions between each year level.</td>
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<tr><th></th><th>Goals</th><th>Targets</th><th>Key Improvement Strategies</th></tr>
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<td>Wellbeing

Students' health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences.</td>
<td>To empower all members of the school community in strengthening an inclusive, safe and happy 'community of learners'.</td>
<td>Indicators of an inclusive, safe and supportive school and learning environment to be at or above state benchmarks, as measured through attendance and incident rates, as well as student, parent and staff opinion surveys, throughout the period of the strategic plan.
<table>
<tr><th>Attitude to School Survey</th><th>2014</th><th>2018</th></tr>
<tr><td>School connectedness</td><td>4.59</td><td>5.0</td></tr>
<tr><td>Stimulating learning</td><td>4.82</td><td>5.0</td></tr>
<tr><td>Student motivation</td><td>5.00</td><td>5.0</td></tr>
<tr><td>Teacher empathy</td><td>3.97</td><td>5.0</td></tr>
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<table>
<tr><th>Parent Survey</th><th colspan="2">% endorsement</th></tr>
<tr><th>Components</th><th>2014</th><th>2018</th></tr>
<tr><td>Student motivation</td><td>35</td><td>70</td></tr>
<tr><td>School connectedness</td><td>30</td><td>60</td></tr>
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</td>
<td>To interrogate student, parent and staff opinion surveys in order to inform the development and implementation of strategies designed improve student well-being and support student learning.</td>
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Productivity Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school. Successful productivity outcomes exist when a school uses its resources – to the best possible effect and in the best possible combination - to support improved student outcomes and achieve selected goals and targets.	To improve the processes, procedures and practices to enhance student learning, through consolidating whole school strategies. To use our resources – people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities – to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets	Whole school processes, procedures and practices are documented, resourced and embedded in the practice of all staff, as evidence by school policies, curriculum planning documents and records of procedures, as well as staff performance and development reviews, throughout the period of the strategic plan.	To evaluate current practice while reviewing research and current best practice in other schools in order to inform and develop a consistent, evidence-based approach to teaching and learning throughout the school.

School Staff Survey	**% endorsement**	
Components	**2014**	**2018**
Shielding/ buffering	59	75
Guaranteed viable curriculum	83	90
Feedback	76	90
Collective efficacy	81	50
Staff psychological safety		
Trust in students and parents	87	50
Collegiality & collective participation	80	90
Teacher collaboration	80	95
School admin support for ..		
Staff trust in colleagues	73	90
Collective focus on student learning	83	75
Collective responsibility	87	75
Renewal of knowledge and skills	89	95
School level support	75	95
PL - Feedback	76	50
PL - Coherence	87	60
Active participation	81	95

Ainslie Parklands Primary School Strategic Plan 2015- 2018: Indicative Planner

Key Improvement Strategies		Actions	Achievement Milestones
Student Achievement To enable teachers to use data to differentiate learning for each student from their point of need.	Year 1 (2015)	▪ Review student assessment strategies and tools. ▪ Review whole school assessment schedule. ▪ Provide professional learning on measuring student learning growth.	▪ All staff are familiar with and implement student assessment strategies and tools as detailed in the school assessment schedule. ▪ All staff are practiced in measuring student learning growth.
	Year 2 (2016)	▪ Staff analyse student data to differentiate student learning programs. ▪ Staff analyse data to assess effective teaching strategies. ▪ Review of curriculum provision in terms of content, strategies and dedicated time.	▪ All staff use student data to differentiate student learning. ▪ All staff use data to assess their teaching. ▪ All staff are familiar with and effectively implement the AusVELS (national and state) curriculum.
	Year 3 (2017)	▪ Staff team meetings analyse and moderate on student achievement. ▪ Staff team meetings analyse and moderate on student learning growth. ▪ Staff team meetings analyse and evaluate effective reporting on student learning for students, parents and staff.	▪ Staff team meetings analyse and moderate on student achievement. ▪ Staff team meetings analyse and moderate on student learning growth. ▪ Staff team meetings analyse and evaluate effective reporting on student learning for students, parents and staff.
	Year 4 (2018)	▪ Review student learning growth across the period of the strategic plan ▪ Review of the whole school assessment schedule. ▪ Review of student assessment strategies.	▪ All staff are competent in measuring student learning growth. ▪ Student learning growth on average is at least equivalent to one year's growth annually, throughout the period of the strategic plan.

Ainslie Parklands Primary School Strategic Plan 2015- 2018: Indicative Planner

Key Improvement Strategies		Actions	Achievement Milestones
Engagement To develop a comprehensive, whole school strategy to allow for smooth transitions between each year level.	Year 1 (2015)	▪ Review student and parent attitudes to transition between year levels. ▪ Review school transition practices in comparison with current best practice. ▪ Review whole-school consistency in pedagogy.	▪ All staff understand and can articulate student and parent attitudes to transition between year levels. ▪ All staff are familiar with school transition practices in comparison with best practice. ▪ All staff support and implement a consistent pedagogy across the school.
	Year 2 (2016)	▪ Refine common teaching practices school-wide ▪ Refine whole school practices to support student engagement across the school. ▪ Refine whole school practices to support student transition across the school.	▪ All staff are working to improve common teaching practices across year levels, which support student engagement across the school. ▪ All staff understand, implement and can articulate whole school practices which support student transition across the school.
	Year 3 (2017)	▪ Consolidate common teaching practices across year levels. ▪ Consolidate whole school practices to support student engagement across the school. ▪ Consolidate whole school practices to support student transition across the school.	▪ All staff understand, implement and can articulate common teaching practices across year levels, which support student engagement and transition across the school.
	Year 4 (2018)	▪ Review student and parent attitudes to transition between year levels ▪ Review school transition practices in comparison with current evidenced based best practice. ▪ Review pedagogy across the school.	▪ Indicators of an inclusive, safe and supportive school and learning environment are at or above state benchmarks, as measured through attendance and incident rates, as well as student, parent and staff opinion surveys, throughout the period of this strategic plan (2015 – 18).

Ainslie Parklands Primary School Strategic Plan 2015- 2018: Indicative Planner

Key Improvement Strategies		Actions	Achievement Milestone
Productivity To evaluate current practice while reviewing research and current best practice in other schools in order to inform and develop a consistent, evidence-based approach to teaching and learning throughout the school. Alan Baker Last printed: Friday, 5 May 2017	Year 1 (2015)	▪ Review the research on evidence based, best practice in curriculum provision, teaching and learning practice and resourcing of facilities and programs, that maximise student learning growth. ▪ Facilitate peer observation within this and other schools with a view to reflecting on current practices in light of what the research tells us.	▪ All staff are familiar with research on current best practice in curriculum provision, teaching and learning practice and resourcing of facilities and programs. ▪ All staff share and reflect professional practices in light of current research as evidenced by whole staff professional learning, team planning and individual performance and development plans.
	Year 2 (2016)	▪ Provide access to quality professional learning and discussion to develop and document practices and procedures across the school.	▪ All staff understand, implement and can articulate documented, whole school, practices and procedures that support improved learning.
	Year 3 (2017)	▪ Facilitate peer observation with a view to enabling all staff to reflect on current practices and consolidate a whole school approach to teaching and learning. ▪ Develop strategies and resourcing that supports the school's approach to teaching and learning.	▪ All staff participate in peer observation and reflect on their contribution to and participation in the school approach to teaching and learning as it supports improved student learning growth. ▪ All staff contribute to planning, documenting, assessing and recording progress in student learning, as well as in financial management and resource maintenance across the school.
	Year 4 (2018)	▪ All staff ensure accountability in planning documents, assessment records, financial and strategic planning and the development and maintenance of school resources in order to support improved student learning.	▪ Whole school processes, procedures and practices are documented, resourced and embedded in the practice of all staff, as evidence by school policies, curriculum planning documents and records of procedures, as well as staff performance and development reviews, during this Strategic Plan.