**School Strategic Plan 2021-2025**

Aldercourt Primary School (5043)



Submitted for review by Raelene Harvey (School Principal) on 18 June, 2022 at 10:28 AM  
Endorsed by Michael Devine (Senior Education Improvement Leader) on 20 July, 2022 at 02:31 PM  
Awaiting endorsement by School Council President

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| School vision | Established in 2018 through community consultation, the Vision for the Frankston North Education Plan (FNEP) is ‘Every child and family is successful in learning and life.’  The vision aspires to \* lift child, youth and family aspirations and pride through implementation of specialisation and excellence streams at the secondary school and provision of accessible, affordable, high-quality early learning and wellbeing services \* provide high quality education through professional leadership and teacher capability development, along with investment in modernised education spaces that enable innovative learning and maximise the benefits of integrated infrastructure development \* provide long term improved education and community outcomes for disadvantaged communities in Frankston North through greater collaboration between education providers from early years through to secondary school, and with health and wellbeing community organisations \* build a culture where the community works together, where educational community voice, agency and leadership are understood and valued as inter-related factors that contribute to the notion of empowerment and sense of pride.   . |
| School values | Our values have been developed with the community; all children and young people in Frankston North can articulate and action our shared expectations. The Frankston North Education Plan Values are; Be A Learner Be Respectful Be Safe  Be A Learner  - Being engaged and tracking the speaker  - Having a go and always doing my best  - Being a HERO  Here   Everyday  Ready to learn  On time  Be Respectful  - Being kind and inclusive  - Acting a positive role model  - Showing care to myself, others and our school  Be Safe  - Asking for help when needed  - Moving calmly in and around our school  - Pausing and thinking before I act  - Being responsible and e-smart  These three expectations are the cornerstone of each school in Frankston North. They are visible and tangible in every classroom and learning space and communicated broadly to the school community. The expectations have been devised in consultation with the community, as well as the Berry Street Education Model (BSEM). The BSEM provides strategies for teaching and learning that enables teachers to increase engagement of students with complex, unmet learning needs and to successfully improve all students’ self-regulation, relationships, wellbeing, growth and academic achievement.The pedagogical strategies incorporate trauma-informed teaching, positive education, and wellbeing practices.   The 3 expectations, underpinned by a trauma-informed approach to teaching and learning, will continue to shape the way students, staff and the wider community work together over the life of the new SSP. |
| Context challenges | The City of Frankston is the twenty-first largest Local Government Area in Victoria with a population of approximately 139,511 and is the major regional retail and commercial centre and transport hub of the Mornington Peninsula.   Frankston North represents 4.2 per cent of the municipality’s population. It has three government schools, two early learning centres, a sporting club and a community centre.  Forecast population growth for Frankston North to 2036 is high at 5.95 per cent per year compared to the predicted Victoria growth rate of only 1.4 per cent over the same period. By 2036, \* the age group of birth to four years will represent 6.1 per cent of the Frankston North population \* the primary school age group (5–11 years) will remain around 8.9 per cent \* the secondary school age group (12–17 years) will represent 5.1 per cent of the population – a projected increase of 61 per cent.  Frankston North has a high proportion of Aboriginal and Torres Strait Islander people (2.2 per cent) compared to the City of Frankston and the state average. It is also home to a large migrant community with approximately 20 per cent of the population having been born overseas.  Compared to its surroundings, Frankston North has a relatively high level of socio-economic disadvantage and vulnerability among its children and young people. Almost half of all children (41 per cent) start school developmentally vulnerable on at least one domain of the Australian Early Development Census. All three of the schools are also in the highest category of socio-economic disadvantage (based on the Student Family Occupation and Education (SFOE) index).  These extreme levels of disadvantage, low aspirations and poor learner engagement are reflected by the area’s high proportion of early school leavers (approximately 14 per cent) and levels of youth crime that are higher than the state average (42 crimes per 1,000 children and young people compared to 22.7 per 1,000 for Victoria).  One of the key challenges for the school is to ensure that students return to the routines and expectations of school routine after the interruption of COVID. |
| Intent, rationale and focus | Intent At Aldercourt Primary School, given the level of disadvantage and high proportion of students with a trauma background, throughout the course of this Strategic Plan, we will continue to strive for a calm, safe and orderly environment for all students and staff. Our intention is to provide a continuity of learning for students through the development of a whole-school approach to curriculum, instruction, assessment and collaborative practice.   This will be achieved by continuing to deepen teacher practice by embedding regular modelling, coaching, feedback and reflection processes through the Professional Learning Teams (PLT’s), together with deepening the whole school approach to student data and assessment to inform point of need teaching and learning would be the focus for the next strategic period.   Rationale and focus As found by the school review panel, the following three rationales outline our focus over the coming strategic plan period. These are all aligned with our three key SSP goals.  Between now and 2025, Aldercourt Primary School will be prioritizing the following three goals:  1. Learning achievement and growth for all students in literacy and numeracy Analysis of the school’s NAPLAN data and teacher judgements as well as Panel discussions with curriculum leaders indicated that there were high proportions of students demonstrating low achievement and growth in areas of literacy (particularly writing) and numeracy. The Panel agreed that despite some good gains in student growth from Years 3-5, particularly in reading in 2021, student achievement levels were below similar schools in Year 3 and Year 5 in 2021 (except in reading Year 5). The Panel identified literacy and numeracy as areas requiring focus for the next SSP.  2. Build student engagement and ownership of their learning Panel discussions involved the three schools in the Frankston North Education Plan (FNEP) and the Director of the FNEP. As a key part of the vision for the FNEP, the need for student voice and learner agency strategies to be activated to increase student engagement in learning and school was outlined as a priority. Panel discussions during the current review, together with AToSS and SSS data, indicated that the next level of work was to further develop student voice and learner agency strategies, to continue to build students’ intellectual engagement in their learning.  3. Strengthen student wellbeing and community engagement The FNEP outlines student health, wellbeing and the engagement of the community as key priorities in the plan moving into the 2022-2015 period. The Panel agreed that the achievements of the FNEP to date had been significant with the re-building of schools, co-location of child, family and community services and the forging of partnerships. The Panel agreed that this major initiative continue to be a major focus in the work of all three schools (APS, MRPS and MSC) in strengthening student wellbeing and the engagement of the community.  Highlights The school review was a highly successful reflection that affirmed much of the previous work and learning that has occurred. Within this review, three key highlights emerged that the school community will continue to build on.  Highlight #1 - Safe and positive learning environment The Panel found that the whole school community, including parents/carers, teachers and staff and students welcomed the implementation of a safe and positive learning environment and enthusiastically endorsed the implementation of the BSEM. The Panel found that a key school community highlight was the building of a safe learning environment:  • As part of the FNEP, the school introduced a research-based trauma informed approach (including Berry Street Education Model- BSEM) to student wellbeing, behaviour, learning and family engagement.  • Teachers and staff were trained, coached and mentored in the BSEM approach that included common practices across all schools, classrooms and school staff. Practices included morning routines (including classroom circles/meetings), entry routines, brain breaks, student self-monitoring on ready to learn scales, Zones of Regulation strategies, and strategies to increase stamina for learning. They also included consistent use of behaviour ladders and agreed lesson structures.  • The shared practices were reported to have contributed to strong and consistent classroom rhythms and routines. Teachers and leaders reported that there was a significant shift in behaviours from putting out spot fires to a positive behaviour and learning environment. They reported that having the agreed research-based structure resulted in calmer classrooms and a happy learning environment. • Parents also strongly endorsed the approach and were supportive of the school with the development of a positive learning environment.  Highlight #2 - Whole school approach to teaching and learning including the whole school instructional model(s) The Panel found that a second key school community highlight was the establishment of a whole school approach to teaching and learning, in conjunction with and underpinned by highlight one. This was documented in the school’s teaching and learning plan 2021. Research-based models were adopted over the review period, and these included: • The Frankston North Education Plan (FNEP) Instructional Model that provided a model of instruction for all teachers. The model included learning intentions and success criteria, explicit teaching and dialogic talk, the teaching of vocabulary, and application including differentiation and reflection. • An explicit literacy teaching and learning cycle and model that included core instructional strategies, lesson delivery structures and the explicit teaching of vocabulary • A numeracy shared approach including a classroom delivery model and core instructional strategies • Differentiated teaching and learning based on a Response to Instruction (RTI) model offering targeted teaching and learning at a student’s point of need • Individual education plans for a range of students. Parents reported that they were impressed by the support and targeted teaching and learning their children had received • Professional Learning Teams (PLT’s) supported teachers to build their practice in the learning and teaching of literacy and numeracy. The PLT’s included a strong focus on the use of student learning data and to plan to meet the learning needs of all students. It was reported by leaders and teachers that the building of teacher collaboration in the PLT’s resulted in more consistency of practice across the school, and therefore improved student learning outcomes.   Highlight #3 - Open communication with the school community The Panel found that the third school community highlight was the building of the partnership between home and school, and the building of trust over the period of review. The Panel found that the community agreed that the work of all involved in the FNEP had a positive impact over the period of review and was a school and community highlight.  The school community in focus groups for the development of the Pre-review Self-evaluation (PRSE) commented on the following: • The whole facility including the new community space and kindergarten, dining room and kitchen • Improved communication through Compass and progressive reporting • Improved wider community positive word of mouth recommendations and discussions • Approachability from the front desk and throughout the school • Parent inclusion in themed evenings was a highlight and throughout flexible and remote learning • Teachers and staff were highly supportive and strongly communicative throughout the pandemic ensuring students were okay and there was a strong and supportive wellbeing team  • Students reported that the new school and the learning and teaching, together with the safe and orderly environment, all contributed to positive communication between home and school. |

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| **Goal 1** | Improve learning achievement and growth for all students in literacy and numeracy |
| Target 1.1 | **NAPLAN benchmark growth Years 3-5**  1.1.1 By 2025, increase the percentage of students meeting or above benchmark growth in reading from 70% (average 2018-2021) to 80% or more (including above benchmark growth of 25% or more each year)  1.1.2 By 2025, increase the percentage of students meeting or above benchmark growth in writing from 31% in 2021 to 50% or more ((including above benchmark growth from 0% (2021) to 15% or more each year)  1.1.3 By 2025, increase the percentage of students meeting or above benchmark growth in numeracy from 78% in 2021 to 80% or more (including above benchmark growth of 25% or more each year) |
| Target 1.2 | **NAPLAN – Middle 2 bands and top 2 bands (combined) - Year 3**  1.2.1 By 2025, increase the percentage of students achieving in the middle two and top two NAPLAN bands (combined) in reading from 56% in 2021 to 80% or above  1.2.2 By 2025, increase the percentage of students achieving in the middle two and top two NAPLAN bands (combined) in writing from 67% in 2021 to 80% or above  1.2.3 By 2025, increase the percentage of students achieving in the middle two and top two NAPLAN bands (combined) in numeracy from 44% in 2021 to 80% or above |
| Target 1.3 | **Teacher judgement growth**  1.3.1 Increase the percentage of students in each Year level (1-6) above expected growth in reading from (see table) every year to 50% by 2025  **Table 1.** Percentage of students in Years 1-6 above expected growth in reading in 2020 and target by 2025   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** | | **2020** | 27% | 7% | 15% | 19% | 44% | 31% | | **2025** | 50% | 50% | 50% | 50% | 50% | 50% |     1.3.2 Increase the percentage of students in each Year level (1-6) above expected growth in writing from (see table) every year to 50% by 2025.  **Table 2.** Percentage of students in Years 1-6 above expected growth in writing in 2020 and target by 2025   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** | | **2020** | 35% | 21% | 12% | 5% | 22% | 42% | | **2025** | 50% | 50% | 50% | 50% | 50% | 50% |   Increase the percentage of students in each Year level (1-6) above expected growth in number from (see table) every year to 50% in Years 1-3, and 60% in Years 4-6 by 2025  **Table 3.** Percentage of students in Years 1-6 above expected growth in number in 2020 and target by 2025   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** | | **2020** | 21% | 20% | 16% | 50% | 44% | 46% | | **2025** | 50% | 50% | 50% | 60% | 60% | 60% | |
| Key Improvement Strategy 1.a Building practice excellence | Develop and embed a whole school approach to writing, reading and numeracy. |
| Key Improvement Strategy 1.b Curriculum planning and assessment | Deepen the whole school approach to student data and assessment to inform point of need teaching and learning. |
| Key Improvement Strategy 1.c Building practice excellence | Deepen teacher practice by embedding regular modelling, coaching, feedback and reflection processes through the Professional Learning Teams (PLT’s). |
| **Goal 2** | Build student engagement and ownership of their learning |
| Target 2.1 | **Attitudes to School Survey (AToSS)**  Increase the percentage of positive responses (Years 4-6) to the following:  2.1.1 Stimulated learning from 90% (2021) to 95% by 2025  2.1.2 Student voice and agency from 66% (2021) to 80% by 2025  2.1.3 School connectedness from 82% (2021) to 92% by 2025  2.1.4 Self-regulation and goal setting from 90% (2021) to 95% by 2025 |
| Target 2.2 | **School Staff Survey (SSS)**  Increase the percentage positive endorsement of all staff each year (2022-2025) to the following:  **School Climate Module factors:**  2.2.1 Collective efficacy from 75% (2021) to 80% by 2025.  2.2.2 Academic emphasis from 69% (2021) to 75% by 2025.  **Teaching and Learning module - Practice Improvement factors:**  2.2.3 Professional learning through peer observation from 55% (2021) to 75% by 2025.  2.2.3 Seek feedback to improve practice from 82% (2021) to 85% by 2025. |
| Target 2.3 | **90Student lateness and absence**  2.3.1Reduce the percentage of students absent for 20 days or more each year (2022-2025) from 28% (combined 2018 and 2019 data) to 20% by 2025.  2.3.2 Reduce the number of students late to school each year (2022-2025) from 2019 data (school-based data collection). |
| Key Improvement Strategy 2.a Empowering students and building school pride | Develop staff capability to activate student agency and voice in classroom learning |
| **Goal 3** | Strengthen student wellbeing and community engagement. |
| Target 3.1 | **Attitudes to School Survey (AToSS)**  Increase the percentage of positive endorsement (Year 4-6) each year to the following:  3.1.1 Sense of confidence from 86% (2021) to 90% in 2025  3.1.2 Perseverance to be maintained at or above 90% (2021) to 2025  3.1.3 Emotional awareness and regulation from 80% (2021) to 88% in 2025 |
| Target 3.2 | **School Staff Survey (SSS)**  Increase the percentage positive endorsement of all staff each year to the following:  3.2.1 Trust in students and parents from 69% in 2021 to 75% by 2025  3.2.2 Shielding and buffering from 78% in 2021 to 85% by 2025 |
| Target 3.3 | **Student enrolment**  3.3.1 Increase Prep enrolment by 10% each year from 2021 data. |
| Key Improvement Strategy 3.a Health and wellbeing | Build the strengths-based trauma-informed FNEP approach to student engagement and wellbeing |
| Key Improvement Strategy 3.b Networks with schools, services and agencies | Strengthen partnerships across educational settings and the FNEP community |