

School Strategic Plan 2024-2028

Anglesea Primary School (4332)



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

School Strategic Plan - 2024-2028

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School vision	Anglesea Primary School is a creative and fun learning environment that promotes the following values: Respect, Responsibility, Kindness and Collaboration. Students will strive to achieve their personal best and become independent and resilient learners who make a positive contribution to the community and the environment.
School values	Anglesea Primary School has a set of core values that are unique to our school as they were developed by students, staff, parents/carers and community members. They are: RESPECT: Caring for each other and our environment, speaking to and interacting with others in a respectful manner and being honest, reliable and trustworthy. RESPONSIBILITY: Being responsible for our learning and behaviour by trying our best and making good choices. KINDNESS: Being friendly and kind to each-other so everyone feels safe, included and supported. COLLABORATION: Working together in a team by happily learning and playing together.
Context challenges	Key challenges include: Implementing the Victorian Teaching and Learning Model (VTLM) 2.0. Implementing the new English 2.0 and Maths 2.0 Curriculum. Implementing the teaching of English F-2, with a daily focus on teaching phonics. Gathering data to know students better and to tailor programs to meet their individual needs.
Intent, rationale and focus	The intent of the School Strategic Plan is to: * Maximise the learning growth of every student by aiming for at least one year's growth for one year's learning in English and Mathematics. The school will further renew our Instructional Models and curriculum planning documents, with a focus being on collecting and using data to provide Tier 1, 2 and 3 supports to meet the learning needs of all students. * Improve the health and wellbeing outcomes for every student by building teacher capacity to enhance student wellbeing, engagement and inclusion. By empowering students to lead and demonstrate voice and agency, staff and parents will work collaboratively to support them.

Draft

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Goal 1	To maximise the learning growth of every student
Target 1.1	By 2028, increase the percentage* of Year 5 students above Benchmark NAPLAN growth in: • reading from XX% (2025) to XX% • writing from YY% (2025) to YY% • numeracy from ZZ% (2025) to ZZ% *Target to be determined when data becomes available
Target 1.2	By 2028, increase the percentage* of students at or above level against the Victorian Curriculum in literacy and numeracy according to teacher judgement (Time Series) in: • English from XX% (2025) to XX% • Maths from YY% (2025) to YY% *Target to be determined when data becomes available
Target 1.3	By 2028, maintain or increase the percentage of positive responses to the AtoSS factors: • Differentiated learning challenge at 81% (2024) • Stimulated learning from 69% (2024) to 75%
Target 1.4	By 2028, maintain or increase the percentage of positive responses on the school staff survey factors: • Collective efficacy at 88% (2024 had 98%, with similar schools having 83%) • Understand how to analyse data 70% (2024) to 75%

Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Review and adapt the instructional models and embed a trauma-informed practices
Key Improvement Strategy 1.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Further develop, document and embed whole school collaborative approaches to curriculum planning and instructional strategies
Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build staff knowledge and capacity to provide universal adjustments, support strategies and interventions to successfully meet the learning needs of all students and provide appropriate tier 1, 2 and 3 supports.
Key Improvement Strategy 1.d Documented teaching and learning program based on the Victorian Curriculum and senior secondary	Implement systems and practices to support ongoing data analysis across all levels of the school to enhance teaching and learning

pathways, incorporating extra-curricula programs	
Key Improvement Strategy 1.d Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Goal 2	Improve the wellbeing and engagement of all students
Target 2.1	By 2028, increase the percentage positive endorsement in Attitude to School Survey factors: • Sense of connectedness from 80% (2024) to 84% • Student voice and agency from 63% (2024) to 68%
Target 2.2	By 2028, increase or maintain the percentage positive endorsement in School Staff Survey factors: • Seek feedback to improve teaching from 60% (2024) to 70%. • Promote student ownership of learning at 80% (2024 had 100%, and similar schools had 76%).
Target 2.3	By 2028, increase the positive endorsement of the Parent Opinion Survey (POS) factors: • Confidence and resiliency skills from 73% (2023) to 80% • Teacher communication from 52% (2023) to 70%
Target 2.4	By 2028, decrease the percentage of students with >20 days absent from 19% (2023) to 17%
Key Improvement Strategy 2.a	

Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build staff capacity to embed multi-tiered systems of support that enhance student wellbeing, engagement and inclusion.
Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Empower students to lead and demonstrate voice and agency in collaboration with teachers, leaders and parents to support students.
Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	