

# School Strategic Plan 2020-2024

Abbotsford Primary School (1886)



Submitted for review by Stanley Wang (School Principal) on 22 October, 2021 at 04:25 PM

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<b>School vision</b>	All students of Abbotsford Primary School will be kind local citizens and caring global thinkers.
<b>School values</b>	<p>The School Values that underpin the work of Abbotsford Primary School are: Curiosity, Challenge, Connectedness and Care.</p> <p>Curiosity means:</p> <ul style="list-style-type: none"><li>- Regarding differences as opportunities to understand new perspectives;</li><li>- Being open-minded and not making assumptions about how the world 'should' work.</li></ul> <p>Challenge means:</p> <ul style="list-style-type: none"><li>-Embracing every opportunity to grow, even when it seems difficult;</li><li>-Comparing yourself to who you were yesterday, not to who someone else is today.</li></ul> <p>Connectedness means:</p> <ul style="list-style-type: none"><li>-Being inclusive of others in the school community, valuing each other's backgrounds, perspectives and experiences;</li><li>-Showing responsibility for the school community and contributing in your own way.</li></ul> <p>Care means:</p> <ul style="list-style-type: none"><li>-Treating others the way you want to be treated;</li><li>-Going the extra mile to provide equitable access and giving a helping hand to those in need.</li></ul>
<b>Context challenges</b>	<p>From the self-evaluation and review, the key challenges identified for Abbotsford Primary School were:</p> <p>1) Lack of specialist guidance and professional leadership around the design of an effective bilingual model for Chinese and English: Despite the bilingual operation having been in operation since 1984 and the 100% participation being rolled out in 2016-17, the school has lacked clear guidance and leadership around the establishment of a bilingual model that addresses the needs of the students, as they shifted from 100% heritage speakers to now 98%+ non-native speakers. This has significant implications for the way in which curriculum, pedagogy and assessment need to be approached. This critical need has motivated the appointment of Stanley Wang, a specialist in language education, as the current substantive principal (who began in October, 2020).</p> <p>2) Lack of consistency in the understanding and practice for promoting student agency and voice:</p> <p>An analysis of the school's structures and processes to enable students to be confident and motivated learners, identified the use of feedback and reflection strategies to support students, were inconsistently implemented across the school and students were not always skilled in asking for effective feedback. The ways in which students are encouraged to construct, monitor and reflect on goals</p>

	<p>set also varied across the classes, which limits the potential to fully engage students in critically thinking about their learning and to effectively and consistently have real agency in learning.</p>
<b>Intent, rationale and focus</b>	<p>Abbotsford Primary School has the ambitious aim of offering the best Chinese/English bilingual education globally. This is because the school firmly believes that every child in Australia deserves a bilingual education, for all the additional economic, cognitive, social and emotional benefits that come with an education that focuses on:</p> <ul style="list-style-type: none"> <li>-Equipping students with the capabilities to navigate seamlessly across linguistic and socio-cultural borders ("Learning about diversity")</li> <li>-Empowering students to be leaders of their own learning ("Diversity in learning")</li> <li>-Inspiring students to build and maintain global connections ("Globally informed")</li> <li>-Instilling a culture of empathy and mutual respect for all students to embrace their unique identity ("Locally rooted")</li> </ul> <p>Over the 2020-2024 period, Abbotsford Primary School plans to trial a new, innovative bilingual curriculum ("The Abbotsford Bilingual Model") that achieves both alignment within the proficiency development of each language, as well as the development of bi-literacy. This will involve two years of improvement work on the curriculum, pedagogy and assessment being done for each language separately, before its unity is considered for developing students' linguistic repertoire holistically.</p> <p>Coupled with the focus on improving the bilingual program is a renewed focus on student agency and wellbeing. The pandemic has highlighted the need for schools to be re-positioned as both a centre for learning and a centre for wellbeing. Structures and processes across a range of areas, such as goal-setting, feedback, reporting, student leadership, would need to be reviewed and refreshed to support the empowerment of student agency. The implementation of a new wellbeing framework, including a new wellbeing centre being opened in 2022, will also serve an important role in fostering student efficacy, resilience and self-awareness as learners.</p>

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<b>Goal 1</b>	To improve student learning outcomes for every student in bi-literacy and numeracy
<b>Target 1.1</b>	<p>By 2024, the percentage of Year 5 students assessed as 'above' benchmark growth in NAPLAN to be:</p> <p>Year 5</p> <ul style="list-style-type: none"> <li>• Reading from 8 per cent (2019) to 28 per cent</li> <li>• Writing from 6 per cent (2021*) to 29 per cent (*2019 data was an anomaly)</li> <li>• Numeracy from 15 per cent (2019) to 23 per cent</li> </ul>
<b>Target 1.2</b>	<p>By 2024, increase the percentage of students in Years 3 and 5 achieving in the top 2 NAPLAN bands for the domains of:</p> <p>Year 3</p> <ul style="list-style-type: none"> <li>• Reading from 50 per cent (2019) to 66 per cent</li> <li>• Writing from 45 per cent (2019) to 64 per cent</li> <li>• Numeracy from 50 per cent (2019) to 54 per cent</li> </ul> <p>Year 5</p> <ul style="list-style-type: none"> <li>• Reading from 35 per cent (2021*) to 54 per cent (*2019 data was an anomaly)</li> <li>• Writing from 18 per cent (2021*) to 28 per cent (*2019 data was an anomaly)</li> <li>• Numeracy from 36 per cent (2019) to 42 per cent</li> </ul>
<b>Target 1.3</b>	By 2024, the percentage of Year F-6 students assessed as being above age expected level on Victorian Curriculum Levels F-10 will increase:

	<p>English</p> <ul style="list-style-type: none"> <li>• Reading from 33 per cent in 2020 to 40 per cent</li> <li>• Speaking and Listening from 22 per cent in 2020 to 30 per cent</li> <li>• Writing from 21 per cent in 2020 to 30 per cent</li> </ul> <p>Mathematics</p> <ul style="list-style-type: none"> <li>• Number and Algebra from 35 per cent in 2020 to 40 per cent</li> <li>• Measurement and Geometry 13 per cent in 2020 to 25 per cent</li> <li>• Statistics and Probability 10 per cent in 2020 to 25 per cent</li> </ul>
<b>Target 1.4</b>	<p>By 2024, at least 80% of Year F-6 students will be able to satisfactorily complete:</p> <ul style="list-style-type: none"> <li>• Youth Chinese Test – Level 3 (for non-native speakers)</li> <li>• Children's Chinese Competency Certification – Seedling Level (for native speakers)</li> </ul>
<b>Target 1.5</b>	<p>By 2024, 60% of Year F-6 students will be able to reach:</p> <ul style="list-style-type: none"> <li>• Level 2B on the Chinese as an Additional Language (CAL) Curriculum</li> <li>• Character reading and writing targets set for each year band</li> </ul>
<b>Target 1.6</b>	<p>By 2024, improve the percentage of positive endorsement on SSS teaching &amp; learning -planning module for the components of:</p> <ul style="list-style-type: none"> <li>• Guaranteed and viable curriculum from 50 per cent (2020) to 75 per cent</li> <li>• Monitor effectiveness using data from 71 per cent (2020) to 75 per cent</li> <li>• Understand how to analyse data from 29 per cent (2020) to 75 per cent</li> </ul>
<b>Key Improvement Strategy 1.a</b> Curriculum planning and assessment	Ensure the curriculum balances the development of language and literacy in both English and Chinese

<b>Key Improvement Strategy 1.b</b> Curriculum planning and assessment	Strengthen and embed assessment practices that inform and address the learning needs of each student
<b>Key Improvement Strategy 1.c</b> Building practice excellence	Deepen the capacity of all teaching staff to embed pedagogy and evidence-based practice
<b>Goal 2</b>	To improve (strengthen) student voice and learner agency
<b>Target 2.1</b>	<p>By 2024, increase the percentage of positive endorsement on the 4-6 Student Attitudes to School Survey for the factors of:</p> <ul style="list-style-type: none"> <li>• student voice and agency from 35 per cent (2019) to 60 per cent</li> <li>• self-regulation and goal setting from 71 per cent (2019) to 80 per cent</li> <li>• differentiated learning challenge from 48 per cent (2019) to 70 per cent</li> <li>• sense of connectedness from 68 per cent (2019) to 80 per cent</li> <li>• motivation and interest from 71 per cent (2019) to 80 per cent</li> <li>• stimulated learning from 41 per cent (2019) to 60 per cent</li> <li>• sense of confidence from 60 per cent (2019) to 70 per cent</li> <li>• resilience from 64 per cent (2019) to 80 per cent</li> </ul>
<b>Target 2.2</b>	<p>By 2024 increase the percentage of positive endorsement on the Parent Opinion Survey for the factors of:</p> <ul style="list-style-type: none"> <li>• general school improvement from 77 per cent (2020) to 90 per cent</li> <li>• general school satisfaction from 81 per cent (2020) to 90 per cent</li> <li>• student agency and voice from 72 per cent (2020) to 90 per cent</li> <li>• stimulating learning environment from 70 per cent (2020) to 90 per cent</li> <li>• student motivation &amp; support from 78 per cent (2020) to 90 per cent</li> <li>• confidence and resilience skills from 82 per cent (2020) to 90 per cent</li> </ul>
<b>Target 2.3</b>	<p>By 2024, improve the percentage of positive endorsement on SSS teaching &amp; learning -planning module for the components of:</p> <ul style="list-style-type: none"> <li>• Use student feedback to improve practice from 71 per cent (2020) to 90 per cent</li> </ul>

<b>Target 2.4</b>	Maintain the Year F–6 average absences per student to be 14 days or less
<b>Key Improvement Strategy 2.a</b> Intellectual engagement and self-awareness	Develop a consistent school and community understanding and approach to student agency and voice in learning
<b>Key Improvement Strategy 2.b</b> Intellectual engagement and self-awareness	Embed strategies for effective feedback within 3-way partnerships between students, staff and parents
<b>Key Improvement Strategy 2.c</b> Health and wellbeing	Embed the school's processes for supporting resilience and wellbeing