



1886
Abbotsford Primary School
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:	Latham Burns	28/03/17	[name] [date]	[name] [date]	[name] [date]
School council:	Virginia Dods	28/03/17	[name] [date]	[name] [date]	[name] [date]
Delegate of the Secretary:	Vincent Dobbs	28/03/17	[name] [date]	[name] [date]	[name] [date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>Abbotsford Primary School is awesome due to the respect and high expectations we hold for each other.</p> <p>Our School community learn together in a vibrant, safe and inclusive environment.</p> <p>Our quality teaching equips our students for success.</p>	<p><i>Values:</i> Respect, Success, High Expectations and Inclusiveness.</p> <p><i>Expectations:</i></p> <ul style="list-style-type: none"> I come to school to learn. I am polite and I use my manners when talking with others. I use appropriate language at school. I share equipment and use equipment carefully. I listen to others when they are speaking. I help others that need help. 	<p>Abbotsford Primary School is an internationally recognised Chinese/English Bilingual School, located in the diverse and vibrant inner suburb of Abbotsford. Our students undertake 50% of their learning in Chinese and 50% of their learning in English, developing a passion for language learning and a greater understanding of different cultures. Chinese and English are taught every day of the school week.</p> <p>Our students learn in a supportive and caring environment. We are known for our commitment to developing the whole child, whether that is their academic, social or emotional learning.</p> <p>We provide a comprehensive learning program that includes Visual Arts, Performing Arts/Music, Physical Education and Science. These areas are taught in Chinese and English, ensuring that students develop stronger literacy in Chinese. With the exception of the Foundation year, other classes are multi-age (e.g. Year 1 and Year 2 combined). Our caring and supportive learning environment is strengthened with our Art Therapy approach, Speech Therapy Assistance and Reading Recovery program.</p> <p>Our school attracts a large number of enrolments from outside the local area. We are a school that has limited classroom and outdoor spaces. As our enrolments continue to increase, our capacity to accept enrolments from outside the local area will be limited in future.</p> <p>The school was successful in 2016 in obtaining planning and design funding for a complete school upgrade.</p>	<p>Abbotsford Primary School is committed to improving the learning and wellbeing outcomes of every student. Every student has the right to a quality education and our school wants to be even better at ensuring this is the reality. We maximise the opportunities for all students for their future.</p> <p>Abbotsford Primary School is prioritising quality and consistent teaching practices over the next four years, due to the complexity of being a Chinese/English bilingual school and the extensive time devoted to Chinese learning. It has been recognised in our 2016 School Review that we should aim to further improve the growth of student learning outcomes in Reading and Mathematics.</p> <p>It was identified in our 2016 School Review that our school is successful in engaging our students in learning and ensuring that student wellbeing is robust. It was also identified that our school is highly effective in forming partnerships with our parent community.</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)
To enhance the learning experience of each student through high quality, consistent teaching practices.	Excellence in Teaching and Learning: <i>Building Practice Excellence</i>	Research and implement an agreed pedagogical model that is consistent for Chinese and English learning.	<i>Learning Gain: Reading</i> 2017-2019 matched cohort NAPLAN data will show at least 87% of students achieving medium or high growth, with 40% of students achieving high growth by the end of the 2017-2020 Strategic Plan cycle. This is a 10% improvement in growth outcomes from 2016.
		Incorporate high quality use of digital and design technologies to equip students to be socially competent global citizens.	<i>Learning Gain: Numeracy</i> 2017-2019 cohort data will show at least 77% of students achieving medium or high growth, with 35% or more of students achieving high growth by the end of the 2017-2020 Strategic Plan cycle. This is a 10% improvement in growth outcomes from 2016.
		Develop a culture of reflective practice to give and receive feedback for all stakeholders.	<i>Teacher Judgement: Victorian Curriculum</i> An average of one year of growth for each student in Reading and Mathematics assessed in relation to the Victorian Curriculum.
To increase the learning growth of every student by implementing and embedding a viable, documented curriculum.	Excellence in Teaching and Learning: <i>Curriculum Planning and Assessment</i>	Embed the Victorian Curriculum into teaching practice.	<i>Participation: Student Attendance</i> The 2017-2020 average student absenteeism days will be 14 days or less, reversing the absenteeism upwards trend from the 2013-2016 period.
		Build teacher capacity to identify, monitor and track student progress using summative assessment.	<i>Attitudes to School: Stimulating Learning</i> The 2017-2020 Mean Factor Score to be an average of 4.40 out of 5. <i>Parent Opinion – Stimulating learning</i> The 2017-2020 Mean Factor Score to be an average of 6 or higher out of 7.

