

School Strategic Plan 2018-2022

Ashburton Primary School (4317)



Submitted for review by Natalie Nelson (School Principal) on 01 March, 2019 at 11:37 AM

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Endorsed by Keats Brydon (School Council President) on 01 May, 2019 at 03:44 PM

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School vision	Vision Statement Ashburton Primary School is a dynamic learning community where students are nurtured to grow and flourish.
School values	Our purpose is to engage and challenge students to achieve their best. Our students are expected to: *Be Safe *Be Respectful *Be a Learner
Context challenges	Agreed highlights from School Review 2018. *We are a great school that has a culture of improvement. *Sense of community from parents, students and staff including cohesion and a sense of belonging. *Students are actively engaged in their learning. Next steps are to focus on student agency. *Teachers connect with professional learning. Next steps are to focus on precision and rigour. Key challenges Increase high growth for females in numeracy Increase high growth for males in numeracy and writing Decrease low growth for females in numeracy Decrease low growth for males in reading and writing Individual Education Plans for all Koorie and refugee students. Individual Learning Plans for all students 18 months above expected level and 6 months below. Increase percentage of students achieving above expected levels in writing, reading and speaking and listening.

<p>Intent, rationale and focus</p>	<p>Our imperatives are:</p> <ul style="list-style-type: none"> *Safety, people, culture *Organisational capacity and capability *Consistent teaching and learning framework <p>Our approaches are:</p> <ul style="list-style-type: none"> *Positive behaviour *Evidence based teaching practice *Partnerships *High expectations <p>Our priorities are:</p> <ul style="list-style-type: none"> * build teacher capacity and capability through an understanding of High Impact Teaching Strategies, consistent instructional model and consistent approach to whole school programs including Writers Workshop, Readers Workshop, SMART Spelling, Connected Learning and Numeracy Proficiencies. * empower students to take responsibility for their own learning through metacognitive strategies, goal setting and feedback. <p>Examples of these will be evident through the student reporting and assessment process and end of term connected learning expos.</p> <ul style="list-style-type: none"> * a framework for developing and explicitly teaching appropriate and positive behaviours. All members of the school community (staff, students, parents and visitors) are expected to model appropriate behaviours in the behaviour matrix. <p>Our rationale:</p> <p>Learning growth - consistency of practice not yet established</p> <p>Student agency not established as well as student voice and leadership</p> <p>Variation of management processes and expectations with student behaviour</p> <p>Increase the capacity of students to build quality relationships to enhance engagement, connectedness and learning confidence</p> <p>Strengthen the APS brand and identity of the school.</p> <p>Strengthen partnerships with families to ensure the school is utilising the available resources strategically, productively and efficiently.</p>

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Goal 1	To improve student learning growth.
Target 1.1	<p>NAPLAN</p> <p>Numeracy:</p> <ul style="list-style-type: none">* Reduce low growth in Numeracy from 35% to 15% or less* Increase the number of students in the top two bands in Year 5 from 49% to 65% <p>Writing:</p> <ul style="list-style-type: none">* Reduce low growth in Writing from 14% to 10% or less* Increase the number of students in the top two bands in Year 5 from 36% to 50%
Target 1.2	<p>Teacher Judgements:</p> <p>Increase the percentages of students performing above expected levels as follows:</p> <ul style="list-style-type: none">* Reading from 70% to 75%* Writing from 50% to 60%* Speaking & Listening from 46% to 60%

	<ul style="list-style-type: none"> * Numeracy from 57% to 65%
Target 1.3	<p>Improve the % positive outcomes for the following factors on the School Staff Survey:</p> <ul style="list-style-type: none"> * Teacher collaboration from 78% to 85% * Instructional leadership from 70% to 80% * Feedback from 70% to 80% * Professional learning targetted to improve literacy and numeracy from 91% to 98% * Professional learning through peer observation from 70% to 80% * Understand how to analyse data from 65% to 75%
Key Improvement Strategy 1.a Building practice excellence	Raise the achievement levels of all students through the implementation of a consistent pedagogical model based on the Victorian Teaching and Learning Model.
Key Improvement Strategy 1.b Evidence-based high-impact teaching strategies	Build teacher capacity to plan and deliver high quality teaching and learning based on the High Impact Teaching Strategies (HITS).
Key Improvement Strategy 1.c Curriculum planning and assessment	Develop consistency and coherence in curriculum planning and delivery.

Goal 2	To empower student learning through strengthening student voice, agency and leadership.
Target 2.1	<p>AToSS</p> <p>Improve the % positive outcomes for the following overall factors through addressing individual cohort variations:</p> <ul style="list-style-type: none"> * Stimulating learning from 84% to 95% * Differentiated learning challenge from 81% to 90% * Student voice and agency from 67% to 75% * Self regulation and goal setting from 83% to 90%
Target 2.2	<p>POS</p> <p>Improve the % positive outcomes for the following overall factors through addressing individual item variations:</p> <ul style="list-style-type: none"> * Student agency and voice from 78% to 85% * Stimulating learning environment from 79% to 85%
Key Improvement Strategy 2.a Empowering students and building school pride	Develop agreed understandings, and commitment to, the development of student agency from Prep to Year 6.

Key Improvement Strategy 2.b Building practice excellence	Build teacher capacity to implement a differentiated curriculum to ensure high expectations for success for all students.
Key Improvement Strategy 2.c Building practice excellence	Build capacity across teachers and students to give and receive feedback.
Goal 3	To develop a positive climate for learning.
Target 3.1	<p>Student AToSS</p> <p>Improve the % positive outcomes for the following overall factors through addressing individual cohort variations:</p> <ul style="list-style-type: none"> * Non experience of bullying from 88% to 92% * Learning confidence from 83% to 92% * Motivation and interest from 84% to 92% * School Connectedness from 84% to 92% * Teacher concern from 68% to 75%
Target 3.2	<p>POS</p> <p>Improve the % positive outcomes for the following overall factors:</p> <ul style="list-style-type: none"> * Non experience of bullying from 74% to 82%

	<p>* Student motivation and support from 74% to 85%</p> <p>* Teacher communication from 63% to 75%</p>
<p>Key Improvement Strategy 3.a Intellectual engagement and self-awareness</p>	<p>Develop the capacity of students to be positive and effective learners.</p>
<p>Key Improvement Strategy 3.b Health and wellbeing</p>	<p>Ensure social and emotional health are taught explicitly across the curriculum.</p>