

# School Strategic Plan 2022-2026

Ashburton Primary School (4317)



Submitted for review by Margaret Staley (School Principal) on 02 February, 2023 at 12:30 PM

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# School Strategic Plan - 2022-2026

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<p><b>School vision</b></p>	<p>Ashburton Primary School is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school, parents and carers to support student learning, engagement and well-being. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students.</p> <p>Our vision is to help students learn, grow and achieve together, and as individuals, using our dynamic facilities and programs to support their changing interests and emerging needs.</p>
<p><b>School values</b></p>	<p>Ashburton Primary School values and expectations are:</p> <p>Be Respectful - Respecting self and others, school and community property.</p> <p>Be Safe - Being safe in everything we do around the school and online.</p> <p>Be a Learner - Be curious, having high standards, striving to do our best, and allowing others the opportunity to learn.</p>
<p><b>Context challenges</b></p>	<p>Agreed highlights from the School Review 2022 included:</p> <p>Staff trust in colleagues and their ability to work collaboratively during challenging periods ( e.g. remote learning), creating strong levels of trust, professionalism and dedication among the school staff.</p> <p>A culture of relational trust that empowered and supported teachers to learn and plan together. An improved sense of belonging, underpinned by co-created staff norms and school values.</p> <p>A consistent and improved approach to the management of student behaviour and pastoral care through the implementation of the State Wide Positive Behaviours Program (SWPBS).</p> <p>The successful use of digital technologies is now embedded in teaching and learning across the curriculum, engaging students in their learning and empowering point of need teaching and learning.</p> <p>Key challenges:</p> <p>To improve learning growth for all students in Literacy and Numeracy and increase the percentage of students attaining 'above expected level' in teacher judgement: number, algebra and writing.</p> <p>To improve the percentage of positive responses on the Student Attitudes to School Survey ( AToSS) in student voice and agency, differentiated learning, stimulated learning and school connectedness as the survey data did not match student positive feedback.</p>
<p><b>Intent, rationale and focus</b></p>	<p>Our school's objectives are considered as part of the four year School Strategic Plan (SSP) and reflected in its goals to develop an Annual Implementation Plan, operationalising the goals and key improvement strategies contained in the SSP.</p>

	<p>We will continue to:</p> <ul style="list-style-type: none"><li>To further develop positive, respectful and safe relationships and partnerships in or school community.</li><li>To build upon Professional Learning Communities (PLCs) to enhance teacher capability in catering for all students and over the SSP refine consistency of pedagogy, enhance data literacy and collaboration.</li><li>To empower student learning and promote connectedness through strengthening student voice, agency and leadership.</li><li>To refine teachers ability to differentiate in catering for all students, across all settings, through adaptations to the curriculum, instructions, environment and resources.</li></ul> <p>As part of our SSP we will continue to invest in resources, programs and staff professional development that supports inclusive classrooms as teachers continue to plan effectively for differentiated learning and student agency.</p> <p>We will continue to build upon school programs and DET (DE) initiatives that promote physical health, mental health and wellbeing as well as feedback mechanisms for parents and carers.</p>
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<b>Goal 1</b>	To improve learning growth for all students in literacy and numeracy.
<b>Target 1.1</b>	By 2026, increase the percentage of Year 5 students in the top two NAPLAN bands in Writing from 28% (2022) to 40%.
<b>Target 1.2</b>	By 2026, increase the percentage of Year 3 students in the top two NAPLAN bands in Numeracy from 47% (2022) to 60%.
<b>Target 1.3</b>	By 2026, increase the percentage of students (F-6) attaining above expected level in teacher judgement : <ul style="list-style-type: none"><li>• Mathematics - “Number and Algebra”, from 36% (2021) to 50%</li><li>• English - “Writing”, from 27% (2021) to 40%</li></ul>
<b>Target 1.4</b>	By 2026, increase the percentage of Year 5 students in NAPLAN benchmark growth in Reading from 27% (2021) to 35%.
<b>Target 1.5</b>	By 2026, increase the percentage of positive responses on the School Staff Survey to the following factors: <ul style="list-style-type: none"><li>• “Understand how to analyse data” from 53% (2022) to 70%</li></ul>

<b>Key Improvement Strategy 1.a</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Build teacher capacity to utilise data and a range of assessment strategies to drive learning growth at student point of need.
<b>Key Improvement Strategy 1.b</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop staff knowledge and capability to provide universal adjustments, support strategies and interventions to successfully meet the learning needs of all students.
<b>Key Improvement Strategy 1.c</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Deepen the capacity of all teaching staff to use evidence-based practice and to draw on research to inform their practice.
<b>Goal 2</b>	To improve agency, engagement and connectedness for all students.
<b>Target 2.1</b>	By 2026, improve the percentage of positive responses on the Attitudes to School Survey to the following factors: <ul style="list-style-type: none"> <li>• “Student Voice and Agency” from 41% (2022) to 65%</li> <li>• “Differentiated Learning” from 68% (2021) to 85%</li> <li>• “Stimulated learning” from 59% (2021) to 75%</li> <li>• “School Connectedness” from 56% (2021) to 80%</li> </ul>

<b>Target 2.2</b>	<p>By 2026, increase the percentage of positive responses on the School Staff Survey:</p> <ul style="list-style-type: none"> <li>• “Teacher collaboration” from 65% (2022) to 75%</li> </ul>
<b>Target 2.3</b>	<p>By 2026, improve the percentage of positive responses on the Parent Opinion Survey in the following factors:</p> <ul style="list-style-type: none"> <li>• “Student Agency and Voice” from 63% (2021) to 75%</li> <li>• “Stimulating learning environment” from 57% (2021) to 75%</li> </ul>
<b>Key Improvement Strategy 2.a</b> Activation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school	Co-create and communicate a shared vision, understanding and key expectations around student agency and engagement.
<b>Key Improvement Strategy 2.b</b> Activation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school	Activate and embed student voice and agency and leadership to strengthen student participation and engagement in learning.
<b>Goal 3</b>	To improve outcomes in wellbeing for all students.
<b>Target 3.1</b>	<p>By 2026, improve the percentage of positive responses on the Attitudes to School Survey to the following factors:</p> <ul style="list-style-type: none"> <li>• “High Resilience” from 8% (2022) to 20%</li> <li>• “Teacher concern” from 55% (2022) to 67%</li> </ul>

<b>Target 3.2</b>	<p>By 2026, improve the percentage of students with good or excellent physical health on the Attitudes to School Survey:</p> <ul style="list-style-type: none"> <li>• “Emotional Awareness” from 62% (2022) to 72%</li> </ul>
<b>Target 3.3</b>	<p>By 2026, improve the percentage of positive responses on the School Staff Survey factors:</p> <ul style="list-style-type: none"> <li>• “Parents and community involvement” from 70% (2021) to 75% (2026)</li> </ul>
<b>Target 3.4</b>	<p>By 2026, improve the percentage of positive responses on the Parent Opinion Survey:</p> <ul style="list-style-type: none"> <li>• “Confidence and resilience skills” from 69% (2021) to 80%</li> </ul>
<b>Target 3.5</b>	<p>By 2026, decrease the percentage of “not positive” responses on the Parent Opinion Survey:</p> <ul style="list-style-type: none"> <li>• “Teacher communication” from 35% (2021) to 20%</li> </ul>
<p><b>Key Improvement Strategy 3.a</b>  Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Continue to provide opportunities for students to develop their mental and physical health and social-emotional wellbeing.</p>

<p><b>Key Improvement Strategy 3.b</b>  Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Strengthen partnerships within the school community to support student learning and wellbeing outcomes.</p>
<p><b>Key Improvement Strategy 3.c</b>  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</p>	<p>Embed multi-tiered systems of support that enhance student wellbeing, engagement, and inclusion.</p>