

School Strategic Plan 2022-2026

Athol Road Primary School (5536)



Submitted for review by Ruby Toombs (School Principal) on 04 October, 2022 at 08:11 AM

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School vision	The Athol Road Primary School vision is to create a vibrant learning community where lives are transformed and individuals inspired to achieve beyond what they ever believed possible								
School values	<p>The ARPS Statement of Values and Beliefs outlines the values and beliefs relevant to our school community and explains the vision, mission and objectives of our school.</p> <p>Athol Road 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 and parents/carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students.</p> <p>The programs and teaching at Athol Road Primary School support and promote the principles and practice of Australian democracy, including a commitment to:</p> <ul style="list-style-type: none">? elected government? the rule of law? equal rights for all before the law? freedom of religion? freedom of speech and association? the values of openness and tolerance <p>Athol Road Primary School is a unique, diverse community of learners whose focus on:</p> <table border="0"><tr><td>Building</td><td>Respect</td></tr><tr><td>Encouraging</td><td>Innovation</td></tr><tr><td>Valuing</td><td>Community</td></tr><tr><td>Setting</td><td>High Expectations</td></tr></table> <p>fosters a RICH learning environment in which each individual is challenged to grow emotionally, intellectually and socially to achieve their personal best. The belief that every child can learn is inherent in every decision the school makes.</p> <p>Athol Road Primary School is a 'Be You' school and the building of supportive, caring relationships is the school's priority and central</p>	Building	Respect	Encouraging	Innovation	Valuing	Community	Setting	High Expectations
Building	Respect								
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to every aspect of school life. Every person involved in the school has a responsibility to understand the specific role they play individually and collectively to ensure that the wellbeing and safety of all children and young people is at the forefront of every decision made with particular attention paid to the cultural safety of Aboriginal children, children from culturally and linguistically diverse backgrounds and children with a disability. The school has zero tolerance for child abuse and is committed to providing a child safe environment where children and young people feel safe and their voices are heard about decisions that affect their lives. This commitment applies across all school environments (eg. camps, online) and Outside School Hours Care.

Students are taught to work cooperatively with others, think laterally, make their own decisions and be responsible for their own learning and behaviour. The embedding of school values is supported by GR8 People.

The school's richly diverse multicultural community works together to create a well-resourced, orderly learning environment which caters for the needs of each individual and acknowledges and celebrates achievements. Cultural diversity flavours all school programs and provides a background for teaching tolerance and respect.

Multi-skilled teachers, supported by strong leadership and a dedicated team of non-teaching staff, are committed to implementing a forward thinking, student focused curriculum which is engaging, challenging and sustainable in order to equip students for the demands and opportunities of a changing society.

What teachers think, what teachers do and what teachers are, at the learning space level, drives the school focus for continuous improvement. The school operates a model of sharing that builds capacity, within levels and across the school, to improve teacher knowledge, understandings, skills and practices to transform teaching through:

- collecting relevant data to explicitly drive teaching and personalise learning
- building teacher professional learning on an individual and whole school level
- implementing a curriculum that is integrated and scaffolded to support student learning with a particular focus on oral language development to build strong literacy and numeracy skills
- sharing and transferring knowledge and good practice

The school strives to foster the potential of our students by enriching their bodies, minds and creativity through a diverse range of extension experiences that enhance the formal curriculum and challenge students to achieve excellence in a wide range of cultural and sporting activities.

In cooperation with parents/carers and the community, staff members establish high expectations for all students as the standard and provide a safe, supportive environment where students have the opportunity to become productive, knowledgeable and responsible citizens. Multicultural ethnic aides and interpreters are used extensively to maximise participation.

An enthusiastic School Council and wider parent network are encouraged to participate in the decision-making process and facilitate effective communication throughout the community.

<p>Context challenges</p>	<p>The school's key challenges moving forward into the new Strategic Plan include:</p> <ul style="list-style-type: none"> * staffing changes - the biggest challenge continues to be changes in teaching staff from year to year are inevitable in a school environment, this significantly impacts the embedding of whole-school priorities and professional learning, especially given the school's highly collaborative environment * teacher confidence in data literacy - despite ongoing professional learning and significant improvement around the use of data to inform practice, further sharing of consistent expectations and classroom practices, the building of collective accountability and the addition of rigour to teacher data and evidence to track students more closely are areas which are not yet fully embedded or consistent across the school. * student learning impacted by COVID - despite the implementation of a highly effective Tutor Program, there are a number of students across all year levels who continue to struggle with their learning * PLC practice - although the school has well established PLC practices, there is a need for greater consistency of teacher practice across Professional learning Teams to improve student leaning outcomes * Student voice, leadership and agency - although there is a clear understanding of the terms the Student Voice and Learner Agency within the school, there is still a lot of work to be done to attain greater consistency across the school and further embed student learner agency in the school.
<p>Intent, rationale and focus</p>	<p>INTENT:</p> <ul style="list-style-type: none"> * Optimise literacy and numeracy outcomes for all students. * Empower students to increase agency in their learning. * Build student identity and self-worth as individuals. <p>RATIONALE</p> <p>Strengthening staff data analysis, combined with further consistency in the school's Professional Learning Communities practices would support improved outcomes for all students in literacy and Numeracy. A whole school focus on developing teacher knowledge and understanding of student learner agency, combined with a consistent school approach to student goal setting and feedback, would support and enhance the school's positive learning environment by empowering students to have greater agency in their learning. An evaluation of the effectiveness of the school's existing wellbeing processes and an investigation into measures that could further enhance the current approach to wellbeing would have an impact on improving the school's positive climate for learning.</p> <p>PRIORITIES</p> <ul style="list-style-type: none"> * Increase consistency in the school's Professional Learning Communities practice across all Professional Learning Teams * Build teacher understanding of data analysis to inform teacher practice to personalise student learning.

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| | <ul style="list-style-type: none">* Build teacher knowledge, understanding and skills relating to student agency* Develop a whole school approach to student goal-setting and feedback. (student to teacher, teacher to student, student to student)* Consolidate the implementation of school-wide wellbeing programs* Investigate appropriate tools and data to evaluate and further improve wellbeing practices* Partner with families and the wider community to support wellbeing |
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Goal 1	To optimise literacy and numeracy outcomes for all students.
Target 1.1	By 2026, increase the percentage of Year 5 students in the top two NAPLAN bands in the following areas: <ul style="list-style-type: none">• Reading from 23% (3 year average 2018-2021) to 30% (average 2022-2026)• Writing from 17% (3 year average 2018-2021) to 25% (average 2022-2026)• Numeracy 21% (3 year average 2018-2021) to 25% (average 2022-2026)
Target 1.2	By 2026, increase the percentage of students assessed as above benchmark growth in NAPLAN reading from 20% (2021) to 25%.
Target 1.3	By 2026, decrease the percentage of students demonstrating below benchmark growth in NAPLAN writing from 33% (2021) to 20%.
Target 1.4	By 2026, improve the percentage positive endorsement in the School Staff Survey for the following measures: <ul style="list-style-type: none">• <i>Professional learning through peer observation</i> from 57% (2021) to 62%
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum	To further develop the consistency of the Professional Learning Communities practice across all Professional Learning Teams.

and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Build teacher understanding of data analysis to inform teacher practice to personalise student learning.
Goal 2	To empower students to increase agency in their learning.
Target 2.1	By 2026, increase the percent positive responses score on AtoSS for the following factor: <ul style="list-style-type: none"> • Student voice and agency (Social Engagement module) from 57% (2022) to 70%
Target 2.2	By 2026, increase the percent positive responses score on AtoSS for the following factors: <ul style="list-style-type: none"> • At this school I help decide things like class activities from 52% (2022) to 70%. • I have a say in the things I learn from 67% (2022) to 72%. • My teacher likes my ideas from 55% (2022) to 70%. • I am encouraged to share my ideas/ my teacher thinks my ideas are good from 54% (2022) to 70%.
Target 2.3	By 2026, improve the percentage positive endorsement in the School Staff Survey for the following measure: <ul style="list-style-type: none"> • Use student feedback to improve practice from 83% (2022) to 88%

<p>Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>To build teacher knowledge, understanding and skills relating to student agency.</p>
<p>Key Improvement Strategy 2.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	<p>To develop a whole school approach to student goal-setting and feedback. (student to teacher, teacher to student, student to student)</p>
<p>Goal 3</p>	<p>To build student identity and self-worth as individuals.</p>
<p>Target 3.1</p>	<p>By 2026, increase the percent positive responses score on AtoSS for the following factors:</p> <ul style="list-style-type: none"> • <i>Emotional awareness and regulation</i> from 59% (2022) to 70% • <i>Sense of confidence</i> from 64% (2022) to 75%
<p>Key Improvement Strategy 3.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Consolidate the implementation of school-wide wellbeing programs.</p>
<p>Key Improvement Strategy 3.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning</p>	<p>Investigate appropriate tools and data to evaluate and further improve wellbeing practices.</p>

<p>growth, attainment and wellbeing capabilities</p>	
<p>Key Improvement Strategy 3.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Partner with families and the wider community to support wellbeing.</p>