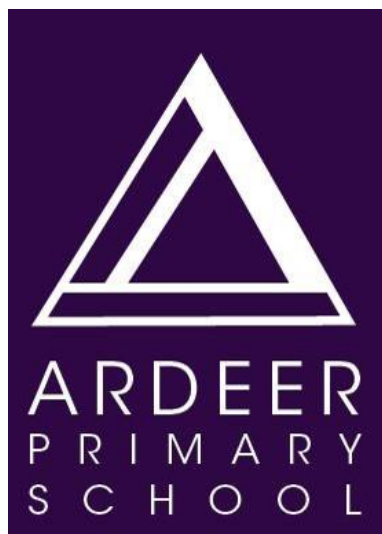


School Strategic Plan 2020-2024

Ardeer Primary School (4848)



Draft

Submitted for review by John Mifsud (School Principal) on 08 January, 2022 at 08:44 PM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

School Strategic Plan - 2020-2024

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School vision	<p>Ardeer Primary School is committed to graduating students who achieve academic excellence. We develop lifelong learners who value the power of education. Our students will value the importance of being environmentally responsible and contribute effectively to the diverse society in which they live.</p> <p>Our Students will....</p> <ul style="list-style-type: none">• Have high expectations of themselves.• Develop quality leadership skills.• Be both literate and numerate across multi-disciplines.• See education as a journey and value lifelong learning.• Be critical thinkers and effective problem solvers.• Be able to take risks in their learning.• Have a growth mindset.• Be able to transfer their skills to the real world.• Be emotionally intelligent.• Be able to effectively choose and use the relevant technology to enhance learning.• Affect positive change as a global citizen.• Explore and develop their skills across multi-disciplines. <p>Our Staff will...</p> <ul style="list-style-type: none">• Have high expectations of themselves and their students.• Have a collective responsibility for all students.• Be committed to continual professional development.• Model exemplary behaviours.• Use the most effective research based instructional practices.• Provide a safe and inclusive learning environment.• Provide opportunities for the students to drive their own learning.• Actively engage in collaborative practice. <p>Community Connections will result in...</p> <ul style="list-style-type: none">• A connectedness between families and the school.• Positive interactions with the wider community.
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	<ul style="list-style-type: none"> • The community contributing to the success of the school. • An appreciation of the diversity within the community. • Stronger partnerships with local and wider organisations. • A connectedness between families within the school.
School values	<p>Our school values were agreed upon by all stakeholders. They reflect our high expectations, behaviours and attitudes that we promote within the school community. Our school values of Co-operation, Honesty, Kindness, Perseverance, Respect and Responsibility help shape our school and daily practices.</p> <p>Co-operation- We provide frequent collaborative learning opportunities for our students. We promote the importance and power of teamwork.</p> <p>Honesty- We promote the importance of truth and integrity. The value of personal reflection and being open to and providing honest feedback.</p> <p>Kindness- We promote the need to be mindful and considerate of our own and others' social and emotional wellbeing through our words and actions.</p> <p>Perseverance- We reward effort and encourage our students to strive for their personal best, accept challenges, try hard, and remain resilient when challenged.</p> <p>Respect- We encourage students, teachers and parents to treat themselves, each other, and their environment, with respect.</p> <p>Responsibility- We encourage our students to take ownership of their actions, reflecting on them, and dealing with consequences of those actions with integrity.</p>
Context challenges	<p>Ardeer Primary School is situated in the municipality of Brimbank, approximately 15 kilometres west of Melbourne's Central Business District. The school was founded in 1961. At the time of the review we had an enrolment number of approximately 150 students. Over the past four years, enrolments have remained steady. The Student Family Occupation Education (SFOE) index was 0.5199 in 2020. The staffing profile of Ardeer Primary School includes a Principal, one Leading Teacher, one Learning Specialist 8.2 full time equivalent (FTE) teaching staff and 8.2 FTE Education Support staff. Specialist programs include Health and Physical Education, Visual and Performing Arts and Auslan. An accredited Out of School Hours Care Program was in place which includes both Before and After School Care, as well as a holiday program. Students maintain a vegetable garden as part of the school's 'Vegie Garden Club'.</p> <p>As a result of the self-evaluation and the School Review, the following are the school's key challenges throughout the life of this Strategic Plan:</p> <ul style="list-style-type: none"> • changes to the school leadership which required the backfilling of middle leadership positions and the appointment of an

	<p>Acting Principal leading up to and during the school review period. These changes also led to human resourcing challenges for a small school which impacted on coaching opportunities and personnel to lead curriculum areas and school priorities</p> <ul style="list-style-type: none"> • extended absences of some staff members which impacted on learning continuity • continual student mobility factors which included an influx of students with significant needs • the remote learning period of 2020
<p>Intent, rationale and focus</p>	<p>What is your school trying to achieve? (intent)</p> <p>Ardeer Primary School remains committed to the three big ideas of a Professional Learning Community:</p> <ul style="list-style-type: none"> • Focus on improving learning outcomes in Literacy and Numeracy - our fundamental purpose is to ensure that all students learn at high levels. • Collaborative Culture - we work collaboratively to meet their needs. • Results Orientation - we use student data and results to know if students are learning and respond to their needs. <p>• The implementation of consistent practices focused on empowering learners who are actively engaged in and connected to their learning.</p> <p>Why is this important? (rationale)</p> <p>An analysis of the school's NAPLAN data indicated the school was well below primary schools with similar characteristics in relation to percentages of Year 5 students assessed at or above benchmark growth for Reading in most years of the review period. The Panel also noted that Year 3 students in the top two bands in Writing was below similar schools, particularly in 2019. Based on that data, the Panel determined that literacy remain a strong focus in the next review period.</p> <p>An analysis of the school's NAPLAN data indicated the school was well below primary schools with similar characteristics in relation to percentages of both Year 3 and Year 5 students assessed in the top two bands in numeracy over the review period. The Panel also noted that percentages of Year 5 students assessed at making above benchmark growth for numeracy was well below similar schools in 2019. Based on that data, the Panel determined that numeracy remain a strong focus in the next review period.</p> <p>Throughout the review process, including classroom observations and fieldwork activities, the role of students as agents in their learning was identified by the Panel as an area that could be further developed for the next School Strategic Plan.</p> <p>What are you prioritising? How will the Strategic Plan unfold over 4 years? (focus)</p>

Based on the school review, the following priorities will be implemented throughout the life of this Strategic Plan (2021-2024):

- Fully embed the school's instructional model consistently across all levels.
 - Strengthen teacher and team capability to utilise data and evidence to teach a differentiated and stimulating curriculum that targets each student's point of learning need.
 - Deepen teacher effectiveness in applying the instructional model in numeracy to target the learning opportunities for each student.
 - Build teacher capacity in order to promote and amplify student voice and agency in student learning.
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- Develop the pedagogical skills of teachers to embed a whole school approach to the teaching of reading and writing.
 - Develop teachers' knowledge of the curriculum to confidently move students along the numeracy continuum.
 - Fully implement evidence-based assessment to inform cycles of teaching and learning.
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- Develop and embed a consistent whole school approach to ensure student voice and agency is explicit in their learning.
 - Empower students to collaborate with adults and peers to direct and take responsibility for their learning

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Goal 1	To improve literacy outcomes for all students.
Target 1.1	By 2024, the percentage of Year 3 students assessed in the top two NAPLAN bands will increase: <ul style="list-style-type: none">- in Writing from 32 per cent in 2019 to 50 per cent
Target 1.2	By 2024, the percentage of Year 5 students assessed in the top two NAPLAN bands will increase: <ul style="list-style-type: none">- in Reading from 6 per cent in 2019 to 30 per cent
Target 1.3	By 2024, the percentage of Year 5 students assessed as meeting above NAPLAN benchmark growth will increase: <ul style="list-style-type: none">- in Reading from 7 per cent in 2019 to 25 per cent
Target 1.4	By 2024, the percentage of F-6 students assessed against the Victorian Curriculum Levels F-10 as being below age expected level will reduce: <ul style="list-style-type: none">- in the English Language Writing Mode from 28 per cent in 2019 to 20 per cent- in the English Language Reading and Viewing Mode from 22 per cent in 2019 to 14 per cent

Key Improvement Strategy 1.a Building practice excellence	Fully embed the school's instructional model consistently across all levels.
Key Improvement Strategy 1.b Evidence-based high-impact teaching strategies	Develop the pedagogical skills of teachers to embed a whole school approach to the teaching of reading and writing.
Key Improvement Strategy 1.c Curriculum planning and assessment	Strengthen teacher and team capability to utilise data and evidence to teach a differentiated and stimulating curriculum that targets each student's point of learning need.
Goal 2	To improve numeracy outcomes for all students.
Target 2.1	By 2024, the percentage of Year 3 students assessed in the top two NAPLAN bands will increase: - in Numeracy from 8 per cent in 2019 to 30 per cent
Target 2.2	By 2024, the percentage of Year 5 students assessed in the top two NAPLAN bands will increase: - in Numeracy from 0 per cent in 2019 to 20 per cent
Target 2.3	By 2024, the percentage of Year 5 students assessed as meeting above NAPLAN benchmark growth will increase: - in Numeracy from 0 per cent in 2019 to 20 per cent

Target 2.4	<p>By 2024, the percentage of F-6 students assessed against the Victorian Curriculum Levels F-10 as being above age expected level will increase:</p> <ul style="list-style-type: none"> - in the Mathematics Number and Algebra Strand from 12 per cent in 2019 to 25 per cent
Key Improvement Strategy 2.a Building practice excellence	<p>Deepen teacher effectiveness in applying the instructional model to target the learning opportunities for each student.</p>
Key Improvement Strategy 2.b Curriculum planning and assessment	<p>Develop teachers' knowledge of the curriculum to confidently move students along the numeracy continuum.</p>
Key Improvement Strategy 2.c Curriculum planning and assessment	<p>Fully implement evidence-based assessment to inform cycles of teaching and learning.</p>
Goal 3	<p>To create empowered learners who are actively engaged in and connected to their learning.</p>
Target 3.1	<p>By 2024, the percentage of Year 4-6 students reporting positive endorsement to the Student Attitudes to School Survey (AtoSS) measure will increase:</p> <ul style="list-style-type: none"> - in the Effective Teaching Practice and Cognitive Engagement domain; <ul style="list-style-type: none"> • Differentiated learning challenge factor from 85 per cent in 2019 to 89 per cent
Target 3.2	<p>By 2024, the percentage of Year 4-6 students reporting positive endorsement to the Student Attitudes to School Survey (AtoSS) measure will increase:</p> <ul style="list-style-type: none"> - in the Social Engagement domain;

	<ul style="list-style-type: none"> • Student voice and agency factor from 72 per cent in 2019 to 80 per cent
Target 3.3	<p>By 2024, the percentage of Year 4-6 students reporting positive endorsement to the Student Attitudes to School Survey (AtoSS) measures will increase:</p> <ul style="list-style-type: none"> - in the Learner Characteristics and Disposition domain; <ul style="list-style-type: none"> • Self-regulation and goal setting factor from 90 per cent in 2019 to 94 per cent
Target 3.4	<p>By 2024, the percentage of staff reporting positive endorsement to the School Staff Survey (SSS) measures will increase:</p> <ul style="list-style-type: none"> - in the School Climate module; <ul style="list-style-type: none"> • Academic emphasis factor from 67 per cent in 2019 to 80 per cent • Collective efficacy factor from 67 per cent in 2019 to 80 per cent
Key Improvement Strategy 3.a Building practice excellence	Build teacher capacity in order to promote and amplify student voice and agency in student learning.
Key Improvement Strategy 3.b Curriculum planning and assessment	Develop and embed a consistent whole school approach to ensure student voice and agency is explicit in their learning.
Key Improvement Strategy 3.c Empowering students and building school pride	Empower students to collaborate with adults and peers to direct and take responsibility for their learning.

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