

# School Strategic Plan 2022-2026

Ainslie Parklands Primary School (4879)



Submitted for review by Jane Capon (School Principal) on 26 October, 2022 at 09:18 AM

Endorsed by Kerrie Anderson (Senior Education Improvement Leader) on 27 October, 2022 at 02:33 PM

Awaiting endorsement by School Council President

# School Strategic Plan - 2022-2026

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| <b>School vision</b> | <p>At Ainslie Parklands Primary School, we empower students to be confident, creative and curious thinkers in an inclusive and engaging learning community.</p> <p>We develop the whole child through our commitment to academic excellence, valuing life-long learning and embracing the outdoor classroom.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>School values</b> | <p>Ainslie Parklands Primary School (APPS) is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. We recognise the importance of the partnership between the school and parent/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 APPS support and promote the principles and practice of Australian democracy, including a commitment to:</p> <ul style="list-style-type: none"><li>• elected government</li><li>• the rule of law</li><li>• equal rights for all before the law</li><li>• freedom of religion</li><li>• freedom of speech and association</li><li>• the values of openness and tolerance.</li></ul> <p>The following core values reflect the beliefs that we hold about how children learn, how our school will operate and how we relate to one another in order to become effective citizens.</p> <p>Respect<br/>Responsibility<br/>Resilience</p> <p>We demonstrate our values:</p> <p>We demonstrate Respect in our interactions with others and to our school environment and resources.</p> <p>We demonstrate Responsibility for our learning and in how we care for others, equipment and the environment.</p> <p>We demonstrate Resilience by being learners who demonstrate a Growth Mindset, understand the Learning Pit and have a go.</p> <ul style="list-style-type: none"><li>• We are focused on providing a safe and challenging environment that engages and stimulates</li></ul> |

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|                                    | <p>students to become life-long learners with the academic, social and personal skills required to be productive members of a dynamic and global society.</p> <ul style="list-style-type: none"> <li>• We believe in the importance of celebrating our student's achievements and in acknowledging and enjoying creativity and problem solving.</li> <li>• We recognise that all learners have skills, abilities and aptitudes and all have an entitlement to access a broad, challenging and appropriate curriculum.</li> <li>• Every learner is entitled to experience a variety of teaching and learning styles and the appropriate level of individual support which will enable them to achieve their full potential.</li> </ul> <p>At APPS we accept that universal values apply:<br/>Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive.<br/>Everyone deserves to be treated with respect and dignity.</p>                                                         |
| <b>Context challenges</b>          | <p>As a staff, our challenge is to ensure that practices introduced over the life of our previous SSP (Instructional model around Writing, PLC practices, formative assessment, etc.) are embedded and further developed, becoming part of the school's culture (particularly for new staff), in order to further build academic success for our students. On their return from COVID, parts of our parent community have become fractured and distanced, as compared to the days of being very involved in their child's schooling through Remote Learning. This will direct our work to reunify and connect all segments of our parent community. A further challenge is certain areas of our AtoSS data has been difficult to lift, and this centres around further building of relationship and trust. Increasing student numbers is also a challenge for our school, and work needs to be done to expand our school profile within our zone.</p>                                                                                                             |
| <b>Intent, rationale and focus</b> | <p>Over the course of our new SSP, our work will be focused on continuing to improve student outcomes (both academic and wellbeing) through enculturating consistent classroom practice, collaborative planning processes, using and analysing data. We will be working to ensure that our parents community feels valued, included and connected to our school. Our AtoSS data has been stubborn to improve in certain areas (eg. Teacher Concern) over a period of time. Student focus groups have given us some context for the reasons for this, and consequently, given us a way forward. This will form part of our priority work over the next four years. These key priorities are important in and of themselves, but will also help in the quest to increase student numbers. Happy, connected students with strong wellbeing outcomes, along with strong academic growth, as well as a valued parent community will provide excellent word-of-mouth promotion, and paired with a pro-active marketing plan, will help to increase student numbers.</p> |



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| <b>Goal 1</b>     | Maximise the learning growth of every student in Literacy                                                                                                                                                                                                                                                                                                                                       |
| <b>Target 1.1</b> | <p>By 2026, increase the percentage of year 5 students achieving above benchmark growth in NAPLAN:</p> <ul style="list-style-type: none"><li>• Reading from 31% (2019-2021 three-year moving average) to 40% (2024-2026 three-year moving average)</li><li>• Writing from 35% (2019-2021 three-year moving average) to 40% (2024-2026 three-year moving average)</li></ul>                      |
| <b>Target 1.2</b> | <p>By 2026, increase the percentage of students achieving in the Top 2 bands in NAPLAN:</p> <ul style="list-style-type: none"><li>• Year 3 Reading from 64% (based on 2019-2021 three-year moving average) to 75% (2024-2026 three-year moving average)</li><li>• Year 5 Reading from 53% (based on 2019-2021 three-year moving average) to 60% (2024-2026 three-year moving average)</li></ul> |
| <b>Target 1.3</b> | <p>By 2026, increase the percentage of students achieving Top 2 bands in NAPLAN:</p> <ul style="list-style-type: none"><li>• Year 3 Writing from 45% (based on 2019-2021 three-year moving average) to 55% (2024-2026 three-year moving average)</li><li>• Year 5 Writing from 28% (2019-2021 three-year moving average) to 35% (2024-2026 three-year moving average)</li></ul>                 |

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| <b>Target 1.4</b>                                                                                                                                                                                                  | <p>By 2026 the proportion of students assessed by teacher judgements as achieving above the age expected level in:</p> <ul style="list-style-type: none"> <li>• Reading &amp; Viewing from 38% (2021) to 45% (2026)</li> <li>• Writing from 17% (2021) to 25% (2026)</li> </ul> |
| <b>Key Improvement Strategy 1.a</b><br>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 | Further develop, document and embed whole school collaborative approaches to curriculum planning and instructional approaches                                                                                                                                                   |
| <b>Key Improvement Strategy 1.b</b><br>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>Key Improvement Strategy 1.c</b><br>Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities          | Strengthen teacher capacity to analyse and use learning and wellbeing data to inform differentiated learning                                                                                                                                                                    |
| <b>Key Improvement Strategy 1.d</b><br>Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school                                | Build student capacity to set challenging learning goals and monitor their own growth                                                                                                                                                                                           |

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| <b>Goal 2</b>                                                                                                                                                                                                      | Maximise the learning growth of every student in Numeracy                                                                                                                                                                                                                                                                                                                                    |
| <b>Target 2.1</b>                                                                                                                                                                                                  | By 2026, increase the percentage of year 5 students achieving above NAPLAN Numeracy Benchmark growth from 20% (based on 2019-2021 three-year moving average) to 28% (calculated on 2024-2026 three-year moving average)                                                                                                                                                                      |
| <b>Target 2.2</b>                                                                                                                                                                                                  | By 2026, increase the percentage of year 5 students achieving above NAPLAN Numeracy Benchmark growth from 35% (2019-2021 three-year moving average) to 45% (2024-2026 three-year moving average)                                                                                                                                                                                             |
| <b>Target 2.3</b>                                                                                                                                                                                                  | By 2026, increase the percentage of students achieving in the Top 2 bands in NAPLAN Numeracy in: <ul style="list-style-type: none"> <li>• Year 3 from 42% (based on 2019-2021 three-year moving average) to 50% (calculated on 2024-2026 three-year moving average)</li> <li>• Year 5 from 30% (2019-2021 three-year moving average) to 40% (2024-2026 three-year moving average)</li> </ul> |
| <b>Target 2.4</b>                                                                                                                                                                                                  | By 2026, increase the proportion of students assessed by Teacher Judgements as achieving Above Expected Age Level in Number & Algebra from 25% (2021) to 30%                                                                                                                                                                                                                                 |
| <b>Key Improvement Strategy 2.a</b><br>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 | Further develop, document and embed whole school collaborative approaches to curriculum planning and instructional approaches                                                                                                                                                                                                                                                                |

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| <b>Key Improvement Strategy 2.b</b><br>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>Key Improvement Strategy 2.c</b><br>Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities | Strengthen teacher capacity to analyse and use learning and wellbeing data to inform differentiated learning                                                                                                                                                                                                                                                                 |
| <b>Key Improvement Strategy 2.d</b><br>Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school                       | Build student capacity to set challenging learning goals and monitor their own growth                                                                                                                                                                                                                                                                                        |
| <b>Goal 3</b>                                                                                                                                                                                             | Maximise student wellbeing outcomes                                                                                                                                                                                                                                                                                                                                          |
| <b>Target 3.1</b>                                                                                                                                                                                         | By 2026, improve the percentage positive responses on the Attitude to School Survey for the following Learner Characteristics & Disposition factors: <ul style="list-style-type: none"> <li>• Sense of Confidence from 68% (2021) to 75%</li> <li>• Self-Regulation and Goal Setting from 74% (2021) to 80%</li> <li>• Stimulated Learning from 66% (2021) to 75%</li> </ul> |
| <b>Target 3.2</b>                                                                                                                                                                                         | By 2026, improve the percentage positive responses on the Attitude to School Survey for the following factors: <ul style="list-style-type: none"> <li>• Managing Bullying from 69% (2021) to 75%</li> </ul>                                                                                                                                                                  |

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|                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>• Effective Classroom Behaviour from 71% (2021) to 80%</li> </ul>                                                                                                                                                  |
| <b>Target 3.3</b>                                                                                                                                                                   | <p>By 2026, improve the percentage positive responses on the Attitude to School Survey for the following factors:</p> <ul style="list-style-type: none"> <li>• Teacher Concern from 61% (2021) to 75%</li> <li>• Effort from 69% (2021) to 75%</li> </ul> |
| <b>Target 3.4</b>                                                                                                                                                                   | <p>By 2026, reduce the proportion of students with over 20 days absence per year from 27% in 2021 to 25%.</p>                                                                                                                                             |
| <b>Key Improvement Strategy 3.a</b><br>Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion               | Strengthen a consistent approach to supporting positive behaviour                                                                                                                                                                                         |
| <b>Key Improvement Strategy 3.b</b><br>Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion               | Embed a whole-school approach to inclusion, wellbeing and engagement                                                                                                                                                                                      |
| <b>Key Improvement Strategy 3.c</b><br>Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school | Activate student voice and agency and leadership to strengthen student participation and engagement in learning                                                                                                                                           |
| <b>Key Improvement Strategy 3.d</b>                                                                                                                                                 | Increase school and family partnerships as a key strategy to improve student learning and wellbeing outcomes                                                                                                                                              |

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| Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion |  |
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