

School Strategic Plan 2022-2026

Ardmona Primary School (1563)



Submitted for review by Jean Varty (School Principal) on 24 November, 2022 at 02:13 PM

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School Strategic Plan - 2022-2026

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School vision	Ardmona Primary School's Vision is to provide a safe and respectful learning environment, catering for individual academic, social and emotional well-being supported by high impact teaching practices, where students are challenged and extended to achieve their personal best.
School values	Through consultation with key stake holders in our community including School Council, Parents and Koori Elders we have identified the following values that are linked to our whole school expectations. Respect: We show care of our self and are accepting and inclusive of others. Learner: We strive and set goals so to achieve our personal best. Safe: We follow the rules and expectations.
Context challenges	<p>Ardmona Primary School has serviced the community for over a century founded in 1874, located 5 kilometers from Mooroopna. Surrounded by local orchards the area is aesthetically appealing with basketball courts, outdoor learning spaces with covered sun smart shade areas which provides for active play and active classrooms. The Schools SFO is 0.6875 with an SFOE of 0.5956 with a highly transient student population. The school has a high proportion of indigenous students 52% from the local area. The staffing profile has been a significant challenge over the period with a high turnover of those employed presently comprising of a Principal, 2 classroom teachers, 1 full time Education support staff- Koori Education Support, 1 Education Support Secretary 0.3, 0.2 Tutor and 1 classroom ASHE trainee.</p> <p>Many of our students enrolled are impacted by childhood poverty with challenges of trauma with a particular focus of our teaching incorporating the Berry Street Education Model of practice in supporting personal wellbeing and self. New staff and limitations of time spent in positions in the school has impacted a consistency of practice in the classrooms linked to the schools instructional model and challenges for sustained student learning over the period. Alongside of this COVID-19 has impacted regular student attendance and a decline in student enrolments with families transferring out of the local area and state. Established working partnerships continues in building the expertise of all staff in data literacy supported by DET PLC coaches. Collaborative partnerships between classroom teachers has been unsustainable due to staff departing and is a continuum of our work in moving forward.</p> <p>As identified through the review our key challenges are:</p>

	<p>Building staff capacity in their delivery and understanding of the schools instructional model and consistency of approach with particular emphasis on the teaching of Literacy and Numeracy incorporating the use of high impact teaching strategies. Build a consistency of the use of data to effectively differentiate the curriculum so to enhance student engagement in learning along with outcomes. Improving student agency in learning so to enable students to better understand the purpose and process of their learning and celebrate success and strengthen connectedness to school.</p>
<p>Intent, rationale and focus</p>	<p>Intent: Goal 1: To improve literacy outcomes for all students</p> <p>The school needs to improve students outcomes in literacy by : Embedding a highly effective PLC Model within the school with a focus on differentiation in planning and data literacy. Building staff capacity to use and understand the HITS-with particular emphasis on teaching literacy at tier 1,2 and 3.levels. Developing an agreed refined instructional model for teaching literacy which is developed in partnership with our PLC coaches, curriculum leaders and class teachers.</p> <p>Goal 2: To improve Numeracy outcomes for all students The school needs to improve students outcomes in numeracy by : Embedding a highly effective PLC Model within the school with a focus on differentiation in planning and data literacy. Building staff capacity to use and understand the HITS-with particular emphasis on teaching numeracy at tier 1,2 and 3.levels. Developing an agreed refined instructional model for teaching numeracy which is developed in partnership with our PLC coaches, curriculum leaders and class teachers.</p> <p>Goal 3: To improve student outcomes in wellbeing The school needs to continue to improve student outcomes by : Building and strengthening teacher knowledge and practice to activate student voice and agency in learning and wellbeing. Providing opportunities for student leadership voice and agency in learning, so to empower student engagement, enhance connectedness and build resilience as learners.</p> <p>Rational and focus:</p> <p>Goal 1: Analysis of the schools NAPLAN and school based assessment data identified that Ardmona Primary School students are not achieving their potential in literacy reading and writing with performance outcomes decreased. The panel identified an inconsistency individual classroom model of instruction.</p>

The school needs to build on consistent approaches to teaching literacy and formalise a whole school instructional model in literacy based around the work of PLC coaches and teams, DET initiatives. Aligned with this is the direct link to building data literacy and link to planning.

Goal 2:

Analysis of the schools NAPLAN and school based assessment data identified that Ardmona Primary School students are not achieving their potential in numeracy with performance outcomes decreased particularly in the year 3 level. There is a stagnation in student outcomes across the school. The panel identified an inconsistency in individual classroom models of instruction and approach . (Ardmona Way)

The school needs to build on consistent approaches to teaching numeracy and formalise a whole school instructional model in numeracy based around the work of PLC coaches and teams, DET initiatives. Aligned with this is the direct link to building data literacy and link to planning.

Goal 3:

The panel found that student wellbeing is a strength of Ardmona Primary School with strong links with parents and local ATSI community.

Analysis of the school data identified positive responses to attitude to school survey data and student connectedness to school.

The panel recommendation is that the school continue to refine its approaches to wellbeing, physical and mental health. Consistency of strategies in classes was not evidenced; impacted by limitations of time to build teacher excellence in approaches linked to BSEM compromised by high turn over of staff.

The school needs to build teacher knowledge and practice in BSEM approaches so to activate student voice and agency in learning and wellbeing.

The school needs to develop staff knowledge and capacity to implement lessons that incorporates practice that activates student voice and agency and well being.

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Goal 1	To improve literacy outcomes for all students.
Target 1.1	By 2026, decrease the percentage (3 year rolling average) of Year 5 students in bottom two NAPLAN bands in “reading” from 58% (2019-2021) to 48% (2024-2026).
Target 1.2	By 2026, decrease the percentage (3 year rolling average) of Year 5 students in bottom two NAPLAN bands in “writing” from 37% (2019-2021) to 30% (2024-2026).
Target 1.3	By 2026, increase the percentage (3 year rolling average) of students (F-6) attaining at/above standard in English: “Reading and Viewing”, from 62% (2019-2021) to 70% (2024-2026), according to teacher judgement
Target 1.4	By 2026, increase the percentage (3 year rolling average) of students (F-6) attaining above age standard in English: “Writing”, from 51% (2019-2021) to 60% (2024-2026), according to teacher judgement
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build teacher capacity to provide and receive effective learning focussed feedback, specific to literacy teaching and learning.

<p>Key Improvement Strategy 1.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 PLC to build teacher literacy practice and collaboration.</p>
<p>Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Refine, document and embed an agreed instructional model for literacy– the “Ardmona Way”.</p>
<p>Key Improvement Strategy 1.d Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Enhance teacher capacity to differentiate literacy learning.</p>
<p>Goal 2</p>	<p>To improve numeracy outcomes for all students.</p>
<p>Target 2.1</p>	<p>By 2026, decrease the percentage (3 year rolling average) of Year 3 students in bottom two NAPLAN bands in “numeracy” from 62% (2019-2021) to 50% (2024-2026).</p>
<p>Target 2.2</p>	<p>By 2026, decrease the percentage (3 year rolling average) of Year 5 students in bottom two NAPLAN bands in “numeracy” from 35% (2019-2021) to 25% (2024-2026).</p>

Target 2.3	<p>By 2026, increase the percentage (3 year rolling average) of students (F-6) attaining at/above standard in Mathematics: “Number and Algebra”, from 69% (2019-2021) to 72% (2024-2026), according to teacher judgement.</p>
Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	<p>Build teacher capacity to provide and receive effective learning focused feedback, specific to numeracy teaching and learning.</p>
Key Improvement Strategy 2.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>Embed PLC to build teacher numeracy practice and collaboration.</p>
Key Improvement Strategy 2.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	<p>Refine, document and embed an agreed instructional model for numeracy– the “Ardmona Way”.</p>
Key Improvement Strategy 2.d Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	<p>Enhance teacher capacity to differentiate numeracy learning.</p>
Goal 3	<p>To improve student outcomes in wellbeing.</p>

Target 3.1	By 2026, increase the percentage (3 year rolling average) of positive responses on the Attitudes to School Survey: Social Engagement domain: Student Voice and Agency from 72% (2019-2021) to 74% (2024-2026).
Target 3.2	By 2026, increase the percentage of positive responses on the School Staff Survey: School Climate domain “Collective Efficacy” from 60% (2021) to 70%.
Target 3.3	By 2026, increase the percentage (3 year rolling average) of positive responses on the Attitudes to School Survey: Teacher-Student Relations domain: Teacher Concern from 78% (2019-2021) to 83% (2024-2026).
Key Improvement Strategy 3.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Refine wellbeing approaches to promote positive mental and physical health
Key Improvement Strategy 3.b Activation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school	Strengthen teacher knowledge and practice to activate student voice and agency in learning and wellbeing.