

ARARAT PRIMARY SCHOOL STRATEGIC PLAN 2017-2020



Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Jennifer Molan February, 2017[name].....[date][name].....[date]
School council: Adam Merrick February, 2017[name].....[date][name].....[date]
Delegate of the Secretary: Karen Howden-Clarnette 11/02/2017[name].....[date][name].....[date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>Ararat Primary School aspires to grow a vibrant learning community that embraces a culture of academic excellence, challenges all learners to pursue their strengths and talents and celebrates individuality.</p>	<p><i>Our school values describe the guiding principles and beliefs of the school community, and are designed to underpin all that we do. These values will assist the school to provide an environment where our community of learners can be happy, safe, expressive, creative and engaged in learning. We expect staff, students, parents, carers and family members to model these values in all interactions.</i></p> <p><i>We are respectful. We are responsible. We are honest. We demonstrate self-awareness. We value learning. We belong to a learning community.</i></p>	<p>Ararat Primary School is an inviting, inclusive and vibrant school, committed to providing the best learning opportunities for all students. Our enrolment has decreased gradually over the last few years, in line with that of Ararat Rural City. Ararat Primary's SFO has also declined over that time, reflecting the school's changing demographic.</p> <p>Ararat Primary has a clear focus on Literacy and Numeracy, and strives to implement consistent, high quality programs across the school, with an emphasis on personal goal setting and individualized programming. The committed staff team work tirelessly to ensure that all students are presented with high quality learning opportunities, differentiated to cater for their level of need.</p> <p>Learning at Ararat Primary School is enhanced by a blend of traditional and innovative teaching styles, together with additional learning experienced gained through a wide range of extra-curricular programs.</p> <p>Our challenges:</p> <ul style="list-style-type: none"> Consistently implementing Ararat Primary's Literacy and Numeracy instructional models Building the capacity of all teachers to use assessment data to plan for the Literacy and Numeracy learning needs of all students Developing Individual Learning Plans for low and high achieving students Strengthening the processes for developing, monitoring and evaluating students' learning goals Reviewing classroom and playground behaviour management approaches and strategies to ensure that they are implemented consistently Continuing to embed programs that develop students' resilience Continuing to monitor and follow up students with high levels of absenteeism, and to encourage and celebrate high levels of student attendance Continuing to implement strategies to strengthen partnerships with parents and carers to support students' learning and wellbeing 	<p>Excellence in Teaching and Learning intent and focus: We recognise that our Writing data shows limited high growth and that work needs to be undertaken to establish a consistent approach to the teaching and assessment of writing across our school. Numeracy data also indicates that we have achieved limited high growth, particularly in Number and Algebra. As a consequence, we will focus on developing teachers' individual and collective efficacy to use data to identify gaps in student learning, plan instruction to meet students' learning needs, and to monitor progress.</p> <p>Rationale: If the capacity of all teachers to assess and track student progress, to implement high impact teaching strategies, and to plan differentiated instruction for the range of student learning needs is strengthened, then student learning growth will improve.</p> <p>Positive Climate for Learning intent and focus: Student Attitudes to School Survey data, and Parent Opinion Survey data indicate that we need to continue to focus on developing a consistent, whole school approach towards the management of student behaviour, with a particular emphasis on the development of resilience and social skills. Survey data indicates a need to refine processes for supporting students in the setting and evaluation of personal goals, and to strengthen opportunities for student voice and agency.</p> <p>Rationale: If the learning environment actively engages students in learning experiences that are challenging, relevant and foster creatively, then students will be engaged and empowered to achieve to their full potential and develop the skills to make positive contributions to the community.</p> <p>If there is a shared school community approach to fostering student wellbeing and safety, then a learning environment that is inclusive and supports students academically, socially and emotionally will be created.</p>



Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)
For all students to be supported and challenged to achieve high levels of learning growth in Literacy and Numeracy.	Excellence in Teaching and Learning – building practice excellence, with a focus on Literacy and Numeracy.	Excellence in Teaching and Learning – Building practice excellence. <ol style="list-style-type: none"> 1. Strengthen teacher’s individual and collective efficacy to use data to identify gaps in student learning, plan instruction to meet student’ learning needs and monitor progress in all learning areas, with a focus on with a focus on Literacy and Numeracy. 2. Develop teacher’s capacity to embed evidence-based high impact teaching strategies in all curriculum areas to improve student achievement with a focus on Writing and Number/Algebra. 3. Strengthen teacher’s capacity to accurately and consistently assess student progress and achievement in Literacy and Numeracy with a focus on Writing and Number/Algebra. 4. Embed the school’s instructional model consistently in all curriculum areas and across all year levels. 5. Align the school’s whole school curriculum plan with the Victorian Curriculum to ensure that students continually build their skills and knowledge as they progress through the school. 6. Develop individual learning plans that are informed by assessment data to support the learning of students who are not achieving at the expected level or are achieving well above the expected level. 	Excellence in Teaching and Learning - Building Practice Excellence: Teacher Judgements: <ul style="list-style-type: none"> • 100% of students to achieve a minimum of one year’s growth annually against the Victorian Curriculum/ABLES in Writing and Number/Algebra. NAPLAN: <ul style="list-style-type: none"> • The percentage of Year 3 students achieving in the Top 2 NAPLAN bands will exceed 35% for all areas assessed. • The percentage of Year 5 students achieving in the Top 2 NAPLAN bands will exceed 30% for all areas assessed. • The percentage of students, including exempt students, achieving in the Bottom 2 NAPLAN bands will be less than 12% for all areas assessed. • The percentage of students achieving high growth from Year 3 to Year 5 on NAPLAN relative growth assessments will exceed 25% for all areas assessed. • The percentage of students achieving low growth in Reading, Writing and Numeracy on NAPLAN relative growth assessments will be less than 25% for all areas assessed. Staff Survey component scores for Teacher Collaboration, Collective Responsibility, Collective Efficacy, Guaranteed and Viable Curriculum and Shielding and Buffering to be above 85.00.
To provide a learning environment which supports all students to be curious, actively engaged, empowered and challenged, so that they achieve their full potential and become valued members of their community.	Positive Climate for Learning – setting expectations and promoting inclusion, with a focus on developing a consistent, whole-school approach for the management of student behaviour and the development of resilience and social skills.	Positive Climate for Learning – Setting Expectations and Promoting Inclusion. <ol style="list-style-type: none"> 1. Further develop a consistent, whole school approach towards the management of student behaviour, through the development of teacher capacity and understanding. 2. Strengthen student wellbeing support structures and processes with a focus on building resilience. 3. Develop and implement strategies to strengthen students’ social skills and build positive relationships with their peers. 4. Further develop partnerships with parents and carers to support students in their learning. 	Positive Climate for Learning – Setting Expectations and Promoting Inclusion: <ul style="list-style-type: none"> • Student Attitudes to School Survey Year 5 and Year 6 mean factor scores for Wellbeing and Student Relationships to be above the 50th percentile for primary school means for each year level. • Parent Opinion Survey mean factor scores for Reporting, Homework, Student Safety, Classroom Behaviour, Behaviour Management, Social Skills, Transitions and Connectedness to Peers to be above the 50th percentile for primary school means.
To develop and safe and caring learning community which supports the academic, social and emotional development of all students.	Positive Climate for Learning – empowering students and building school pride, with a focus on refining processes for supporting students in the setting and evaluation of personal goals, and to strengthen opportunities for student voice and agency.	Positive Climate for Learning – Empowering Students and Building School Pride: <ol style="list-style-type: none"> 1. Improve student attendance so that student absences are below the state mean at all year levels. 2. Build the collective efficacy of teachers to support students to develop effective and challenging learning goals and self-assess their progress. 3. Refine the school’s processes for providing effective teacher feedback to students, for regularly seeking feedback from students about the extent of their learning and for celebrating student’s achievements. 4. Strengthen opportunities for students to engage in inquiry learning. 5. Strengthen the opportunities provided for student voice and agency. 	Positive Climate for Learning – Empowering Students and Building School Pride: <ul style="list-style-type: none"> • Student Attitudes to School Survey Year 5 and Year 6 mean factor scores for Teaching and Learning to be above the 50th percentile for primary school means for each year level. • Parent Opinion Survey mean factor scores for Learning Focus, Stimulating Learning and Student Motivation to be above the 75th percentile for primary school means. • Student absences will be below the state mean at all year levels.

