

**Ardeer South Primary School 5064 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: ..... Peter Guest [date]	.....[name] ..... [date]	.....[name] ..... [date]
School council: ..... [name] [date]	.....[name] ..... [date]	.....[name] ..... [date]
Delegate of the Secretary: ..... [name] [date]	.....[name] ..... [date]	.....[name] ..... [date]

School vision	School values	Context and challenges	Intent, rationale and focus
Ardeer South Primary School is committed to providing a safe, secure, supportive and happy environment for all students at the school. This is reflected in the school motto of 'Preparing for the Future, and is supported by our school values. The school strives to foster a love of life long learning in each individual so that they can become positive contributors and leaders in their culturally diverse community.	Ardeer South Primary School is committed in its purpose to provide a safe and supportive school environment. The school emphasis is on reinforcing the 8 core values that create positive relationships and a tolerant environment: <b>Respect, Responsibility and Effort.</b>	<p>Ardeer South's student population is drawn from various cultural and socio economic backgrounds. A high proportion of pupils come from families where English is the second language and Low Socio Economic backgrounds.</p> <p>The school believes all students should be encouraged to develop to their full potential, physically, academically and socially, in order to be better equipped to meet the challenges of secondary education and beyond. The school motto, 'Preparing for the Future' reflects this goal.</p> <p>The school supports the partnership between home and school and recognises the important role parents play in their children's education. Parental involvement and participation in school activities and committees is encouraged. Regular communications by way of newsletters, information bulletins, parent teacher interviews, written reports and parent education programs have helped to develop a feeling of friendship and team spirit. Our school has an active School Council and a Junior School Council.</p> <p>While the school has been successful in driving improved outcomes in Writing, an emphasis is required in Reading and Numeracy.</p> <p>The school has identified challenges including:</p> <ul style="list-style-type: none"> <li>the transient nature of enrolment</li> <li>high SFO</li> <li>high absenteeism</li> </ul>	<p>'Preparing for the Future' is at the core of Ardeer South's purpose and direction. The school data directs us to compel to strive for continued improvement in all areas but especially in Literacy (Reading), and Numeracy. Further engagement with the community to reduce absenteeism and lateness will be focus along side improving student relationships and wellbeing to maintain and continue to develop a safe and calm learning environment.</p> <ul style="list-style-type: none"> <li><b>Develop effective PLCs</b></li> <li><b>Leadership capacity</b></li> <li><b>Instructional model</b></li> </ul> <p>The FISO initiatives of Excellence in Teaching and Learning and Community Engagement in Learning will further underpin the efforts of the school.</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)
Improve the learning growth of students in Literacy and Numeracy	<p><b>Excellence in teaching and learning</b> <i>Building practice excellence</i></p> <p><i>Curriculum planning and assessment</i></p>	<p>Build and embed a strong researched based instructional model and agreed approaches to teaching and learning to ensure whole school consistency of practice.</p> <hr/> <p>Build teacher capacity in pedagogy and deep content knowledge of the Victorian Curriculum in Literacy and Numeracy for student growth.</p>	<p><b>NAPLAN – READING</b></p> <p><b>Year 3</b> - 45% of year 3 students to achieve results in BANDS 5 and 6 for the NAPLAN Reading assessment</p> <p><b>Year 5</b> - 35% of year 5 students to achieve results in BANDS 7 and 8 for the NAPLAN Reading assessment</p>



		Develop effective tracking and monitoring processes for student growth in Literacy and Numeracy	<p><b>Reading Relative Growth Year 3-5</b> At least 90% of year 5 students to demonstrate medium to high relative growth in the NAPLAN Reading assessment.</p> <p><b><u>NAPLAN - NUMERACY</u></b></p> <p><b>Year 3</b> - 25% of year 3 students to achieve results in BANDS 5 and 6 for the NAPLAN Numeracy assessment</p> <p><b>Year 5</b> - 25% of year 5 students to achieve results in BANDS 7 and 8 for the NAPLAN Numeracy assessment</p> <p><b>Numeracy Relative Growth Year 3-5</b> At least 80% of year 5 students to demonstrate medium to high relative growth in the NAPLAN Numeracy assessment.</p> <p><b>Reading– Teacher Judgement</b> 90% of students to achieve results at or above the expected Victorian Curriculum level in Reading and Viewing</p> <p><b>Numeracy– Teacher Judgement</b> 90% of students to achieve results at or above the expected Victorian Curriculum level in Number and Algebra</p> <p><b>Numeracy Maths Online Interview</b> At least 80% of students P-2 achieving at the expected Growth Point (Counting, Place Value, Addition and Subtraction) on the MOI.</p> <p><b>PAT Maths/Reading</b> 90% of students to achieve the expected or above level in PAT Maths and PAT reading</p> <p><b>Fountas &amp; Pinnell</b> 90% of students to achieve a minimum of four levels growth between level 1-20 and two levels growth beyond level 20</p>
Develop the school community as a high functioning Professional Learning Community	<b>Professional leadership</b> <i>Instructional and shared leadership</i>	<p>Build a high quality professional learning community that measures the impact of learning.</p> <p>Strengthen teacher capacity in purposeful assessment and rigorous data to inform planning, instruction and feedback that supports the learning growth of every student.</p> <p>Build consistency and quality of teaching practice across the school to reduce in school variation</p>	<p><b><u>STAFF OPINION</u></b></p> <p><b>Shielding/Buffering-</b> To decrease shielding/buffering from 44% to less than 10% in 2020</p> <p><b><u>STUDENT ATTITUDES TO SCHOOL</u></b></p> <p><b>Classroom Behaviour</b> - increase from 1<sup>st</sup>quartile in 2016 to the 4<sup>th</sup> quartile in 2020</p> <p><b>Student Safety</b> – Improve from 1st quartile in 2016 to the 3rd quartile in 2020</p>
Develop partnerships with the school community that further develops a culture of high expectations	<b>Positive Climate for Learning</b> <i>Setting expectations and promoting inclusion</i>	<p>Establish a culture of high expectations with all stakeholders</p> <p>Create and embed a whole school approach to improve student absences and punctuality</p> <p>Strengthen partnerships with the school community to expand opportunities and improve outcomes.</p>	<p><b><u>Absences</u></b></p> <p>Reduce the number of students with chronic absence (of 20 days or more) in 2016 by 50% from 32% to 16% in 2020</p> <p>Reduce the unapproved absences to zero by 2020</p>

