School Strategic Plan 2021-2025

Auburn South Primary School (4183)

Submitted for review by Marcus Wicher (School Principal) on 22 February, 2022 at 12:12 PM
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Primary Years Programme

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School vision	"At Auburn South Primary School we develop a positive sense of identity within a community that empowers individuals to flourish as open-minded inquirers, creative thinkers and compassionate, globally responsible citizens."
School values	Our school's intent is to fulfill our vision and maximise student learning outcomes across all areas of the curriculum while promoting positive health, wellbeing and empowerment for all students, parents and staff. **To achieve this, we prioritise the following:** **Inquiry:** Learners are curious and have the skills to pursue learning that has real-word relevance and impact. **Agency:** Learners are motivated to take initiative and make meaningful and intentional decisions to direct their learning. This is supported by voice, choice and ownership within the learning community. **International Mindedness:** Learners develop the attributes to thrive in a culturally diverse and rich learning environment. They actively seek different perspectives and understand the world through a local and global lens. **Relationships and Wellbeing:** Learners foster respectful relationships and build strategies that enable positive behaviours to strengthen their health and wellbeing.
Context challenges	• Inconsistent understanding of how to analyse and triangulate data was a barrier to ensuring greater alignment in data sets, hindering more precise understandings of individual student learning needs. • Lengthy periods of remote learning in 2020 and 2021 had impacted student engagement, wellbeing, motivation and learning growth • Whole school common understanding of learner agency and approaches to empower student voice and ownership Inconsistent approaches to documenting curriculum and learning
Intent, rationale and focus	Our school's intent is to fulfill our vision and maximise student learning outcomes across all areas of the curriculum while promoting positive health, wellbeing and empowerment for all students, parents and staff.

	Rationale **The school believes:** • That students achievement and learning growth can be further achieved through the analysis and use of data and whole school, consistent approaches to curriculum planning, instruction and assessment. • Inquiry learning and the promotion of student agency will further enhance student engagement, learning confidence, motivation and ownership of learning. • That strengthening the partnerships with parents/carers/kin will further enhance student learning and wellbeing outcomes. • A tiered approach that is consistent with the school's wellbeing practices will further contribute to a safe, supportive and engaging learning environment. **Priorities:** • To maximise the learning growth and achievement of every student. • To further develop learner agency. • To support and develop the health and wellbeing of all students.

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Goal 1	To maximise the learning growth and achievement of every student.
Target 1.1	**By 2025, increase the percentage of Year 5 students meeting or above benchmark NAPLAN growth for** • Reading to 82 or above (from 74 in 2021) • Writing to 85 or above (from 79 in 2021) • Numeracy to 92 or above (from 87 in 2021)
Target 1.2	**By 2025, increase the percentage of Year 3 students in the top two NAPLAN bands for** • Reading to 78 or above (from 68 in 2021) • Writing to 72 or above (from 64 in 2021) • Numeracy to 68 or above (from 61 in 2021)
Target 1.3	**By 2025, increase the percentage of Year 5 students in the top two NAPLAN bands for:** • Reading to 70 or above (from 66 in 2021) • Writing to 36 or above (from 29 in 2021) • Numeracy to 62 or above (from 60 in 2021)
Target 1.4	**By 2025, the percent positive endorsement on the SSS will be:** • Guaranteed and viable curriculum—75 or above (from 59 in 2021) • Teacher collaboration—70 or above (from 48 in 2021) • Instructional leadership—75 or above (from 61 in 2021)

	• Understand how to analyse data—70 or above (from 33 in 2021) • Professional learning through peer observation—70 or above (from 25 in 2021)
Key Improvement Strategy 1.a Building practice excellence	Build teacher capability to use assessment and data to target each student's point of learning need.
Key Improvement Strategy 1.b Curriculum planning and assessment	Develop and implement curriculum maps and consistent whole school approaches to the planning and teaching of Reading and Numeracy.
Key Improvement Strategy 1.c Evidence-based high-impact teaching strategies	Embed the school's professional learning community approach for collaborative inquiry into utilising data to plan for teaching; the modelling of effective practice; and the use of peer observation and feedback
Key Improvement Strategy 1.d Instructional and shared leadership	Build the instructional and shared leadership of all staff, with a specific focus on developing middle level leadership.
Goal 2	**To further develop learner agency.**
Target 2.1	**By 2025, the percent positive endorsement on the AToSS for Years 4–6 will be:** • Student voice and agency—80 or above (from 66 in 2021) • Sense of confidence—85 or above (from 75 in 2021) • Motivation & interest—85 or above (from 79 in 2021) • Perseverance—80 or above (from 72 in 2021) • Effort—85 or above (from 75 in 2021)
Target 2.2	**By 2025, the percent positive endorsement on the SSS will be:** • Use student feedback to improve practice—75 or above (from 50 in 2021) • Knowledge of high impact teaching strategies—75 or above (from 33 in 2021)

	• Promote student ownership of learning—80 or above (from 67 in 2021)
Key Improvement Strategy 2.a Empowering students and building school pride	Develop a whole school approach that empowers students to have voice and ownership.
Key Improvement Strategy 2.b Building practice excellence	Build teacher capacity to fully support learner agency.
Key Improvement Strategy 2.c Intellectual engagement and self-awareness	Build student capacity to set challenging learning goals, track progress and monitor their own learning growth.
Goal 3	To support and develop the health and wellbeing of all students.
Target 3.1	**By 2025, the per cent positive endorsement on the AToSS for Years 4–6 will be:** • Sense of connectedness—85 or above (from 75 in 2021) • Teacher concern—80 or above (from 71 in 2021) • Emotional awareness and regulation—80 or above (from 67 in 2021) • Managing bullying—80 or above (from 69 in 2021) • Respect for diversity—80 or above (from 71 in 2021)
Target 3.2	**By 2025, the percent positive endorsement on the POS will be:** • Teacher communication—75 or above (from 69 in 2020) • Managing bullying—80 (from 72 in 2020) • Confidence and resiliency skills—80 or above (from 74 in 2020) • Student motivation and support—75 or above (from 68 in 2020)

Key Improvement Strategy 3.a Health and wellbeing	Embed a tiered and responsive approach to support positive behaviours and attributes.
Key Improvement Strategy 3.b Health and wellbeing	Strengthen staff capacity to understand and support student health and wellbeing needs.
Key Improvement Strategy 3.c Parents and carers as partners	Further develop the school's culture of partnership with parents/carers/kin to enhance student learning and wellbeing outcomes.