

School Strategic Plan 2022-2026

Auburn Primary School (2948)



Auburn
Primary School

Submitted for review by Tim Sawalaga (School Principal) on 20 December, 2022 at 10:10 AM
Endorsed by Erika Bienert (Senior Education Improvement Leader) on 01 February, 2023 at 10:30 AM
Awaiting endorsement by School Council President

School Strategic Plan - 2022-2026

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<p>School vision</p>	<p>Learn from our past - Connect with the present - Create our future</p> <p>Auburn Primary School encourages positive contributions to personal, local, and global learning communities. We consider and respect others, foster high levels of literacy and numeracy, and the ability to think logically, critically, and creatively.</p>
<p>School values</p>	<p>Respect: Care for and consider yourself, others, and the environment. Resilience: Be courageous when you take on challenges and solve problems. Responsibility: Do your job as a learner, friend, and member of the whole community.</p>
<p>Context challenges</p>	<p>Auburn Primary School is a vibrant school with a strong sense of community, student engagement and parent/carer participation. Enrolments in 2022 are just under 400 students. Our school community highly values learning and expects that every child has the opportunity to develop strongly - academically, and socially, with a strong sense of what's right. Strong literacy and numeracy skills are core to our programs and we recognise the importance of providing a curriculum program that personalises the learning pathway for each student. An inquiry approach, incorporating the Humanities subjects are integrated with Science, Technology - including safe use of technology - and Health. Investigations are implemented from Foundation to Year 2, and the inquiry model is applied from Years 3 to 6, allowing students to explore through play and exploration. Specialist areas include Languages (Mandarin), Physical Education, Visual Arts, and Performing Arts. Connect, a weekly pastoral care program focused on building social and problem solving skills, in combination with the Resilience Project, Respectful Relationships and the principles of positive education, focuses on student wellbeing and connection.</p>
<p>Intent, rationale and focus</p>	<p>Our school strives to achieve our vision by improving student learning outcomes and supporting our learners to develop strong values, contribute positively to society, and ultimately continue to develop as good learners and great people. Over the course of the strategic plan, we will empower learners through voice and agency, optimise student wellbeing and inclusion, and build teacher excellence to further develop strong literacy and numeracy skills for our students.</p>

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Goal 1	To maximise student learning growth for all students in Literacy and Numeracy
Target 1.1	By 2026, increase the percentage of Year 5 students assessed as above benchmark growth in NAPLAN for: <ul style="list-style-type: none">• Numeracy from 14 per cent (2021) to 40 per cent• Reading from 29 per cent (2021) to 40 per cent• Writing from 42 per cent (2021) to 45 per cent
Target 1.2	By 2026, increase the percentage of students in the top two NAPLAN bands for: Year 3 <ul style="list-style-type: none">• Numeracy from 64 per cent (2021) to 85 per cent• Reading 80 per cent (2021) to 85 per cent• Writing 82 per cent (2021) to 85 per cent Year 5 <ul style="list-style-type: none">• Numeracy 48 per cent (2021) to 65 per cent• Reading 54 per cent (2021) to 65 per cent• Writing 42 per cent (2021) to 65 per cent
Target 1.3	By 2026, increase the percentage of F-6 students meeting or above the expected level against the Victorian Curriculum (time series growth):

	<ul style="list-style-type: none"> • Number and Algebra from 87 per cent (2020 – 2021 semester 2) to 90 per cent • Reading and Viewing from 81 per cent (2020 – 2021 semester 2) to 90 per cent • Writing from 77 per cent (2020 – 2021 semester 2) to 90 per cent
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	To develop teacher capacity to further embed the whole school instructional models for Literacy and Numeracy
Key Improvement Strategy 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	To develop teacher capacity in evidence based assessment to differentiate student learning in Literacy and Numeracy
Key Improvement Strategy 1.c 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	Strengthen the whole school approach to planning, assessment and collaboration
Goal 2	To enhance student engagement through increased voice and agency
Target 2.1	By 2026, increase the percent positive responses score in AtoSS for the following factors: Learner characteristics and disposition domain <ul style="list-style-type: none"> • Motivation and interest from 68 per cent in 2022 to 80 per cent

	<ul style="list-style-type: none"> • Sense of confidence from 75 per cent in 2022 to 80 per cent <p>Effective teaching for cognitive engagement domain</p> <ul style="list-style-type: none"> • Stimulated learning from 70 per cent in 2022 to 80 per cent <p>Social Engagement domain</p> <ul style="list-style-type: none"> • Student voice and agency from 58 per cent in 2022 to 80 per cent
<p>Target 2.2</p>	<p>By 2026, improve the percentage positive endorsement in the Parent Opinion Survey for the following measures:</p> <p>Cognitive engagement</p> <ul style="list-style-type: none"> • Student agency and voice 69 per cent 2021 to 80 per cent • Student motivation and support 62 per cent in 2021 to 80 per cent • Stimulating learning environment 65 per cent in 2021 to 80 per cent
<p>Target 2.3</p>	<p>By 2026, improve the percentage positive endorsement in the School Staff Survey for the following measures:</p> <ul style="list-style-type: none"> • Use student feedback to improve practice from 42 per cent in 2021 to 90 per cent • Promote student ownership of learning goals from 50 per cent in 2021 to 90 per cent
<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>	<p>To build capacity for teachers to engage students through personalised learning and goal setting</p>

<p>Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>To build capacity for teachers to activate student agency through effective inquiry based learning</p>
<p>Goal 3</p>	<p>To optimise student wellbeing and inclusion</p>
<p>Target 3.1</p>	<p>By 2026, increase the percent positive responses score on AtoSS for the following factors:</p> <p>Social and emotional wellbeing</p> <ul style="list-style-type: none"> • High Resilience from 8 per cent 2022 to 20 per cent • Teacher concern from 63 per cent 2022 to 75 per cent • Sense of Connectedness 75 per cent in 2022 to 80 per cent
<p>Target 3.2</p>	<p>By 2026, improve the percentage positive endorsement in the Parent Opinion Survey for the following measures:</p> <ul style="list-style-type: none"> • Student connectedness from 86 per cent 2021 to 90 per cent • Confidence and resiliency skills from 70 per cent 2021 to 85 per cent
<p>Key Improvement Strategy 3.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>To further develop and embed a school wide and consistent approach to wellbeing and inclusion</p>
<p>Key Improvement Strategy 3.b Activation of student voice and agency, including in leadership and learning, to</p>	<p>Strengthen partnership with school community to have a positive impact on student's learning, wellbeing and engagement</p>

strengthen students' participation and engagement in school	
Key Improvement Strategy 3.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	To develop teacher capacity to empower students to be agents of their own wellbeing