



Araluen Primary School Strategic Plan 2019-2022

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Karen Milner [name] [date]	[name] [date]	[name] [date]
School council: James Hornby [name] [date]	[name] [date]	[name] [date]
Delegate of the Secretary: [name] [date]	[name] [date]	[name] [date]

School vision	School values	Context and challenges 300 word limit	Intent, rationale and focus
<i>[Drafting Note (DN): 100 word limit]</i> New Vision still being developed	<i>[DN:200 word limit]</i> New Values still being developed	<i>[DN: What is your school's current context?]</i> Araluen Primary School is located in the rural city of Sale in Gippsland. Our student population in 2018 is 119. This is a decline from 149 in 2014, although our numbers in 2018 are higher than predicted in the 2017 August Census. Our workforce consists of a Principal, Leading Teacher (Curriculum), Wellbeing Worker, 6 grade teachers, 2 specialist staff (Art/Music and Science), 2 literacy intervention teachers and 4 Education Support staff that work in all classrooms. Our school has a balance of graduate teachers and experienced staff. Our school's SFO is .59 which is a decline from .64 in 2014 and our SFOE is.55. We have a small number of students from non-English speaking backgrounds who participate in an EAL program each week. We have a small number of Koorie students in our school. We work closely with our KESO to ensure we support students to engage with their Aboriginal culture. Our school follows the Victorian Curriculum. LOTE (Indonesian) is taught to F-2 students through the VSL (Victorian School of Languages) program. All students study PE, Art, Music and Science from Foundation to year 6. Our school works to build connections between home and school and with the local community. Our annual Wheels Festival is a major fundraiser and is organised by a large committee of parents and teachers. This event brings in members of the local community and has provided our students the opportunity to contribute to raising funds for our school and engaging with the wider community. <i>From your self-evaluation and review, what are your school's key challenges? This could include reference to specific cohorts within the school, including high ability, Koorie and refugee.</i> Current challenges are our attendance data, which although it is improving, still needs to increase.	<i>[DN: Given your context and findings from your self-evaluation and review: What is your school trying to achieve? (intent)]</i> <ul style="list-style-type: none"> Consistent teaching practices in all classrooms driven by the PLC process Increased use of formative assessment Improved level of student voice, agency and leadership Whole school documentation of teaching and assessment practices Embedding a culture of growth through Challenging Learning Embedded culture of giving and receiving high quality feedback both to and from students and teachers <i>Why is this important? (rationale)</i> To support a culture of growth in our school that is based on challenge, dialogue and collaboration, teachers need to work from agreed teaching strategies and assessment practices that form coherent and high quality teaching and learning models. <i>What are your prioritising? Which 1 or 2 Improvement Initiatives will focus your efforts? (focus)]</i> <ul style="list-style-type: none"> PLC process applied to Literacy and Numeracy Student voice, agency and leadership – Challenging Learning

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)
To maximise student learning growth in Literacy <i>Theory of Action</i> If the schools adopts an evidence based instructional model, strengthens their collaborative practice, teacher knowledge and the use of data then student outcomes will improve.	Excellence in teaching and learning Building practice excellence Curriculum planning and assessment	<ul style="list-style-type: none"> Documenting whole school learning and assessment sequences that are relevant and challenging for all students Strengthen the existing practice of Professional Learning Teams Develop and document an agreed instructional model incorporating HITs that will build practice excellence Ensure consistent approaches in all classrooms and enhance curriculum and assessment across the school Establish an approach to the effective collection and analysis of data that informs teacher planning and monitors and measures student achievement Embed formative assessment practices in the assessment schedule Develop and document a process where teachers receive and reflect on feedback from students and peers about their teaching 	<ul style="list-style-type: none"> At least 25% of students to have high and less that 25% to have low growth Year 3 to 5 NAPLAN gain in writing and reading 75% of students maintained in the top two NAPLAN bands 90% of students achieving at or above within the Victorian Curriculum Differentiated learning challenge and stimulating learning to be in the 4th quartile Collective efficacy, academic emphasis and high expectation for success to be in the 4th quartile % of students in the top 2 bands for year 5 writing to be at least 15% % of students in the top 2 bands for year 5 reading to be at least 25%
To maximise student learning growth in Numeracy <i>Theory of Action</i> If the schools adopts an evidence based instructional model, strengthens their collaborative practice, teacher knowledge and the use of data then student outcomes will improve.	Excellence in teaching and learning Building practice excellence Curriculum planning and assessment	<ul style="list-style-type: none"> Documenting whole school learning and assessment sequences that are relevant and challenging for all students Strengthen the existing practice of Professional Learning Teams Develop and document an agreed instructional model incorporating HITs that will build practice excellence Ensure consistent approaches in all classrooms and enhance curriculum and assessment across the school Establish an approach to the effective collection and analysis of data that informs teacher planning and monitors and measures student achievement Embed formative assessment practices in the assessment schedule Develop and document a process where teachers receive and reflect on feedback from students and peers about their teaching 	<ul style="list-style-type: none"> At least 25% of students to have high and less that 25% to have low growth Year 3 to 5 NAPLAN gain in numeracy 75% of students maintained in the top two NAPLAN bands 90% of students achieving at or above within the Victorian Curriculum Differentiated learning challenge and stimulating learning to be in the 4th quartile Collective efficacy, academic emphasis and high expectation for success to be in the 4th quartile
Develop empowered, engaged and resilient students who take high levels of responsibility for their learning. <i>Theory of Action</i> If the school continues to develop and implement best practice wellbeing strategies then student learning outcomes will improve.	Positive climate for learning Empowering students and building school pride	<ul style="list-style-type: none"> Embed the existing Challenging Learning approach Develop and document a whole school strategy to the teaching of social and emotional health that utilizes programs that will improve student wellbeing and safety Develop and document an agreed approach to the use of student voice, agency and leadership 	<ul style="list-style-type: none"> Sense of connectedness, self-regulation and goal setting and resilience to be in the 4th quartile Internal surveys used to measure student wellbeing and engagement show results above 75%

