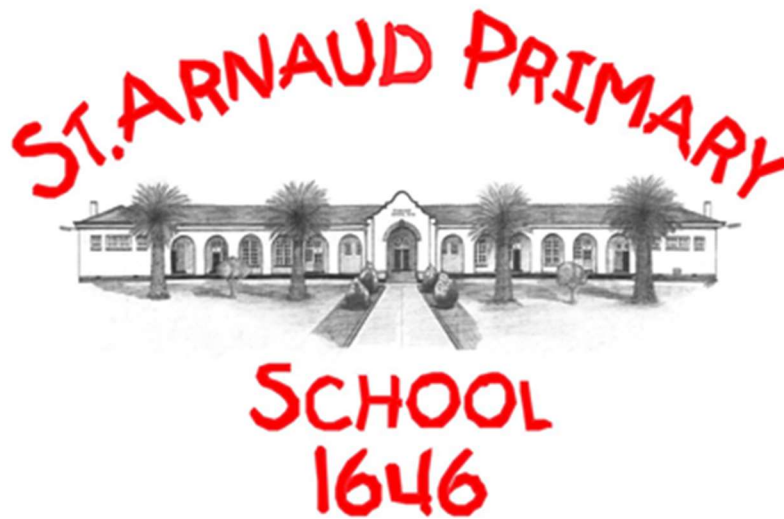# School Strategic Plan 2022-2026

St Arnaud Primary School (1646)

Submitted for review by Melissa Mitchell (School Principal) on 11 October, 2022 at 11:46 AM
Endorsed by Therese Allen (Senior Education Improvement Leader) on 12 October, 2022 at 02:51 PM
Awaiting endorsement by School Council President

School Strategic Plan - 2022-2026

St Arnaud Primary School (1646)

School vision	St Arnaud Primary School's vision is to empower each student with the skills and knowledge to become successful, adaptive and respectful citizens capable of facing the challenges of our ever changing society. St Arnaud Primary School's mission is to provide a purposeful, productive and comprehensive education of the highest possible quality whilst working in partnership with the wider community. Our school will provide a safe, supportive environment where our students will develop independence, self-discipline, resilience, acceptance of others and a sense of achievement.
School values	St Arnaud Primary School's values are Respect, Resilience, Honesty, Kindness and Aspiration. Respect - to value ourselves and others; To value our environment Resilience - to have the ability to 'bounce back'; to adapt to change; to approach difficult/negative events as constructively as possible Kindness - to look out for others and to be inclusive of all Honesty - to be trustworthy and responsible Aspiration - to do our best; to aim to reach our goals
Context challenges	• It was acknowledged that the whole school community could focus on having higher expectations and a stronger academic emphasis. • Teachers worked collaboratively on curriculum, planning and assessment. However, the size of the school meant that teachers could not be released during class time for common planning. Whilst collaboration, trust and collective responsibility were high, effectiveness was limited by these organisational constraints. This view was supported by results from the SSS which revealed high scores for Teacher collaboration and Collective responsibility, but lower results for Collective efficacy. • The disruptive impact of a small number of students with behavioural issues, resulting in teachers and ES staff spending time dealing with behavioural issues and making organisational arrangements to support these students. This was seen as taking staff away from providing a strong academic focus. • The Panel found that the above issues constituted barriers to teacher efficacy and achieving higher learning outcomes. The Panel identified a number of barriers to securing higher rates of learning growth:

	• The Panel heard of high levels of support for students and families during remote learning. However, it was acknowledged that established approaches to teaching and learning, including the instructional model and small group work were not able to be fully embedded in the online environment.
	• Class visits, and discussions with teachers and students, revealed significant variation with respect to instruction, classroom organisation and student management. The Panel viewed this as a barrier to providing students with a seamless and sequential leaning journey across the school that could secure consistent learning growth.
	• The school only recently appointed a learning specialist, with limited release time. This restricted the capacity of the school to provide coaching and mentoring support, particularly to inexperienced and newly appointed teachers.
	• The school has yet to participate in the department's Professional Learning Community (PLC) initiative. This inhibited the school's capacity to engage in more effective collaboration around planning for individual student needs and participate in powerful reflective practice.
	The Panel concluded the above issues and situations constituted barriers to securing higher learning growth as measured by NAPLAN.
Intent, rationale and focus	St Arnaud Primary School is working towards achieving improved student outcomes through improved teaching quality and capacity. This includes teacher collaboration in planning and documentation etc
	-Build leader and teacher capacity to collaboratively use formative assessment data to plan a differentiated curriculum that targets each student's point of learning and provides an appropriate level of challenge.
	-Strengthen, and consistently embed the agreed instructional guidelines, including HITS, across the whole school.
	-Further strengthen the school's instructional leadership approach to supporting and building teacher capacity in the areas of instruction and planning.
	The goals and targets of the SSP will be broken down into yearly goals and targets, supported by actions identified in the Annual Implementation Plan and through the appropriate allocation of resources.

School Strategic Plan - 2022-2026

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Goal 1	To maximise the learning growth of all students.
Target 1.1	By 2026, increase the percentage of students in Years 3 - 5 making above NAPLAN benchmark growth in: • Writing: from 12% (2018–21) to 25% • Reading: from 22% (2018–21) to 30% • Spelling: from 13% (2018–21) to 25% • Grammar and Punctuation: from 32% (2018–21) to 35% • Numeracy: from 28% (2018–21) to 35%
Target 1.2	By 2026, increase the percentage of students in Years 5 - 7 making above NAPLAN benchmark growth in: • Writing: from 15% (2018–21) to 25% • Reading: from 13% (2018–21) to 25% • Spelling: from 16% (2018–21) to 25% • Grammar and Punctuation: from 12% (2018–21) to 25% • Numeracy: from 21% (2018–21) to 30%
Target 1.3	By 2026, improve the percentage positive endorsement in the School Staff Survey for the following measures: • Academic emphasis: from 60% in 2021 to 80% • Collective efficacy: from 65% in 2021 to 80%

	• Time to share pedagogical content knowledge: from 83% in 2021 to 90% • Moderate assessment tasks together: from 83% in 2021 to 90%
Target 1.4	By 2026, increase the percent positive responses score on AToSS in the following factors: • Differentiated learning challenge: from 79% in 2021 to 85% • Stimulated learning environment: from 76% in 2021 to 85% • Motivation and interest: from 72% in 2021 to 85%
Key Improvement Strategy 1.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Build leader and teacher capacity to collaboratively use formative assessment data to plan a differentiated curriculum that targets each student's point of learning and provides an appropriate level of challenge.
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Strengthen, and consistently embed the agreed instructional guidelines, including HITS, across the whole school.
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	Further strengthen the school's instructional leadership approach to supporting and building teacher capacity in the areas of instruction and planning.

Goal 2	To further improve active engagement of students in their learning.
Target 2.1	By 2026, increase the percent positive responses score on AToSS in the following factors: • Resilience: from 7% in 2021 to 50% • Self–regulation and goal setting: from 72% in 2021 to 80% • Sense of confidence: from 72% in 2021 to 80% • High expectations for success: from 87% in 2021 to 90% • Perseverance: from 57% in 2021 to 70%
Target 2.2	By 2026, improve the percentage positive endorsement in the School Staff Survey for the following factor: • Seek feedback to improve practice from 83% in 2021 to 90%
Target 2.3	By 2026, improve the percentage positive endorsement in the Parent Opinion Survey for the following factors: • High expectations for success: from 92% in 2021 to 95% • Student motivation and support: from 92% in 2021 to 95%
Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Further embed a whole–school approach to student agency in learning and wellbeing.
Key Improvement Strategy 2.b Systematic use of assessment strategies and measurement practices	Further build a growth mindset and student capacity to set challenging learning goals and monitor their own learning growth.

to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Key Improvement Strategy 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Enhance feedback to and from students; to improve student motivation, self–efficacy, and achievement.
Key Improvement Strategy 2.d Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Further build a culture of high expectations for staff and students.