AIRLY PRIMARY SCHOOL Strategic Plan 2018-2021

School vision	School values	Context and challenges	Intent, rationale and focus
To provide a safe, caring & engaging learning environment that equips children with the necessary skills & knowledge to become positive & active contributors to the local & global community, ensuring their ability to thrive & be safe, even outside of school hours.	**RESPECT** – Caring For everybody and everything **ATTITUDE** – Be happy **CO-OPERATION** – Work together **ENVIRONMENT** – Look after plants, animals and our environment There is a whole school "You R ACE" approach where students are awarded 'ACE' cards for displaying the school values. Recognition is awarded to an 'ACE' student each day. Whole school positive behaviour is rewarded with 'ACE' blocks.	Airly PS enrolment has grown dramatically in the previous three years. Staffing has also increased to meet the needs of the school community, including teachers and Education Support staff. There is a high number of students with additional learning needs. There is a growing number of Out-Of-Home-Care and Koorie students. Well-being issues are increasing. Attendance is a concern for a couple of families, which affects overall attendance figures. There is a very supportive school community.	• To embed Systematic Synthetic Phonics and VCOP across the school to build the foundations for literacy. • To identify assessed needs in Numeracy and address these via explicit teaching. • To continue to embed the health & well-being practices already introduced: SWPBS, KidsMatter, SAFEMinds & Respectful Relationships. • To strengthen involvement in the Sale Rural Cluster with a focus on teaching and learning, building teacher capacity and reducing isolation.

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 and Numeracy. Theory of Action If the school adopts evidence based instructional models and uses data to inform teaching then student outcomes will improve.	**Excellence in teaching and learning** Building practice excellence Curriculum planning and assessment	▪ Documenting whole school learning and assessment sequences that are relevant and challenging for all students ▪ 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 ▪ Develop and document a process where teachers receive and reflect on feedback from students and peers about their teaching ▪ All staff have a capacity building goal aligned to school improvement in their PDP	▪ At least 25% of students to have high and less than 25% to have low growth Year 3 to 5 NAPLAN gain in writing, reading and numeracy (note small student numbers may make this difficult to measure) ▪ 75% of students maintained in the top two NAPLAN bands ▪ Maintain the 80% of students achieving within the Victorian Curriculum ▪ Teacher effectiveness and stimulating learning to be in the 75th percentile
Develop empowered, engaged and resilient learners who take high levels of responsibility for their learning. Theory of Action If the school continues to develop and implement best practice well-being strategies then student learning outcomes will improve.	**Positive climate for learning** Empowering students and building school pride	▪ Work with the Wellington Network to fully implement the Challenging Learning approach ▪ Develop and document a whole school approach to student well-being that builds on existing programs ▪ Implement student goal setting, monitoring and feedback for Literacy and Numeracy to enhance student voice ▪ Develop an action plan to improve attendance ▪ Implement Respectful Relationships ▪ Individual Learning and/or Behaviour Plans developed and monitored for all vulnerable at-risk students	▪ Average number of student absences to be below the state mean ▪ Number of chronic absences (over 20 days) to be below the state mean ▪ Student safety and social engagement to be in the 75th percentile ▪ Overall positivity to be above the state mean ▪ Internal surveys used to measure student well-being and engagement show positive results (note small numbers impact on ATSS results being released)
To build a strong and collaborative rural cluster that drives school improvement. Theory of Action If the schools in the rural cluster strengthen their collaborative practice then teacher knowledge, instructional practice and student outcomes will improve.	**Professional Leadership** Building leadership teams Instructional and shared leadership	▪ Strengthen the practice of Professional Learning Teams through involvement in DET's PLC project ▪ Establish and document a vision, purpose and role clarity for the cluster ▪ Establish a middle level leadership development framework ▪ Establish a Cluster Improvement Team that uses data to regularly monitor every school's improvement journey	▪ Role clarity and supportive leadership to be in the 75th percentile ▪ All middle leaders to have a documented development plan as part of the PDP process ▪ Cluster Improvement Team achieves targets set in the AIP each year to reach those outlined above

Framework for Improving Student Outcomes

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