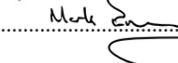




Auburn South Primary School (4183)

Strategic Plan 2018-2022

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal:  Marcus Wicher 12/12/2017 [name] [date] [name] [date]
School council:  Mark Emney 12/12/2017 [name] [date] [name] [date]
Delegate of the Secretary: [name] [date] [name] [date] [name] [date]

School vision	School values	Context and challenges	Intent, rationale and focus
At Auburn South Primary School, we develop a positive sense of identity within a community that encourages individuals to flourish as inquirers, creative thinkers and globally responsible citizens.	Our school's values are reflected in the International Baccalaureate Learner Profile attributes and our school's vision where as a community of learners we: inquire, Create and Flourish.	While Auburn South Primary School is proud of its high academic achievement, this presents a challenge as we continually seek to value-add in terms of each students' academic, physical, social and emotional performance. As an authorised International Baccalaureate (IB) Primary Years Programme school we have the dual responsibility of addressing and implementing the requirements of the IB and the Department of Education and Training. As a unique challenge within our context, it ensures that as a school we are providing a rigorous and viable approach to teaching and learning.	Our school's intent is to fulfil our vision and improve student learning outcomes across all areas of the curriculum while promoting positive health, inclusivity and empowerment for all students and staff. This intent aligns to our core belief that as a school we have a responsibility to educate the whole child; academic, physical, social and emotional. To achieve this, we will focus on the following four pillars: <ul style="list-style-type: none"> ▪ Learner Agency ▪ Inquiry Learning ▪ International Mindedness ▪ Positive Education

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)																								
<i>To improve student learning outcomes across all areas of the curriculum.</i>	<p><u>FISO Priority and Initiatives:</u></p> <p>Excellence in Teaching & Learning:</p> <ul style="list-style-type: none"> ▪ Curriculum planning and assessment ▪ Building practice excellence. <p>Positive Climate for Learning:</p> <ul style="list-style-type: none"> ▪ Empowering students ▪ Setting expectations and promoting inclusion <p>Professional Leadership:</p> <ul style="list-style-type: none"> ▪ Instructional and shared leadership ▪ Vision, values and culture <p><u>Theory of Action/Rationale</u></p> <p>While there has been growth in student achievement data, it is important to ensure the focus on learning programs, professional learning for teachers and processes for teaching and learning, develop and thrive.</p>	<p><i>Embed a rich, challenging and stimulating pedagogical model that meets all students' point of need with consistent rigour across the school.</i></p> <p>ACTIONS</p> <p>Build a consistent Auburn South instructional model.</p> <p>Develop and implement a professional learning plan cycle that aligns with strategic plan goals.</p> <p>Establish a common understanding and ownership of agency (student, staff, community), international mindedness and inquiry.</p> <p>Build a learning environment that supports agency, international mindedness and inquiry.</p> <p>Use evidence-based research to create and embed a consistent planning, teaching and assessment in all areas to meet student needs.</p> <p>Explore and develop strategies to use data to more effectively inform practice and to personalise learning.</p>	<p>Student Growth</p> <p>Every student at Auburn South PS to achieve at least twelve months growth annually in Reading, Writing Spelling and Number. As measured by assessments such as: NAPLAN, Victorian Curriculum (teacher judgement), On-Demand (Reading & Maths), PAT (Maths & Reading), Running Records (reading) Assessment for Common Misunderstandings (Maths), Words Their Way (Spelling) and the Scaffolding Numeracy in the Middle Years assessment.</p> <p>Victorian Curriculum (A-E)</p> <p>Ensure greater alignment between teacher judgements and standardised testing.</p> <p>Increase the percentage of students achieving above the age expected level (English & Mathematics)</p> <p>English: Teacher Judgements (P-6)</p> <table border="1"> <thead> <tr> <th></th> <th>% of student above age expected level (Sem 1, 2017)</th> <th>2021 Targets</th> </tr> </thead> <tbody> <tr> <td>Reading and Viewing</td> <td>55.4%</td> <td>65%</td> </tr> <tr> <td>Speaking & Listening</td> <td>46.6%</td> <td>60%</td> </tr> <tr> <td>Writing</td> <td>45.2%</td> <td>60%</td> </tr> </tbody> </table> <p>Mathematics: Teacher Judgements (P-6)</p> <table border="1"> <thead> <tr> <th></th> <th>% of student above age expected level (Sem 1, 2017)</th> <th>2021 Targets</th> </tr> </thead> <tbody> <tr> <td>Measurement & Geometry</td> <td>34.9%</td> <td>60%</td> </tr> <tr> <td>Number & Algebra</td> <td>42.4%</td> <td>60%</td> </tr> <tr> <td>Statistics & Probability</td> <td>42.8%</td> <td>60%</td> </tr> </tbody> </table>		% of student above age expected level (Sem 1, 2017)	2021 Targets	Reading and Viewing	55.4%	65%	Speaking & Listening	46.6%	60%	Writing	45.2%	60%		% of student above age expected level (Sem 1, 2017)	2021 Targets	Measurement & Geometry	34.9%	60%	Number & Algebra	42.4%	60%	Statistics & Probability	42.8%	60%
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community.
 To do this, students need to be skilled in collaboration, creative problem-solving and have strong oral and written communication skills.

Effective Teaching	71%	80%
Student Agency & Voice	71%	80%

** Surveys and other feedback tools to inform progress.

A successful PYP evaluation report.