

Aranda Primary School

Belconnen



School Strategic Plan 2024-2026

Our vision, mission and values

Vision

Whole School

All stakeholders are **grateful** to be part of the school community and speak in **positive whispers** about all stakeholders. The school fosters a relational culture, prioritising academic **growth for all**, Social Emotional Learning and wellbeing. It focuses on developing well-rounded individuals prepared for life, **valuing growth beyond grades and test results**.

Staff

Staff are professional, collaborative, and supportive. They have the confidence to **back their professional knowledge** and expertise. They trust each other, **communicate honestly**, and address challenges with courage. They **enjoy their work**, maintain **true balance**, and focus on every child's growth. All staff rise above and **speak positively about all stakeholders**.

Students

Students **enjoy coming to school** and feel connected to the community. Students are supported emotionally, socially, and academically. They understand emotional wellness, express their needs, support peers, and embrace **curiosity, grit, and a growth mindset**.

Community

Families are **grateful** to have their children at the school. They **respect staff** expertise and actively collaborate to support their children's education and success. Families **speak positively** about the school and call out those that don't.

Mission

At our school, we are committed to nurturing a connected and thriving community where every individual feels valued, supported, and inspired to grow. We prioritise academic excellence, social-emotional learning, and wellbeing, ensuring students develop the skills, character, and resilience needed for life.

Our dedicated staff model professionalism, collaboration, and integrity, creating an environment where every child's growth is our shared focus.

We partner with families to support student success, fostering mutual respect, open communication, and a strong sense of pride in our school community.

Together, we build a school where everyone belongs, grows, and succeeds.

Values

Gratitude, Respect, Kindness

Our improvement priorities

Priority 1: Improve student outcomes in SEL (Social Emotional Learning)

The statement below details our vision for how this priority will impact student outcomes.

Our vision is to create a school environment where every student feels supported, valued, and equipped to thrive academically, socially, and emotionally. By prioritising wellbeing and embedding Social Emotional Learning (SEL) into our daily practices, we aim to empower students with the skills to regulate emotions, build resilience, and foster positive relationships.

This focus will result in:

- **Improved academic performance**, as students who feel safe and emotionally supported are better able to engage in their learning.
- **Enhanced emotional regulation and resilience**, enabling students to navigate challenges effectively both in and beyond the classroom.
- **Stronger relationships**, fostering a sense of belonging and reducing behavioural incidents.
- **Increased engagement and participation**, as students develop confidence in their abilities and feel more connected to their school community.

By prioritising wellbeing, we ensure that all students are equipped to succeed academically and personally, preparing them to thrive in a rapidly changing world.

Targets and measures

Student learning data

Target or measure	Source	Starting point
Sustain an average within a +/- 10 points of our baseline data in the Year 5 NAPLAN Mean score for Reading, Writing and Numeracy	NAPLAN data available through Teaching and Learning Dashboard – NAPLAN School Overview.	Reading - 456 Writing - 435 Numeracy - 438
Increase the proportion of students meeting their SEL based Rapid Inquiry Cycle (RIC) goals to 90%.	RIC data – school based	Less than 10%

Perception data

	Source	Starting point
Increase and sustain the percentage of students with strong Positive Affect to 62.42%. <i>Positive Affect measures the propensity to experience positive emotions and interact with others and with life’s challenges in a positive way.</i>	Annual Satisfaction and Climate Survey (Students)	42.42% (three year average)
Increase and sustain the percentage of students with strong Staff – Student Relations to 99.03%. <i>Staff – Student Relations relates to student perceptions of staff care and friendliness towards students, how staff treat students with respect and go out of their way to help students, how staff involve them in decisions and planning, taking their concerns seriously and showing them understanding.</i>	Annual Satisfaction and Climate Survey (Students)	79.03% (three year average)

School process data

Target or measure	Source	Starting point
Increase the capability of teachers to effectively use SEL based RICs to improve student outcomes in SEL to 100%.	School-based PLT	45%
Increase the understanding and capability of teachers to embed the Past, Present, Future framework across the school.	Lesson observations based on the Past, Present, Future framework.	Baseline to be determined in semester 1, 2025.
Increase teacher capability to effectively use circle architecture for weekly check-ins to enhance student’s engagement and participation.	Lesson observations based on the Real Schools Checklist for Circles.	Baseline to be determined in semester 1, 2025.

Our key improvement strategies

Strategy 1: Embed a relational culture across the school

Strategy 2: Develop a whole of community approach and understanding of SEL

Endorsement

This Strategic Plan has been endorsed electronically by our Principal, Executive Education Leader and Board Chair.

Principal

Name: Scott Pearce

Date: 11/03/2025

Executive Education Leader

Name: Sam Seton

Date: 31/03/2025

Board Chair

Name: Kristy Williams

Date: 24/03/2025