



Arawang Primary School 2015-2018 School Plan

South Weston Network

Endorsement by School Principal

Name: Jeni Page

Signed

Date:

23/02/15

Endorsement by School Board Chair

Name: Sarah Nattey

Signed

Date:

23/2/15

Endorsement by School Network Leader

Name: Wayne Prowse

Signed

Date:

8 May 2015

Section A: School context

Arawang Primary School provides teaching and learning programs for students from preschool to year 6. The school had a score of 1124 on the Index of Community Socio-Educational Advantage at the time of the development of this plan.

In preparation for the school's four year review cycle the school evaluated progress made within the current four year plan and undertook a number of audits including the National School Improvement Tool, the Safe School Audit tool and the National Quality Standards for preschools. Staff, students and parents were asked to rate the school against a set of criteria for each instrument. In addition, parents, students and staff were actively involved in exploring, discussing and providing their thoughts and ideas on a desired future. This was supported by the Quality Learning Framework. Results provided the school with information on areas of success and areas requiring further development.

In July 2014, the school participated in a validation process to support effective and critical self-evaluation of the performance and progress of the school. The [external validation report](#) gave commendations to the school on its progress in achieving its goals and made recommendations to the school about focus areas for school improvement in the future.

This information, together with the commendations and recommendations of the validation report guided the development of the strategic direction for the school in the 2015-2018. This will be further developed in each Annual Operating Plan. Progress towards achievement of the two priority areas will be acknowledged, celebrated and published in the Annual School Board Report.

Strategic Priority 1: Improve student learning outcomes in all year groups P to year 6 in literacy, numeracy and science.

Desired Outcome

- There is a consistent and focused school wide approach to the teaching of literacy, numeracy and science that addresses the needs of all learners
- Students achieve at least age appropriate proficiency in literacy, numeracy and science
- School wide assessment schedules are agreed upon for literacy, numeracy and science and the results of individual assessment tools are used effectively in all classrooms and by the school to improve learning

Performance Measures

- The proportion of year 5 within school matched students achieving expected growth in NAPLAN literacy and numeracy.
- The proportion of year 3 and 5 students achieving NAPLAN proficiency standards in numeracy.
- The proportion of kindergarten students who achieved expected growth or better in PIPS reading and mathematics.
- The percentage point increase in the proportion of students achieving expected year level achievement in PAT Science.

Key Improvement Strategies

- Develop and implement a systematic approach to curriculum development, delivery, assessment and reporting across the school.
- Embed a culture of continuous improvement in the school with a focus on collection, analysis and discussion of data to inform teaching and learning.
- Build staff capacity through professional learning which includes mentoring and coaching.

Links to Directorate Strategic Plan

Quality Learning, Inspirational teaching and leadership, High expectations, High performance, Connecting with Families and the Community

National Quality Standard Area covered by this priority

QA1 Education Program and Practice

Strategic Priority 2: Embed a culture in the school that promotes learning.

Desired Outcome

- Students are taking an active part in their learning. Students are demonstrating that they know precisely what they are seeking to learn, why they are learning it, how they will learn it and how they will demonstrate they have learned it.
- All students are receiving timely and effective feedback from teachers, peers and others in the school community on their learning.
- Parents and community members are actively involved in student learning.
- Teaching practices across the school reflect the belief that, although students are at different stages in their learning and may be progressing at different rates, all students are capable of learning successfully if motivated and given appropriate learning opportunities and the necessary support.

- The staff and the school community acknowledge the importance of positive and caring relationships for successful learning.
- Teachers are able to identify and address the learning needs of individual students including high-achieving students.

Performance Measures

- The percentage of children who agree they take responsibility for their learning and are actively involved in reflecting on their learning.
- The percentage of students who agree teachers provide them with useful feedback.
- The number of parents and community members who are actively involved in the learning processes within the school.
- The proportion of staff who agree, that the professional learning they have completed this year has met their professional learning needs within Professional Pathways discussions.

Key Improvement Strategies

- Develop and introduce experiential learning opportunities into the school to facilitate learning.
- Provide students with a range of tools and strategies to enable them to assess and take greater responsibility for their own learning.
- Develop and build school partnerships to improve learning opportunities and outcomes for students.
- Develop policies, plans and structures to support the safety and wellbeing of all students and staff.

Links to Directorate Strategic Plan

Quality Learning, Inspirational teaching and leadership, High expectations, High performance, Connecting with Families and the Community

National Quality Standard Area covered by this priority

QA1 Education Program and Practice
