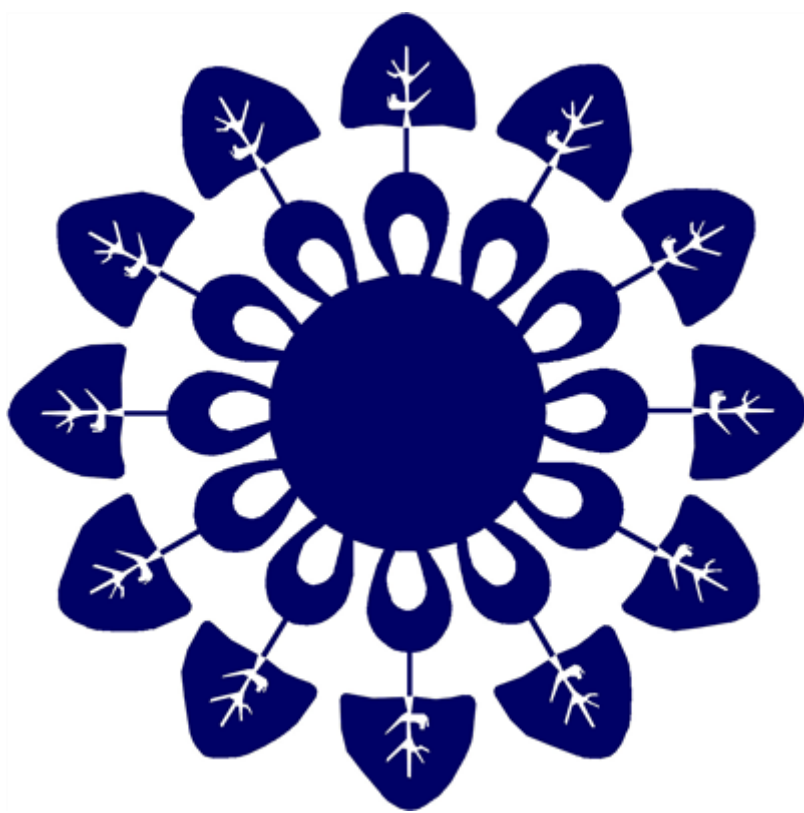


# School Strategic Plan 2022-2026

Apollo Parkways Primary School (5184)



Submitted for review by Doreen Montgomery (School Principal) on 09 May, 2023 at 12:20 PM  
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# School Strategic Plan - 2022-2026

Apollo Parkways Primary School (5184)

<p><b>School vision</b></p>	<p>Apollo Parkways Primary School's vision is – ‘Given that knowledge is growing exponentially, we cannot hope to teach all that is known, or will be known. We must however, equip our students for the future - one that is yet to be formed’.</p>
<p><b>School values</b></p>	<p>Apollo Parkways Primary School's core values are Excellence, Kindness and Respect. They underpin how we as a community of learners interact with one another.</p> <p>Excellence - aim high and challenge ourselves to be our best          Kindness - be generous, friendly and considerate in our words and actions          Respect - value the feelings, opinions and property of others</p>
<p><b>Context challenges</b></p>	<p>Apollo Parkways Primary School is in the City of Nillumbik in the Greensborough suburb of Melbourne approximately 25 kilometres from the Melbourne Central Business District. The school was founded in 1979. The school grounds include an indoor basketball sized stadium, three main buildings with central open spaces and several new portable structures. It has an Art room with an operational kiln, a Music room, Italian room, and a STEAM room. The grounds include three separate adventure playgrounds, two basketball and netball courts and an oval. Enrolment is 677 students. Over the past four years, enrolments have decreased.</p> <p>The school Student Family Occupation Education (SFOE) index is 0.1853.</p> <p>The staffing profile of Apollo Parkways Primary School includes a Principal and 2 Assistant Principals, 38.6 teachers, 3.8 full time equivalent Education Support (ES) staff, 4.2 office administration staff, 2 facilities managers and 2 out of school hours care team leaders. The school's F-10 curriculum framework incorporates the eight learning areas required by The Education and Training Reform Act 2006 aligned with the Victorian Curriculum. Students are offered Art, PE, STEAM, Library and Italian Language as part of the Apollo Parkways Primary School curriculum. Parents at Apollo Parkways Primary School are offered an accredited Out of School Hours Care program and Vacation Care. OSHC is overseen by School Council. The school is part of the Chaplaincy Program and has a Chaplain at school for 2 days. This provides opportunities for students to seek advice and strategies of specific wellbeing concerns. Apollo Parkways Primary School employs a Speech Therapist for 3 days a week. She supports students on the PSD program and assists prep and grade 1 students with literacy and language.</p> <p>Tutoring Learning Initiative withdraws students from the classroom for intensive lessons to catch them up in their learning. Students attend the tutoring room 3 times a week. Each student has an ILP. Apollo Parkways Primary School runs a Pegasus program for their gifted and talented students. Many of these students participate in VHAP and G.A.T.E ways challenges during the school year. Students also can participate in an instrumental program during the week. It is a user pays program in singing and keyboard.</p>

	<p>Our school's key challenges are:</p> <ul style="list-style-type: none"> <li>-English and mathematics, particularly improving reading and numeracy</li> <li>-High Impact teaching Strategies particularly two-way feedback</li> <li>-Assessment and data analysis to drive explicit teaching and differentiation</li> <li>-Monitoring and tracking of excelling students</li> <li>-Student agency in classrooms</li> <li>-Goal setting and self-regulation in students</li> <li>-Levels of challenge for students</li> </ul>
<p><b>Intent, rationale and focus</b></p>	<p>What is your school trying to achieve?          To improve student outcomes in literacy, numeracy and enhance student emotional and social wellbeing</p> <p>Why is this important?          Apollo Parkways Primary School continues to achieve great results; we have identified areas for improvement. We will be focusing on improving the outcomes of our students in reading (literacy) and number (mathematics). Whilst there are many effective practices across the school the percentage of students in the top two bands of NAPLAN in reading and number are not being retained from Year 3 to Year 5. These teaching areas are a priority throughout the Strategic Plan. Apollo Parkways will use the next four years as an opportunity to define what excellent practice in Literacy and Numeracy looks like, how to best use the many forms of data available, and to ensure that all students are challenged at their point of need.</p> <p>Student emotional and social wellbeing at our school was also highlighted as an area of improvement. Our students attend school ready and willing to learn and develop great relationships with their teachers and each other. The development of student agency across the school will be a focus in the areas of student goals, two-way feedback, and the use of success criteria.</p> <p>What are you prioritising? How will the Strategic Plan unfold over 4 years?          Literacy - The first part of the literacy focus within the strategic plan will be building the capacity of our teachers in understanding the literacy continuums of learning, particularly in reading. This work will be lead by our Learning Specialists supported by the Assistant Principal of Teaching and Learning. During the course of the strategic plan we will imbed a consistent evidenced based approach to reading across the school from prep to grade 6 and build consistent feedback in classrooms. We will be working towards an alignment between NAPLAN results and teacher judgements. We aim to continue to to use High Impact Teaching Strategies in particular Goal Setting and Feedback.</p> <p>Numeracy - The Assistant Principal of Teaching and Learning will continue to work across the school to build the capacity of our teachers in understanding the numeracy continuums of learning against the Victorian Curriculum. Professional Learning Communities (PLC) will continue over the course of the strategic plan and teachers will focus on the use of assessment tools to regularly inform student learning. Teachers will set goals for cohort improvement and plan together using a variety of hands on manipulatives, relating to real life and encourage collaboration within the classroom. Numeracy planning will reflect a deeper</p>

understanding of the school's instructional model.

Wellbeing - Apollo Parkways Primary School will be using the funding from the Mental Health in Primary Schools Program (MHIPS) to provide time and access to resources to build the capacity of our Team Leaders to enhance wellbeing practice and strategies. This will filter down through our teachers to support student wellbeing and social and emotional capabilities beyond the classroom. Program providers from the Mental Health Menu will support the implementation of wellbeing programs such as; Be You., The Resilience Project, Life Education. Teachers will access professional learning to meet the needs of students with particular needs. The Assistant Principal of Wellbeing will lead the teachers to develop a cohesive whole school approach to the implementation and assessment of personal and social capabilities. The school will continue to build on school based positive behaviours focussing on our school values, behaviour matrix and flow chart as well as the wheel of choice. Opportunities for student voice will be encouraged through the junior school council annual Walk and Talk event. The school's chaplain will continue to work with students and families over the course of the strategic plan.

# School Strategic Plan - 2022-2026

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<b>Goal 1</b>	To improve student outcomes in literacy
<b>Target 1.1</b>	By 2026 the percentage of students in the Year 5 matched cohort remaining in the top 2 bands from Year 3 in NAPLAN reading, will increase from 67% in 2021 to 75%.
<b>Target 1.2</b>	By 2026 increase the percentage of students in Year 5 making high benchmark learning growth in NAPLAN Reading based upon a four--year rolling average from 32.75% in 2021 (4-year average) to 38%.
<b>Target 1.3</b>	By 2026 the percentage of Year F–6 students assessed against the Victorian Curriculum (VC) Levels F–10 as being above expected level in reading will increase from a 2022 percentage of 50% to 60%.
<b>Key Improvement Strategy 1.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build teachers understanding of literacy continuums of learning
<b>Key Improvement Strategy 1.b</b> 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	Embed a consistent evidence-based approach to reading across the school F-6
<b>Key Improvement Strategy 1.c</b> Documented teaching and learning program based on the Victorian Curriculum	Build consistent feedback procedures in classrooms.

and senior secondary pathways, incorporating extra-curricula programs	
<b>Goal 2</b>	To improve student outcomes in numeracy
<b>Target 2.1</b>	By 2026 increase the percentage of students in Year 3 in the top 2 bands in NAPLAN numeracy based upon a four--year rolling average from 52.5% in 2022 to 58%.
<b>Target 2.2</b>	By 2026 increase the percentage of students in Year 5 making high benchmark learning growth in NAPLAN numeracy, based upon a four--year rolling average from 41.25% in 2021 to 47%.
<b>Target 2.3</b>	By 2026 the percentage of Year F–6 students assessed against the Victorian Curriculum (VC) Levels F–10 as being above expected level in numeracy will increase from a 2022 percentage, based upon a four—year rolling average, of 41.75% in 2022 to 47%.
<b>Key Improvement Strategy 2.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build teachers understanding of numeracy continuums of learning against the Victorian Curriculum
<b>Key Improvement Strategy 2.b</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Extend the capability of classroom teachers to use assessment tools to regularly inform learning and generate accurate judgements
<b>Key Improvement Strategy 2.c</b> Documented teaching and learning program based on the Victorian Curriculum	Develop a deeper understanding of the Apollo Parkways instructional model and consistent implementation across the school.

and senior secondary pathways, incorporating extra-curricula programs	
<b>Goal 3</b>	Enhance student emotional and social wellbeing.
<b>Target 3.1</b>	By 2026 the percentage of Year 4-6 students reporting positive endorsement in the following student attitudes to school survey measures. <ul style="list-style-type: none"> <li>emotional awareness and self-regulation domain, will increase from 66% in 2022 to 71%</li> <li>learner characteristics and disposition domain, sense of confidence factor will increase from 74% in 2022 to 86%</li> <li>school safety domain, managing bullying factor will increase to from 78% in 2022 to 86%</li> </ul>
<b>Target 3.2</b>	By 2026, the percentage of Year F-6 students assessed against the Victorian Curriculum (VC) Levels F-10 to be above the VC Personal and Social Capability expected achievement standards will increase from 1% per cent in 2022 to 20% per cent.
<b>Target 3.3</b>	By 2026 a school developed data collection instrument will show development of well – being factors including emotional awareness, self-regulation and resilience being met by children will show positive improvement. (Baseline to be determined 2023)
<b>Key Improvement Strategy 3.a</b> 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	Build the capabilities of team leaders to enhance well-being practices and strategies.
<b>Key Improvement Strategy 3.b</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop a cohesive whole school approach to the implementation and assessment of personal and social capabilities.
<b>Key Improvement Strategy 3.c</b> Responsive, tiered and contextualised approaches and strong relationships to	Build skills to enable students to self-regulate their emotions and relate to others effectively.

support student learning, wellbeing and inclusion	
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