



**WELLBEING  
FOR  
LEARNING**

**INNOVATION  
FOR  
LEARNING**

**ACHIEVING THE  
EXTRAORDINARY  
TOGETHER**

STRATEGIC PLAN  
2020 - 2022

Teaching children not  
subjects

Success for all

community

future-focussed

culture

evidence based

learning environment

deliberate practice

policy and practice

measure what matters

**ONE  
TEAM**

**Targets**

- **Achievement of school improvement targets (School Improvement Plan)**
- **Increased student wellbeing (Wellbeing Engagement Collection, Attendance)**
- **Increased parent satisfaction (Parent Opinion Survey)**

Excellence

Responsibility

Respect

Integrity



**Government  
of South Australia**  
Department for Education



Athelstone  
School

## WELLBEING FOR LEARNING

Teaching children  
not subjects

### community

Families, students and school staff partner together to achieve quality learning outcomes

- **Parents/Caregivers** are able to effectively and authentically share their knowledge of their child with the school in order to engage meaningfully with the school to ensure best learning outcomes
- **Parents/Caregivers** are engaged in consultation with the Governing Council to determine policy
- Communication between school and home is effective
- **Student** participation in learning at school occurs
  - in safe, democratic relationships with staff and other children
  - in structured learning communities
  - When they are challenged to take risks in learning and aim for high standards
  - When learning is personalised and connected to their world
- A **student** leadership group supports and shares student voice within the community
- **Staff** have the capacity to develop student social and emotional competencies to maximise student learning
- **Staff** are engaged in strategies that promote high levels of wellbeing for students and themselves
- **Staff** and families work together to support work-school -life balance

### culture

- The values that support healthy social norms in our community are identified and reinforced
- Honesty, trustworthiness, kindness and respect are modelled as fundamental to positive school culture
- Learning as a positive character trait is valued

### learning environment

- Outdoor learning is valued as important for the development of literacy and numeracy skills and environmental stewardship as indoor learning
- Ownership, choice and control over learning environments is practiced
- Mindful messages are created and promoted within the learning environment
- Appealing environments are developed and maintained appropriately based on need

### policy and practice

- Policies are designed to support equitable practices, processes and outcomes
- Policies are aligned to vision, mission and values and reflect these in practice



Government  
of South Australia

Department for Education

Excellence

Responsibility

Respect

Integrity



Athelstone  
School

**INNOVATION  
FOR  
LEARNING**

Success for all

#### future-focussed

- The standards described in the Australian Curriculum (AC) learning areas are achieved at the expected level for each student
- The AC General Capabilities and Cross-Curriculum Priorities are progressively developed R-7
- Play is acknowledged as valuable learning
- Global citizenship is actioned through '21st century fluencies' and student-led inquiry
- Opportunities for innovative learning are supported

#### evidence based

- Evidence based professional learning at individual or whole site level supports the school improvement plan, specific to challenges of practice and pedagogical approaches (Future-focussed and Walker Learning) that underpin these
- Evidence based practices are implemented to improve student learning outcomes particularly specific to literacy and numeracy practices
- Time and/or materials is resourced appropriately to support professional engagement with the evidence

#### deliberate practice

- Challenges of practice and appropriate actions to achieve goals and targets on School Improvement Plan are identified and actioned
- Teacher 'Professional Learning Communities' commit to improvement actions through structured release time
- Learning sprints are designed for identified areas for improvement and monitored for impact on student learning outcomes

#### measure what matters

- Appropriately identified evidence of student learning is collected and used to identify how best to advance each student through teaching and learning cycles and waves of intervention
- Student progress is tracked over time to monitor whole school improvement
- Moderation occurs to develop consistency of teacher judgement



Government  
of South Australia

Department for Education

Excellence

Responsibility

Respect

Integrity