

School Strategic Plan 2019-2022

Andersons Creek Primary School (5104)



Submitted for review by Susan Dyos (School Principal) on 26 September, 2018 at 10:33 AM

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Endorsed by James Harris (School Council President) on 23 October, 2018 at 02:06 PM

School Strategic Plan - 2019-2022

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School vision	<p>VISION</p> <p>Anderson's Creek Primary School aims to create a culture of mutual respect between the students, teachers and parents. We strive for excellence in education and achieve this by having engaged, optimistic, motivated and independent learners who are confident about their future.</p>
School values	<p>Values</p> <p>Anderson's Creek Primary School is a learning community that provides a safe, healthy and caring environment for everyone.</p> <p>Our School Values</p> <p>Our school values of Respect, Optimism, Responsibility and Honesty form the key ingredient within our learning culture at Anderson's Creek Primary School.</p> <p>Philosophy</p> <p>At Anderson's Creek Primary School the following assumptions about student learning form the philosophical basis of Learning and Teaching:</p> <ul style="list-style-type: none">• all students are capable of learning and want to learn• students learn at different rates and in different ways• a curriculum which is developmental, relevant and which covers the Key Learning Areas will extend and develop the abilities of each student• learning can be fostered best in a socially supportive environment which promotes success for every student• student wellbeing and engagement are central to student learning• students need regular feedback about their learning performance in order to improve their learning• 'student voice' is an integral part of teaching and learning at ACPS <p>Teachers should select learning and teaching approaches which:</p> <ul style="list-style-type: none">• cater for students' individual needs and differences• involve students as active participants in their learning• assist students to progressively take responsibility for their own learning• build upon previous learning and lead to further learning• build confidence and skills in the use of the inquiry process• enable students to apply their knowledge and skills in practical and meaningful situations• enhance both cooperative and independent learning

- support learning through risk taking and error
- enable students to make connections between their learning

Our School Motto – We are committed to developing strong links with the local community, hence our school motto ‘Learning with the Community’.

Responsibility

We are responsible for our own behaviours.

As part of being responsible, we need to respect and show concern for the wellbeing of others

Some of our responsibilities include:

To follow the rules at home, at school and in the community – after all they are for our safety and to protect our rights and the rights of others

To stand up for our rights and the rights of others as much as we can

To be the best person we can be

To take care of our own belongings and respect the belongings of others

To learn as well as we can

To care about others who are not as strong in some ways as we are

Honesty

We don't say things about others that aren't true.

We admit to our actions even if we may get into trouble.

We explain how a situation really happened.

We act in a way that we know is the right thing to do.

We do the right thing even if no one else is looking.

Respect

for ourselves, others and the community

We listen to the views of others and acknowledge different opinions.

We treat others with courtesy, tolerance, kindness and compassion.

We take responsibility for our own learning.

We treat all members of the school community equitably.

We model respect for equipment and the environment.

We deal with private and professional issues in a kind, supportive and confidential manner.

We value the role of all individuals in our teams and respect their right to express a point of view.

	<p>Optimism</p> <p>We motivate others to do their best. We talk to others in a positive way and provide constructive feedback. We build confidence in ourselves and others. We celebrate everyone's successes. We view failure as being temporary, able to overcome and something to work towards.</p>
<p>Context challenges</p>	<ol style="list-style-type: none"> 1. To build teacher capacity in analysing data sets to inform teaching and learning and have a positive impact on learning outcomes. 2. To consistently and effectively use data sets to differentiate learning for all students thus improving Literacy and Numeracy data for students, with a particular focus on students working in the top 2 bands in NAPLAN. 3. To share and develop consistent assessment tasks across teams. 4. To build teacher capacity of curriculum content outside their own year level ie. What learning comes before and after the year level I am teaching. 5. To further develop whole school consistent approaches to behaviour management in classrooms.
<p>Intent, rationale and focus</p>	<p>At Anderson's Creek Primary School we are trying to address the above key challenges so as to improve differentiated teaching and learning using assessment and data sets effectively. We are striving to maintain and improve learning growth for all students especially students achieving in the top 2 bands in Literacy and Numeracy.</p> <p>We are prioritising:</p> <ol style="list-style-type: none"> 1. To improve student learning growth in Literacy and Numeracy by: <ol style="list-style-type: none"> a. building teacher capacity to differentiate teaching to ensure challenge and progress for every student b. embedding a consistent school wide instructional model in Literacy and Numeracy c. using data to effectively inform planning to meet the needs of all students 2. To build teacher capacity to improve student learning outcomes by: <ol style="list-style-type: none"> a. building effective teaching teams and the leadership capacity of all staff b. developing a consistent approach to the assessment of student learning

3. To improve student voice, agency and leadership to enhance student engagement by:

- a. building teacher capacity to provide increased opportunities for student voice, agency and leadership
- b. implementing a consistent approach to positive school wide behaviour

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Goal 1	To improve student learning growth in Literacy and Numeracy
Target 1.1	<p>NAPLAN – based on 2017 results</p> <ul style="list-style-type: none">• Increase or maintain the percentage of students achieving high growth in Numeracy (40 per cent)• Increase the percentage of students achieving high growth in Reading (18 per cent), Writing (20 per cent), to at least 30 per cent.
Target 1.2	<p>NAPLAN – based on 2017 results</p> <ul style="list-style-type: none">• Increase or maintain the percentage of students in the top two bands in Numeracy - Year 3 (50 per cent), Year 5 (46 per cent), Reading - Year 3 (71 per cent), Year 5 (49 per cent), Writing - Year 3 (71 per cent)• Increase the percentage of students in the top two bands in Writing in Year 5 (29 per cent).
Target 1.3	<p>Staff Opinion survey – based on 2017 results</p> <ul style="list-style-type: none">• Improve the positive endorsement for Guaranteed and viable curriculum (75 per cent) and Collective efficacy (77 per cent).
Target 1.4	Teacher Judgement on Victorian Curriculum – 2016 data – to be adjusted when 2017 data is available

	<ul style="list-style-type: none"> • Improve the percentage of students achieving above expected level from Foundation to Year 6 (F-Year 6 above expected level for Reading and viewing (57 per cent), Writing (42 per cent), Number and algebra (42 per cent).
Key Improvement Strategy 1.a Building practice excellence	Build teacher capacity to differentiate teaching to ensure challenge and progress for every student. (BPE)
Key Improvement Strategy 1.b Building practice excellence	Embed a consistent school wide instructional model in literacy and numeracy. (BPE)
Key Improvement Strategy 1.c Curriculum planning and assessment	Use data to effectively inform planning to meet the needs of all students. (CPA)
Goal 2	To build teacher capacity to improve student learning outcomes.
Target 2.1	<p>Staff Opinion survey – based on 2017 results</p> <ul style="list-style-type: none"> • Improve the positive endorsement results in the Academic emphasis (66 per cent), Staff trust in colleagues (71 per cent), Teacher collaboration (70 per cent).
Target 2.2	<p>Attitudes to School survey – based on 2018 results</p> <ul style="list-style-type: none"> • Maintain or improve results from Effective Teaching Practice for Cognitive Engagement domain - Differentiated learning challenge (87 per cent), effective teaching time (82 per cent), Stimulated learning (82 per cent), Classroom behaviour (79 per cent).
Target 2.3	Parent Opinion survey – based on 2017 results

	<ul style="list-style-type: none"> • Improve General satisfaction (36.4 percentile), Stimulated learning (49th percentile), Cognitive engagement (21.5 percentile).
Key Improvement Strategy 2.a Building leadership teams	Build effective teaching teams and the leadership capacity of all staff. (BLT)
Key Improvement Strategy 2.b Curriculum planning and assessment	Develop a consistent approach to the assessment of student learning. (CPA)
Goal 3	To improve student voice, agency and leadership to enhance student engagement.
Target 3.1	<p>Attitudes to School survey – based on 2018 results</p> <ul style="list-style-type: none"> • Improve results in Self regulation and goal setting (88 per cent) • In the Social engagement domain, improve school connectedness (81%), Student voice and agency (70 per cent), Sense of inclusion (88 per cent).
Target 3.2	<p>Parent Opinion survey – based on 2017 results</p> <ul style="list-style-type: none"> • Improve results in Student agency and voice (42.3 percentile), Promoting positive behaviour (15.2 percentile).
Key Improvement Strategy 3.a Empowering students and building school pride	Build teacher capacity to provide increased opportunities for student voice, agency and leadership. (ESBSP)
Key Improvement Strategy 3.b	Implement a consistent approach to positive school wide behaviour. (SEPI)

Setting expectations and promoting inclusion	
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