

1666 Arthurs Creek Primary School

Strategic Plan 2018-2021

For schools in the 2016 review cycle, the SSP must finish in 2020. School in the 2017 review cycle will finish in 2021.

Endorsement			Re-Endorsement (if a Goal, KIS or Target is changed)		Re-endorsement (if a Goal, KIS or Target is changed)	
Principal:	Kirriily Lamers	10/5/18	[name]	[date]	[name]	[date]
School council:	Rebecca Apted	10/05/18	[name]	[date]	[name]	[date]
Delegate of the Secretary:	Clare Read	10/05/18	[name]	[date]	[name]	[date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>The vision of the school community encompasses a commitment to excellence in education for all students. Our school recognises the strong link between home and school. This partnership is encouraged and valued. We aim to be a family friendly school that focuses on the whole child. Student achievement, engagement and wellbeing are the fundamental pursuits of our school. We aspire to engage our students, with the support of the greater community, to develop the requisite skills and strategies to adopt a growth mindset towards lifelong learning.</p>	<p>At Arthurs Creek Primary School we aspire to develop 21st Century learners utilising evidence based practice that incorporates early and middle year's philosophies with inquiry tools. The following core values underpin the management and teaching practices at our school.</p> <ul style="list-style-type: none"> • Respect • Integrity • Responsibility • Life Long Learning 	<p>Context: Arthurs Creek Primary School was established in 1879. It is a small semi-rural school with a current enrolment of 69 students. ACPS continues to play a prominent role of inclusiveness in this small semi-rural community. The school is the "hub" of Arthurs Creek and is the main gathering point for families on a daily basis. Enrolments have gradually increased from 54 in 2016 to 58 in 2017 and 69 in 2018. There are approximately 16% of students in attendance who reside in Arthurs Creek with the majority of enrolments now coming from the expanding Doreen area. 1.5% of students attending the school come from a language background that is not English, approximately 3% of students are funded under the program for students with disabilities and 3% of the student population identify as Koorie students. The school has 5.68 equivalent full time staff: 1 Principal class, 3.8 teachers and .88 education support staff.</p> <p>Challenges:</p> <ul style="list-style-type: none"> • Developing a consistent class grouping structure and maintaining the diversity of a range of desirable programs (including after school care), as a small semi-rural school • Ensuring collaboration and ongoing professional learning with a small number of staff • Maintaining a culture of distributed leadership • Ensuring consistency in documenting policy, processes and curriculum with a small staffing profile 	<p>Intent: Fundamental to the values and philosophies of the Arthurs Creek Primary School community is the notion that all children have a right to access a quality and equitable educational experience. It is our intent to ensure that all students in our care receive best practice and evidence based pedagogy that is aligned to the Victorian Curriculum so that they may develop into independent, curious and resourceful adults.</p> <p>Rationale: Throughout the review we undertook the analysis and interrogation of multiple data sets relating to student achievement, engagement and wellbeing. Utilising the evidenced based model of the improvement cycle we will constantly monitor the goals and priorities of the strategic plan ensuring our practice is in line with current evidence based pedagogy. This will give our students the best possible chance to access a quality educational experience.</p> <p>Priorities/Focus: Through the review process it was recognised that the following elements should be prioritised.</p> <ul style="list-style-type: none"> • Development of a whole school curriculum plan with particular focus on Literacy and Numeracy • Improvement of community partnerships and effective communication systems to engage the school community • Building the leadership capacity of the school • Documenting and implementing strategies to reduce the variance between classrooms and supporting the staff to improve data literacy, content knowledge and utilise consistent pedagogies • Ensuring policy, procedures and documentation meet registration requirements for government schools • Increasing opportunities for student voice and agency in the classroom

Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)
To improve Literacy and Numeracy outcomes of all students.	Excellence in Teaching and Learning		<p>Achievement: NAPLAN</p> <ul style="list-style-type: none"> - Improve Year 3 NAPLAN Reading outcomes from 25% in the top two bands in 2017 to 40% in the top two bands in 2021 - By 2021 the percentage of Year 5 NAPLAN Reading outcomes in the top two bands will increase by 10% from 50% - 60% - Increase the percentage of Year 3 students achieving in the top two bands of NAPLAN Numeracy data from 25% to 40% by 2021 - By 2021 the percentage of Year 5 NAPLAN Numeracy outcomes in the top two bands will increase by 15% from 30% to 45% - By 2021 25% of year 5 students will have a high relative growth in Numeracy (From 0% in 2017) - By 2021 30% of year 5 students will have a high relative growth in Reading <p>Teacher Judgements:</p> <ul style="list-style-type: none"> - For every student deemed capable to achieve at minimum one year's growth in English and Maths in every school year as measured using teacher judgement aligned with the Victorian curriculum F-10 <p>Opinion Surveys: Student Attitudes to School</p> <ul style="list-style-type: none"> - Increase effective teaching time positive responses from 75% to 90% - Increase differentiated learning challenge positive responses from 86% to 95% - Increase stimulated learning positive responses from 58% to 80% <p>Parent Opinion</p> <ul style="list-style-type: none"> - Increase effective teaching positive responses from 68% to 80%
	<p>Building Practice Excellence</p> <ul style="list-style-type: none"> • Increase teacher capacity to provide a rigorous and differentiated Literacy and Numeracy program and explicit teaching which caters for individual learning, through the development of data literacy. • Further development and implementation of a whole school assessment and reporting framework that will inform teacher planning and student progress over time. • Develop, implement and evaluate Professional Learning Communities (PLCs) to support individual interventions, moderate student outcomes, access peer observations, provide evidence based professional learning sessions and build a collaborative culture. 	<ul style="list-style-type: none"> • Strengthen the capacity of teachers to utilise the Victorian Curriculum to inform assessment, planning and monitoring of student progress. 	
<p>Curriculum Planning and Assessment</p>			
Build a collaborative partnership and effective communication with parents	Community Engagement in Learning		<p>Opinion Surveys: Parent Opinion</p> <ul style="list-style-type: none"> - Parent participation and involvement increase from 56% positive to 90% positive - School support increase from 37% positive to 60% positive - Teacher communication increase from 58% positive to 90% - General satisfaction increase from 78% positive to 85% positive <p>School Staff Survey</p> <ul style="list-style-type: none"> - Trust in students and parents growth from 85% endorsement to 95% endorsement - School developed surveys will indicate improvement in the collaborative partnership and effective communication with parents
	<p>Building Communities</p> <ul style="list-style-type: none"> • Develop strategies for communication with parents/carers about processes and procedures, based on feedback from the parent community • Develop a range of opportunities for parents and carers to engage with their child's education within the classroom, school and beyond 		
Build a culture of distributed leadership to drive school improvement	Professional Leadership		<p>Opinion Surveys: School Staff Survey</p> <ul style="list-style-type: none"> - Growth in instructional leadership component from 70.5% to 80% - Growth in endorsement of overall leadership from 71.8% to 80% - Growth in collective participation component from 50% to 75% <p>Parent Opinion</p> <ul style="list-style-type: none"> - Growth in school improvement from 50% to 75%
	<p>Instructional and Shared Leadership</p> <ul style="list-style-type: none"> • Build leadership capacity of staff and set high expectations for the development of a distributed leadership model 		
Explore and develop student voice and agency in learning to allow students to take responsibility for their learning and become self-regulating learners.	Positive Climate for Learning		<p>Opinion Surveys: Attitudes to School</p> <ul style="list-style-type: none"> - Growth in attitudes to attendance from 90% to 100% - Growth in student voice and agency from 77% to 87% <p>Parent Opinion</p> <ul style="list-style-type: none"> - Growth in student agency and voice from 80% to 90% <p>School Staff Survey</p> <ul style="list-style-type: none"> - Improve support growth and learning of whole student component from 50% to 75%
	<p>Empowering Students and Building School pride</p> <ul style="list-style-type: none"> • Build the capacity of students to self-regulate, be responsible for and have autonomy over their learning • Establish greater opportunities for student leadership across the school • Establish a culture of high expectations in relation to student attendance 		