

School Strategic Plan 2021-2025

Arthurs Creek Primary School (1666)



Submitted for review by Lisa Duffy (School Principal) on 22 November, 2021 at 01:12 PM

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Awaiting endorsement by School Council President

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School vision	<p>The vision of Arthurs Creek Primary School is: The pursuit of excellence, lifelong learning and a sense of self-worth, enabling responsible citizenship.</p> <p>At Arthurs Creek Primary School, our mission is:</p> <ul style="list-style-type: none">- To empower all children to pursue life-long learning.- To engage learners with motivating, challenging, enjoyable curriculum that inspires creativity and a love of learning.- To provide quality education in a safe and caring environment.- To foster a spirit of teamwork and cooperation in our rural community.- To nurture the development of our school and community values in individuals. <p>The school aims to work alongside our school community to review and possibly renew the vision and mission statements in early 2022 and will update the Strategic Plan and Annual Implementation Plans accordingly.</p>
School values	<p>Arthurs Creek Primary School currently has four school values- Respect, Responsibility, Integrity and Life-Long Learning. These values have formed the basis of the current Positive Behaviour Matrix. which is used to establish shared expectations for the way that students, staff and our school community conduct themselves.</p> <p>The school aims to work alongside our students to review and possibly renew our school values in Term 1 of 2022 and will update the Strategic Plan and Annual Implementation Plans accordingly.</p>
Context challenges	<p>. Arthurs Creek Primary School has a very small staff which includes a principal who has a teaching role. This means that all staff members take on a range of additional roles and responsibilities, and opportunities for structured collaboration and planning can be limited. The re-evaluation of teaching loads will occur to ensure that the Principal's role has a focus on effectively supporting the strategic goals of the school, including building partnerships with parents, the embedding of consistent practices across the school and the implementation of the PLC approach.</p> <p>Following several moves to remote learning and the restrictions of COVID lockdowns which impacted on community access to the school and staff, connections to families now need to be re-established, with a particular focus on those new to the school.</p> <p>Just under 20% of our student population are students categorised as having a disability, and the school caters for those who require minor adjustments to the school program as well as those who require specialised expertise and higher levels of support in order to access the curriculum and school programs. A key challenge for our school is to access expert advice and programs for students, to</p>

	<p>upskill our own staff across a broad range of topics and to employ Educational Support Staff that possess the skills and dispositions required to be able to fulfill the role of supporting each student.</p>
Intent, rationale and focus	<p>The school aims to establish the Professional Learning Communities approach and incorporate the cycle of collaborative enquiry, peer observation and feedback and the analysis of data to evaluate teacher impact and improve student outcomes. The training of all staff in using the Professional Learning Communities Approach will take place in early 2022, with a view to completing the first enquiry cycle in Term 1 of 2022, followed by subsequent enquiry cycles in the key focus areas of Mathematics and Reading and Writing across each school year. This is vital work to be able to deepen the work already done in the area of consistency of practice in assessment, curriculum planning and more transparent methodology. It is envisioned that once the Professional Learning Communities approach is embedded across the school that teachers will be able to more accurately address all students' point of need and ensure their learning growth. The 2022 focus will be establishing the Professional Learning Communities processes within the school and seeing how other schools of similar size are using this approach. It is envisioned that staff will be able to observe best practice in other schools in 2022. By the proceeding years, Arthurs Creek Primary School will have developed and adopted their own approach to the Professional Learning Communities approach.</p> <p>In order to support a more systematic approach to Student Support Group Meetings, the development of a whole school approach to student wellbeing issues and to increase parent engagement with the school a restructure of roles will be considered, in light of the school budget, student numbers and the needs of the student cohort. In particular, the role of the Principal will be addressed, with a reduction in face-to-face teaching load to ensure time for the effective management of the school and strong instructional leadership.</p> <p>The school aims to work closely with staff from other neighbouring small schools to develop collaborative practices in planning, peer observations and feedback, and moderation and assessment. An inquiry into the alignment of the current goals and Key Improvement Strategies of these schools will occur as a starting point, and opportunities will be sought for shared professional learning opportunities where staff can maximise their learning in collaboration with other professionals. It is envisioned that these relationships and partnerships between schools will strengthen over the four year period.</p> <p>The school aims to make a concentrated effort to establish and re-establish connections to families via hosting school events and programs that families are invited to attend and participate in. Invitations to whole-school and classroom events will be issued as well as celebrating these events via the school newsletter. The use of Google Classroom as a digital portfolio and communication tool for showcasing student work, uploading term planners and classroom timetables (resources) and individual student learning goals will also serve as a method to provide greater connections between home and school. Having our school families engaged will help create a greater sense of community and ensure that all parties can work together to provide high quality educational experiences based on student point of need learning and wellbeing. It is envisioned that over the period of the Strategic Plan, the Parent Opinion Survey will indicate a greater understanding and endorsement of school programs, that attendance at school events by families will increase significantly and that greater engagement with School Council will be evident.</p>

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Goal 1	Maximise the achievement of all students through improved learning growth in Literacy and Numeracy.
Target 1.1	<p>Benchmark growth (NAPLAN):</p> <p>By 2025, all students will make the expected or above-expected benchmark growth NAPLAN.</p> <p>Reading will remain at 100% high and medium growth (2021) with 40% of students making high reading growth by 2025 (up from 33% in 2021).</p> <p>Writing will show an increase from 50% high and medium growth in 2021 to 80% of students achieving at or above the expected benchmark growth; with an increase of students showing high growth from 0% in 2021 to 40% in 2025.</p> <p>Spelling will show an increase from 83% of students showing the expected or above expected benchmark growth (in 2021) to 90% of students making high or medium growth.</p> <p>Grammar and Punctuation benchmark growth will remain at 100% of students achieving at or above the expected growth (as in 2021) with 70% of students making high growth.</p> <p>Numeracy benchmark growth will remain at 100% of students making high or medium growth and show an increase from 33% of students making high growth to 40% of students making this growth by 2025.</p>
Target 1.2	<p>Teacher Judgements (Growth)</p> <p>By 2025, all students will make the expected or above-expected learning growth, against the Victorian Curriculum.</p>

	<p>In the English domain of Reading, 85% % of students will achieve the expected or above expected growth by 2025, which is an increase from the 2020 teacher judgement data which showed 66% of students with expected or above expected growth.</p> <p>In the English domain of Writing, 80% of students will achieve the expected or above expected growth by 2025, which is an increase from the 2020 teacher judgement data which showed 60% of students with expected or above expected growth.</p> <p>In the Mathematics domain of Number and Algebra, 85 % of students will achieve the expected or above expected growth by 2025, which is an increase from the 2020 teacher judgement data which showed 70 % of students with expected or above expected growth.</p>
Target 1.3	<p>By 2025, increase levels of positive endorsement against the Attitudes to School Survey (AToSS) factors:</p> <ul style="list-style-type: none"> • Motivation and interest from 70% in 2020 to 85% by 2025 • Sense of confidence from 72% in 2020 to 85% by 2025 • Stimulated learning from 78% in 2020 to 95% by 2025 • Student voice and agency from 70% in 2020 to 90% by 2025
Target 1.4	<p>By 2025, increase levels of positive endorsement in the School Staff Survey factors:</p> <ul style="list-style-type: none"> • Seek feedback to improve practice from 40% (2021) to 75% • Professional learning through peer observation from 0% (2021) to 75%
Key Improvement Strategy 1.a	Empower students as active and engaged agents in their learning.

Intellectual engagement and self-awareness	
Key Improvement Strategy 1.b Building practice excellence	Embed whole-school approaches to assessment, curriculum planning and pedagogy
Key Improvement Strategy 1.c Evidence-based high-impact teaching strategies	Develop processes that support effective feedback for learning across the school.
Goal 2	Improve the wellbeing and engagement of all students.
Target 2.1	<p>Absences target:</p> <p>By 2025, decrease the proportion of students with 20 or more absence days to 25 percent, from an average of 37 percent during the previous School Strategic Plan period.</p>
Target 2.2	<p>Survey targets</p> <p>By 2025, increase levels of positive endorsement against the Attitudes to School Survey (AToSS) factors:</p> <ul style="list-style-type: none"> • Effective classroom behaviour from 74% % in 2020 to 82% by 2025 • Emotional Awareness and Regulation from 75% in 2021 to 85% by 2025 • Teacher concern from 78% in 2020 to 82% by 2025

Target 2.3	<p>By 2025, increase the levels of positive endorsement in the School Staff Survey in the factors:</p> <ul style="list-style-type: none"> • Collective efficacy from 74% (2020) to 81% • Staff trust in colleagues from 73% (2020) to 90% • Staff trust in students and parents from 63% (2020) to 75%
Key Improvement Strategy 2.a Health and wellbeing	<p>Embed evidence-based, school-wide approaches to promote wellbeing and engagement.</p>
Key Improvement Strategy 2.b Parents and carers as partners	<p>Strengthen partnerships with parents/carers and the community</p>