

# School Strategic Plan for: CRESWICK PRIMARY SCHOOL No. 0122 2015 - 2018

## Endorsements



<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name: Ron Sawyer</p> <p>Date.....</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name: John Dixon</p> <p>Date.....</p> <p>School Council President's endorsement represents endorsement of School Strategic Plan by School Council</p>
<p>Endorsement by the delegate of the Secretary</p>	<p>Signed.....</p> <p>Name.....</p> <p>Date.....</p>



## School Profile

Moral			
Catering for the needs of students in the pursuit of excellence.			
<b>Purpose</b>	<p>Creswick Primary School strives to:</p> <ol style="list-style-type: none"> <li>1. Assist each child to achieve high standards in literacy and numeracy.</li> <li>2. Explicitly teach values and social competency skills (Respect, Responsibility, Cooperation, Personal Best, Safety, Resilience).</li> <li>3. Offer a wide curriculum so that each child is actively supported to find something they are good at or are passionate about.</li> <li>4. Strengthen the wider community by developing local partnerships, utilising locally skilled people and linking students to community organisations.</li> </ol>		
<b>Values</b>	Respect	Treating people and property with consideration	Respect means: <ul style="list-style-type: none"> <li>• Being considerate</li> <li>• Using manners</li> </ul>
	Cooperation	Getting along with others during work and play	Cooperation means: <ul style="list-style-type: none"> <li>• Encouraging others</li> <li>• Compromising</li> <li>• Teamwork</li> </ul>
	Responsibility	Always being honest, trustworthy and reliable	Responsibility means: <ul style="list-style-type: none"> <li>• Being organised</li> <li>• Following instructions</li> <li>• Accepting consequences for actions</li> </ul>
	Determination	Putting in your best effort without giving up	Determination means: <ul style="list-style-type: none"> <li>• Working to the best of your ability</li> <li>• Asking for assistance</li> </ul>
	Safety	Moving and playing safely in the school	Safety means: <ul style="list-style-type: none"> <li>• Watching out for others</li> <li>• Ensuring actions keep ourselves and others safe</li> </ul>
	Resilience	Managing your emotions when things do not go as you want them to	Resilience means: <ul style="list-style-type: none"> <li>• To recover quickly after setbacks or when things don't go as planned</li> <li>• Not giving up</li> </ul>

## Environmental Context

Creswick Primary School is located near the centre of the rural town of Creswick which is 18 kilometres from the large provincial city of Ballarat. The environmental factors influencing the school include:

### Social – Community and Demographics

- 37% of families receive the Educational Maintenance Allowance
- 31% are single parent families
- 20% of families are business or professional families
- There are 20% of families where unemployment is an issue
- Most students are from English speaking homes and less than 5% of students are from NESB
- Enrolment is currently 215 and is expected to rise to 230 during the Strategic Period
- There is a 'Before and After School Care Program,' and an Active After Schools program
- The staff profile of the school highlights an even spread of graduate, mid experienced and highly experienced teachers
- The teachers are committed to school improvement. The school promotes and enjoys strong links with local secondary schools and the preschool that adjoins the school grounds
- There is an active Parents' Club and parents in general are very involved in school activities
- The school proactively builds community involvement and participates with local organisations for festivals, curriculum extensions and sporting activities.

### Educational

- A comprehensive curriculum is implemented across the school and student achievement is assessed and reported upon against AUSVELS. There are specialist classes in Art, Library and LOTE (Indonesian)
- Restorative Practice underpins the school Code of Conduct which is reviewed annually with input from students, staff and the school community.
- There is a broad extra-curricular that includes a school camping program, swimming and Grade 5/6 Clubs program.
- There has been considerable focus on teacher practice and helping teachers to develop a consistent classroom pedagogy across the school
- The school has strong educational partnership that have received funding grants to enhance student learning:
  1. Primary Mathematics Specialist Partnership with Clunes Primary School
  2. Writing Partnership with both Clunes and Ballan Primary Schools
- There are many volunteers involved in enhancing school programs to maximise student learning
- There is a strong kinder to foundation transition program and the Grade Six students transit to up to 8 local secondary school.
- Creswick PS is a member of the Wendouree Cluster with all schools cooperating to gain improved communication, transition procedures and student outcomes

	<p><b>Technological</b></p> <ul style="list-style-type: none"> <li>• There are interactive smart boards in every classroom</li> <li>• The school has a 'Mac' focus and all teacher and student use computers on this platform</li> <li>• The computer/iPad ratio of the school is 1:2.5 with the bulk of these being wholly owned by the school</li> <li>• Most students have access to computers at home</li> <li>• The use of digital still, flip &amp; video cameras, are integrated into classroom learning</li> <li>• The use of digital technologies is an important tool to support learning</li> </ul> <p><b>Environmental</b></p> <ul style="list-style-type: none"> <li>• The school boasts 9 modern classrooms,</li> <li>• All learning areas have heating and air conditioning</li> <li>• There is a multipurpose building that includes a canteen, sports equipment shed and stage equipment</li> <li>• Ground facilities include: an oval, netball court, bike shed, cricket nets, environmental area, shaded quadrangle, two modern adventure play equipment areas and an older one</li> <li>• There are five water tanks catching water from the school. One of these is used for watering the school garden and four are utilised for the toilets. There are another two 50000 litre water storage fire tanks</li> </ul>
<p><b>Service Standards</b></p>	<p>To ensure that all children can achieve to their potential, it is important to clarify the standards to which the school and community will aspire.</p> <p><b>The School</b></p> <ul style="list-style-type: none"> <li>• Will foster close links with parents and the broader community through its commitment to open and regular communication.</li> <li>• Commits to the active sharing of its vision and goals to ensure community engagement in the school's strategic plan.</li> <li>• Will provide all students access to a broad, balanced and flexible curriculum including skills for learning and life.</li> <li>• Will provide a safe and stimulating learning environment to ensure all students can achieve their full potential.</li> <li>• Will endeavor to respond to all communication by parents and caregivers within 2 working days.</li> <li>• Code of Conduct will be reviewed annually with input from staff, students and parents.</li> <li>• All teachers will provide timely and targeted feedback to students on their work.</li> </ul> <p><b>Parents (Community) to</b></p> <ul style="list-style-type: none"> <li>• Ensure that children attend school regularly</li> <li>• Have high expectation of their children in terms of their learning and behaviour</li> <li>• Engage supportively with the school to build a home school partnership</li> <li>• Display the school values when they are in the school area</li> </ul>

## Strategic Direction

	Goals	Targets	Key Improvement Strategies
<b>Achievement</b>	To foster the achievement of high quality educational outcomes for all students with a particular focus on literacy and numeracy.	<ul style="list-style-type: none"> <li>To have at least 30% of students achieve higher than the expected level in reading, writing and number in NAPLAN.</li> <li>To have less than 15% of students achieve below the expected level for their grade level according to teacher judgements.</li> <li>For students in Grades 3,4,5,6 to achieve a mean growth of 1.0 AUSVELS levels per year on ODT tests for Number, Writing and Reading.</li> <li>To gain a matched cohort growth in NAPLAN of at least 0.9 in Number, Writing and Reading.</li> </ul>	<ul style="list-style-type: none"> <li>Further improve teaching and learning practices to gain high levels of student achievement</li> <li>Embed a whole school culture of high expectations, individual and shared responsibilities and teamwork.</li> <li>Review assessment practices to gain accuracy, consistency and improved data storage.</li> </ul>
<b>Engagement</b>	To provide a differentiated curriculum that actively supports the engagement of all children.	<ul style="list-style-type: none"> <li>Student and Parent Surveys data to improve to above the state in: Stimulating Learning and Student Motivation</li> <li>For the mean student attendance to be at or above 93% in all grade levels</li> </ul>	<ul style="list-style-type: none"> <li>Investigate learning approaches to gain a more student centred pedagogy.</li> <li>Increase engagement and productivity by extending the use of ICT in learning.</li> </ul>

	<b>Goals</b>	<b>Targets</b>	<b>Key Improvement Strategies</b>
<b>Wellbeing</b>	Maintain a high level of student wellbeing through the implementation of a positive, safe and orderly learning environment.	<ul style="list-style-type: none"> <li>• Student and Parent Surveys to improve to above the state in: <ul style="list-style-type: none"> <li>○ Learning Confidence (ATSS)</li> <li>○ Classroom Behaviour (PS)</li> </ul> </li> <li>• Initiate surveys to Grade 3/4 and lower grades in the school. Collect, analyse and act on the data .</li> </ul>	<ul style="list-style-type: none"> <li>• Reflect on and further embed the school values and social competencies programs.</li> <li>• Gain Student feedback across all levels to assist in monitoring curriculum appropriateness</li> </ul>
<b>Productivity</b>	To maximise the use of all available resources to support student learning. (This includes, staff, volunteers, money, physical buildings, time etc)	<ul style="list-style-type: none"> <li>• To skill all staff to fulfil the roles they undertake (PD records)</li> <li>• All staff developing and using goals according to the P &amp; R requirements.</li> <li>• The Staff Survey mean for Collective Efficacy to be equal or above the state mean.</li> </ul>	<ul style="list-style-type: none"> <li>• Initiate, enhance and document partnerships that support school improvement</li> <li>• Clarify and align staff roles with the AITSL standards.</li> </ul>

## School Strategic Plan 2014- 2017: Indicative Planner

Key Improvement Strategies		Actions	Achievement Milestone
<p><b>Achievement</b></p> <ul style="list-style-type: none"> <li>• Further improve teaching and learning practices to gain high levels of student achievement</li> <li>• Embed a whole school culture of high expectations, individual and shared responsibilities and teamwork.</li> <li>• Review assessment practices to gain accuracy, consistency and improved data storage.</li> </ul>	Year 1	<p><b>Practice</b> Maintain and further embed the</p> <ul style="list-style-type: none"> <li>▪ use of the Patrick Griffin Model in all PLTs</li> <li>▪ use of LI, SC and LB in all literacy and numeracy planning and sessions</li> <li>▪ High expectations clarified at PLT level and visible in all classrooms</li> <li>▪ Develop peer observations and feedback protocols and implement across the school.</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>▪ Maximise efforts to gain the most from the Primary Mathematics Specialist Partnership and expand link to other schools.</li> <li>▪ Embed whole school approach.</li> <li>▪ Continue to increase staff expertise through professional learning: <ul style="list-style-type: none"> <li>○ Term One – Rob Vingerhoets maths PD on effective classroom practice.</li> </ul> </li> </ul> <p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>▪ Maximise Big Write Partnership potential - PD – Term Two, moderation meeting, skills sharing</li> <li>▪ Document the strategies that enhance</li> <li>▪ Define the school reading approach</li> <li>▪ Publish clearly defined reading strategies for all levels Reading approach</li> </ul> <p><b>Integrated</b></p> <ul style="list-style-type: none"> <li>▪ Implement the new AUSVELs compliant</li> </ul>	<ul style="list-style-type: none"> <li>• Planning documents highlighting professional discussion and use of PG model.</li> <li>• LI, SC and LB displayed in rooms and on planning documents</li> <li>• Published peer observation protocols</li> <li>• Timetable of peer observations</li> <li>• Document school program budgets, timetable of PMS input to programs</li> <li>• PD records for individuals and the whole school</li> <li>• Appointment of literacy committee to oversee the completion of all actions</li> <li>• Documented two year Integrated</li> </ul>



		Intregrated Studies Plan	Studies Implementation Plan
		<p>Assessment &amp; Reporting</p> <ul style="list-style-type: none"> <li>▪ Improve assessment the schedule and develop an assessment folder</li> <li>▪ Investigate the benefits of the SPA tool</li> <li>▪ Train relevant staff in use of SPA</li> <li>▪ Update the yearly assessment schedule in literacy and numeracy</li> <li>▪ Investigate a new reporting system to replace QuickVic</li> </ul>	
	Year 2	<ul style="list-style-type: none"> <li>▪ Differentiation occurring in all classrooms in reading, writing and number</li> <li>▪ Continue Primary Mathematics Specialist partnership</li> <li>▪ Further increase links to partner schools – Forest Street, BMPS, BHPS, CPS</li> <li>▪ SPA tool to be used widely across the school</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ Planning documents and evidenced in peer reviews.</li> <li>▪ Time table highlighting the continued involvement of the PMS staff</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>▪ School culture of high expectations and diffentiation in core learning areas</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ Planning documents and strong data and student learning and surveys</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>▪ Year of review</li> <li>▪</li> <li>▪</li> </ul>	

<b>Engagement</b> <ul style="list-style-type: none"> <li>Investigate learning approaches to gain a more student centred pedagogy.</li> <li>Increase engagement and productivity by extending the use of ICT in learning.</li> </ul>	Year 1	<ul style="list-style-type: none"> <li>All planning to show evidence of 'Inquiry Approach' – e5</li> <li>Document attendance policy to include: procedures to address serial non-attenders</li> <li>Develop a vision for ICT</li> </ul>	<ul style="list-style-type: none"> <li>Planning documents showing use of e5</li> <li>Documentation of policy and procedures to address an attendance issues</li> <li>Vision published on website</li> <li>Completed eSmart requirements</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>Plan towards achieving the ICT vision by allocating the necessary resources.</li> <li>Embed ICT further into learning <ul style="list-style-type: none"> <li>Investigate the use of on-line programs and apps to support learning</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>A five year plan to address the ICT vision</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>Increased use of ICT consistently across the school.</li> </ul>	<ul style="list-style-type: none"> <li>Higher level of ICT skills</li> <li>Improved school attendance</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>Year of Review</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<b>Wellbeing</b> <ul style="list-style-type: none"> <li>Reflect on and further embed the school values and social competencies programs.</li> <li>Gain Student feedback across all levels to assist in monitoring curriculum appropriateness</li> </ul>	Year 1	<ul style="list-style-type: none"> <li>Term One - Professional Learning for all staff on Restorative Practices</li> <li>Term One - Review the Code of Conduct with input from all stakeholders</li> <li>Term One - Hold a values day to celebrate the addition of the 'resilience' value.</li> </ul>	<ul style="list-style-type: none"> <li>Kaye Dennis PD on 28<sup>th</sup> January <ul style="list-style-type: none"> <li>Code of conduct published and copies sent to all families</li> <li>Whole school multi-age day to celebrate resilience</li> </ul> </li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>Annual review of the code of conduct</li> <li>Annual values day</li> <li>Implement the 'Clip-on' survey to the Grade 3/4 children</li> <li>Analyze the Clip-on data</li> </ul>	<ul style="list-style-type: none"> <li>Documentation of Code of Conduct and Classroom agreements</li> <li>Results of survey and actions taken</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>Reflect on school data and identify areas for improvement</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of school reponse to data</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>Year of Review</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

<b>Productivity</b> <ul style="list-style-type: none"> <li>• Initiate, enhance and document partnerships that support school improvement</li> <li>• Clarify and align staff roles with the AITSL standards.</li> </ul>	Year 1	<ul style="list-style-type: none"> <li>▪ Link school resources to achieving the goals of the School Strategic Plan</li> <li>▪ Staff Professional Development emphasis to reflect the goals of the Strategic Plan</li> <li>▪ Identify staff to lead the implementation of the Core learning areas</li> <li>▪ Skill staff in the understanding of AITSL standards</li> <li>▪</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ All teachers utilising the AITSL standards within their performance plans.</li> <li>▪ Updated staff role statements</li> <li>▪ Itemised resources and support gained from community partnerships</li> <li>▪ All DEECD requirements met.</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>▪ Staff giving and receiving feedback from their peers to facilitate the staff performance and review process</li> <li>▪</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ All staff roles reviews to include the AITSL standards</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>▪ School culture of peer review and of P &amp; R feedback</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ PLT and whole school plan of observations</li> <li>▪ Performance and Review examples</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>▪ Year of Review</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>

# School Strategic Plan Foci

Year	Achievment	Engagmentment	Wellbeing	Productivity
2015				
2016				
2017				
2018				
	Year of Review			
	Major focus			Minor focus