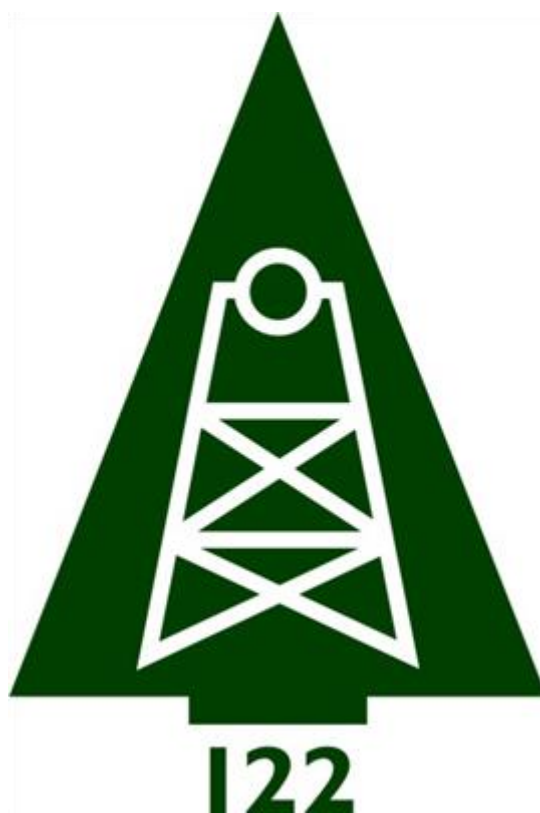


School Strategic Plan 2018-2022

Creswick Primary School (0122)



Submitted for review by Melanie Stewart (School Principal) on 26 November, 2018 at 03:11 PM

Endorsed by Alphonsus Crawford (Senior Education Improvement Leader) on 28 November, 2018 at 12:30 PM

Endorsed by Olivia Blake (School Council President) on 28 November, 2018 at 07:59 PM

School Strategic Plan - 2018-2022

Creswick Primary School (0122)

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| <p>School vision</p> | <p>Creswick Primary Schools vision is to cater for the needs of students in the pursuit of excellence. Creswick Primary School's mission is to provide an excellent education in a vibrant, safe and caring environment that challenges all students to achieve their personal best. Creswick Primary School's objective is to ensure the staff, students, parents and wider community, work cooperatively to form strong partnerships in order to build a culture of lifelong learning for all students.</p> |
| <p>School values</p> | <p>Creswick Primary School's values are Respect, Resilience, Safety and Personal Best</p> <ul style="list-style-type: none"> • Respect – Treating people and property with consideration and manners • Safety – Moving and playing carefully in the school and community • Resilience – Able to persevere with challenges and disappointments • Personal Best –Applying ourselves fully in all tasks and situations |
| <p>Context challenges</p> | <p>This year Creswick Primary School went through major leadership change with the principal of 7 and a half years retiring. The leading teacher who came to the school in Term 2 2017 took over the role and has been Acting Principal for all of 2018 . One of our context challenges is related to trauma and poverty. The very important area of poverty, especially generational poverty which is where many of the students come from, impacts them in the form of low aspiration, low attendance and very low school finishing rates. The school has put a great deal of time and effort into supporting families, working with external network agencies, department supports through engagement and wellbeing, building relationships and building school pride. Our Student Survey Data showed our Year 4 boys are very disengaged and disconnected with school</p> <p>Key challenges against SSP and AIP targets Goal 1: To foster the achievement of high quality educational outcomes for all students with a particular focus on literacy and numeracy. Target 1: 30% of students to achieve higher than the expected level (top two bands) in reading, writing and numeracy in NAPLAN assessments.</p> <p>While the target was partially met the Panel noted that the percentage of students achieving in the top two bands for reading at Year 3 trended down in each year of the SSP period and was below similar schools. The percentage achieving in the top bands for numeracy at both Year 3 and 5 fluctuated over the period. The literacy leader and staff reported that during the SSP period there was a greater focus on building writing skills rather than professional learning for implementing whole school approaches for reading or numeracy. In 2017 class libraries for independent</p> |

reading were introduced and reading conferences were modelled. Classroom observations showed that approaches to teaching reading continued to vary across the school. Similarly there was not an agreed approach for teaching numeracy. Use of pre and post testing for numeracy was recently introduced. As regular analysis of assessment was new work the Panel found that the extent of differentiation to meet individual learning needs varied. The Panel concluded that lack of agreed research-based approaches to teaching reading and numeracy and variation in the extent that teaching was differentiated were barriers to ensure students were challenged to achieve above expected levels or in the top NAPLAN bands.

Goal 1: To foster the achievement of high quality educational outcomes for all students with a particular focus on literacy and numeracy.

Target 2:

Less than 15% of students to achieve below the expected level for their grade using teacher judgements.

The Panel determined through discussion with staff that there was not an agreed instructional model to guide consistent practice across the school. The assessment schedule was revised in December 2017 and up to that time most assessment was completed by individual teachers with few opportunities for teachers to collaborate and plan for students not achieving expected levels. Until recently assessment was focused on summative assessment to inform mid and end of year reporting and whole school tracking of student progress was not ongoing until a data wall was established in 2018. The school established a Reading Recovery program for junior students and a Quick Smart program for assistance in Mathematics for Years 3-6 students. This supported some students but once students were released from the program ongoing support and tracking of these students was not formalised.

The Panel agreed that lack of rigour in assessment practices and lack of an agreed instructional model were barriers for developing consistent explicit teaching practices and ensuring curriculum planning was matched to the individual needs of students.

Goal 2: To provide a differentiated curriculum that actively supports the engagement of all children.

Target 1:

Student and parent survey data to be above the State for stimulating learning and student motivation

The Panel found through classroom observations and analysis of weekly planners that there was evidence of some differentiated curriculum in classes. Analysis of assessment and evidence by teachers was developing but was often scores or levels rather than identification of misconceptions or skills analysis. This resulted in planning that was not designed to consistently meet student learning needs to ensure high levels of student engagement.

Focus groups with students and staff showed that student voice and agency varied across classes. Discussion with students showed that many could not remember their goals and most goals were teacher directed or taken from lists aligned to writing and reading approaches. Focus groups with leaders, teachers and students confirmed student choice in what and how they learned was variable and collaborative learning and student self assessment differed across classes.

The Panel concluded inconsistent analysis of assessment and lack of regular formative assessment to drive differentiated planning and variable approaches to student voice and agency were barriers for student engagement.

Intent, rationale and focus

The School Review Panel recommends the following key directions for the next School Strategic Plan:

To improve learning growth and outcomes for all students in literacy and numeracy.

Rationale

Student outcomes on NAPLAN reading showed a downward trend in the percentage of students achieving in the top bands in reading at Year 3 and writing outcomes across the school fluctuated over the SSP period. Numeracy outcomes also fluctuated over the period and showed a downward trend at Year 3 and 5 with some improvement in high and medium growth in 2018. The Panel suggested a continuing focus on writing and reading and especially reading from F-3 and numeracy F-6.

Empower students to be self regulated learners actively engaged in their learning and community.

Rationale

Data from the Attitudes to School Survey (Years 4-6) showed that the factor for student voice and agency had the second lowest percentage of positive responses. The Panel determined that the school was at the emerging stage along the FISO continuum for Empowering students and building school pride. Review fieldwork indicated there was variation in the extent that students were empowered as self-regulated and active participants in their learning across classes. There was some evidence of student leaders influencing change in the school community however the Panel determined there was scope for building greater student voice, agency and leadership.

To develop confident global citizens.

The school had commenced to embed the school's values through approaches to social and emotional learning and implementation of School Wide Positive Behaviour Support. The panel suggested this work could be embedded and extended to develop students' knowledge, skills, attitudes, values and competencies to ensure students learn to respect key universal values and contribute as global citizens

In 2019 our priority will be participating in the Department PLC initiative with a focus on Numeracy with both PLC leaders, the principal and the numeracy co-ordinator attending all training sessions. We will also work closely with Mel Swanson (PLC Regional Manager) throughout 2019.

Through this training staff will work together to embedding regular analysis of data and evidence to plan learning to meet all students' learning needs. his process will build teacher capability through professional learning community practice and regular feedback

Developing a consistent approach and understandings of the teaching of reading in F-3 and 3-6 will also be a focus, along with the implementation of a Levelled Literacy Intervention Program in years One and Two.

Continuing our work on School Wide Positive Behaviour and working with Ruth Cornell (SWPB regional coach) - Developing high expectations for learning and behavior and building skills for global citizenship.

2020 Using Departments Pedagogical Model document to support us in developing a documented whole school instructional model to embed in consistent practice

2021 Using Departments Amplify document to support staff professional learning around student leadership, voice and agency -

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| | Developing students as self-regulated learners through focus on student voice and agency in learning |
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| Goal 1 | To improve learning growth and outcomes for all students in literacy and numeracy. | | | | | | | | | | | | |
|-------------------|--|----------------|------------------------------|----------------|---------|-----|-----|---------|-----|-----|----------|-----|-----|
| Target 1.1 | <p>By 2022 improve the percentage of students in the top two NAPLAN bands at Year 3 (bands 5 & 6) as follows:</p> <table border="1" data-bbox="734 480 1404 727"> <thead> <tr> <th></th> <th>Benchmark Average 2015-18</th> <th>2022 Target</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>56%</td> <td>60%</td> </tr> <tr> <td>Writing</td> <td>51%</td> <td>55%</td> </tr> <tr> <td>Numeracy</td> <td>46%</td> <td>50%</td> </tr> </tbody> </table> | | Benchmark Average 2015-18 | 2022 Target | Reading | 56% | 60% | Writing | 51% | 55% | Numeracy | 46% | 50% |
| | Benchmark Average 2015-18 | 2022 Target | | | | | | | | | | | |
| Reading | 56% | 60% | | | | | | | | | | | |
| Writing | 51% | 55% | | | | | | | | | | | |
| Numeracy | 46% | 50% | | | | | | | | | | | |
| Target 1.2 | <p>By 2022 improve the percentage of students in the top two bands of NAPLAN at Year 5 (bands 7 & 8) as follows:</p> <table border="1" data-bbox="734 807 1404 1054"> <thead> <tr> <th></th> <th>Benchmark Average 2015-18</th> <th>2022 Target</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>51%</td> <td>53%</td> </tr> <tr> <td>Writing</td> <td>17%</td> <td>19%</td> </tr> <tr> <td>Numeracy</td> <td>27%</td> <td>30%</td> </tr> </tbody> </table> | | Benchmark Average 2015-18 | 2022 Target | Reading | 51% | 53% | Writing | 17% | 19% | Numeracy | 27% | 30% |
| | Benchmark Average 2015-18 | 2022 Target | | | | | | | | | | | |
| Reading | 51% | 53% | | | | | | | | | | | |
| Writing | 17% | 19% | | | | | | | | | | | |
| Numeracy | 27% | 30% | | | | | | | | | | | |
| Target 1.3 | <p>By 2022 the medium and high learning growth from Year 3 to Year 5 to improve from the average growth for 2015-18:</p> <ul style="list-style-type: none"> • Reading from 80% to 84% • Writing from 71% to 75% • Numeracy from 73% to 75% | | | | | | | | | | | | |

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| Target 1.4 | <p>By 2022 improve the percentage of positive responses for the following factors on the Staff Survey (School Climate module) to 80%</p> <ul style="list-style-type: none"> • Teacher collaboration (2017 benchmark 75%) • Guaranteed and viable curriculum (2017 benchmark 71%) • Academic emphasis (2017 benchmark 73%) • Collective efficacy (2017 benchmark 76%). |
| Key Improvement Strategy 1.a Building practice excellence | Develop, document and embed an agreed research-based instructional model and sequential curriculum. |
| Key Improvement Strategy 1.b Building practice excellence | Embed the PLC collaborative culture and improvement cycle across the school. |
| Key Improvement Strategy 1.c Evidence-based high-impact teaching strategies | Develop data literate teachers who effectively use evidence and assessment to differentiate student learning |
| Key Improvement Strategy 1.d Instructional and shared leadership | Build practice excellence and instructional leadership through professional learning and regular feedback processes. |
| Goal 2 | Empower students to be self regulated learners actively engaged in their learning and community. |
| Target 2.1 | <p>By 2022 improve the percentage of positive responses on the Attitudes to School Survey for Years 4-6 to 86% for the following factors:</p> <ul style="list-style-type: none"> • Stimulated learning from 75% (average 2017-18) to 86% |

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| | <ul style="list-style-type: none"> • Student voice & agency from 71% (average 2017-18) to 86% • Effective teaching time from 79% (average 2017-18) to 86% • Differentiated learning challenge from 85% (average 2017-18) to 86% • Motivation and interest from 82% (average 2017-18) to 86%. |
| Key Improvement Strategy 2.a Empowering students and building school pride | Develop and embed a shared understanding of student voice, leadership and agency. |
| Key Improvement Strategy 2.b Evaluating impact on learning | Build feedback loops between teachers and learners. |
| Key Improvement Strategy 2.c Building practice excellence | Build teacher capability to design learning sequences to build deep levels of thinking and application to real life contexts. |
| Goal 3 | To develop confident global citizens. |
| Target 3.1 | By 2022 improve the percentage of positive responses on the Attitudes to School Survey for Years 4-6 for the following factors: <ul style="list-style-type: none"> • Advocate at school from 86% (average 2017-18) to 88% • Effective classroom behaviour from 72% (average 2017-18) to 86% • Managing bullying from 78% (average 2017-18) to 86% • Resilience from 73% (average 2017-18) to 86% • Respect for diversity from 80% (average 2017-18) to 88% • Sense of inclusion from 86% (average 2017-18) to 88%. |
| Target 3.2 | By 2022 improve factors on the Parent Opinion Survey (to be finalised) |

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| Key Improvement Strategy 3.a Intellectual engagement and self-awareness | Develop and embed a whole school approach to social and emotional learning. |
| Key Improvement Strategy 3.b Curriculum planning and assessment | Embed the Victorian Curriculum Capabilities across the curriculum |
| Key Improvement Strategy 3.c Setting expectations and promoting inclusion | Embed high expectations for student behaviour underpinned by the school's vision and values. |