

School Strategic Plan 2022-2026

Andersons Creek Primary School (5104)



Submitted for review by Meredith Thornton (School Principal) on 05 December, 2022 at 12:48 PM
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School Strategic Plan - 2022-2026

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School vision	Andersons 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.
School values	Values Andersons Creek Primary School is a learning community that provides a safe, healthy and caring environment for everyone. Our School Values Our school values of Respect, Optimism, Responsibility and Honesty form the key ingredients within our learning culture at Andersons Creek Primary School. Philosophy At Andersons Creek Primary School the following assumptions about student learning form the philosophical basis of Learning and Teaching: • 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 Teachers should select learning and teaching approaches which: • 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.

	Optimism 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.
Context challenges	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. PLCs will be a key component. 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 and the playground (SWPBS) 6. To further develop student well being via Respectful Relationships and other positive initiatives.
Intent, rationale and focus	At Andersons 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. We are prioritising: 1. To improve student learning growth in Literacy and Numeracy by: 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: a. building effective teaching teams (PLCs - key focus) 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 c. positive wellbeing initiatives and respectful relationships
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Goal 1	To improve learning outcomes in literacy and numeracy for all students.
Target 1.1	By 2026, increase the percentage of students (F-6) working above the expected level against the Victorian Curriculum in English “Writing”, from 26% (2021) to 33%.
Target 1.2	By 2026, increase the percentage of Year 5 students achieving above benchmark growth in NAPLAN “Numeracy” from 11% (2021) to 25%.
Target 1.3	By 2026, increase the percentage of students (F-6) working above the expected level against the Victorian Curriculum in Mathematics “Statistics and Probability”, from 23% (2021) to 33%.
Target 1.4	By 2026, improve the percentage positive endorsement in the School Staff Survey: School Climate module for “Academic Emphasis” from 44% (2021) to 66%.
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Revise and embed whole school collaborative approaches to curriculum planning and instructional models.

Key Improvement Strategy 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Build teacher capacity to utilise data and a range of assessment strategies to teach to the learners' point of need.
Key Improvement Strategy 1.c The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Drive a culture of high expectations using FISO 2.0.
Goal 2	To improve student outcomes in wellbeing.
Target 2.1	By 2026, improve the percent positive responses score on AtoSS for Emotional Awareness and Regulation from 69% (2021) to 74%.
Target 2.2	By 2026, improve the percentage positive endorsement in the School Staff Survey: School Climate module for "Collective Efficacy" from 60% (2021) to 70%.
Target 2.3	By 2026, improve the percentage positive endorsement in the Parent Opinion Survey for General School Satisfaction from 64% (2021) to 74%.
Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum	Develop and embed consistent whole-school approaches to student wellbeing.

and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Develop a range of tools and programs to develop mental, physical health, plus social-emotional wellbeing
Key Improvement Strategy 2.c The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Build staff capacity to respond to the learning and wellbeing needs of all students.
Goal 3	To increase student engagement and connectedness
Target 3.1	By 2026, improve the percent positive responses score on AtoSS for “Sense of Connectedness” from 69% (2021) to 74%.
Target 3.2	By 2026, improve the percent positive responses score on AtoSS for “Stimulated Learning” from 73% (2021) to 78%.
Target 3.3	By 2026, improve the percentage positive endorsement in the Parent Opinion Survey for “Teacher Communication” from 56% (2021) to 66%.

Key Improvement Strategy 3.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop and embed consistent whole-school approaches to student agency and student voice.
Key Improvement Strategy 3.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Improve the capacity of school leaders to optimise an inclusive, positive and respectful environment.
Key Improvement Strategy 3.c The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Build staff capacity to respond to the learning and wellbeing needs of all students.