

School Strategic Plan 2018-2022

Aitken Creek Primary School (5522)



Submitted for review by Peter Katsikapis (School Principal) on 01 November, 2018 at 11:52 AM

Endorsed by Jonathan Lowe (Senior Education Improvement Leader) on 22 November, 2018 at 04:49 PM

Awaiting endorsement by School Council President

School Strategic Plan - 2018-2022

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| School vision | <p>At Aitken Creek Primary School our students will achieve personal success in their learning and become responsible and productive citizens.</p> <p>An environment that is caring, safe and supportive will be provided so that each student achieves their full potential.</p> <p>Parents, students and staff are strongly encouraged to work together in partnership to ensure our students succeed.</p> <p>The core beliefs that we base our work on are:</p> <ul style="list-style-type: none">• Through effort everyone can succeed and personal achievements are celebrated.• Active engagement as well as positive work habits and attitudes are essential to learning.• Social skills are fundamental in the way we interact with each other. |
| School values | <p>The values which underpin the actions for the whole school community are:</p> <p>Respect: Showing care and concern for ourselves, other people, property and our environment. Developing a sense of pride, self-esteem and personal identity.</p> <p>Teamwork: Achieving success by working cooperatively with others to achieve common and personal goals.</p> <p>Achievement: Setting goals, showing persistence and taking pride in our achievements.</p> <p>Responsibility: Showing commitment to our learning by being accountable for our actions.</p> |
| Context challenges | <p>Aitken Creek Primary School opened in 2011. The school is located within the City of Hume, approximately 26 kilometres north of Melbourne. The area is under constant development and has become very urbanised over the last few years.</p> <p>ACPS opened its doors at the start of the 2011 school year with a total population of 67 students from P-5. The school has attained a steady increase of enrolments since its opening and has a current enrolment of over 1000 students. Destination data shows that students come from 124 different schools, 47 of which are from interstate and 32 from overseas. Student characteristics are culturally diverse with 46 identified languages spoken at home other than English, with the majority being Arabic, Urdu, Hindi, Punjabi, Assyrian and Sinhalese. Approximately 72% of the student population is identified as English as an Additional Language</p> |

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| | <p>(EAL) with 48% of the student population attracting EAL funding support.</p> <p>The school leadership and staffing profile evolves every year to address the growth and directly link with the School Strategic Plan priorities. The staffing profile has a mix of expertise however predominantly teaching staff are in the initial graduate years of teaching. Professional learning, coaching and induction processes have been instrumental in ensuring the development of the school culture and the school wide approach to teaching and learning.</p> |
| <p>Intent, rationale and focus</p> | <p>We aim to offer a service to our students and their carers that is responsive and forward thinking, targeting student needs.</p> <p>Our core business is to offer the most effective teaching and learning program, in a caring and supportive manner which focuses on the explicit teaching of skills and behaviors so that each child can be the best that then can be.</p> <p>Our facilities and resources will be aligned to our core business and our priorities so that our educators are well equipped to offer the best service possible.</p> <p>We endeavour to respond to concerns in a timely manner that is solution focused and were possible with mutually agreeable outcomes.</p> |

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| Goal 1 | To improve reading outcomes for all students. |
| Target 1.1 | <p>By 2022, to increase the percentage of Year 3 students achieving in the top two bands in NAPLAN reading from a three year average of 36% to an average of 45% or above.</p> <p>By 2022, to increase the percentage of Year 5 students achieving in the top two bands in NAPLAN reading from a three year average of 23% to an average of 32% or above.</p> |
| Target 1.2 | By 2022, to increase the percentage of students with high relative learning growth Year 3 to 5 in NAPLAN reading from an average of 15% to an average of 23% or above. |
| Target 1.3 | By 2022, to increase the percentage of students achieving above the expected level in the reading and viewing Victorian Curriculum from an average Foundation to Year 6 of 28% to an average of 33% or above. |
| Key Improvement Strategy 1.a Building practice excellence | Embed a whole school approach to the teaching and learning of reading. |
| Key Improvement Strategy 1.b Curriculum planning and assessment | Deepen teacher knowledge and understanding of the reading and viewing learning area of the English Victorian Curriculum including the EAL Continuum. |
| Key Improvement Strategy 1.c | Embed the use of high impact teaching strategies and use of data to inform practice through professional learning and coaching in teaching Reading. |

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| Evidence-based high-impact teaching strategies | |
| Key Improvement Strategy 1.d Building practice excellence | Build the capacity of school leaders to lead consistent approaches to teaching and learning from Foundation to Year 6. |
| Goal 2 | To improve Mathematics outcomes for all students with a particular focus on number and algebra. |
| Target 2.1 | By 2022, to increase the percentage of Year 3 students achieving in the top two bands in NAPLAN numeracy from a three year average of 28% to an average of 35% or above. By 2022, to increase the percentage of Year 5 students achieving in the top two bands in NAPLAN numeracy from a three year average of 15% to an average of 26% or above. |
| Target 2.2 | By 2022, to increase the percentage of students with high relative learning growth Year 3 to 5 in NAPLAN numeracy from an average of 19% to an average of 22% or above. |
| Target 2.3 | By 2022, to increase the percentage of students achieving above the expected level in the number and algebra Victorian Curriculum from an average Foundation to Year 6 of 17% to an average of 25% or above. |
| Key Improvement Strategy 2.a Building practice excellence | Develop, document and implement a whole school approach to teaching and learning in Mathematics. |
| Key Improvement Strategy 2.b Curriculum planning and assessment | Deepen teacher knowledge and understanding of the number and algebra learning area of the Mathematics Victorian Curriculum. |
| Key Improvement Strategy 2.c | Build evidence based instructional practices and data literacy through professional development and coaching in teaching number and algebra |

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| Evidence-based high-impact teaching strategies | |
| Goal 3 | To improve student engagement in learning. |
| Target 3.1 | By 2022, increase the percentage of positive endorsement for the Student Attitudes to School Survey factors student voice and agency from 71% to 80%, stimulated learning from 76% to 80% and effective classroom behaviour from 68% to 80%. |
| Target 3.2 | By 2022, increase the percentage of positive endorsement given by staff for the School Staff Survey factor of collective efficacy from 61% to 80%. |
| Key Improvement Strategy 3.a Empowering students and building school pride | Activate student voice, agency and leadership to ensure students are engaged in personally relevant and appropriately challenging learning. |
| Key Improvement Strategy 3.b Setting expectations and promoting inclusion | Embed an agreed whole school framework to teach respectful behaviours to support a positive school environment. |