

Creekside K-9 College - 8909 Strategic Plan 2017-2020	Endorsement Principal: Rosa Marchionda 14/02/2017 School council: Icaro Rosson Delegate of the Secretary: [date]	Re-Endorsement (if a Goal, KIS or Target is changed)[name] [date][name] [date][name] [date]	Re-endorsement (if a Goal, KIS or Target is changed)[name] [date][name] [date][name] [date]

Vision	Values	Context And Challenges	Intent, Rationale And Focus
<p>Creekside K-9 College will instil the values and develop the skills and knowledge students need to live effective and purposeful lives in the global community. We see our role as providing a comprehensive education that enables all students to reach their potential and actively participate as global citizens.</p>	<p>Our college values are:</p> <ul style="list-style-type: none"> • Responsibility • Honesty • Respect • Acceptance 	<p>Creekside College supports learning from Kindergarten to Year 9. We provide support for over 260 students who have English as an additional language and approximately 40 students on the Program for Students with Disabilities. The school's SFO has decreased in the past 4 years and is currently 0.55.</p> <p>Changes to the school leadership team and professional learning provided to staff, has enabled a model of distributive leadership where teams take increased responsibility for a cohort and for the introduction of consistent teacher practice.</p> <p>The consistent use of clear learning intentions and success criteria for students allows for the provision of scaffolded feedback. Absence data remains an area of focus and the College employs a number of strategies to minimise absences through phone calls, SMS and Compass feeds to parents. Student wellbeing is a strength of the school and consistent behaviour management strategies are in place aligned with the Raymon Lewis philosophies.</p> <p>The College is moving towards developing a PLC model to build a culture of shared responsibility for student data and performance. Consolidation and consistency of practice and expanding and deepening of data literacy of all staff to differentiate learning is a focus for the College. Our belief is that all students can learn to a high level and it is our responsibility to ensure this happens in a safe and supportive environment.</p>	<p>Over the next 4 years the College will focus on building a culture of shared responsibility for student performance and improvement. The priority of the leadership team is in organising the school to work as a Professional Learning Community, operating in Professional Learning Teams. Teachers will work collaboratively to build trust and confidence between colleagues and support each other's professional growth.</p> <p>The first year of the strategic plan is to embed the new structure and process that support student learning. The ground work will be set in terms of developing growth targets, collaborative working protocols in PLTs, consistent documentation and whole College expectations.</p> <p>Over the course of the strategic plan staff will develop the understanding of working in a truly collaborative manner and take responsibility of all students both academically and behaviourally. Leading teachers will assist teachers to unpack high yield teaching strategies and differentiate lessons to cater for all students at their point of need. Continual refinement and implementation of effective leadership and decision making structures will strengthen the collective accountability of staff and student improvement and ensure an ongoing cycle of improvement.</p>



Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)																																																																				
<p>Achievement</p> <p>To improve learning outcomes and achieve continuous learning growth for all students in literacy and numeracy</p>	<p>Excellence in teaching and learning</p> <p>Building practice excellence</p> <p>Curriculum planning and assessment.</p>	<ol style="list-style-type: none"> To develop and implement a documented guaranteed and viable curriculum for literacy and numeracy at F-6 and in the core subjects of English, Maths, Humanities, Science and Health & PE in Years 7-9, which are supported by ongoing formative and summative assessments. Through PLCs and student centred coaching, consolidate and embed a whole school pedagogy and learning framework (CIM), which uses a common & consistent language Improve the consistency of teacher judgments by ensuring teachers are effectively using data in making accurate teacher judgments To build the capacity of all teachers to collect and analyse student data to plan for student learning and implement extension and intervention on an ongoing basis 	<p>➤ To have all students deemed capable make one year or more growth as indicated by Victorian Curriculum and NAPLAN in both Literacy and Numeracy</p> <p>Victorian Curriculum targets:</p> <p>➤ To achieve greater alignment between teacher judgements in the Victorian Curriculum and NAPLAN</p> <p>➤ To achieve 95% of students beginning grade 3 to be at or above NMS in Victorian Curriculum and NAPLAN.</p> <p>Relative gain targets:</p> <p>➤ To decrease the percentage of Year 3-5, 5-7, and 7-9 students making <i>low</i> relative growth in <i>Reading Writing, and Numeracy</i></p> <table border="1" data-bbox="1659 785 2890 1255"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Year 3-5 NAPLAN (low relative growth)</th> <th colspan="2">Year 5-7 NAPLAN (low relative growth)</th> <th colspan="2">Year 7-9 NAPLAN (low relative growth)</th> </tr> <tr> <th>2016</th> <th>2020 Target</th> <th>2016</th> <th>2020 Target</th> <th>2016</th> <th>2020 Target</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>26.4%</td> <td><20.0%</td> <td>23.4%</td> <td><20.0%</td> <td>24.5%</td> <td><20.0%</td> </tr> <tr> <td>Writing</td> <td>42.3%</td> <td><25.0%</td> <td>31.2%</td> <td><25.0%</td> <td>32.9%</td> <td><25.0%</td> </tr> <tr> <td>Numeracy</td> <td>13.8%</td> <td><10.0%</td> <td>20.1%</td> <td><20.0%</td> <td>24.3%</td> <td><20.0%</td> </tr> </tbody> </table> <p>➤ To increase the percentage of Year 3-5, 5-7, and 7-9 students making <i>high</i> relative growth in <i>Reading Writing, and Numeracy</i></p> <table border="1" data-bbox="1659 1383 2890 1854"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Year 3-5 NAPLAN (high relative growth)</th> <th colspan="2">Year 5-7 NAPLAN (high relative growth)</th> <th colspan="2">Year 7-9 NAPLAN (high relative growth)</th> </tr> <tr> <th>2016</th> <th>2020 Target</th> <th>2016</th> <th>2020 Target</th> <th>2016</th> <th>2020 Target</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>21.7%</td> <td>>25.0%</td> <td>27.0%</td> <td>>30.0%</td> <td>28.6%</td> <td>>30.0%</td> </tr> <tr> <td>Writing</td> <td>11.5%</td> <td>>25.0%</td> <td>18.8%</td> <td>>25.0%</td> <td>23.3%</td> <td>>30.0%</td> </tr> <tr> <td>Numeracy</td> <td>33.3%</td> <td>>35.0%</td> <td>35.8%</td> <td>>37.0%</td> <td>27.8%</td> <td>>30.0%</td> </tr> </tbody> </table>		Year 3-5 NAPLAN (low relative growth)		Year 5-7 NAPLAN (low relative growth)		Year 7-9 NAPLAN (low relative growth)		2016	2020 Target	2016	2020 Target	2016	2020 Target	Reading	26.4%	<20.0%	23.4%	<20.0%	24.5%	<20.0%	Writing	42.3%	<25.0%	31.2%	<25.0%	32.9%	<25.0%	Numeracy	13.8%	<10.0%	20.1%	<20.0%	24.3%	<20.0%		Year 3-5 NAPLAN (high relative growth)		Year 5-7 NAPLAN (high relative growth)		Year 7-9 NAPLAN (high relative growth)		2016	2020 Target	2016	2020 Target	2016	2020 Target	Reading	21.7%	>25.0%	27.0%	>30.0%	28.6%	>30.0%	Writing	11.5%	>25.0%	18.8%	>25.0%	23.3%	>30.0%	Numeracy	33.3%	>35.0%	35.8%	>37.0%	27.8%	>30.0%
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<p>Achievement</p> <p>Build collaborative teams that support teachers to learn from and with each other to develop high impact teaching practices and shared responsibility for school improvement.</p>	<p>Professional leadership</p> <p>Building leadership teams</p>	<ol style="list-style-type: none"> 1. Build a collegiate, professional and supportive working culture that deepens the capacity of all staff to have a shared collective responsibility for improving student learning 2. Build collective capacity and embed a culture of data analysis to inform planning, instruction and evaluation of impact on student growth 3. To develop the Creekside Professional Learning Cycle to prepare, implement and reflect on student learning 4. To build a culture of ongoing development of all staff through coaching, feedback and targeted professional learning. 	<p>➤ To improve the overall score of the component of school leadership to above 80% (Staff opinion survey)</p> <table border="1" data-bbox="1715 884 2742 1314"> <thead> <tr> <th colspan="3">To increase the School Climate components of the Staff Opinion Survey – Whole school</th> </tr> </thead> <tbody> <tr> <td>Academic Emphasis</td> <td>47.0%</td> <td>>67.0%</td> </tr> <tr> <td>Shielding/Buffering</td> <td>42.4%</td> <td>>67.0%</td> </tr> <tr> <td>Guaranteed and viable curriculum</td> <td>47.9%</td> <td>>67.0%</td> </tr> <tr> <td>Teacher Collaboration</td> <td>51.4%</td> <td>>67.0%</td> </tr> <tr> <td>Trust in Colleagues</td> <td>56.9%</td> <td>>67.0%</td> </tr> </tbody> </table> <table border="1" data-bbox="1715 1356 2742 1656"> <thead> <tr> <th colspan="3">To increase the School Leadership components of the Staff Opinion Survey – Whole school</th> </tr> </thead> <tbody> <tr> <td>Cultural Leadership</td> <td>66.1%</td> <td>>67.0%</td> </tr> <tr> <td>Instructional Leadership</td> <td>55.1%</td> <td>>67.0%</td> </tr> <tr> <td>Visibility</td> <td>44.9%</td> <td>>67.0%</td> </tr> </tbody> </table>	To increase the School Climate components of the Staff Opinion Survey – Whole school			Academic Emphasis	47.0%	>67.0%	Shielding/Buffering	42.4%	>67.0%	Guaranteed and viable curriculum	47.9%	>67.0%	Teacher Collaboration	51.4%	>67.0%	Trust in Colleagues	56.9%	>67.0%	To increase the School Leadership components of the Staff Opinion Survey – Whole school			Cultural Leadership	66.1%	>67.0%	Instructional Leadership	55.1%	>67.0%	Visibility	44.9%	>67.0%											
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<p>Engagement</p> <p>Strengthen students' learning motivation and sense of engagement in their learning</p>	<p>Excellence in teaching and learning</p> <p>Building practice excellence</p>	<ol style="list-style-type: none"> 1. Support student engagement by developing a rich curriculum that enables students to develop as independent thinkers and problem solvers 2. Deepen a strategic and coordinated approach to supporting student wellbeing through classroom, school and extra-curricular support programs 	<ul style="list-style-type: none"> ➤ By 2020 all variables on the 5/6 Student Attitudes to School Survey to be at or above the 50th percentile range – focus on lowest variables; <i>Classroom Behaviour, Teacher Empathy and School Connectedness</i> ➤ To increase the <i>School Connectedness</i> variable on the 5/6 Student Attitudes to School Survey from 18.4% (1st quartile) – at or above 50% (within the 3rd quartile) or higher ➤ By 2020 the 5/6 Student Attitude to Schools data will show a greater gender balance in the responses ➤ By 2020 all variables on the 7-9 Student Attitudes to School Survey to be at or above the 75th percentile range – focus on lowest variables; <i>Classroom Behaviour, Student Safety and School Connectedness</i> ➤ To increase the <i>Classroom Behaviour</i> variable on the 7-9 Student Attitudes to School Survey from 13.2% (1st quartile) – to be at or above 50% (within the 3rd quartile) or higher
<p>Wellbeing</p> <p>Strengthen students' sense of wellbeing and connectedness to school and peers</p>	<p>Positive climate for learning</p> <p>Empowering students and building school pride</p>	<ol style="list-style-type: none"> 1. Deepen a strategic and coordinated approach to supporting student wellbeing through classroom, school and extra-curricular support programs 2. Continue to deepen the capacity of staff to personalise learning and increase the use of student-led learning approaches that can provide quality feedback to students 3. Implement a consistent whole school approach to behaviour management aligned with School Wide Positive Behaviour Strategy. 4. Through our structures develop and embed a common understanding among students, staff and parents regarding school culture, behaviour and expectations. 5. Students will be given the means to provide staff with feedback on their learning, thereby giving students an authentic student voice and ownership of their own learning. 	<ul style="list-style-type: none"> ➤ To increase the <i>Student Distress</i> variable on the 5/6 Student Attitudes to School Survey from 38.3% (2nd quartile) - to at or above 50% (within the 3rd quartile) or higher ➤ To increase the <i>Student Morale</i> variable on the 5/6 Student Attitudes to School Survey from 41.1% (2nd quartile) - to at or above 75% (within the 4th quartile) or higher ➤ To increase F-9 attendance rates to be at or better than state level ➤ To increase the <i>Stimulating Learning</i> variable on the 5/6 Student Attitudes to School Survey from 35.2% (2nd quartile) - to at or above 75% (within the 4th quartile) or higher ➤ To increase the <i>Stimulating Learning</i> variable on the 7-9 Student Attitudes to School Survey from 62.7% (3rd quartile) - to at or above 75% (within the 4th quartile) or higher ➤ To increase the <i>Learning Confidence</i> variable on the 5/6 Student Attitudes to School Survey from 36.1% (2nd quartile) - to at or above 75% (within the 4th quartile) or higher ➤ To maintain the <i>Learning Confidence</i> variable on the 7-9 Student Attitudes to School Survey at 83.6% or above.

