

School Strategic Plan 2023-2027

Edgars Creek Primary School (5310)



**EDGARS CREEK
PRIMARY SCHOOL**

Submitted for review by Ann Turner-Calleri (School Principal) on 24 November, 2023 at 09:31 AM

Endorsed by Losh Pillay (Senior Education Improvement Leader) on 24 November, 2023 at 12:11 PM

Endorsed by Philip Ross (School Council President) on 27 November, 2023 at 06:32 PM

School Strategic Plan - 2023-2027

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| School vision | <p>Edgars Creek Primary School's vision is to empower all students to strive for excellence and become independent lifelong learners.</p> <p>Edgars Creek Primary School aims to fully develop each young person academically, socially, emotionally and physically so that they are well adjusted students who perform to the very best of their ability in all areas. We believe this can be best achieved in a happy, caring, safe and stimulating environment with the mutual commitment, support and co-operation of teachers, parents, students and the wider school community. We begin with the end in mind: every child who attends Edgars Creek Primary School will become a successful adult. We expect that all students leave our school literate, numerate and with the skills to explore new learning they find curious.</p> <p>We embrace our school vision and school motto of 'Learning Together for Success'. Each year we adopt a new school mantra which builds upon our existing school culture and drives our current work. In 2021 it was 'Bringing Everyone Together', in 2022 'Growing Stronger Together' and for 2023 'Unity Strengthens Community'.</p> <p>The physical design of Edgars Creek Primary School supports the school's vision of a professional learning community. This ethos underpins our approach to teaching and learning and whole school operations. The design and intent of learning spaces facilitates a professional learning community approach enabling educators to collaborate, implement high-impact teaching strategies and reflect on the impact of learning in a continuous improvement culture. Learning Communities are designed around modifiable spaces that accommodate multiple learning approaches and can flexibly respond to the requirements of students and teachers, creating a sense of shared ownership, inclusion and everyday learning.</p> <p>Edgars Creek Primary School is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school and parents/carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students.</p> <p>We acknowledge that the behaviour of staff, parents, carers and students has an impact on our school community and culture. We acknowledge a shared responsibility to create a positive learning environment for the children and young people at our school. Our school has overarching Rights and Responsibilities all community members are expected to abide by. They are:</p> <ul style="list-style-type: none">- The Right to be Safe - Everyone has the right to feel safe and comfortable at school.- The Right to Learn - Everybody has the right to learn as much as possible. |
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| | <ul style="list-style-type: none"> - Personal Responsibility - I do the right thing. - Communal Responsibility - I encourage others to do the right thing. |
| <p>School values</p> | <p>At Edgars Creek Primary School students are at the centre of everything we do. Edgars Creek Primary School's mission is to provide a positive, vibrant and inspiring learning environment where students are the centre of all we do, valued and encouraged to become community minded citizens, capable of learning at high levels. Decisions made for our staff and students are informed by this belief. Students, staff and family members all have the right to be safe at school and the right to learn. Our school values of Respect, Responsibility, Curiosity and Courage are taught, modelled and celebrated by all in our school community. Each value is defined and publicly acknowledge as:</p> <p>Respect We respect ourselves, connections with others, diversity and the school environment. We are caring and compassionate and value the rights, opinions and feelings of others.</p> <p>Courage We challenge ourselves and take responsible risks with our learning. We do what we know is the right thing, even when it is very difficult and includes putting the interests of others ahead of our own self-interest.</p> <p>Curiosity We are open to new ideas and ways of thinking. We learn in and with our community.</p> <p>Responsibility We strive to make good choices for ourselves and others by being dependable, independent, helpful and caring.</p> <p>To celebrate and embed our School Values in our school community, we</p> <ul style="list-style-type: none"> - display posters and banners that promote values in our school - celebrate our values in our school newsletter - provide awards and recognition for students who actively demonstrate these values - discuss our values with students in their learning spaces, meetings and assemblies. |
| <p>Context challenges</p> | <p>ECPS opened in 2021, during the middle of the COVID-19 pandemic. Our student population has increased significantly each year, and as a result new staff are recruited and onboarded each year. Developing our school resources and facilities for continually growing student and staff numbers has posed challenges in terms of access to learning spaces, outdoor play spaces and induction practices. We are continuing to build opportunities for families to connect with the school at school events, through communications</p> |

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| | <p>and their understanding of our school's educational approaches.</p> <p>Our school had established processes for student leadership, voice and agency. Through our review process we found that this remains a future focus to deepen student engagement in their school life and learning. It would be of benefit for the school to formalise processes to increase student input to school planning and curriculum design and identify barriers to their wellbeing and learning to inform continuous improvement. Opportunities to increase student ownership of their learning will also be a focus. This includes their involvement in the cocreation of individual learning and wellbeing goals, actively reflecting on learning, and using evidence to demonstrate progress and success.</p> <p>While there is schoolwide application of our agreed instructional model and approaches that support differentiating the curriculum to support individual student needs, the ongoing development of the use of data in differentiating learning is a priority. Professional Learning Communities need to continue to focus on building teacher capability and strengthening systems and processes to use data to target teaching and support and evaluate its impact on student learning and wellbeing. Continuing to develop structures, systems and processes to drive a culture of continuous improvement are future goals. Embedding a structured improvement cycle would be advantageous.</p> <p>Our review process recognised parent satisfaction with the school is high. Effective communication systems and processes are in place, with parents acknowledging that the school was approachable, efficient and effective in responding to parent and student needs. There is an opportunity to continue to improve communication and parent partnerships in supporting student learning and wellbeing. This included improving processes to connect with the culturally diverse community and obtain regular parent feedback to inform improvement efforts.</p> <p>The school review panel recommends the following areas of focus be captured in the School Strategic Plan:</p> <ul style="list-style-type: none"> • Literacy and numeracy • The use of data to inform teaching and learning • Collaborative improvement processes • Students greater ownership and engagement in learning • Home/school partnerships and community engagement • The health and wellbeing of students. |
| <p>Intent, rationale and focus</p> | <p>Our school is aiming to achieve the quality and quantity of input students have into the design of their learning program, understanding where to next for their own learning and setting achievable goals for both their learning and wellbeing. By doing this, student engagement will be increased as students will have a deeper connection to what they are learning and why, have the skills needed to be resilient and risk-taking learners and develop their skills and knowledge to manage themselves as learners and citizens of our school community. Our teaching and learning program fosters the development of students' literacy and numeracy skills and</p> |

the use of these as part of the inquiry process. Our instructional model targets students at their point of need and differentiates learning opportunities for all students. Teachers work in professional learning communities and plan and deliver the teaching and learning program to students across the learning community. We implement the gradual release of responsibility model, guiding students along the various stages of their understanding and development. This involves teacher modelling, working together and working individually on various learning tasks.

We are prioritising the continual upskilling of our staff to ensure their understanding of what student voice and agency is, and the impact it can have on their students and their learning program.

As we commence our first School Strategic Plan, it is vital that the positive school culture is maintained and enhanced. The school will continue to grow in size and implementing a thorough induction program is highly significant to its future success. While the induction of staff (teaching and ES) is fundamental, inducting students and families is also imperative to our success as a school. Families need a support process when joining our school and to feel part of their child's education in partnership with the school. Our school implements the School Wide Positive Behavior Support framework with multiple programs, strategies and support networks assisting staff in supporting students wellbeing and mental health. The development of the whole child is a fundamental commitment of our school to our students.

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| Goal 1 | Improve the learning growth of every student in literacy and numeracy. |
| Target 1.1 | <p>From Year 3 to Year 5, NAPLAN benchmark growth to be at least 4% increase in the strong/exceeding category in Reading, Writing, Numeracy.</p> <p>Year 3</p> <ul style="list-style-type: none">• increase the % of students in the strong/exceeding category in Reading from 65% (2023) to 72% in 2027• increase the % of students in the strong/exceeding category in Writing from 72% (2023) to 80% in 2027• increase the % of students in the strong/exceeding category in Numeracy from 55% (2023) to 62% in 2027 <p>Year 5</p> <ul style="list-style-type: none">• increase the % of students in the strong/exceeding category in Reading from 75% (2023) to 80% in 2027• increase the % of students in the strong/exceeding category in Writing from 77% (2023) to 82% in 2027• increase the % of students in the strong/exceeding category in Numeracy from 51% (2023) to 60% in 2027 |
| Target 1.2 | <p>Teacher judgement growth</p> <p>By 2027, increase the average percentage of Year 1-6 students achieving at or above expected growth each year against the Victorian Curriculum (Semester 2 to Semester 2) for:</p> <ul style="list-style-type: none">• Reading and viewing from 78% (2022) to 86%• Writing from 71% (2022) to 77% |

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| | <ul style="list-style-type: none"> • Number and algebra from 77% (2022) to 83% |
| Target 1.3 | <p>School Staff Survey</p> <p>By 2027, increase the percentage of positive endorsement for the factors:</p> <ul style="list-style-type: none"> • Collective efficacy from 71% (2022) to 81% • Teacher collaboration from 68% (2022) to 78% • Understand how to use data from 61% (2022) to 75% • Professional learning through peer observation from 55% (2022) to 70% • Discuss problems of practice from 59% (2022) to 70% |
| <p>Key Improvement Strategy 1.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p> | Further develop the use of data to plan for effective differentiated teaching and learning. |
| <p>Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p> | |
| <p>Key Improvement Strategy 1.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a</p> | Embed the use of collaborative improvement cycles to continually improve teaching and learning. |

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| positive, safe and orderly learning environment | |
| Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | |
| Goal 2 | Empower all students to have voice and agency to engage with their learning. |
| Target 2.1 | Attitudes to School Survey By 2027, increase the percentage of positive endorsement for the factors: <ul style="list-style-type: none"> • Student voice and agency from 75% (2022) to 82% • Sense of connectedness from 75% (2022) to 82% • Stimulated learning from 80% (2022) to 88% • Self-regulation and goal setting from 86% (2022) to above 90% • Motivation and interest from 83% (2022) to above 90% |
| Target 2.2 | School Staff Survey By 2027, increase the percentage of positive endorsement for the factors: <ul style="list-style-type: none"> • Academic emphasis from 57% (2022) to 67% • Student feedback to inform practice from 61% (2022) to 69% • Trust in students and parents from 64% (2022) to 70% • Parent and community involvement from 62% (2022) to 72% |

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| <p>Target 2.3</p> | <p>Parent Opinion Survey</p> <p>The school is to develop and implement a parent school-based survey to overcome the challenge of low parent participation in the Department’s annual Parent Opinion Survey.</p> <p>Target to be determined when baseline data is obtained.</p> |
| <p>Key Improvement Strategy 2.a 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</p> | <p>Develop and embed a whole school approach to student voice and agency.</p> |
| <p>Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p> | |
| <p>Key Improvement Strategy 2.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p> | |
| <p>Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school</p> | |

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| <p>Key Improvement Strategy 2.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</p> | <p>Build community engagement and family partnerships.</p> |
| <p>Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p> | |
| <p>Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p> | |
| <p>Goal 3</p> | <p>Enhance the health and wellbeing of all students.</p> |
| <p>Target 3.1</p> | <p>Attitudes to School Survey</p> <p>By 2027, increase the percentage of positive endorsement for the factors:</p> <ul style="list-style-type: none"> • Sense of connectedness from 75% (2022) to 80% • Sense of confidence from 84% (2022) to 88% <p>By 2027, decrease the percentage of positive endorsement for Low resilience from 27% (2022) to 17%.</p> |
| <p>Target 3.2</p> | <p>Parent Opinion Survey</p> |

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| | <p>The school is to develop and implement a parent school-based survey to overcome the challenge of low parent participation in the Department’s annual Parent Opinion Survey.</p> <p>Target to be determined when baseline data is obtained.</p> |
| Target 3.3 | <p>Attendance</p> <p>By 2027, decrease the percentage of students absent for more than 20 days from 57% (2022) to 40%.</p> |
| <p>Key Improvement Strategy 3.a 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</p> | <p>Further develop and embed a whole school multi-tiered system of support for wellbeing.</p> |
| <p>Key Improvement Strategy 3.a Activation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school</p> | |
| <p>Key Improvement Strategy 3.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p> | |
| <p>Key Improvement Strategy 3.b</p> | |
| | <p>Strengthen parent engagement with the school.</p> |

Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs

Key Improvement Strategy 3.b
Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school