

School Strategic Plan 2024-2028

Clyde Creek Primary School (5588)



Submitted for review by Jodie Bray (School Principal) on 23 April, 2024 at 02:00 PM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

School Strategic Plan - 2024-2028

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School vision	Clyde Creek Primary School's vision is to: <ul style="list-style-type: none">• Foster a respectful, inclusive community.• Develop high expectations for learning growth.• Create the conditions for students to succeed.• Support responsible, engaged and empowered learners.• Promote positive partnerships between home, school and the wider community.
School values	Clyde Creek Primary School's values are: CARE, COLLABORATION, PERSISTENCE and SUCCESS. CARE: We model and demonstrate care for ourselves, each other, our learning, our environment and our community. We are polite, friendly, empathetic/respectful, inclusive and show genuine kindness. We are a community of students, staff and families supporting the hopes and educational aspirations of all. We respect diversity. COLLABORATION: We work in partnership with other students, staff, parents, and carers to listen, learn and evolve together. We value teamwork to help each other to grow and achieve. We communicate, build trust, support and inspire each other. PERSISTENCE: We are motivated to learn and succeed.

	<p>We persist and use our growth mindset, giving our best efforts in all of our learning.</p> <p>We practice, self-reflect, problem-solve, and build resilience.</p> <p>We persist with challenges and build resilience.</p> <p>SUCCESS:</p> <p>We recognise we are all members of the school community who are encouraged to be confident, positive, persistent and resilient.</p> <p>We continually work to achieve our personal best as we embrace new learning.</p> <p>We are drivers of our own learning and take pride in ourselves and school.?</p> <p>We encourage each other's success and always strive for our personal best.</p> <p>We are ambitious learners and work hard towards our goals.</p>
<p>Context challenges</p>	<p>Clyde Creek Primary School is a relatively new school in south-east Melbourne's growth corridor. As a multi-campus school, we cater for learners in Year Prep - Year 6 with the inclusion of our Clyde Creek Primary School Specialist Campus, which caters for students with an intellectual disability.</p> <p>At Clyde Creek Primary School our vision is to:</p> <ul style="list-style-type: none"> * Foster a respectful, inclusive community * Develop high expectations for learning growth * Create the conditions for students to succeed * Support responsible, engaged and empowered learners, and * Promote positive partnerships between home, school and the wider community. <p>Our school values are Care, Collaboration, Persistence and Success.</p> <p>At the beginning of 2023 we had 402 students. At the end of 2023 we had 465 students. Our staff consisted of 30 teaching staff (including 1 Learning Specialist), 22 Education Support Staff (3 in administration and 19 working with students). All teaching staff are registered with the VIT (Victorian Institute of Teaching) and all of our Education Support Staff have WWCC (Working with children checks) as required by the Department of Education and Training for employment.</p>

Our school facilities include:

In our Primary Campus:

Learning Community A

Learning Community B

Portables (6 classrooms)

Administration Building (including the library, 3 specialist classrooms: STEAM, ART, SPANISH / MEDIA ARTS)

In our Specialist Campus:

Learning Community C

Administration Building

Community Hub

Portable (2 classrooms)

In 2023 we had 22 classes across both campus

Prep - 5 classes in Primary and 1 class in our Specialist Campus

Year 1/2 - 6 classes in Primary and 1 class in our Specialist Campus

Year 3/4 - 4 classes in Primary and 2 classes in our Specialist Campus

Year 5/6 - 3 classes in our Primary Campus.

In our second year of operation were extremely proud of the establishment of our Specialist Campus. The positive relationships and connections that we have made across our growing community was a real highlight for 2023. Our school community events continued to be a positive feature of our school and were well attended by our community. Our student, parent and staff survey results reflected our continued commitment towards a positive school culture.

Clyde Creek Primary School is a new, multi-campus school that is in its third year of operation. The current context is that of a growing new school community. We continue to face staffing and recruitment challenges consistent with issues across the state. Some unique challenges continue to be:

	<ul style="list-style-type: none"> - ongoing enrolments throughout the year - variations in data provided from transition schools - transition planning for new students and staff within year.
<p>Intent, rationale and focus</p>	<p>INTENT: At Clyde Creek Primary School we are committed to supported student learning growth for all learners.</p> <p>RATIONALE:</p> <p>GOAL 1: LEARNING - Improve the learning outcomes for all students in literacy and numeracy. Based on panel discussions and evidence presented at review (student data, classroom observations, fieldwork and FISO 2.0 Continua Proficiency Status), the panel determined that literacy and numeracy need to remain as school foci in the new School Strategic Plan (SSP). The panel acknowledged the school's current high performance in literacy and numeracy and as a consequence, focused on student learning growth when formulating targets. The panel also identified various factors within the AtoSS and SSS to monitor and measure the school's learning goal over the next SSP.</p> <p>GOAL 2: WELLBEING - Improve student health and wellbeing outcomes. After listening to conversations and reflections from staff and students derived through fieldwork activities, the panel determined there should be a continued focus in the new SSP on strengthening student health and wellbeing outcomes. The panel identified student absence data and various factors within the AtoSS and SSS to monitor and measure school's achievement over the next review period.</p> <p>FOCUS: At Clyde Creek Primary School we are focussing on:</p> <ul style="list-style-type: none"> * Establishing and Implementing * Sustaining and Monitoring <p>across the 4 years of our Strategic Plan.</p> <p>As a school we will continue to have comprehensive School Annual Improvement Plans in the areas of Learning and Wellbeing in support of our work towards our Strategic Plan goals and targets.</p>

Draft

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Goal 1	Improve the learning outcomes for all students in literacy and numeracy.
Target 1.1	NAPLAN target for student learning growth by 2028 to be confirmed
Target 1.2	<p>By 2028, increase the percentage of Year 1-6 students achieving at or above expected growth against the Victorian Curriculum in:</p> <p><u>English</u></p> <ul style="list-style-type: none">• Reading and Viewing from 85% (benchmark: Semester 2 2022 to Semester 2 2023) to 89%• Writing from 80% (benchmark: Semester 2 2022 to Semester 2 2023) to 84% <p><u>Mathematics</u></p> <ul style="list-style-type: none">• Number and Algebra from 81% (benchmark: Semester 2 2022 to Semester 2 2023) to 85%
Target 1.3	<p>By 2028, the percentage of staff responding positively to the School Staff Survey (SSS) factor:</p> <ul style="list-style-type: none">• Academic emphasis (School climate module) will increase from 75% (2023) to 80%• Moderate assessment tasks together (Teaching and learning module: Implementation) to be maintained at or above 89% (2023) through to 2028.

Target 1.4	<p>By 2028, the percentage of Year 4 to 6 students responding positively to the AtoSS factor:</p> <ul style="list-style-type: none"> • Student voice and agency will increase from 70% (2023) to 75% • Differentiated learning challenge to be maintained at or above 88% (2023) through to 2028.
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed processes for the analysis and moderation of student assessment to inform effective differentiation.
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	
Key Improvement Strategy 1.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	
Key Improvement Strategy 1.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Strengthen teacher knowledge and practice to activate student voice and learner agency, so students can act as partners in improving outcomes.
Key Improvement Strategy 1.c	

<p>Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Build staff knowledge and capacity to provide universal adjustments, support strategies and interventions to successfully meet the learning needs of tier 1, 2 and 3 students.</p>
<p>Key Improvement Strategy 1.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	
<p>Goal 2</p>	<p>Improve student health and wellbeing outcomes.</p>
<p>Target 2.1</p>	<p>By 2028, the percentage of Year 4 to 6 students responding positively to the AtoSS factor:</p> <ul style="list-style-type: none"> • Sense of connectedness to increase from 81% (2023) to 85% • Stimulated learning to increase from 69% (2023) to 75% • Perseverance to increase from 77% (2023) to 81% <p>Sense of inclusion to be maintained at or above 87% (2023) through to 2028</p>
<p>Target 2.2</p>	<p>By 2028, the percentage of staff responding positively to the School Staff Survey (SSS):</p> <ul style="list-style-type: none"> • Collective responsibility factor be maintained at or above 95% (2023) through to 2028
<p>Target 2.3</p>	<p>By 2028, decrease the percentage of Year F to 6 students with 20 or more days absence from 42% in 2023 to 38%.</p>

Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Establish processes to record and track student learning and wellbeing data in order to prioritise actions in classrooms and across the school.
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	
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	Promote and engage students in programs to develop their mental and physical health and social-emotional wellbeing.
Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	