

School Strategic Plan 2022-2026

Aitken Creek Primary School (5522)



Submitted for review by Peter Katsikapis (School Principal) on 30 August, 2022 at 02:04 PM

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School Strategic Plan - 2022-2026

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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. The school environment will be caring, safe and supportive so that each student achieves their full potential. 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. 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 enrollments since its opening and has a current enrollment of over 1000 students. Destination data shows that students come from many different schools across Melbourne as new families settle to Craigieburn. There is a considerable enrollment from interstate and from overseas. Student characteristics are culturally diverse with over 38 identified languages spoken at home other than English, with the majority being Punjabi, Arabic, Urdu, Hindi, Turkish, and Assyrian Neo-Aramaic. 742 students speak a language other than English at home. This is 66.49% of the student body. 538 of these students were born in Australia, but speak a language other than English at home. They represent 48.21% of the student body.</p>

Intent, rationale and focus

We aim to offer a service to our students and their carers that is responsive, forward thinking and targeting student needs. 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 they can be.

As a result of a deep analysis through the review process improvements in reading, writing and numeracy were identified. In order to grow and develop the whole child, enhanced student voice in their learning and a general improvement in their welling will also be prioritized.

We implement a tiered intervention structure in line with FISO 2.0 when delivering academic and social/well-being needs of our students. This way our actions and resources are targeted to support the needs of every students. 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.

Annually we will prioritize different aspects of the Strategic Plan via the development and implementation of our Annual Implementation Plan. Each action will either prioritize the work at hand or maintain or reinforce actions that have been developed in order to ensure sustainability.

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Goal 1	To maximise the learning growth and achievement for all students in literacy and numeracy.
Target 1.1	<p>By 2026, increase the percentage of students achieving in the top two NAPLAN bands in:</p> <ul style="list-style-type: none">• Year 3 Reading from 50% in 2021 to 53%• Year 3 Writing from 34% in 2021 to 44%• Year 3 Numeracy from 29% in 2021 to 35%• Year 5 Reading from 32% in 2021 to 36%• Year 5 Writing from 11% in 2021 to 19%• Year 5 Numeracy from 25% in 2021 to 27%
Target 1.2	<p>By 2026, increase the percentage of Year 3 to 5 students achieving high benchmark growth in NAPLAN:</p> <ul style="list-style-type: none">• Reading from 30% in 2021 to 33%• Writing from 10% in 2021 to 20%• Numeracy from 31% in 2021 to 33%
Target 1.3	<p>By 2026, increase the percentage of students working at or above level against the Victorian Curriculum in:</p> <ul style="list-style-type: none">• Reading and Viewing from 75% in 2021 to 80%• Writing from 73% in 2021 to 77%

	<ul style="list-style-type: none"> • Number and Algebra from 77% in 2021 to 81%
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Create and implement processes and procedures that support quality planning and instruction.
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Grow and further develop a PLC culture to enhance teacher reflective practise so that teachers can evaluate the impact of their teaching on student learning.
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	Build teacher capacity to utilise a range of assessment strategies to teach to students point of learning need through differentiation and challenge.
Key Improvement Strategy 1.d Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build teacher capacity to use HITS through professional learning, peer observation, feedback, and coaching.
Goal 2	To empower students to be more actively engaged in their learning.
Target 2.1	By 2026, increase the percent positive responses score on AToSS in the factors: <ul style="list-style-type: none"> • Student voice and agency from 76% (2021) to 80%

	<ul style="list-style-type: none"> • Differentiated learning challenge from 88% (2021) to 92% • Perseverance 80% (2021) to 84%.
Target 2.2	<p>By 2026, increase the percentage positive endorsement in the School Staff Survey for the following measures:</p> <ul style="list-style-type: none"> • Teachers in this school promote student ownership of learning goals and learning progress 82% (2021) to 86%. • Staff believe their students are capable of learning 81% (2021) to 84%.
Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Build teacher capacity in working with students to enhance student voice and agency through collaboration in making decisions about their learning.
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop and implement a process for students and teachers to collaborate in the development of challenging and realistic student learning goals, and jointly monitor progress towards the achievement of goals.
Goal 3	To improve student wellbeing.
Target 3.1	<p>By 2026, increase the percent positive responses score on AToSS in the factors:</p> <ul style="list-style-type: none"> • Managing bullying 79% (2021) to 83% • Respect for diversity 80% (2021) to 83% • Perseverance 80% (2021) to 84%

Target 3.2	<p>By 2026, increase the percentage positive endorsement on the School Staff Survey for the following measure:</p> <ul style="list-style-type: none"> • <i>Students in this school care about each other</i> from 66% in 2021 to 70%
<p>Key Improvement Strategy 3.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Strengthen the whole school framework of tiered behaviour support in consultation with students, teachers, and parents.</p>
<p>Key Improvement Strategy 3.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Implement strategies to support students to build resilience, strengthen their social skills and build positive relationships with their peers.</p>