**School Strategic Plan 2024-2028**

Creekside K-9 College (8909)



Submitted for review by Gary Eckersall (School Principal) on 11 November, 2024 at 07:52 AM  
Endorsed by Susanna Vermezovic (Senior Education Improvement Leader) on 13 November, 2024 at 09:01 AM  
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**School Strategic Plan - 2024-2028**

Creekside K-9 College (8909)

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| School vision | Creekside K-9 College will instill the values and develop the skills and knowledge students need to live effective and purposeful lives in the global community. |
| School values | Responsibility Honesty Respect Acceptance |
| Context challenges | Creekside Kinder – 9 College is located in the west of Melbourne, approximately 20km from the CBD. In the 2024 August census the College had an enrolment of 1341 students, including 3 international students and the school’s Student Family Occupation (SFO) density was medium. At present there are 1341 students enrolled at the school, including 7 international students. Our families come from over 60 different nationalities, and we provide support to approximately 283 students who have English as an Additional Language. In 2024 the College is supporting 40 students who are on the Program for Students with Disabilities, 14 Koorie students and 8 students who are classified as refugee. The workforce consists of 133 equivalent fulltime staff. This comprised 5 Principal class officers, 98 teachers and 34 Education Support personnel. The College supports learning from Kinder through to Year 9, using the Victorian Curriculum and the Early Years framework to ensure programs and practice meet the required benchmarks.  The College uses the Creekside Instructional Model (CIM), to ensure consistency between classes and to strengthen lessons through the use of high impact teaching strategies, promote data analysis and to develop a differentiated program. The College continues to utilise the PLC model which focuses on developing a guaranteed and viable curriculum through yearly overviews, term planners, units of work and individual learning plans, assessment and reporting and moderation of work samples. Moderation has been a focus to ensure consistency of data across the College. The College has engaged external consultants to support improvement.  Leading Teachers and Learning Specialists combine modelling and classroom visitation/feedback to enhance individual and team coaching opportunities. Leadership meetings provide the forum for shared discussion and PL around coaching technique and priorities.  School Wide Positive Behaviour Strategy has supported our staff to ensure a safe and orderly learning environment. Students are explicitly taught the behaviours that enhance student learning which are underpinned by our school values of Respect, Responsibility, Acceptance and Honesty. In all classrooms all students have the right to feel safe and the right to learn. |
| Intent, rationale and focus | Creekside K-9 College is a large and diverse school and although growth has been strong in most areas the school community has identified areas for further improvement. K-9 College is prioritising improving outcomes in Literacy, Numeracy and Student Engagement/Wellbeing over the next 4 years. It important for Creekside K-9 College to be the school of choice for families in the Caroline Springs area. We want to provide a comprehensive program at the school that improves outcomes for students. This will allow them to move to the next part of their schooling with the appropriate skills and knowledge to succeed.   A leadership structure has been developed to support the implementation of the School's strategic plan goals. For example, key areas are overseen by a principal class member and have the support of Leading Teachers and Learning Specialists as well as other mid level leaders. Each team has developed a improvement plan which steps out key actions and milestones. All teams are fully resourced. |

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| **Goal 1** | Maximise learning achievement for all students. |
| Target 1.1 | By 2028, increase the percentage of students achieving Strong and Exceeding NAPLAN proficiency levels in:   * Year 5   + Reading from 70% (2023) to 77%   + Writing from 82% (2023) to 86% * Year 9   + Reading from 58% (2023) to 65%   + Writing from 72% (2023) to 76% |
| Target 1.2 | By 2028, increase the percentage of students achieving Strong and Exceeding NAPLAN proficiency levels for Numeracy in:   * Year 5 from 62% (2023) to 68% * Year 9 from 64% (2023) to 68% |
| Target 1.3 | By 2028, increase the percentage of Year P-6 students achieving above the age expected Victorian Curriculum Level, according to Teacher Judgements in:   * Reading and Viewing from 20% (2023) to 28% * Writing from 13% (2023) to 20% * Maths 2.0 curriculum XX% (2025) to XX% - to be confirmed when further data is available   By 2028, increase the percentage of Year 7-9 students achieving above the age expected Victorian Curriculum Level, according to Teacher Judgements in:   * Reading and Viewing from 16% (2023) to 22% * Writing from 14% (2023) to 20% * Maths 2.0 curriculum XX% (2025) to XX% - to be confirmed when further data is available |
| Key Improvement Strategy 1.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 | Cultivate a school culture of shared responsibility, high expectations and accountability for improving student outcomes. |
| Key Improvement Strategy 1.b 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 differentiate teaching to ensure challenge and progress for every student. |
| Key Improvement Strategy 1.c Activation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school | Create and strengthen opportunities for student voice and agency in their learning. |
| **Goal 2** | Improve student wellbeing. |
| Target 2.1 | By 2028, increase the percentage of positive endorsements on the Student Attitudes to School Survey (AtoSS) - Years 4-9 students, factors from the following domains:   * Safety domain:   + Managing Bullying from 47% (2023) to 55% * Social Engagement domain:   + Sense of Connectedness from 46% (2023) to 54%   + Student Voice and Agency from 39% (2023) to 50% |
| Target 2.2 | By 2028, increase the percentage of positive endorsement in the Parent, Guardian and Carers Opinion Survey (PGCOS) in the following factor from the Safety domain:   * Not experiencing bullying from 67% (2023) to 71% |
| Target 2.3 | By 2028, increase the percentage of positive endorsement in the School Staff Survey (SSS) in the following factor from the School Climate domain:   * Trust in Students and Parents from 66% (2023) to 70% |
| Target 2.4 | By 2028, reduce the percentage of 30+ student absence days in:   * Years P-6 from 23% (2023) to 19% * Years 7-9 from 32% (2023) to 28% |
| Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Implement strategies to foster resilience, positive behaviour and wellbeing |
| Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school | Enhance formal and informal structures to enable student voice and feedback about their learning and wellbeing |