OUR VISION STATEMENT

To be part of a community which develops a child who is motivated to reach their potential academically, socially and responsibly, in a caring and supportive environment.

TOGETHER WE STRIVE:

- to make every student a successful student
- to be a highly motivated and effective team
- to embrace parent and school community involvement in our school
- to be a distinctive and outstanding public school

Creaney Primary has a dedicated team of teaching, leadership and school support staff who work together to achieve the school vision and core values.

The strong partnership we have with our school community ensures that we all work together to build and maintain a safe and secure learning environment that provides the opportunities for our students to learn and to be successful.

Our priority is to provide a balanced curriculum that caters for a student’s academic, physical and social and emotional needs. We aim to provide the necessary building blocks for our students to reach their potential, to become good citizens and to make a valuable contribution to society.

Each person in our school community is important to us and we encourage the development of self-respect and the acceptance of others. We believe teachers have the right to teach, students have the right to learn and classroom and playground rules exist to protect these rights and ensure the safety of everyone in our school.

We share our school campus with the Creaney Education Support Centre and the Primary Extension and Academic Challenge program. These partnerships provide our students with additional opportunities for differentiated, inclusive and values-based learning.

‘Caring’ is our school motto and this is the foundation for creating a school culture that is driven by Community, Achievement, Respect and Excellence.
The school improvement cycle, where schools assess their performance, plan for improvement and then act on their plans, is a continuous process that is central to school effectiveness. Self-assessment is fundamental to establishing an effective school. At Creaney Primary we implement a self-assessment framework that focuses on student achievement and progress. This involves collecting and analysing student and school performance data to make judgments about our standard of student achievement and the effectiveness of our teaching practices, processes and operations. This information is used to plan for and enact improvement.

STUDENT ACHIEVEMENT TARGETS 2016 - 2018

During this three year cycle, we will measure both academic and non-academic targets. Our broad target is to meet and exceed student achievement levels of statistically similar or like schools and improve any identified areas of concern.

ON-ENTRY TESTING

PRE-PRIMARY, YEAR 1 AND YEAR 2
- On-Entry results demonstrate an increase in the percentage of students achieving 0.5 progression points in Literacy and Numeracy.
- National Assessment Program in Literacy and Numeracy (NAPLAN)

YEAR 3 AND YEAR 5
- Students meet and exceed the like school mean in Literacy and Numeracy
- Students meet and exceed the like school percentage across the higher proficiency bands in Literacy and Numeracy.
- Students meet and exceed like school achievement growth from Year 3 to Year 5

ATTENDANCE
- Regular student attendance meets and exceeds the state mean across all year levels
- Implement strategies designed to increase the number of students who arrive to school on time
- Social Learning - Attitude/Behaviour/Effort
- 85% of students from Pre-Primary to Year 6 achieve a rating of ‘consistently’ for attitude, behaviour and effort
- Students meet and exceed 85% on the playground and classroom behaviour profile
OUR CORE VALUES

The actions of our staff, students and parents are guided by the following core values:

**A PURSUIT OF KNOWLEDGE AND A COMMITMENT TO ACHIEVEMENT**
Each person is provided with the opportunity to achieve their potential through a quest for knowledge, critical thinking, creativity, interpersonal skills and by understanding and demonstrating values and attitudes.

**SELF-ACCEPTANCE AND RESPECT FOR OTHERS**
Each person is encouraged to develop self-respect and an acceptance of others, to take responsibility for their actions and demonstrate responsible and ethical behaviour in all situations. Each person is encouraged to demonstrate initiative and openness to learning.

**RESPECT AND CONCERN FOR OTHERS AND THEIR RIGHTS**
Each person is of equal worth and has the right to receive care and compassion and be treated with dignity and respect. Each person has the right to participate in a friendly and non-coercive learning community.

**SOCIAL AND CIVIC RESPONSIBILITY**
Each person is a good citizen promoting the common good by recognising and respecting the rights and needs of others. Each person values cultural diversity and participates in Australia’s democratic processes to make positive contributions to society.

**ENVIRONMENTAL RESPONSIBILITY**
Each person is respectful of the environment and understands the need for conservation and sustainability. Each person will develop an understanding of, and respect for, Australia’s cultural heritage.
OUR JOURNEY

The Independent Review Report received in 2015 identified areas for commendation and areas for future school development.

COMMENDATIONS

» Comprehensive planning and self-review processes that ensure baseline accountability for teaching practice and improved student learning

» The development of a strong ‘caring’ ethos that extends to students, staff and the parent community

» Initiatives that ensure open two-way communication between parents and the school

» Developing and maintaining positive relationships and partnerships

» The School Board’s representation of the community and its support of school directions

» School Development Areas

» Focused on improved learning and adding value to existing student performance

» Refine the Business Planning framework

» Enhance information technology and communication planning, integration and staff capability

» Audit curricular and extra-curricular programs for student learning outcome effectiveness

» Continue to build a reflective culture of data analysis for improved student learning

» Enhance the distributed leadership model

Each person is of equal worth and has the right to receive care and compassion and be treated with dignity and respect.
Key Focus Areas for 2016 – 2018

Our Business Plan builds upon the progress from our previous business planning cycle. It also reflects our response to the Independent Review findings, school self-assessment, Department of Education 2016 – 2019 Strategic Plan and Focus 2016. An operational framework has been developed for the achievement of the strategies in each key focus area. This provides important direction for classroom planning, teaching and school self-assessment.

OUR KEY FOCUS AREAS ARE:
- High Quality Teaching
- Successful Students
- A Safe and Engaging Learning Environment
- Relationships and Partnerships
- High Quality Leadership and Management

HIGH QUALITY TEACHING
We will build and support staff training and expertise for the best possible teaching practices.

STRATEGIES
- Continue to improve collaboration, curriculum delivery and assessment practices
- Increase consistency of teaching practices
- Focus on analysis based teaching practices
- Promote the explicit teaching of information technology
- Support teacher induction, training and expertise

SUCCESSFUL STUDENTS
We will encourage students to be well prepared for their future and set high expectations of success.

STRATEGIES
- Support student health and emotional wellbeing
- Implement a differentiated curriculum to meet student needs
- Provide student leadership opportunities and activities that show care and respect to others
SAFE, CARING AND SUSTAINABLE ENVIRONMENT
We will provide a safe, caring and sustainable school environment that supports positive student behaviour and wellbeing for all.

STRATEGIES
» Promote the school’s Core Values
» Implement programs that support Values education and positive student behaviour
» Provide safe and engaging school grounds and facilities
» Support sustainable environmental practices

RELATIONSHIPS AND PARTNERSHIPS
Creaney Primary will foster positive, respectful and sustainable relationships and partnerships that support the best possible learning opportunities for students.

STRATEGIES
» Honour inclusivity and diversity
» Maintain a high care, high performance school culture
» Enhance learning opportunities for students through sustainable partnerships
» Seek opportunities for grants or supplementary funding

HIGH QUALITY LEADERSHIP AND MANAGEMENT
We will lead and manage with a culture that promotes collective responsibility for student achievement and school improvement.

STRATEGIES
» Lead a culture of reflection and data analysis to diagnose the impact of teaching
» Shape whole school and distinctive approaches to improve student centred classroom practice
» Strengthen information technology capabilities of staff and students
» Incorporate the perspective of staff, students and the community with school improvement
» Support and develop staff leadership
THE CREANEY SCHOOL SONG
– GOOD FRIENDS

Have you heard about us here at Creaney?
It is where I’m proud for you to see me,

Cause we try to work together to make the feeling better
And we all try to be good friends

And that means Caring, Sharing
Helping one another any way we may

Living, giving friendship in the things we do or say.

Have you heard about us here at Creaney?
It is where I’m proud for you to see me,

Cause we try to work together to make the feeling better
And we all try to be good friends,

Yes we all try to be good, all try to be good,
All try to be good friends.