

LOWER PLENTY PRIMARY SCHOOL Strategic Plan 2017-2020

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Mark Turnbull [date][name] [date][name] [date]
School council:..... Andrew Telburn [date][name] [date][name] [date]
Delegate of the Secretary: [name] [date][name] [date][name] [date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>We envisage Lower Plenty Primary School as a welcoming and exciting place to learn and work. We see positive students with a strong sense of self, achieving their goals and growing in a stimulating and relevant curriculum. Students will demonstrate initiative and responsibility with the capacity to self-evaluate. Students will be well equipped with the skills necessary to be productive citizens of our democracy. We see staff members who are enthusiastic and committed, and who are continually working to achieve and share best practices. We see parents who are actively involved and supportive of staff to enhance the learning environment. This is achieved through strong partnership between staff and parents, an engaging and well planned curriculum, well trained and committed staff, excellent facilities and resources and a strong commitment to the ongoing development and growth of the Lower Plenty Primary School Community.</p>	<p>The following key values underpin all that we do:</p> <ul style="list-style-type: none"> • CARE - Thinking of others • HONESTY - Being truthful • ACHIEVEMENT - Recognising achievement and celebrating success and discovering new things to improve knowledge and skills • RESPECT - An attitude of admiration or esteem • RESPONSIBILITY - Making good decisions • FUN - Ensuring enjoyment and success for all <p>Purpose Statement: Lower Plenty Primary School is committed to providing a stimulating and positive environment in which students are encouraged to care for and nurture themselves and others. Students develop the values, skills and resources to meet life’s challenges and are encouraged to develop an ongoing commitment to a life-time of learning.</p>	<p>Student achievement</p> <p>The 2013—16 School Strategic Plan set targets for between 90 and 95 per cent of students up to Year 2 to achieve reading benchmarks, which were met by 100 per cent of students for Foundation (Prep) students for 2013, 2014 and 2015 and by Year 1 and Year 2 students in 2013 and 2015. This target had been met and in most years the target was exceeded with 100 per cent achievement of the set benchmarks.</p> <p>The school set targets for improved achievement in all areas of the National Assessment Program – Literacy and Numeracy (NAPLAN). The 2016 NAPLAN data was above average in all areas at Year 3 but not for Year 5. This target was met for Year 3 but not for Year 5. The target to improve performance in NAPLAN writing was deemed by the panel to be met at Year 3. The school mean had increased each year with a greater difference between the school and state average over the review period. In 2014 there was a difference of 11.7 points between the school and state mean and in 2016 this had increased to 26.2. Performance in NAPLAN writing at Year 5 was below the state average in 2014 and 2016 and above state average in 2015. This target for improved performance at Year 5 was met in 2015. The target to decrease the number of students with low relative gain between the Year 3 and 5 NAPLAN tests was not met.</p> <p>The Strategic Plan set a target for teacher judgments against the curriculum frameworks to be above the state mean. The school self-evaluation identified that in 2015 this was achieved in most areas. The data had consistently shown improvement over the period and the intent of this target had been met.</p> <p>Student engagement and wellbeing</p> <p>The Strategic Plan set a goal for a decrease in the average number of days of student absence. This target had been met with a decrease from an average of 13.4 days of absence in 2013 to 11.8 in 2015.</p> <p>School personnel noted that the staff opinion survey in 2016 achieved the target of 100 per cent response rate.</p> <p>The student opinion survey target to improve responses to be at or above the 90th percentile for student safety was not achieved. In 2016 the response was in the 58th percentile. Student safety had improved over the period of the review from an average response of 4.35 in 2014 to 4.46 in 2016 which was well above the 2016 state average of 4.35.</p> <p>The target for the 90th percentile for student morale was also not met with a response in the 48th percentile in 2016 which was slightly below the state average. The parent opinion survey responses to student safety in 2015 was 5.27 which was</p>	<p>Building distributive leadership and the design and implementation of an organisational structure will support school improvement.</p> <p>The responsibility of the implementation of school improvement strategies rests with all staff. Distributed leadership and accountability mechanisms are required for continued school improvement to occur.</p> <p>Development of a whole school model to ensure consistent planning and development of curriculum, establishing and embedding consistent high impact teaching strategies and enhancing the use of student achievement data to support and inform feedback will increase the learning growth of every student.</p> <p>Curriculum planning documents demonstrate there has been progress towards consistent use of planning templates. The school is now aiming for continued enhancements to the structures for curriculum planning and the development of comprehensive feedback mechanisms which involves all members of the learning community – students, families and teachers.</p> <p>Creating meaningful school and parent partnerships, continuing to build a harmonious and resilient community and provision of a platform to encourage students to guide their own learning and develop teaching and learning programs will empower students and maximise learning achievement.</p> <p>The school is appropriately supporting student health and wellbeing needs and recognises the importance of the role of the teachers in knowing and understanding student needs. Student voice is apparent within learning opportunities where choices were available, particularly in the development of focus questions for inquiry learning. Student leadership opportunities is seen an area where greater meaningful student voice might be developed and supported to empower students.</p> <p>There is a lack of a whole school wellbeing program or approach at the time of the review and a proactive approach to student wellbeing would support ongoing improvement to student opinion and student learning outcomes. The involvement of parents as a feature of the learning community is recommended as an improvement focus.</p>



		<p>below the state average of 5.50 and did not meet the target to be at the 90th percentile. The response to school connectedness in 2015 was 5.89 which was above the state average of 5.76 but did not reach the target for the 90th percentile.</p> <p><i>Student pathways and transition</i></p> <p>The target to maintain or increase enrolment numbers had been achieved. In 2014 there were 127 students enrolled at the school and in 2016 this had increased to 153 students.</p> <p><i>Opinion data</i></p> <p>The target to achieve the parent opinion survey variable at 6.0 or above was not achieved by 2015.</p>	
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Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)																																	
<p>GOAL 1. Design and implement an organisational structure which supports school improvement.</p> <p>RATIONALE When responsibilities and roles are clearly articulated, organisations are more effective. The distribution of responsibilities and shared accountability for improvement supports school improvement.</p>	<p><i>FISO Priority – Professional leadership-</i> <i>FISO Initiative – Building leadership teams.</i></p>	<p>Build distributive leadership by mobilising leadership expertise at all levels in the school in order to generate more opportunities for change and to build the capacity for improvement.</p>	<p>TARGETS <i>Staff Opinion</i></p> <p>Improved responses to shielding/buffering in the school climate module and measures in the school leadership module component.</p> <table border="1"> <thead> <tr> <th>Staff Survey</th> <th colspan="2">School Mean</th> </tr> <tr> <th>School Climate:</th> <th>2016 baseline</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>Shielding / buffering</td> <td>53.3% endorsement</td> <td rowspan="2">To have improved from School 2016 baseline</td> </tr> <tr> <td>Other</td> <td>85.9% overall</td> </tr> </tbody> </table>	Staff Survey	School Mean		School Climate:	2016 baseline	2020	Shielding / buffering	53.3% endorsement	To have improved from School 2016 baseline	Other	85.9% overall																						
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<p>GOAL 2. Increase the learning growth of every student by implementing and embedding a viable, documented curriculum and pedagogical approach.</p> <p>RATIONALE A guaranteed and viable curriculum ensures that all students access appropriate and sequential learning which supports consistent learning growth for all students. A documented pedagogical approach ensures that learning experiences are consistent throughout the school and learning outcomes of all students are maximised.</p>	<p><i>FISO Priority – Excellence in teaching and learning.</i> <i>FISO Initiative – Building Practice excellence.</i></p>	<p>KEY IMPROVEMENT STRATEGIES</p> <p>Develop a whole school model to ensure consistent planning and development of curriculum.</p> <p>Establish and embed consistent high impact teaching strategies.</p> <p>Develop a culture of authentic feedback.</p> <p>Enhance the use of student achievement data to support and inform feedback to and from all members of the learning community.</p>	<p>TARGETS</p> <p>Improve the percentage of students achieving high learning growth from Year 3 to 5 in NAPLAN.</p> <table border="1"> <thead> <tr> <th>NAPLAN Growth</th> <th colspan="2">Year Three to Five</th> </tr> <tr> <th></th> <th>2016 baseline</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>11%</td> <td rowspan="3">To have improved from School 2016 baseline</td> </tr> <tr> <td>Writing</td> <td>10%</td> </tr> <tr> <td>Numeracy</td> <td>22%</td> </tr> </tbody> </table> <p>Increase the percentage of students in the top two bands of NAPLAN in reading, writing and numeracy at Years 3 and 5.</p> <table border="1"> <thead> <tr> <th rowspan="2">NAPLAN</th> <th colspan="2">Year Three</th> <th colspan="2">Year Five</th> </tr> <tr> <th>2016 baseline</th> <th>2020</th> <th>2016</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>63%</td> <td rowspan="3">To have improved from School 2016 baseline</td> <td>40%</td> <td rowspan="3">To have improved from School 2016 baseline</td> </tr> <tr> <td>Writing</td> <td>75%</td> <td>0%</td> </tr> <tr> <td>Numeracy</td> <td>50%</td> <td>40%</td> </tr> </tbody> </table> <p>Increase the percentage of students above expected levels in teacher judgement of literacy and numeracy measures against the Victorian Curriculum.</p>	NAPLAN Growth	Year Three to Five			2016 baseline	2020	Reading	11%	To have improved from School 2016 baseline	Writing	10%	Numeracy	22%	NAPLAN	Year Three		Year Five		2016 baseline	2020	2016	2020	Reading	63%	To have improved from School 2016 baseline	40%	To have improved from School 2016 baseline	Writing	75%	0%	Numeracy	50%	40%
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			Achieve an average of 12 months or more of growth for all students reflected in teacher judgement within an expected range of achievement.
<p>GOAL 3. Provide a platform that encourages students to have a voice and guide their own learning. Ensure high levels of student wellbeing and empower students to be happy, healthy, resilient and responsible.</p> <p>RATIONALE Partnerships with parents, carers and families have the greatest impact when they are focussed on student learning.</p>	<p><i>FISO Priority – Community engagement in learning.</i> <i>FISO Initiative – Building communities.</i></p>	<p>KEY IMPROVEMENT STRATEGIES Create meaningful school and parent partnerships by connecting school learning with home. Continue to build a harmonious and resilient community. Provide a platform that encourages students to guide their own learning and develop teaching and learning programs. Implement student led community connectedness strategies.</p>	<p>TARGETS Achieve student attitudes to school results above the state mean in measures of wellbeing, health, resilience and learning confidence (<i>Note: a new student opinion survey will begin in 2017</i>). Improve the measure for parent input in the parent opinion survey. Improve the measure for parent and community involvement in the staff opinion survey.</p>

