

The Lake Primary Strategic Plan 2017- 2020

Endorsement Principal: Rod Pearce Date: 6/12/16	Re-Endorsement (if a Goal, KIS or Target is changed)[name]..... [date]	Re-endorsement (if a Goal, KIS or Target is changed)[name]..... [date]
School council: Damien Simonetta 6/12/16[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>The Lake Primary School strives to ensure that each student realises their full potential in a safe, stimulating and caring learning environment. We provide our students with the skills to become lifelong learners who are responsible, independent and productive citizens of our local and global community.</p>	<p>Respect- Each child must learn to work in a group – respecting the rights, feelings and property of others. Learning- Everyone has the right to learn in a happy and safe environment. We have high expectations for learning. Success- Do your best. Set achievable goals. Celebrate success. Resilience- Try to control your emotions; remain calm and bounce back if something goes wrong. Tolerance- Understand and accept individual differences in all of us.</p>	<p>The recent School Review found that challenges currently exist regarding the decline in the number of students achieving high NAPLAN scores and the subsequent increase in the percentage of students at or about the NMS. The focus for this Strategic Plan will be to review our current practices and focus on maximizing the achievement and learning growth of all students, particularly those capable of achieving at the higher levels.</p> <p>The Review also found that with the increasing enrolment growth of the school there has been an increase in diversity and the learning needs of our students. The school will be working to improve support for those students who require additional support to maximize their learning and engagement.</p> <p>The school has identified the need to ensure there is a rigorous analysis of student achievement data to inform and guide future planning and practices. This will be achieved by the continued implementation of Assessment Driving Instruction practices and an ongoing emphasis upon student achievement data analysis at class, unit and whole-school levels.</p> <p>Recent continued enrolment growth has made it increasingly evident that it is timely to review the school’s leadership profile. This has resulted in the creation of a new Assistant Principal role to strengthen the leadership and support in areas such as student and resource management, professional learning, and staff and student welfare.</p>	<p>Priority 1: Intent: To fully align with FISO (Framework For Improving Student Outcomes) to collectively build the capacity of the school to deliver more effective teaching, improved learning and improved schooling outcomes. Rationale- Schools which embed a culture of curriculum planning, and assess the impact of learning programs, adjusting them to suit individual student needs maintain a focus on achieving positive learning outcomes for all students. Focus- Excellence in teaching and learning- Curriculum planning and assessment.</p> <p>Priority 2: Intent: To strengthen whole-school capacity for distributed and accountable leadership. Rationale: Schools that strengthen their succession planning, develop the capabilities of their leadership teams in using evidence. Focus: Professional Leadership- Building leadership teams</p> <p>Priority 3: Intent: To ensure all students are actively and genuinely engaged in their learning and develop in each an individual sense of connectedness to the school. Rationale: Schools that provide genuine opportunities for students to actively engage in their learning increase the likelihood of students developing their individual connectedness to the school. Focus: Positive climate for learning- Empowering students and building school pride</p> <p>Priority 4: Intent: To maintain the physical, emotional and educational preconditions for a safe and inclusive learning environment. Rationale: A whole school focus on health, well-being and school values increases the likelihood of a safe and inclusive learning environment for all students. Focus: Community Engagement in learning-Building communities</p>

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>To fully align with FISO (Framework For Improving Student Outcomes) to collectively build the capacity of the school to deliver more effective teaching, improved learning and improved schooling outcomes.</p>	<p>Excellence in teaching and learning- Curriculum planning and assessment</p>	<p>Implement professional learning to assist the development of planning, instruction and assessment procedures that meet the requirements of the Victorian Curriculum.</p>	<p>NAPLAN:</p> <ul style="list-style-type: none"> To increase the proportion of students in the top two bands in Reading and Numeracy. (2016 benchmark data) <ul style="list-style-type: none"> ❖ Yr 3 Numeracy- Increase the top two bands to 30% by 2020. (22.0%) ❖ Yr 3 Reading- Increase the top two bands at or above 50% by 2020 (46%) ❖ Yr 5 Numeracy- Increase the top two bands to 20% by 2020. (13.8%) ❖ Yr 5 Reading- Increase the top two bands to 25% by 2020. (17.2%)
		<p>Strengthen the school’s capacity to use data to inform curriculum planning and provide consistency in curriculum delivery to maximize student learning.</p>	
		<p>Enable an elevated focus on differential, quality learning tasks and assessment regimes to allow teacher judgements to critically reflect the full range of student outcomes.</p>	



		Sustain the emphasis on collaborative teamwork, shared learning within professional learning teams, coaching and peer feedback.	Teacher Judgements: <ul style="list-style-type: none"> To increase the proportion of students achieving the top two levels in English and Mathematics to 10% by 2020.
To strengthen whole-school capacity for distributed and accountable leadership.	Professional leadership- Building leadership teams	Review workforce planning with a particular emphasis regarding leadership and staffing profile due to increasing enrolments and the growing number of students with additional needs. Embrace FISO with a particular emphasis on the Professional Leadership, related dimensions and the Continua for School Improvement	School Staff Survey: <ul style="list-style-type: none"> Maintain the Collective Efficacy factor at or above 83% Increase the Academic Emphasis factor from 73% to 80% Increase the School Climate – Viable Curriculum factor from 70% to 80%.
To ensure all students are actively and genuinely engaged in their learning and develop in each an individual sense of connectedness to the school.	Positive climate for learning- Empowering students and building school pride	Embed a whole –school engagement plan that promotes high expectations and includes proactive strategies that focus on the promotion of positive relationships, student resilience, empathy and engagement in learning. Develop increased opportunities for student feedback, student voice and student ownership of their learning. Utilise modern technological resources to embrace the world with the aim to further develop staff capabilities and confidence to provide opportunities for students to become global citizens. Embrace FISO with a particular emphasis on the Positive Climate for Learning and Community Engagement in Learning, related dimensions and the Continua for School Improvement.	Student Attitudes to Schooling Survey: <ul style="list-style-type: none"> Maintain the Learning Confidence factor at or above 75% Increase the School Connectedness factor from 33% to 60% Elevate the Stimulating Learning factor from 54% to 70% Maintain the Student Motivation factor at or above 75% Increase the Teacher Effectiveness factor from 63% to 75% Increase the Teacher Empathy factor from 53% to 75% Reduce the average days absent per student from 13.94 to 12.0 using the 2016 data as a baseline.
To maintain the physical, emotional and educational preconditions for a safe and inclusive learning environment.	Community Engagement in learning- Building communities	Embed a whole–school health and wellbeing approach that promotes the health and wellbeing of the school community. Embed the school values of respect, learning, success, resilience and tolerance. Embrace FISO with a particular emphasis on the Positive Climate for Learning and Community Engagement in Learning, related dimensions and the Continua for School Improvement.	Student Attitudes to Schooling Survey: (2016 data as a benchmark) <ul style="list-style-type: none"> Increase the Student Safety factor from 4.0 to 4.35 by 2020 Increase the Student Distress factor from 5.86 to 6.00 by 2020 Maintain the Student Morale factor at or above 5.87 by 2020

