

School Strategic Plan for Lilydale West Primary School Eastern Metropolitan Region 2013-2016

<p>Endorsement by School Principal</p>	<p>Signed..... (Principal's signature)</p> <p>Name.....Wendy Bartsch.....</p> <p>Date.....</p>
<p>Endorsement by School Council</p>	<p>Signed..... (School Council President's signature)</p> <p>Name.....Matthew Ivan.....</p> <p>Date.....</p> <p>Send to schoolaccountability@edumail.vic.gov.au + a copy to RNL</p>
<p>Endorsement by Regional Director or nominee</p>	<p>Signed.....Janet Haase..... (Regional Director or nominee's signature)</p> <p>Name.....</p> <p>Date.....</p>

School Profile

Purpose	<p>The Lilydale West Primary School community aims to provide a safe, supportive and productive learning environment for all students by:</p> <ul style="list-style-type: none"> • developing each child’s learning through explicit and personalised teaching • providing a broad range of quality teaching and learning experiences • engaging students in their learning and their community • developing social competencies • promoting sustainable practices
Values	<p>Lilydale West Primary School- “LOVE OF LEARNING, LEARNING FOR LIFE”</p> <ul style="list-style-type: none"> • Care and Commitment to each other and to the environment • Humour to embrace all we do and all we face • Teamwork- working together to support each other to develop and maintain the best possible learning environment • Respect- of self, each other and the environment -recognizing and accepting difference • Personal Courage- to take on challenges -to accept and demonstrate responsibility and honesty
Environmental Context	<p>Lilydale West Primary School is situated in the outer-eastern suburb of Lilydale and has a current enrolment of 356 students. Enrolments have remained steady over the past four years but Prep enrolments over the last 2 years have increased from 38 in 2010 to an expected 60 in 2013. This has led to the provision of an extra class. Redevelopment of a nearby golf course may lead to further increase in enrolments over the next few years. The Student Family Occupation (SFO) density has gradually increased and, in 2012, is 0.50. Approximately 35% of our families are eligible for Education Maintenance Allowance (EMA) and 15% of students come from a language background other than English (LBOTE).</p> <p>Teachers at Lilydale West PS place a significant emphasis on the development of positive relationships with all students, strong, collegiate professional learning teams (PLTs) and the provision of a range of learning opportunities for students, both in and beyond the classroom. The school community is proud of the friendliness and inclusiveness of its students. Numerous extra-curricular activities are offered including: a wide range of sporting events, student leadership, instrumental music lessons, choirs, an environmental sustainability program and a well-structured camping program.</p> <p>The school has a newly-constructed Multi-purpose Centre which includes: a half-court gym which is used for PE classes, Aerobics, assemblies and special events, a canteen, currently operated by parents, an Art room , office ,store rooms and teaching spaces. This new building has enhanced our teaching and learning spaces and expansive play areas.</p>

Strategic Intent

	Goals	Targets	Key Improvement Strategies																		
Student Learning	To improve the learning outcomes of every student at Lilydale West Primary School	<ul style="list-style-type: none"> To increase the percentage of students achieving an A and B (as assessed by teacher judgements against AusVELS standards) each year to 2016. <table border="1"> <thead> <tr> <th></th> <th>2013</th> <th>2016</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>40%</td> <td>45%</td> </tr> <tr> <td>Writing</td> <td>32%</td> <td>45%</td> </tr> <tr> <td>Speaking & Listening</td> <td>25%</td> <td>45%</td> </tr> <tr> <td>Number</td> <td>30%</td> <td>40%</td> </tr> <tr> <td>Measurement</td> <td>25%</td> <td>40%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> To reduce the percentage of students achieving a D & E (as assessed by teacher judgements against AusVELS standards) each year to 2016 to 0%. By 2016 to increase the percentage of Year 5 students achieving at the two highest Bands in Mathematics and English to 40%. The NAPLAN relative gain data to be above state benchmark in <i>High Relative Gain</i> and below in <i>Low Relative Gain</i>. 		2013	2016	Reading	40%	45%	Writing	32%	45%	Speaking & Listening	25%	45%	Number	30%	40%	Measurement	25%	40%	<p>Build the school community's capacity to support high quality, explicit teaching and learning practices (with a particular focus on Numeracy) through the adoption of:</p> <ul style="list-style-type: none"> Consistent practices; Agreed expectations about student achievement; and Increased and collective accountability. <p>Strengthen school wide assessment practices.</p> <p>Enhance parent engagement in student learning</p>
	2013	2016																			
Reading	40%	45%																			
Writing	32%	45%																			
Speaking & Listening	25%	45%																			
Number	30%	40%																			
Measurement	25%	40%																			

<p>Student Engagement and Wellbeing</p>	<p>To improve students' motivation and engagement in all aspects of their learning.</p>	<ul style="list-style-type: none"> By 2016, the score for the <i>Student Motivation</i> variable in the Attitudes to Schools Survey to be above 4.8. <table border="1" data-bbox="1077 352 1361 456"> <tr> <td>2012</td> <td>2016</td> </tr> <tr> <td>4.54</td> <td>4.8</td> </tr> </table> <ul style="list-style-type: none"> To increase student attendance in Years 4, 5 and 6 every year to 2016. <table border="1" data-bbox="1077 560 1464 775"> <thead> <tr> <th>YEAR LEVEL</th> <th>2011</th> <th>2016</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>12.9</td> <td>12</td> </tr> <tr> <td>5</td> <td>16.1</td> <td>12</td> </tr> <tr> <td>6</td> <td>15.8</td> <td>12</td> </tr> </tbody> </table>	2012	2016	4.54	4.8	YEAR LEVEL	2011	2016	4	12.9	12	5	16.1	12	6	15.8	12	<p>Strengthen teacher capacity to implement a more differentiated curriculum that supports and challenges students.</p> <p>Increase student participation in decision-making about their learning through enhanced student voice.</p>
2012	2016																		
4.54	4.8																		
YEAR LEVEL	2011	2016																	
4	12.9	12																	
5	16.1	12																	
6	15.8	12																	
<p>Student Pathways and Transitions</p>	<p>To improve the transition of all students into, through and from the school.</p>	<p>The score for the <i>Transitions</i> variable in the Parent Opinion Survey to increase each year to 2016.</p> <table border="1" data-bbox="1077 1031 1361 1134"> <tr> <td>2011</td> <td>2016</td> </tr> <tr> <td>5.63</td> <td>6.00</td> </tr> </table>	2011	2016	5.63	6.00	<p>Strengthen processes and programs that support the transition of all students into, through and from the school.</p>												
2011	2016																		
5.63	6.00																		

School Strategic Planner 2013- 2016:

Key Improvement Strategies STUDENT LEARNING		Actions	Achievement Milestones (Changes in practice and behaviours)
<p>Build the school community's capacity to support high quality, explicit teaching and learning practices (with a particular focus on Numeracy) through the adoption of:</p> <ul style="list-style-type: none"> ○ Consistent practices; ○ Agreed expectations about student achievement; and ○ Increased and collective accountability. <p>Strengthen school wide assessment practices.</p> <p>Enhance parent engagement in student learning</p>	Year 1	<ul style="list-style-type: none"> ▪ Audit /Review of Maths curriculum, resources and planning and assessment documentation. ▪ Whole staff participation in professional learning focussed on explicit teaching and learning strategies in Mathematics. ▪ Introduce "Characteristics of Effective Teaching of Numeracy" to all teachers. ▪ Provide opportunities for teachers to observe and share effective practice. ▪ Refine teacher performance review process to include both individual goals and PLT outcomes. ▪ Develop and document agreed norms, actions and responsibility statements which support a culture of improvement. ▪ Review current assessment practices and develop and document an assessment schedule. ▪ Plan and organise a community event focussing on student learning. ▪ Provide greater opportunity for parents to visit classrooms and broaden/extend communication opportunities with teachers. 	<ul style="list-style-type: none"> ▪ Development and use of common language across the school and with the parent community. ▪ A documented action plan for the improvement of numeracy outcomes across the school. ▪ Visible and significant changes in classroom practice including greater use of ICT. ▪ Evidence of flexible groupings in classrooms ▪ Current assessments reviewed and monitored. ▪ Data shared and discussed in PLTs. ▪ PL provided to ensure teachers develop the capacity to collect suitable data and triangulate results. ▪ Increased opportunities for parent participation. ▪ Positive parent responses. ▪ Regular items in newsletter focussing on parent support for learning at home. ▪ Provide Internet access at school for parents. ▪ Website-greater teaching and learning focus visible to school community. ▪ Survey –parent understanding of student learning.

	Year 2	<ul style="list-style-type: none"> ▪ Develop and publish an agreed template for weekly teaching and learning plans that include learning intentions and differentiated learning tasks. ▪ Further develop peer observation and feedback ▪ Assessment criteria and ICT foci to be included in all teaching and learning plans. ▪ Develop a whole school approach to assessment and use of data. ▪ Parent community space on Ultranet/website. 	<ul style="list-style-type: none"> ▪ Use of common format by all teachers with opportunity to monitor and reflect. ▪ Evidence of clear and stated learning intentions, explicit teaching foci and differentiated tasks. ▪ Visible learning intentions in every class. ▪ Effective use of a range of assessment data to inform teaching. ▪ Assessment and data schedule developed and followed by all staff. ▪ Access by parents to on-line student learning programs and similar.
	Year 3	<ul style="list-style-type: none"> ▪ Support continued teacher collaboration. ▪ Further strengthen PLTs. ▪ Further develop teacher expertise in the use of data to inform teaching. ▪ Further strengthen parent partnerships. 	<ul style="list-style-type: none"> ▪ Regular PLT meetings with a clear focus on student learning and improved professional practice. ▪ Increased opportunities for team-teaching, peer observation and sharing of best practice. ▪ Rubrics and assessment maps used. ▪ Increased parent participation in classroom programs.
	Year 4	<ul style="list-style-type: none"> ▪ Peer observation embedded. ▪ Develop further opportunities for coaching and mentoring. ▪ Review of current practices in each classroom. ▪ Provide opportunities for parent reflection and feedback. 	<ul style="list-style-type: none"> ▪ Whole-school structure and planning to ensure opportunities are provided for all teachers. ▪ Update and amended assessments schedule documented and shared. ▪ Sharing of parent feedback with staff and SC.

Key Improvement Strategies STUDENT ENGAGEMENT & WELLBEING		Actions	Achievement Milestones (Changes in practice and behaviours)
<p>Strengthen teacher capacity to implement a more differentiated curriculum that supports and challenges students.</p> <p>Increase student participation in decision-making about their learning through enhanced student voice.</p>	Year 1	<ul style="list-style-type: none"> ▪ Explore greater opportunities for students to apply learning to authentic, everyday situations. ▪ Review and document student engagement and wellbeing policies and programs such as “You Can Do It”. ▪ Utilise the PLT structure to document and share teaching strategies that supports differentiated learning. ▪ Develop and document student leadership and student voice opportunities. ▪ Develop structured goal-setting opportunities for all students. ▪ Monitor student absences and plan for interventions for individuals with high levels of absence 	<ul style="list-style-type: none"> ▪ Greater student participation and engagement. ▪ Students provided with a range of opportunities to participate in decision-making and responsibilities across the school. ▪ All students set and reflect on learning goals. ▪ Stronger links with families to support student attendance.
	Year 2	<ul style="list-style-type: none"> ▪ Develop an agreed understanding of “Inquiry “ learning. ▪ PL opportunities for teachers to develop greater capacity in identifying opportunities for greater student engagement. ▪ Evaluate well-being programs and student welfare procedures. ▪ Investigate the possibility of multi or cross-age values-based learning groups. 	<ul style="list-style-type: none"> ▪ Greater student participation in the Inquiry process and curriculum planning. ▪ Increased use of ICT to enhance student engagement. ▪ Support for students and families in need. ▪ Strengthened whole -school approach to student welfare. ▪ Guided inquiry and personalised learning is evident in planning and classroom practice
	Year 3	<ul style="list-style-type: none"> ▪ Review current extra-curricular activities and survey students and parents. ▪ Development of “Throughlines”- Key developmental concepts. 	<ul style="list-style-type: none"> ▪ A documented outline of activities available to students. ▪ Inquiry units use and reflect “Throughlines” from P-6.
	Year 4	<ul style="list-style-type: none"> ▪ Revise and extend current extracurricular opportunities for students. ▪ Review all student wellbeing policies and programs and school values. Invite community participation. 	<ul style="list-style-type: none"> ▪ Updated information documented and visible throughout the school.

Key Improvement Strategies STUDENT PATHWAYS AND TRANSITIONS		Actions	Achievement Milestones (Changes in practice and behaviours)
Strengthen processes and programs that support the transition of all students into, through and from the school.	Year 1	<ul style="list-style-type: none"> ▪ Review leadership and management for transition to ensure collective responsibility. ▪ Review documentation and processes for teachers to share student learning data. ▪ Seek current levels of satisfaction with transition procedures from teachers, students, parents and local pre-school and secondary schools. ▪ Develop a transition policy which includes support for students and communications with families. ▪ Review student leadership roles. ▪ Review pathways for students with specific learning needs or disabilities. 	<ul style="list-style-type: none"> ▪ Documented evaluation of current practice. ▪ Documented policy for transition of students. ▪ Revised guidelines for student leaders and their role in transition programs. ▪ Detailed transition plans incorporated into ILPs for students with additional needs, which may include timelines, social stories or photo boards outlining changes.
	Year 2	<ul style="list-style-type: none"> ▪ Review communications with parents in relation to student transitions. ▪ Develop and implement an agreed whole-school transition plan for Term 4 across the school. ▪ Organize focus sessions with parents to be held during the year. ▪ Develop a “take- home” pack for students with an outline of changes that will occur in the following year. 	<ul style="list-style-type: none"> ▪ Data collected from parent meetings which informs future practice. ▪ Term 4 transition and orientation program planned and implemented including written statements and meeting times for teachers to share information. ▪ Information for students to inform them of the year to come.
	Year 3	<ul style="list-style-type: none"> ▪ Create opportunities for connections with local secondary school students to revisit school. ▪ Provide opportunities for staff to regularly teach students above or below their current level. ▪ Explore opportunities to ‘buddy ‘new families/parents. 	<ul style="list-style-type: none"> ▪ Past students as role-models. ▪ A great understanding by teachers of students outside their teaching level.
	Year 4	<ul style="list-style-type: none"> ▪ Review current practices and communications with parents, staff and students. 	<ul style="list-style-type: none"> ▪ Processes and planning for future transition programs.