

School Strategic Plan 2019-2023

Lalor North Primary School (5035)



Submitted for review by David Williams (School Principal) on 22 April, 2020 at 11:59 AM

Endorsed by David Kilmartin (Senior Education Improvement Leader) on 27 August, 2020 at 02:28 PM

Endorsed by Bonnie Karovski (School Council President) on 22 September, 2020 at 08:34 AM

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<p>School vision</p>	<p>At Lalor North Primary School our vision is to learn and grow together in an inclusive, safe and caring community. We embrace learning, celebrate success and make a difference for every child and their future.</p>
<p>School values</p>	<p>RESPECT We respect ourselves, our school and each other, and understand that our attitudes and behaviour have an impact on the people around us.</p> <p>HONESTY We communicate openly and work together to solve problems. By demonstrating honesty and acting with integrity we build trust, which enables us to collaborate, to take greater risks with our learning and to be more resilient when things go wrong.</p> <p>UNITY We have many languages, come from many backgrounds and are a school of many differences, but we speak with one voice, as one school. We develop a sense of connection and belonging within each part of our school, and across the whole school.</p> <p>SUCCESS We help each other learn so that everyone experiences success every day. Success means doing new things, learning new skills, finding new ways of thinking and solving interesting, complex and challenging problems.</p> <p>RESILIENCE We know trying new things; experiencing challenges and bouncing back from adversity are central to life and to learning. Only by building our resilience can we experience strong levels of growth.</p>
<p>Context challenges</p>	<p>ToR Focus Question 1: To what extent is there an agreed, and consistently implemented, instructional model in place across the school that is focused on student learning?</p> <p>The Panel found that the school had developed an instructional model for each of reading and numeracy and was in the process of aligning these and developing an over-arching instructional model for the school. Commitment to the instructional model was developing and implementation was not yet consistent practice across the school.</p> <p>ToR Focus Question 2: To what extent has data literacy been established across the school?</p> <p>The Panel found that an assessment schedule was in place, but lacked an agreed timeline. A data wall had been developed in the staffroom to track student progress in reading and writing. The introduction of the Professional Learning Community (PLC) program</p>

	<p>had led to an increased focus on the development of more consistent assessment practices.</p> <p>ToR Focus Question 3: To what extent does the current structure of the school optimise student learning?</p> <p>The Panel found that the school had introduced the PLC program to drive improvement in collective responsibility for student learning and collective efficacy. The current organisational structure of the school did not optimise the development of the PLC program. Year level classes were not physically located in proximity to one another and many of the teachers taught across several year levels.</p>
<p>Intent, rationale and focus</p>	<p>Intent</p> <p>The School Review Panel recommends the following key directions for the next SSP:</p> <ul style="list-style-type: none"> • English, particularly improving learning growth in reading and writing • English, with an emphasis on speaking and listening • Numeracy, particularly improving learning growth • Data literacy, including analysis and evaluation of student learning • Student voice, agency and leadership • High Impact Teaching Strategies • Organisational design review <p>Rationale</p> <p>Our student data shows that there is great opportunity for improvement in student learning growth in literacy and numeracy. Every student at Lalor North Primary School is entitled to be challenged, engaged and included in their learning. Improving teacher capacity to use evidence based strategies including analysing student achievement data to drive teaching, will improve student learning.</p> <p>Focus</p> <p>In 2020 the whole school focus will be on embedding an agreed and consistently implemented PLC inquiry cycle. Continuing to develop and build ownership over a whole school instructional model is central to our work in 2020, but this will be a continuing, iterative process as the instructional model is developed, reviewed, refined and amended throughout the strategic plan. Building data literacy, improving student voice and agency and building teacher capacity to use high-impact, evidence-based teaching strategies will all follow on from this work in 2021, 2022 and 2023.</p>

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Goal 1	To improve student learning in literacy
Target 1.1	Increase the percentage of Year 5 students making high growth in NAPLAN Reading from 14% to 25% by 2023.
Target 1.2	Decrease the number of students making low growth in Year 5 NAPLAN Reading from 24% to 20% by 2023.
Target 1.3	Increase the percentage of students in the top two Bands for Year 5 NAPLAN Reading from 30% to 35% by 2023.
Target 1.4	Increase the percentage of students in the top two Bands for Year 5 NAPLAN Writing from 22% to 26% by 2023
Target 1.5	Reading For 15% of students (in every year level) to make more than 12 months progress in reading according to teacher judgements.
Target 1.6	Writing For 15% of students (in every year level) to make more than 12 months progress in reading according to teacher judgements.
Key Improvement Strategy 1.a Building practice excellence	Embed an agreed and consistently implemented Lalor North PS PLC inquiry cycle that builds teacher collaboration and collective efficacy.
Key Improvement Strategy 1.b Building practice excellence	Further develop and embed a whole school instructional mode

Key Improvement Strategy 1.c Building practice excellence	Further develop the literacy instructional model to include reading, writing and speaking and listening
Goal 2	To improve student learning in numeracy
Target 2.1	Increase the percentage of Year 5 students making high growth in NAPLAN Numeracy from 18% in 2019 to 25% in 2023.
Target 2.2	Decrease the percentage of Year 5 students making low growth in NAPLAN Numeracy from 26% in 2019 to 22% in 2023.
Target 2.3	Increase the percentage of Year 5 students in the top two bands of NAPLAN Numeracy from 25% in 2019 to 30% in 2023.
Target 2.4	For 12% of students (in every year level) to make more than 12 months progress in reading according to teacher judgements.
Key Improvement Strategy 2.a Building practice excellence	Continue to develop and embed a whole of school instructional model for Numeracy
Key Improvement Strategy 2.b Evaluating impact on learning	Build data literacy in the use of formative and summative assessment strategies to identify and explicitly teach students at their point of need
Key Improvement Strategy 2.c Evaluating impact on learning	Build teacher capacity to evaluate the impact of their teaching strategies on student learning outcomes
Goal 3	To improve student agency in learning
Target 3.1	Increase the percentage of students positively endorsing Student Voice and Agency in the student AToSS from 67% in 2019 to 80% in 2023.

Target 3.2	Increase the percentage of students positively endorsing 'I am learning things that really interest me' in the AToSS from 76% in 2019 to 85% in 2023.
Target 3.3	Increase the percentage of staff members positively endorsing Trust in Students and Parents in the SSS from 59% in 2019 to 70% in 2023.
Target 3.4	Increase the percentage of parents positively endorsing Student Voice and Agency in the Parent Opinion Survey (POS) from 78% in 2019 to 85% in 2023.
Target 3.5	Increase the percentage of students positively endorsing the Teacher Concern factor in the AToSS from 75% in 2019 to 85% in 2023
Target 3.6	Increase the percentage of students positively endorsing the Stimulated Learning factor in the AToSS from 79% in 2019 to 85% in 2023
Key Improvement Strategy 3.a Building practice excellence	Build teacher capacity to incorporate the HITS and Practice Principles for Excellence in Teaching and Learning (PP) into their practice
Key Improvement Strategy 3.b Intellectual engagement and self-awareness	Build teacher capacity to activate student voice and agency in the classroom
Key Improvement Strategy 3.c Intellectual engagement and self-awareness	Build teacher capacity to support students to actively engage with their learning goals, to plan, monitor and evaluate their own learning
Key Improvement Strategy 3.d Vision, values and culture	Develop an organisational design for the school and its learning spaces