

# School Strategic Plan 2023-2027

Lalor North Primary School (5035)



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# School Strategic Plan - 2023-2027

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<b>School vision</b>	<b>At Lalor North Primary School our vision is to learn together in an inclusive, safe and caring community. We embrace learning, celebrate success, and make a difference for every child and their future.</b>
<b>School values</b>	<p>Lalor North Primary School, through consultation with staff, students and parents have the following values and understandings that underpin our learning, social and working relationships. Our values are an important part of our school culture and play a pivotal role in shaping the moral and academic landscape of our school. The Lalor North Primary School values are:</p> <p><b>RESPECT</b> We respect ourselves, our school and each other. We understand that our attitudes and behaviours have an impact on the people around us.</p> <p><b>HONESTY</b> 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><b>UNITY</b> 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><b>SUCCESS</b> We help each other learn so that everyone experiences success every day. Success means doing things, learning new skills, finding new ways of thinking and solving interesting, complex problems.</p> <p><b>RESILIENCE</b> We know trying 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>

## Context challenges

Lalor North Primary School is especially unique as students are enrolled in one of the three curriculum programs: the Standard Curriculum Program, the Greek Bilingual Curriculum Program or the Macedonian Bilingual Curriculum Program. Our Greek Bilingual Program has been in operation since 1977 and is the oldest continually operating bilingual program in Victoria. Our Macedonian Bilingual Program began operation in 1984 and continues to operate at its highest ever enrolment of 123 students. Approximately 50% of our school population is enrolled in a bilingual program. A key challenge for our school is to create an effective organisational design to be able to collaborate and ensure alignment across all three curriculum programs. A further key challenge is to ensure we deliver our target languages with fidelity by sourcing appropriately qualified language teachers for both bilingual curriculum programs. Our school community is extremely passionate and dedicated to ensuring the success and continuation of both bilingual programs.

Lalor North Primary School has approximately 55% of our student's population with a language background other than English and there is a great sense of pride in the linguistic, cultural and social diversity of our community. Our students language backgrounds other than English include; Mandarin, Khmer, Gujarati, Chinese, Dinka, Macedonian, Greek, Arabic, Punjabi, Vietnamese, Somali, Persian, Samoan, Albanian, Hindi, Nepali, Turkish, Urdu, Tongan, Tagalog, Afrikaans, Maori, Cantonese and others. Lalor North Primary School currently has 7 International students, 6 Koorie students and approximately 33% of student's who are equity funded.

The cultural practices of our broad multicultural population provide a challenge with optimising student attendance, as a number of families travel overseas for extended periods of time, throughout the year. During the school review process the panel also found that there was a significant proportion of students who have greater than 20 days absence per year and identified this as one of the schools key challenges. We also have a significant proportion of students who have late attendance and early collection on a regular basis. A renewed focus to improve our attendance is required to ensure students gain maximum learning opportunities.

Student outcomes as measured by NAPLAN and other data sources, did not meet the expected targets in the previous Strategic Plan, more specifically, less than expected students performed in strong and exceeding for Reading and Numeracy. A key challenge is to ensure the consistent implementation of evidence based, targeted, high impact teaching strategies are used consistently across all curriculum programs. The second key challenge is to maximise the capacity of teachers to use data to identify each child's learning needs and plan differentiated lessons and units to work towards targeting these needs.

### **The following Terms of Reference were explored during our School Review process;**

**Terms of Reference Focus Question 1:** To what extent are the instructional practices consistent across all programs?

The panel concluded that the school's instructional models were being implemented by teachers across all classrooms. After participating in a range of classroom observations and focus groups, the panel concluded there were some inconsistencies in how the instructional models were being implemented. The panel observed that the pacing and use of the elements within the instructional models varied across classrooms.

	<p><b>Terms of Reference Focus Question 2:</b> To what extent do teachers differentiate the learning for all students?  The panel agreed that in the lessons viewed, there was some evidence of teachers differentiating the learning for individual students. They also agreed the collaboration in PLCs supported teachers in planning for differentiated teaching. However, the panel concluded that not all lessons catered for the individual needs of every student, particularly students who required extension in their learning.</p> <p><b>Terms of Reference Focus Question 3:</b> To what extent are students active agents in their learning?  The panel found that the school provided student leadership opportunities and some avenues for students to make choices about their learning. However, the panel found limited evidence of opportunities for students to self-direct, self-evaluate or self-regulate their learning. The panel agreed that pedagogical practices that enabled students to become more active participants in their learning should be considered in the next strategic plan.</p>
<p><b>Intent, rationale and focus</b></p>	<p>The Lalor North Primary School staff recognise that revitalising teaching and learning and making improvements in our practices are essential for our programs to be effective and relevant. With a renewed strategic direction and professional development plan, the intention is to deepen our understanding of the pedagogical practices required and maximise the learning experience for our students. We are intending to improve student outcomes in Mathematics and English with a specific focus on improving student outcome data and increasing teaching capacity in the key areas of Reading and Number, as we believe these areas will have the most impact on our students' long-term capacity to be literate and numerate.</p> <p><b>The following three goals will be prioritised for the next four years at Lalor North Primary School;</b></p> <p><b>Goal 1 - Maximise the Learning Growth of Every Student</b>  Over the course of the review, the panel witnessed the implementation of the school's instructional models. They agreed that a strengthened focus on the use of the elements of the instructional models, alongside improved pedagogical practices, would strengthen both literacy and numeracy teaching. The panel concluded that continued development of PLCs would further build the data efficacy of teachers to inform differentiated teaching. The panel reviewed evidence that indicated equity funded students were less likely to achieve at or above expected levels than non-equity funded students. They agreed that the school needed to develop a tiered approach for learning intervention to ensure the learning needs of every student were being met.</p> <p><b>Goal 2 - Maximise Student Agency to Improve Learning Agency</b>  The panel understood that the previous SSP goal 'To improve student agency in learning' was partially met and that the 2023 School Performance Report had measured Student Attitude in the Transform domain performance group. Further panel investigation indicated that while students were mostly compliant in their lessons, they were not always challenged by the task. Lesson observations and teacher feedback led the panel to conclude that there was not a shared understanding of student agency at the school. The panel agreed that a future focus on developing teacher pedagogical practices to further enable student agency would enhance improved engagement in learning at the school.</p>

### **Goal 3 - Maximise Wellbeing Outcomes for Every Student**

Throughout the review, the panel discussed how equity funded students were less likely to attend school or achieve at or above expected levels as non-equity funded students. They also reviewed data that showed the Attendance Rate was measured in the Transform performance group in the 2022 and 2023 School Performance Reports. It became evident to the panel that the school had not yet developed a school based tiered model for intervention to address the differentiated learning and wellbeing needs of students. In addition, the panel agreed that a focus on trauma informed teaching practices, cultural diversity and neurodiversity would strengthen the school's inclusion practices.

#### **Our new School Strategic Plan will embrace the following areas of focus:**

- implementation of the Victorian Curriculum, including Version 2
- review of the school's instructional models to enable improved pedagogical practice
- improved assessment practices to inform differentiated teaching
- implement a whole school approach to enabling student agency
- implement a tiered response for learning and wellbeing interventions
- improve student attendance and punctuality
- strengthened inclusion practices.

# School Strategic Plan - 2023-2027

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<b>Goal 1</b>	Maximise the learning growth of every student.
<b>Target 1.1</b>	<p>NAPLAN Proficiency Levels (2023 Interim report)</p> <p>By 2027, decrease the percentage of students achieving low relative growth from Years 3 to 5 for:</p> <ul style="list-style-type: none"><li>• Reading from 52 per cent in 2023 to 25 per cent</li><li>• Numeracy from 35 per cent in 2023 to 25 per cent.</li></ul> <p>Targets to be modified according to future NAPLAN growth data information, if required.</p>
<b>Target 1.2</b>	<p>NAPLAN Proficiency Levels</p> <p>By 2027, increase the percentage of equity funded students achieving in the Exceeding, Strong and Developing proficiency levels in:</p> <p>Year 3:</p> <ul style="list-style-type: none"><li>• Reading from 77 per cent in 2023 to 97 per cent</li><li>• Numeracy from 62 per cent in 2023 to 82 per cent.</li></ul> <p>Year 5:</p> <ul style="list-style-type: none"><li>• Reading from 60 per cent in 2023 to 90 per cent</li><li>• Numeracy from 50 per cent in 2023 to 90 per cent.</li></ul>

<b>Target 1.3</b>	<p>School Staff Survey</p> <p>By 2027, increase the positive endorsement by staff for the factors of:</p> <ul style="list-style-type: none"> <li>• Instructional Leadership from 78 per cent in 2023 to 83 per cent</li> <li>• Guaranteed and viable curriculum from 81 per cent in 2023 to 86 per cent</li> <li>• Moderate assessment tasks together from 71 per cent in 2023 to 76 per cent.</li> </ul>
<p><b>Key Improvement Strategy 1.a</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	Build teacher knowledge to strengthen implementation of the Victorian Curriculum, including Version 2.0.
<p><b>Key Improvement Strategy 1.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p><b>Key Improvement Strategy 1.b</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	Review and refine the elements of the school's instructional models to enable improved pedagogical practice.
<b>Key Improvement Strategy 1.b</b>	

<p>Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p><b>Key Improvement Strategy 1.c</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	<p>Build assessment practices to inform differentiated teaching.</p>
<p><b>Key Improvement Strategy 1.c</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p><b>Key Improvement Strategy 1.c</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	
<p><b>Goal 2</b></p>	<p>Maximise student agency to improve learning engagement.</p>
<p><b>Target 2.1</b></p>	<p>Attitudes to Schools Survey</p> <p>By 2027, increase the positive endorsement by students for the factors of:</p> <ul style="list-style-type: none"> <li>• Motivation and interest from 73 per cent in 2023 to 80 per cent</li> <li>• Self-regulation and goal setting from 82 per cent in 2023 to 87 per cent</li> <li>• Student voice and agency from 58 per cent in 2023 to 66 per cent</li> </ul>



	<ul style="list-style-type: none"> <li>• Sense of connectedness from 71 per cent in 2023 to 76 per cent.</li> </ul>
<b>Target 2.2</b>	<p>School Staff Survey</p> <p>By 2027, increase the positive endorsement by staff for the factors of:</p> <ul style="list-style-type: none"> <li>• Use student feedback to improve practice from 71 per cent in 2023 to 76 per cent</li> <li>• Understand formative assessment from 82 per cent in 2023 to 87 per cent.</li> <li>• Promote student ownership of learning from 76 per cent in 2023 to 81 per cent.</li> </ul>
<b>Target 2.3</b>	<p>NAPLAN Proficiency Levels</p> <p>By 2027, increase the percentage of students achieving in the Exceeding or Strong proficiency levels for:</p> <p>Year 3:</p> <ul style="list-style-type: none"> <li>• Reading from 41 per cent in 2023 to 46 per cent</li> <li>• Numeracy from 26 per cent in 2023 to 46 per cent.</li> </ul> <p>Year 5:</p> <ul style="list-style-type: none"> <li>• Reading from 47 per cent in 2023 to 60 per cent</li> <li>• Numeracy from 30 per cent in 2023 to 50 per cent.</li> </ul>
<p><b>Key Improvement Strategy 2.a</b> The strategic direction and deployment of resources to create and reflect shared</p>	<p>Build a shared understanding of student agency across the school community.</p>

<p>goals and values; high expectations; and a positive, safe and orderly learning environment</p>	
<p><b>Key Improvement Strategy 2.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p><b>Key Improvement Strategy 2.a</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p><b>Key Improvement Strategy 2.b</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	<p>Develop and implement a whole school approach that ensures students are active learners.</p>
<p><b>Key Improvement Strategy 2.b</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p><b>Key Improvement Strategy 2.b</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	

<p><b>Key Improvement Strategy 2.c</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	<p>Build teacher capacity to co-design opportunities for students to exercise agency in their learning</p>
<p><b>Key Improvement Strategy 2.c</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p><b>Key Improvement Strategy 2.c</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p><b>Goal 3</b></p>	<p>Maximise wellbeing outcomes for every student.</p>
<p><b>Target 3.1</b></p>	<p>Attitudes to Schools Survey</p> <p>By 2027, increase the positive endorsement by students for the factors of:</p> <ul style="list-style-type: none"> <li>• Attitudes to attendance from 82 per cent in 2023 to 87 per cent</li> <li>• Respect for diversity from 75 per cent in 2023 to 80 per cent</li> <li>• Managing bullying from 68 per cent in 2023 to 73 per cent.</li> </ul>
<p><b>Target 3.2</b></p>	<p>Student Attendance</p>

	<p>By 2027, decrease the percentage of students with 20 or more absent days:</p> <ul style="list-style-type: none"> <li>• all Prep to Year 6 students from 57 per cent in 2022 to 20 per cent.</li> <li>• equity funded students from 71 per cent in 2022 to 35 per cent.</li> </ul>
<p><b>Target 3.3</b></p>	<p>Parent Opinion Survey</p> <p>By 2027, increase the percentage of positive endorsement for the factors of:</p> <ul style="list-style-type: none"> <li>• Student motivation and support from 74 per cent 2023 to 83 per cent</li> <li>• Confidence and resiliency skills from 79 per cent in 2023 to 87 per cent.</li> </ul>
<p><b>Key Improvement Strategy 3.a</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	<p>Develop and implement a tiered response for wellbeing intervention.</p>
<p><b>Key Improvement Strategy 3.a</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	
<p><b>Key Improvement Strategy 3.b</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a</p>	<p>Develop and implement whole school processes and protocols to improve student attendance and punctuality.</p>

<p>positive, safe and orderly learning environment</p>	
<p><b>Key Improvement Strategy 3.b</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p><b>Key Improvement Strategy 3.b</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	
<p><b>Key Improvement Strategy 3.c</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	<p>Strengthen inclusion practices to support student wellbeing.</p>
<p><b>Key Improvement Strategy 3.c</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	