

Lismore Primary School 1293 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: Kath Tanner 24/05/2017[name].....[date][name].....[date]
School council: Lucy Snibson 24/5/2017[name].....[date][name].....[date]
Delegate of the Secretary: Tony Fowler 24/5/2017[name].....[date][name].....[date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p><i>To develop confident, capable and creative lifelong learners in a constantly changing global society. We focus on the individual needs and student centred learning approaches that embrace 21st Century learning.</i></p> <p><i>(This is to be reviewed in 17/18)</i></p>	<p>Lismore Primary School continues to fulfil its motto every day, 'Our best always'. Alongside this sits our purpose which is to develop confident, capable and creative lifelong learners in a constantly changing global society. We focus on the individual needs and student centred learning approaches that embrace 21st Century learning. Our core values are excellence, respect, responsibility and persistence.</p>	<p>Lismore PS has a current enrolment of 33 and FTE of 3.0 teaching staff including the principal and a Business Manager (FTE 0.39). The core curriculum was enhanced by visiting specialists who taught LOTE, (Japanese) Library, Physical Education and Visual Arts. Our school has traditional links with neighbouring schools especially in the area of sport and extra-curricular activities and has established regular links with a Sister School in Japan Hokuzan Elementary & Junior High School via video conferencing. Video conferencing is used extensively throughout the school to enable our students to access programs that due to distance they would not have the opportunity to participate in. An example of this was the Creative Arts program which used videoconferencing to implement a unique instrument program at the end of the year and into 2017. We acknowledge and appreciate the strong connection that our parent body has, working alongside staff to create an optimal learning environment.</p>	<p>From the analysis of data presented at our review, this school has a clear direction going forwards. Over the next four years there will be a driving emphasis on student learning growth. For every year of school students will be expected to have a year's growth wherever their starting point may have been. We will have a renewed vigour to close the gap for students who are falling behind. Not only this, but we will endeavour to extend the students who are coasting, so that they achieve strong growth as well. We will explicitly teach growth mindset to give students an inner determination and dialogue to achieve their potential. An added benefit of teaching this is to develop resilience. Given the rising mental health statistics it is crucial that schools recognise the importance of giving students the skills to deal with failure and setbacks. Research suggests that when students are engaged and feel positive in their learning environment they will flourish.</p> <p>The FISO priority areas that the school will focus on during the period of the strategic plan are Excellence in Teaching and Learning, Community Engagement in Learning and Positive Climate for Learning.</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>By the end of 2020 we will build the capacity of teachers to plan, assess and deliver an engaging and contemporary curriculum so that all students achieve annual learning growth of at least 1.0 in Literacy and Numeracy, and the achievement gap between learners is reduced</p>	<p>Excellence in teaching and learning.</p> <ul style="list-style-type: none"> Building practice excellence Curriculum planning and assessment 	<p>Develop and document a guaranteed and viable curriculum</p> <ul style="list-style-type: none"> Match Victorian Curriculum to current curriculum documents Links to unit plans and weekly planners A Writing scope and sequence document that outlines the skills and knowledge taught at each year level for all genres. Implement Big Write consistently across both classrooms. Use moderation on assessment pieces Participate in a network structure from surrounding areas so that we can share resources and ideas whilst supporting each other to implement Big Write Access expert knowledge to refine our teaching of writing. Review and evaluate our reading program. Collaborate and discuss reading growth. Document a reading scope and sequence <p>Develop and implement an agreed instructional model consistently across the whole school</p> <ul style="list-style-type: none"> Research and review the models that are chosen – e5 & explicit teaching model Design templates using a model to plan lessons and units of work Share resources and use peer observations to gather feedback on how the models are impact student learning. Review and evaluate the impact of these models and refine if necessary. <p>Build teacher capacity to implement an instructional model and evaluate the impact of their teaching practice.</p> <ul style="list-style-type: none"> Engage in professional learning focused on elements of the instructional model Display learning intentions and success criteria in classrooms and in planning documents Develop a culture of feedback, reflection and change 	<p>Teacher Judgements</p> <p>Minimum 1.0 years growth for every year of the strategic plan for all students according to teacher judgement in all areas of Numeracy and Literacy.</p> <p>% of students achieving 1.0 growth.</p> <p>Increase the proportion of students achieving at or above expected level in English & mathematics</p> <table border="1"> <thead> <tr> <th rowspan="2">Based on a rolling average over 3 years</th> <th colspan="3">Benchmark (2013-2015)</th> <th colspan="3">Target (2018- 2020)</th> </tr> <tr> <th>A & B</th> <th>C</th> <th>D & E</th> <th>A & B</th> <th>C</th> <th>D & E</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>44%</td> <td>48%</td> <td>8%</td> <td>50%</td> <td>45%</td> <td>5%</td> </tr> <tr> <td>Speaking and Listening</td> <td>20%</td> <td>71%</td> <td>9%</td> <td>25%</td> <td>70%</td> <td>5%</td> </tr> <tr> <td>Writing</td> <td>33%</td> <td>54%</td> <td>12%</td> <td>40%</td> <td>55%</td> <td>5%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th rowspan="2">Based on a rolling average over 3 years</th> <th colspan="3">Benchmark (2013-2015)</th> <th colspan="3">Target (2018- 2020)</th> </tr> <tr> <th>A & B</th> <th>C</th> <th>D & E</th> <th>A & B</th> <th>C</th> <th>D & E</th> </tr> </thead> <tbody> <tr> <td>Measure & Geometry</td> <td>30%</td> <td>64%</td> <td>6%</td> <td>33%</td> <td>65%</td> <td>2%</td> </tr> <tr> <td>Number & Algebra</td> <td>38%</td> <td>56%</td> <td>6%</td> <td>40%</td> <td>59%</td> <td>1%</td> </tr> <tr> <td>Stats & Probability</td> <td>14%</td> <td>78%</td> <td>9%</td> <td>25%</td> <td>70%</td> <td>5%</td> </tr> </tbody> </table> <p>NAPLAN</p> <p>Improve NAPLAN relative growth</p> <p>Based on rolling average over 4 years 2012 – 2015 percentages</p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="3">Benchmark (2012-2015)</th> <th colspan="3">Target (2017-2020)</th> </tr> <tr> <th>low</th> <th>medium</th> <th>high</th> <th>low</th> <th>medium</th> <th>high</th> </tr> </thead> <tbody> <tr> <td>Numeracy</td> <td>13%</td> <td>65%</td> <td>23%</td> <td>10%</td> <td>65%</td> <td>25%</td> </tr> <tr> <td>Reading</td> <td>21%</td> <td>71%</td> <td>8%</td> <td>15%</td> <td>70%</td> <td>15%</td> </tr> <tr> <td>Spelling</td> <td>21%</td> <td>31%</td> <td>48%</td> <td>15%</td> <td>35%</td> <td>50%</td> </tr> <tr> <td>Writing</td> <td>58%</td> <td>33%</td> <td>8%</td> <td>35%</td> <td>45%</td> <td>20%</td> </tr> </tbody> </table>	Based on a rolling average over 3 years	Benchmark (2013-2015)			Target (2018- 2020)			A & B	C	D & E	A & B	C	D & E	Reading	44%	48%	8%	50%	45%	5%	Speaking and Listening	20%	71%	9%	25%	70%	5%	Writing	33%	54%	12%	40%	55%	5%	Based on a rolling average over 3 years	Benchmark (2013-2015)			Target (2018- 2020)			A & B	C	D & E	A & B	C	D & E	Measure & Geometry	30%	64%	6%	33%	65%	2%	Number & Algebra	38%	56%	6%	40%	59%	1%	Stats & Probability	14%	78%	9%	25%	70%	5%		Benchmark (2012-2015)			Target (2017-2020)			low	medium	high	low	medium	high	Numeracy	13%	65%	23%	10%	65%	25%	Reading	21%	71%	8%	15%	70%	15%	Spelling	21%	31%	48%	15%	35%	50%	Writing	58%	33%	8%	35%	45%	20%
Based on a rolling average over 3 years	Benchmark (2013-2015)				Target (2018- 2020)																																																																																																											
	A & B	C	D & E	A & B	C	D & E																																																																																																										
Reading	44%	48%	8%	50%	45%	5%																																																																																																										
Speaking and Listening	20%	71%	9%	25%	70%	5%																																																																																																										
Writing	33%	54%	12%	40%	55%	5%																																																																																																										
Based on a rolling average over 3 years	Benchmark (2013-2015)			Target (2018- 2020)																																																																																																												
	A & B	C	D & E	A & B	C	D & E																																																																																																										
Measure & Geometry	30%	64%	6%	33%	65%	2%																																																																																																										
Number & Algebra	38%	56%	6%	40%	59%	1%																																																																																																										
Stats & Probability	14%	78%	9%	25%	70%	5%																																																																																																										
	Benchmark (2012-2015)			Target (2017-2020)																																																																																																												
	low	medium	high	low	medium	high																																																																																																										
Numeracy	13%	65%	23%	10%	65%	25%																																																																																																										
Reading	21%	71%	8%	15%	70%	15%																																																																																																										
Spelling	21%	31%	48%	15%	35%	50%																																																																																																										
Writing	58%	33%	8%	35%	45%	20%																																																																																																										

		<ul style="list-style-type: none"> Visit another school who has embedded the instructional model Use this model in conjunction with the implementation of Big Write Use other school networks to assist with the implementation and reviewing of embedding Big Write. <p>Embed the Professional learning community framework based on the critical questions:</p> <ol style="list-style-type: none"> What do we want the students to learn? How will we know when each student has learned it? What will we do for students who haven't? What will we do for those who have learnt it <ul style="list-style-type: none"> Have weekly PLT meetings with an agreed schedule that aligns with the above questions Review the assessment schedule Utilize SPA to have a current understanding of each child's learning outcomes and plan for their learning needs 	<table border="1"> <tr> <td>Grammar & Punctuation</td> <td>17%</td> <td>40%</td> <td>48%</td> <td>15%</td> <td>35%</td> <td>50%</td> </tr> </table> <p>Staff Opinion Survey – percentage endorsement Based on rolling average over 3 years 2014 – 2016</p> <table border="1"> <thead> <tr> <th></th> <th>Benchmark</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>Collective Efficacy</td> <td>89%</td> <td>95%</td> </tr> <tr> <td>Teacher Collaboration</td> <td>74%</td> <td>85%</td> </tr> <tr> <td>Academic Emphasis</td> <td>79%</td> <td>90%</td> </tr> <tr> <td>Guaranteed & viable curriculum</td> <td>74%</td> <td>85%</td> </tr> <tr> <td>Collective responsibility</td> <td>85%</td> <td>90%</td> </tr> <tr> <td>Staff trust in colleagues</td> <td>80%</td> <td>90%</td> </tr> <tr> <td>Collective focus on student learning</td> <td>90%</td> <td>95%</td> </tr> <tr> <td>Shielding/buffering</td> <td>43%</td> <td>60%</td> </tr> </tbody> </table>	Grammar & Punctuation	17%	40%	48%	15%	35%	50%		Benchmark	Target	Collective Efficacy	89%	95%	Teacher Collaboration	74%	85%	Academic Emphasis	79%	90%	Guaranteed & viable curriculum	74%	85%	Collective responsibility	85%	90%	Staff trust in colleagues	80%	90%	Collective focus on student learning	90%	95%	Shielding/buffering	43%	60%
Grammar & Punctuation	17%	40%	48%	15%	35%	50%																															
	Benchmark	Target																																			
Collective Efficacy	89%	95%																																			
Teacher Collaboration	74%	85%																																			
Academic Emphasis	79%	90%																																			
Guaranteed & viable curriculum	74%	85%																																			
Collective responsibility	85%	90%																																			
Staff trust in colleagues	80%	90%																																			
Collective focus on student learning	90%	95%																																			
Shielding/buffering	43%	60%																																			
<p>By the end of 2020 we will build the instructional capability of staff, and strengthen feedback and communication processes so that students are more engaged in their learning.</p>	<p>Community engagement in learning</p> <ul style="list-style-type: none"> Building communities <p>Excellence in teaching and learning</p> <ul style="list-style-type: none"> Evidence-based high impact teaching strategies <p>Positive climate for learning</p> <ul style="list-style-type: none"> Empowering students and building school pride 	<p>To build a culture of continuous improvement based on high quality feedback</p> <ul style="list-style-type: none"> Audit the current strategies for giving feedback in the school between students, student to teacher, teacher to student, teacher to teacher, parent to teacher and teacher to parent and strengthen parent engagement in their child's learning by implementing effective processes. Provide opportunities for students to self-reflect on their learning Explore mediums for communicating school information to parents – including digital forums Strengthen the student voice in the school – Junior School Council, leadership meetings, surveys and constant feedback to teachers about their learning. <p>Build a stimulating learning environment that engages and challenges students in their learning</p> <ul style="list-style-type: none"> Use of technology to enhance learning outcomes Create, develop, and implement a hands on learning project to engage students, connect students to real life learning. Create opportunities to build community connections within this four year project. Develop ILPS for students who are a year above or below and once a term track their progress Organize SSGs for students 	<p>Attendance The 4 year average for students with 20+ days absence will be reduced from 22% to 18%</p> <p>Based on 4 year rolling average (2012-2015)</p> <table border="1"> <thead> <tr> <th></th> <th>Benchmark</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td><10 days</td> <td>44%</td> <td>50%</td> </tr> <tr> <td>10-19.5 days</td> <td>34%</td> <td>32%</td> </tr> <tr> <td>20-29.5 days</td> <td>11%</td> <td>10%</td> </tr> <tr> <td>30+ days</td> <td>12%</td> <td>8%</td> </tr> </tbody> </table> <p>Attitude to school survey – benchmarks to be set in 2017.</p> <p>Parent Opinion Survey Based on 3 year rolling average (2012-2015)</p> <table border="1"> <thead> <tr> <th></th> <th>2013-2016 average</th> <th>2017-2020</th> </tr> </thead> <tbody> <tr> <td>Student Motivation</td> <td>5.91</td> <td>5.90</td> </tr> <tr> <td>Stimulating Learning</td> <td>5.97</td> <td>6.00</td> </tr> <tr> <td>Connectedness to peers</td> <td>6.08</td> <td>6.00</td> </tr> <tr> <td>Social skills</td> <td>6.02</td> <td>6.00</td> </tr> <tr> <td>School connectedness</td> <td>6.19</td> <td>6.00</td> </tr> </tbody> </table>		Benchmark	Target	<10 days	44%	50%	10-19.5 days	34%	32%	20-29.5 days	11%	10%	30+ days	12%	8%		2013-2016 average	2017-2020	Student Motivation	5.91	5.90	Stimulating Learning	5.97	6.00	Connectedness to peers	6.08	6.00	Social skills	6.02	6.00	School connectedness	6.19	6.00	
	Benchmark	Target																																			
<10 days	44%	50%																																			
10-19.5 days	34%	32%																																			
20-29.5 days	11%	10%																																			
30+ days	12%	8%																																			
	2013-2016 average	2017-2020																																			
Student Motivation	5.91	5.90																																			
Stimulating Learning	5.97	6.00																																			
Connectedness to peers	6.08	6.00																																			
Social skills	6.02	6.00																																			
School connectedness	6.19	6.00																																			
<p>By the end of 2020 we will develop and implement a growth mindset framework using the principles of positive education so that student wellbeing and intellectual engagement and self-awareness is strengthened.</p>	<p>Positive Climate</p> <ul style="list-style-type: none"> Health and wellbeing Intellectual engagement and self-awareness 	<p>To develop and implement a growth mindset framework</p> <ul style="list-style-type: none"> Professional learning for staff around growth mindset Develop a sequential plan for the delivery of how and when we want to teach this. Communicate to parents about this subject and what they can do at home Professional learning for staff on teaching resilience Develop a sequential plan for the delivery of how and when we want to teach this. Review growth mindset and resilience program and evaluate the impact on student well-being and learning outcomes <p>To introduce the principles of Positive education</p> <ul style="list-style-type: none"> Explore the PERMA framework and align what already happens in the classroom with this. Profession learning for staff Develop a teaching plan to implement this Communicate this with parents – could have an information night Review and evaluate the program annually 	<p>Acer Survey on social and emotional skills for students. Benchmarks to be set in 2017.</p> <p>Staff Opinion Survey – percentage endorsement To increase the overall percentage endorsement in the safety and well-being component from 63.1% to 70%.</p> <p>ATSS – Benchmarks to be set in 2018</p> <p>Parent Opinion Survey Based on 3 year rolling average (2012-2015)</p> <table border="1"> <thead> <tr> <th></th> <th>2013-16 average</th> <th>2017-2020 target</th> </tr> </thead> <tbody> <tr> <td>Student safety</td> <td>5.68</td> <td>5.7</td> </tr> <tr> <td>Classroom behaviour</td> <td>4.78</td> <td>4.8</td> </tr> </tbody> </table>		2013-16 average	2017-2020 target	Student safety	5.68	5.7	Classroom behaviour	4.78	4.8																									
	2013-16 average	2017-2020 target																																			
Student safety	5.68	5.7																																			
Classroom behaviour	4.78	4.8																																			