

# School Strategic Plan 2018-2022

Lloyd Street Primary School (4139)



Submitted for review by Nerida Smith (School Principal) on 06 December, 2018 at 05:02 PM  
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Awaiting endorsement by School Council President

# School Strategic Plan - 2018-2022

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<b>School vision</b>	<p>Lloyd Street School aims to develop the individual talents of students and teach them to relate the experience of the classroom to the realities of the world. Beyond intellectual rigour and high academic standards, strong emphasis is placed on the ideals of international understanding and responsible citizenship. Students are encouraged to become critical and compassionate thinkers, lifelong learners and informed participants in local and world affairs. Students will be conscious of the shared humanity that binds all people together while respecting the variety of cultures and attitudes that makes for the richness of life.</p> <p>In partnership, our school and community aim to provide a safe and stimulating environment, which is conducive to active successful learning experiences. The school is responsive and proactive in managing change and has a positive atmosphere where parents, staff and students work together to nurture a love of learning.</p>
<b>School values</b>	<p>Lloyd Street School is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students.</p> <p>The programmes and teaching at Lloyd Street School support and promote the principles and practice of Australian democracy, including a commitment to:</p> <ul style="list-style-type: none"><li>• elected government</li><li>• the rule of law</li><li>• equal rights for all before the law</li><li>• freedom of religion</li><li>• freedom of speech and association</li><li>• the values of openness and tolerance.</li></ul> <p>Our school will continually strive to provide students with an international community perspective. We aim for our students to be: Inquirers, Thinkers, Communicators, Courageous; who are Knowledgeable, Principled, Caring, Open-minded, Balanced and Reflective. (These attributes and dispositions are described in the International Baccalaurate, Primary Years Programme Learner Profile.)</p>

Lloyd Street School acknowledges that the behaviour of staff, parents, carers and students has an impact on our school community and culture. We acknowledge a shared responsibility to create a positive learning environment for the children and young people at our school.

As principals and school leaders, we will:

- model positive behaviour and effective leadership
- communicate politely and respectfully with all members of the school community
- work collaboratively to create a school environment where respectful and safe behaviour is expected of everyone
- behave in a manner consistent with the standards of our profession and meet core responsibilities to provide safe and inclusive environments
- plan, implement and review our work to ensure the care, safety, security and general wellbeing of all students at school
- identify and support students who are or may be at risk
- do our best to ensure every child achieves their personal and learning potential
- work with parents to understand their child's needs and, where necessary, adapt the learning environment accordingly
- respond appropriately when safe and inclusive behaviour is not demonstrated and implement appropriate interventions and sanctions when required
- inform parents of the school's communication and complaints procedures
- ask any person who is acting in an offensive, intimidating or otherwise inappropriate way to leave the school grounds.

As teachers and non-teaching school staff, we will:

- model positive behaviour to students consistent with the standards of our profession
- communicate politely and respectfully with all members of the school community
- proactively engage with parents about student outcomes
- work with parents to understand the needs of each student and, where necessary, adapt the learning environment accordingly
- work collaboratively with parents to improve learning and wellbeing outcomes for students with additional needs
- communicate with the principal and school leaders in the event we anticipate or face any tension or challenging behaviours from parents
- treat all members of the school community with respect.

As parents and carers, we will:

	<ul style="list-style-type: none"> <li>• model positive behaviour to our child</li> <li>• communicate politely and respectfully with all members of the school community</li> <li>• ensure our child attends school on time, every day the school is open for instruction</li> <li>• take an interest in our child's school and learning</li> <li>• work with the school to achieve the best outcomes for our child</li> <li>• communicate constructively with the school and use expected processes and protocols when raising concerns</li> <li>• support school staff to maintain a safe learning environment for all students</li> <li>• follow the school's processes for communication with staff and making complaints</li> <li>• treat all school leaders, staff, students, and other members of the school community with respect.</li> </ul> <p>As students, we will:</p> <ul style="list-style-type: none"> <li>• model positive behaviour to other students</li> <li>• communicate politely and respectfully with all members of the school community.</li> <li>• comply with and model school values</li> <li>• behave in a safe, inclusive and responsible manner</li> <li>• respect ourselves, other members of the school community and the school environment.</li> <li>• actively participate in school</li> <li>• not disrupt the learning of others and make the most of our educational opportunities.</li> </ul> <p>As community members, we will:</p> <ul style="list-style-type: none"> <li>• model positive behaviour to the school community</li> <li>• treat other members of the school community with respect</li> <li>• support school staff to maintain a safe and inclusive learning environment for all students</li> <li>• utilise the school's processes for communication with staff and submitting complaints</li> </ul>
<p><b>Context challenges</b></p>	<p>School Context</p> <p>Lloyd Street School is located in East Malvern and has been accredited to provide the International Baccalaureate, Primary Years Programme since 2007. The Primary Years Programme is a curriculum framework which enables the school to provide an education that comprehensively addresses the Victorian Curriculum and also ensures that learning is concept based, authentic and of international significance. The school's continuous improvement journey is supported by the dual review processes completed on a cyclical basis, the Department of Education and Training Review Programme, utilising the FISO Improvement Model (every 4 years) and the IB Evaluation Process utilising the IB Standards and Practices (every 5 years).</p> <p>The school enjoys outstanding support from school community which greatly values education. Many Parents and Carers</p>

	<p>are employed in professional occupations and participate actively in the school programme. The school community is cognisant of the need for the achievement of academic excellence to be accompanied by opportunities for students to participate in a broad range of educational experiences and to develop the skills required to form positive relationships and demonstrate resilience and mental health. To this end a variety of single subject programmes form an integral part of the learning programme, with students having access to instruction in the following single subject areas: Physical Education, Indonesian, Visual Art, Music, Philosophy and ICT. There is an extensive Performing Arts Programme which includes various ensemble groups, choirs and a rock band. Instrumental music and singing programmes are on offer from a range of external providers. There is also a broad range of extra-curricula opportunities on offer.</p> <p>Student wellbeing is also prioritised with explicit instruction in mindfulness, resilience and gratitude provided through the Resilience Project. Wellbeing is also woven throughout the programme with inquiry with the development of positive mindsets and dispositions a deliberate and consistent focus.</p> <p>Context Challenges Lloyd Street School is fortunate to educate students who arrive at school ready to learn and have active support from their families. During the last review period there was a small increase in the number of students arriving at school with English as an additional language (EAL). This has required the staff team to ensure we are knowledgeable about the most effective teaching practices to meet their needs. Teaching EAL students will continue to be an area for professional learning for staff. The homogenous nature of the school community can also create some challenges in relation to the provision of an authentic international curriculum.</p>
<p><b>Intent, rationale and focus</b></p>	<p>During the 2019 - 2022 Strategic Plan period the school is committed to continuing to improve literacy outcomes across all areas and in maintaining the high performance of students. Similarly, the school is committed to improving outcomes in numeracy across all areas and maintaining the high performance of students.</p> <p>The 2015-2018 School Review panel agreed that continuing to build a culture of continuous improvement and high expectations would lead to improved student outcomes in the core learning areas. Key strategies enabling continuous improvement in student outcomes directly relate to the enhancement of staff collaboration and development teacher practice. Strategies will include:</p> <ul style="list-style-type: none"> <li>• effective distribution of leadership</li> <li>• implementation of the Professional Learning Communities inquiry model for teacher collaboration</li> <li>• professional learning in relation to the effective use of student performance data</li> <li>• professional learning in relation to consistent application of evidence based teaching practices</li> <li>• coaching and modelling to improve application of evidence based teacher practice</li> </ul>

During the 2019 - 2022 Strategic Plan period the school is committed to continuing to providing greater opportunities for Student Voice and Student Agency throughout the curriculum programme.

The 2015 -2018 School Review Panel agreed that whilst the students had significant Student Voice within their learning, there was a need to further develop the opportunities for Student Agency. Key strategies enabling opportunities for developing Student Agency will include:

- review of current assessment practices
- professional learning in the effective use of success criteria and rubrics
- professional learning in the effective use of student goal setting
- student involvement in curriculum construction
- student involvement in curriculum mapping through assessment and feedback
- increased student involvement in evaluating the effectiveness of the curriculum

#### Definition of Student Voice

Student voice is not simply about giving students the opportunity to communicate ideas and opinions; it is about students having the power to influence change. Authentic student voice provides opportunities for students to collaborate and make decisions with adults around what and how they learn and how their learning is assessed. This is known to lead to improved educational outcomes.

#### Definition of Student Agency

Student agency refers to the level of autonomy and power that a student experiences in the learning environment. Student voice and agency are intrinsically linked. Agency gives students the power to direct and take responsibility for their learning, creating independent and self-regulating learners.

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<b>Goal 1</b>	To improve student achievement in literacy and numeracy.
<b>Target 1.1</b>	By 2022 improve the percentage of year 5 students in the top 2 NAPLAN bands in reading from 48% to 65%. By 2022 improve the percentage of year 5 students in the top 2 NAPLAN bands in writing from 13% to 35%.
<b>Target 1.2</b>	By 2022 increase the mean scaled score in spelling from 516 points to 530 points.
<b>Target 1.3</b>	By 2022 the percentage of year 5 students in the top 2 bands of NAPLAN will increase from 44% to 57% in numeracy.
<b>Target 1.4</b>	By 2022 increase the mean scaled score for year 5 in numeracy from 517 points to 535 points.
<b>Key Improvement Strategy 1.a</b> Evaluating impact on learning	Improve PLC practices in using data to inform planning and evaluate the impact of teacher practice to inform professional learning to build capability.
<b>Key Improvement Strategy 1.b</b> Evidence-based high-impact teaching strategies	Consistently implement evidence-based literacy and numeracy practices to differentiate learning school wide with a particular focus on maintaining the growth of high achieving students.

<b>Key Improvement Strategy 1.c</b> Curriculum planning and assessment	Build teacher capability in the use of formative and diagnostic assessment to identify and respond to areas of cohort and individual student learning needs.
<b>Goal 2</b>	To develop student voice and agency in learning.
<b>Target 2.1</b>	During the review period the panel determined that students had considerable voice in their learning but that opportunities to activate student agency were required.
<b>Target 2.2</b>	By 2022 increase the percentage positive response on ATOS for <i>student voice and agency</i> from 64% to 90%.
<b>Target 2.3</b>	By 2022 increase the percentage positive endorsement on the Staff survey for the <i>teaching and learning</i> modules from 77% to 85%.
<b>Key Improvement Strategy 2.a</b> Empowering students and building school pride	Develop a common understanding and language of student voice, agency, and leadership with staff and students.
<b>Key Improvement Strategy 2.b</b> Empowering students and building school pride	Increase the student role in planning their learning program and evaluating achievement and progress.
<b>Key Improvement Strategy 2.c</b> Curriculum planning and assessment	Develop a curriculum continuum and assessment processes accessible to students to enable them to self-direct their learning.



