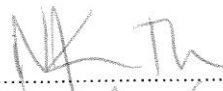
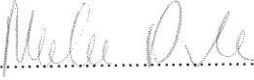



School Strategic Plan for
Lloyd Street School - 4139
2015- 2019



Endorsements

<p>Endorsement by School Principal</p>	<p>Signed..... </p> <p>Name..... Nevada Smith</p> <p>Date..... 17/7/2015</p>
<p>Endorsement by School Council</p>	<p>Signed..... </p> <p>Name..... MELINDA DUKE</p> <p>Date..... 17/7/2015</p> <p>School Council President's endorsement represents endorsement of School Strategic Plan by School Council</p>
<p>Endorsement by the delegate of the Secretary</p>	<p>Signed..... </p> <p>Name..... DEAN MANN</p> <p>Date..... 21/7/15</p>
<p>Legislative context for endorsement</p> <p>Section 2.3.24, subsection (2) of the act states that "A school plan prepared under subsection (1) must be signed by both the president of the school council and the principal and must be submitted to the Secretary for approval within the period specified in a Ministerial Order."</p> <p>Ministerial Order 470 states that "the requirements for the school plan are set out in guidelines produced by the Department of Education and Training." This template forms the guidelines.</p>	

School Profile

<h3>‘Learning for Life’</h3> <p><i>Tell me and I’ll forget</i></p> <p><i>Show me and I’ll remember</i></p> <p><i>Involve me and I’ll understand</i></p> <p><i>When I reflect I’ll learn</i></p>	
Purpose	<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>
Values	<p>Our school will continually strive to provide students with an international community perspective. As outlined in the International Baccalaureate Primary Years Programme Learner Profile we aim for our students to be: INQUIRERS, THINKERS AND COMMUNICATORS; who are COURAGEOUS, KNOWLEDGEABLE, PRINCIPLED, CARING, OPEN-MINDED, BALANCED and REFLECTIVE.</p> <p>While recognising the importance of knowledge, concepts and skills, we acknowledge the need to develop in our students’ positive attitudes towards people, the environment and learning.</p> <p>Explicitly addressed in our curriculum are the attitudes: APPRECIATION, COMMITMENT, CONFIDENCE, COOPERATION, CREATIVITY, CURIOSITY, EMPATHY, ENTHUSIASM, INDEPENDENCE, INTEGRITY, RESPECT and TOLERANCE.</p>
Environmental Context	<p>Lloyd Street is located in Malvern East, a residential suburb in the City of Stonnington. Students the school educates live close to the school, generally within the enrolment zone. The community is actively involved in all aspects of the school's programme, with parents being positive, valued and vital partners in their children's education.</p> <p>The overall socio-economic profile of the school, based on the Student Family Occupation index is high. The community highly</p>

	<p>values education and there is an expectation that the majority of students will undertake further education post compulsory. Students attending Lloyd Street transition from a range of Kindergarten/Early Childhood Centres in the local area. Increasingly there is a disparity in the time allocation and quality of programmes accessed and hence entry skills upon commencing Primary School.</p> <p>Students exit to a broad range of Secondary Schools. In recent years around two-thirds have transitioned to the independent sector and one third to Government Secondary Colleges.</p> <p>Lloyd Street School was authorised as an International Baccalaureate, Primary Years Programme School in 2007. The philosophy and ideals of the programme are now very well entrenched and the programme of inquiry provided is, innovative and comprehensive. The school is committed to the belief that in addition to providing academic rigour, the school has a responsibility to develop in its students the ideals of international understanding and responsible citizenship. In 2015 Lloyd Street will participate in our second evaluation visit from members of the International Baccalaureate. This visit will further inform our continuous improvement journey.</p> <p>The staff team is highly professional and there is an expectation that all staff work collaboratively to build collective capacity and provide the best possible outcomes for the students. Professional growth and leadership learning is highly valued.</p> <p>The main building was refurbished and a new senior school, double storey portable opened in 2014. This greatly improved the learning environment for our students and staff. Planning is in place to further improve the outside environment.</p> <p>The school is well resourced and provides a range of single subject teachers, a literacy support teacher and a coach. Similarly, the learning programme is generally supported by engaging materials. The school strives to provide access to contemporary information communication technology tools to all students.</p>
<p>Service Standards</p>	<p>LLOYD STREET SCHOOL IS COMMITTED TO FOSTERING POSITIVE AND PRODUCTIVE RELATIONSHIPS WITH THE SCHOOL COMMUNITY. TO THIS END WE STRIVE TO CONSISTENTLY PROVIDE AN EXCELLENT LEVEL OF SERVICE TO ALL BY:</p> <ol style="list-style-type: none"> 1. Providing all students with a comprehensive and rigorous inquiry curriculum programme which has been differentiated to cater for the academic needs of each individual. 2. Ensuring a safe, nurturing and engaging learning environment which is inclusive of all. 3. Focusing on the emotional, social, behavioural and physical development of all students. 4. Working in partnership with the community to provide the best possible outcomes for the students. <p>TO FACILITATE THIS WE WILL:</p> <ol style="list-style-type: none"> 1.1 Fully implement all aspects of the International Baccalaureate, Primary Years Programme. 1.2 Utilize a range of assessment tools to ensure the curriculum is tailored to meet the needs of all students. 1.3 Ensure all teaching staff work collaboratively to build collective capacity and have access to quality professional learning.

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| | <ul style="list-style-type: none">1.4 Implement a distributed leadership model.2.1 Provide an orderly, safe and aesthetically inviting physical environment.2.2 Manage student behaviour in a timely, consistent and educative manner.2.3 Provide appropriate contemporary learning resources .3.1 Ensure a broad range of educational experiences which support the development of balanced, positive, resilient students.3.2 Work effectively with outside agencies to support students and their families.3.3 Celebrate the individual incremental successes of students.4.1 Provide the community with consistent, quality communications which build common understandings and values.4.2 Provide mechanisms for the community to communicate effectively with the school.4.3 Communicate with all parents in relation to their child's progress.4.4 Provide opportunities for the community to actively participate in the school. |
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Strategic Direction

	Goals	Targets	Key Improvement Strategies
	Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school's purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.	Targets are defined measures of the successful achievement of the school's goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.	Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school's Annual Implementation Planning process.
<p>Achievement</p> <p>Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support.</p> <p>While recognising that literacy and numeracy are essential foundations for students' success, achievement outcomes encompass a broader view of learning, spanning the full range of curriculum domains, as well as students' co-curricular achievements.</p>	<p>To maximise learning growth for all students across the curriculum.</p> <p>To further develop the achievement of students in writing and spelling.</p>	<p>Matched cohort learning growth in all areas of NAPLAN to consistently <u>meet or exceed State wide learning growth.</u></p> <p>Student performances in NAPLAN in areas of writing and spelling to match reading performances.</p>	<p>Increase the capacity of staff to teach spelling and writing.</p> <p>To develop a comprehensive, school based, Word Study scope and sequence document.</p>

<p>Engagement</p> <p>Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community.</p> <p>Engagement spans students' motivation to learn, as well as their active involvement in learning.</p> <p>Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.</p>	<p>To improve student engagement through the integration of ICT tools throughout the curriculum.</p> <p>Student competence in effectively using ICT tools to show improvement throughout the review period.</p>	<p>Attitudes to School Survey Data in areas of Learning Confidence, Stimulating Learning and Teacher Effectiveness to consistently have mean scores 4.6 – 4.7.</p> <p>School based survey data for students to demonstrate increased effectiveness in the use of ICT tools.</p> <p>School based survey data for staff to demonstrate increased effectiveness in the integration of ICT tools across all curriculum areas.</p>	<p>Development of a pedagogical plan outlining the successful integration of ICT tools across all curriculum areas.</p> <p>Student Matrix fully implemented.</p>
<p>Wellbeing</p> <p>Students' health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences.</p>	<p>To increase student wellbeing through a community wide focus on the development of resilience and positive mental health.</p>	<p>Attitudes to School Survey wellbeing measures to consistently have mean scores:</p> <ul style="list-style-type: none"> • Student Distress 5.9 - 6.0 • Student Morale 5.7 - 5.9 <p>Parent survey in relation to Student Safety to be in the fourth quartile (mean score in top 25% of all Primary Schools)</p>	<p>To develop a comprehensive whole school wellbeing programme promoting the development of resilience and mental health.</p>
<p>Productivity</p> <p>Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school.</p> <p>Successful productivity outcomes exist when a school uses its resources – people, time,</p>	<p>To build the collective capacity of the teaching team through quality professional learning.</p> <p>To continue to build the leadership capacity of staff through a distributed leadership model and quality leadership</p>	<p>The staff survey to equal state wide means in relation to:</p> <ul style="list-style-type: none"> • Professional Learning: Coherence • Professional Learning: Collective Participation <p>School based survey demonstrates</p>	<p>To develop and implement a targeted and effective professional learning plan.</p>

<p>space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities – to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets.</p>	<p>learning.</p>	<p>improvement in relation to school wide leadership.</p> <p>Greater number of staff participating in formal Leadership Learning as part of the PDP Process.</p>	
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School Strategic Plan 2014- 2017: Indicative Planner

Purpose: the purpose of the indicative planner is to assist the school to prioritise key improvement strategies to support resource allocation and to describe the changes in practice and behavior that might be observable at the school if the key improvement strategies are being implemented as intended.			
Key Improvement Strategies	Actions	Achievement Milestone	
	Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.	Achievement milestones are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Achievement milestones often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of achievement milestones should be set.	
Achievement	Year 1	<ul style="list-style-type: none"> ▪ Revision of English Co-ordination Role. ▪ Professional learning - Word Study continued. ▪ Introduction and adaptation of 9 Traits for successful writing – Persuasive. 	<ul style="list-style-type: none"> ▪ Role Statement for Curriculum Leadership completed. ▪ Item analysis for NAPLAN writing shows improvement in performance for introductions.
	Year 2	<ul style="list-style-type: none"> ▪ Word Study Scope and Sequence completed. ▪ Professional learning in relation to seed writing/writer's notebook. ▪ Literacy Coaching continued 	<ul style="list-style-type: none"> ▪ Scope and Sequence referenced throughout the school for planning. ▪ Writing programme demonstrates a balance between genre writing and writers notebook etc.
	Year 3	<ul style="list-style-type: none"> ▪ Whole school writing overview completed. ▪ Literacy Coaching continued 	<ul style="list-style-type: none"> ▪ Writing overview referenced for all programme planning.
	Year 4	<ul style="list-style-type: none"> ▪ Embedding of practices ▪ Staff induction. 	<ul style="list-style-type: none"> ▪ NAPLAN data shows improved performances in writing and spelling.
Engagement	Year 1	<ul style="list-style-type: none"> ▪ Leadership Team identify and visit ICT best practice schools ▪ All staff have individual ICT professional learning goals. ▪ Introduction of Compass 	<ul style="list-style-type: none"> ▪ School visiting completed. ▪ PDP plans include individual ICT goals. ▪ Compass being utilized by staff as communication tool.
	Year 2	<ul style="list-style-type: none"> ▪ Vision for development of ICT across the school developed. 	<ul style="list-style-type: none"> ▪ Strategic plan for ICT commenced. ▪ PDP plans include team/whole

		<ul style="list-style-type: none"> Team/whole school goals for ICT integration established. Further utilization of Compass Student competencies identified using matrix. 	<ul style="list-style-type: none"> school ICT goals. Professional learning completed. Compass introduced to community. Student Matrix introduced.
	Year 3	<ul style="list-style-type: none"> Professional Learning in relation to ICT integration. Student Matrix further embedded. 	<ul style="list-style-type: none"> Teachers indicate greater confidence in integrating ICT. Student competencies as recorded on Matrix show improvement.
	Year 4	<ul style="list-style-type: none"> Embedding of practices Revisiting of ICT strategic plan for currency. 	<ul style="list-style-type: none"> Professional learning continuing. Strategic plan updated for next review period.
Wellbeing	Year 1	<ul style="list-style-type: none"> Revision of student engagement and wellbeing policy. Revision of student management processes. Community workshops provided. 	<ul style="list-style-type: none"> Policy redeveloped and ratified. Consistent student management processes in place.
	Year 2	<ul style="list-style-type: none"> Professional learning of staff in relation to the proactive promotion of resilience and mental health. Planning commenced for integration of explicit skills. Community workshops provided. 	<ul style="list-style-type: none"> Professional Learning commenced. Community workshops hosted bi-annually. Commenced wellbeing programme.
	Year 3	<ul style="list-style-type: none"> Explicit skill instruction embedded in curriculum. Community workshops continued. 	<ul style="list-style-type: none"> Students able to apply strategies. Community workshops hosted bi-annually.
	Year 4	<ul style="list-style-type: none"> Explicit skill instruction embedded in curriculum. Community workshops continued. 	<ul style="list-style-type: none"> Students able to apply strategies. Community workshops hosted bi-annually.
Productivity	Year 1	<ul style="list-style-type: none"> Professional Learning Policy redeveloped. Professional Learning needs survey undertaken by all staff. 	<ul style="list-style-type: none"> Policy ratified at School Council Professional Learning Plan developed in response to needs survey.
	Year 2	<ul style="list-style-type: none"> Professional Learning Plan resourced. Bastow Programmes encouraged. Network or School Based Leadership Programme introduced. 	<ul style="list-style-type: none"> Participation of increased number of staff in leadership learning.

	Year 3	<ul style="list-style-type: none"> ▪ Professional Learning Plan reviewed for relevance and resourced. ▪ Network or School Based Leadership Programme continued. 	<ul style="list-style-type: none"> ▪ Improved staff survey in relation to professional learning provision. ▪ Participation of increased number of staff in leadership learning.
	Year 4	<ul style="list-style-type: none"> ▪ Professional Learning Plan reviewed for relevance and resourced. ▪ Network or School Based Leadership Programme continued. 	<ul style="list-style-type: none"> ▪ Improved staff survey in relation to professional learning provision. ▪ Participation of increased number of staff in leadership learning.