

School Strategic Plan for Le Page Primary

5422

2018-221

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| Endorsement by School Principal | Signed……………………………………….  Name: George Danson  Date: 12/12/17 |
| Endorsement by School Council | Signed……………………………………….  Name: Stuart Cowden  Date: 12/12/17  School Council President’s endorsement represents endorsement of School Strategic Plan by School Council |
| Endorsement by the delegate of the Secretary | Signed……………………………………….  Name………………………………………….  Date…………………………………………… |

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| **School Profile** | |
| **Purpose** | **Our Vision:** There is a prosperous path for every child. Each journey is theirs to lead. There is a place, in which every child can shine.  **Our** Mission **Statement:** Identify the talent, develop the confidence and create the leader. |
| **Values** | **Our Habits**   * Be proactive (I’m in charge) * Begin with the end in mind (have a plan) * Put first things first (work first then play) * Think ‘win-win’ (everyone can win) * Seek first to understand, then to be understood (listen before you speak) * Synergise (together is better) * Sharpen the saw (balance feels best)   **Our Attitude** Gratitude: Be thankful for what we have. Empathy: Practice random acts of kindness. Mindfulness: Keep in the present moment.  **Our Team:** Works together with respect for each other; practices positivity to lift each other’s spirit; contributes practically and from the heart to help each other; and welcomes timely and constructive feedback to learn and develop.  **What do we live for, if it is not to make life less difficult for each other?** |
| **Environmental Context** | Fifteen remaining students from 2016 transitioned into the 2017 school year, accompanied by an additional 23 new enrolments at multiple grade levels. The local community welcomed the school’s 2017 relaunch under new leadership with a clear vision and mission. The staff and parents are aligned in their belief that the school’s priority is to develop happy, connected and confident students, who can then apply their energy and focus on achieving their goals. The Community of Practice model with Parktone Primary Schools will scaffold Le Page Primary as it reestablishes itself as the school of choice for local families. Community expectations are high. The Student Family Occupation rating is 0.5 and is projected to remain at this level for the duration of the strategic plan.  Our Philosophy The statement is expected to cover the school’s vision, values, mission or objectives, including an explanation of how the school’s philosophy is enacted and articulated to staff, students, parents, guardians and the school community. |
| **Service Standards** | Le Page Primary School:   * Fosters close links with parents and the broader school community through its commitment to open and regular communications * Commits to the active sharing of its vision and goals to ensure school community engagement in the school’s strategic plan * Guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life * Provides a safe and stimulating learning environment to ensure all students can achieve their full potential * Ensures all students will receive instruction that is adapted to their individual needs * Will teach students to set, measure and achieve personal and academic goals. |

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| **Strategic Direction** | **Goals** | **Targets** | **Risks** | **Key Improvement**  **Strategies** |
| **Achievement** Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support.  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. | To improve student learning outcomes in literacy with an initial focus on Reading, Number and Algebra. | By 2021, 90% of students will achieve 12 month's growth or higher, in Reading, Number and Algebra according to teacher judgements against the Victorian Curriculum Standards, at all year levels F to 6.  By 2021, at least 25% of students will achieve high growth, and less than 25% will achieve low growth in Reading, according to NAPLAN Relative Growth Year 3 to 5.  2018  70% of students will achieve 12 month's growth or higher in Reading according to teacher judgements against the Victorian Curriculum Standards. |  | Develop agreed and consistently implemented Reading, Number and Algebra Instructional models that ensure the individual learning needs of all students are met. |
| **Engagement** Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community. Engagement spans students’ motivation to learn, as well as their active involvement in learning. Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work. | To create a positive community perception of the school. | By 2021, enrolments will increase from 38 to more than 100 students.  By November 2018, 55 students will be enrolled at Le Page Primary.  By 2018, the responses for 'Learner Characteristics and Disposition' from the Attitude to School Survey will be positively endorsed with an overall average at or above 75%. |  | Promote the school's Vision, Mission and 7 Habits philosophy. |
| **Wellbeing** 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. | To create a positive community perception of the school. | By 2021, responses from the Attitudes to School Survey will be positively endorsed with an average above 70%. |  | Students and teachers work together to develop and implement a systematic approach to setting, monitoring and reflecting upon personal goals. |
| **Productivity**  Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school. Successful productivity outcomes exist when a school uses its resources – people, time, 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. | To create a positive community perception of the school. | By 2021, responses from the Staff Feedback Survey will be positively endorsed with an average above 70%. |  | Promote the school's Vision, Mission and 7 Habits philosophy. |

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| **School Strategic Plan 2014- 2017: Indicative Planner** | | | |
| **KIS** | | **Actions** | **Achievement Milestone** |
| **Achievement**  Develop agreed and consistently implemented Reading, Number and Algebra Instructional models that ensure the individual learning needs of all students are met. | Year  1 | Develop teacher knowledge and capacity to analyse and use student data to plan for effective teaching in Reading  Develop teacher knowledge and capacity to analyse and use student data for and implement differentiated teaching practices in Reading | Teachers attend 100% of weekly PLT planning and professional learning workshops at Parktone and Le Page. During workshops teachers will model to and observe PLT colleagues demonstrating how they planned lessons and how they will teach lessons, which include key elements of the Reading Instructional model.  Professional development activities and programs at a network level will be attended by the Literacy Coordinator and teachers.  All teachers meet fortnightly, with the Teaching and Learning Coordinator and principal to consolidate Reading Instructional model understandings and practices. Meetings will be held on a rotational basis through each of the classrooms.  The Teaching and Learning Coordinator will observe and provide feedback to teachers on their capacity to effectively practice the Reading Instructional model in week 2 of each term. The TLC will observe teachers again in week 3 of each term, to identify how the previous week's feedback has been incorporated to build teacher capacity to teach Reading. The Principal will observe and provide feedback to teachers on their capacity to effectively practice the Reading Instructional model in week 7 of each term. Teachers will be observed and provided feedback on how they: Display and articulate the lesson learning intentions to the students; Manage the whole-small-whole structure of the lesson; Practice read to, shared reading, guided reading & reciprocal teaching; Keep up-to-date running records on every student under level 30 (PM).  In term 1 the Literacy Coordinator will: Provide all teachers with the resources required to assess and teach Reaching, according to the assessment schedule and instructional model; Ensure all teachers are managing the home reading process effectively; Purchase the SRA Comprehension package. |
| Year  2 | Work as effective teams utilising a PLT process, to improve Reading outcomes through collaborative planning and assessment practices. | The TLC, Literacy Coordinator and principal will continue to manage the Year 1 quality control measures, to ensure maximum growth in teacher capacity and student growth. |
| Year  3 | Analyse and use student data to plan for effective teaching in Number and Algebra.  Plan for and implement differentiated teaching practices in Number and Algebra.  Refine Year 1 and 2 actions to cReading. | Teachers attend 100% of weekly PLT planning and professional learning workshops at Parktone and Le Page. During workshops teachers will model to and observe PLT colleagues demonstrating how they planned lessons and how they will teach lessons, which include key elements of the Numeracy and Algebra Instructional model.  Professional development activities and programs at a network level will be attended by the Numeracy Coordinator and teachers.  All teachers will meet fortnightly, with the Teaching and Learning Coordinator, Numeracy Coordinator and principal to consolidate Instructional model understandings and practices. Meetings will be held on a rotational basis through each of the classrooms.  The TLC will observe and provide feedback to teachers on their capacity to effectively practice the Instructional model in week 2 of each term. The TLC will observe teachers again in week 3 of each term, to identify how the previous week's feedback has been incorporated to build teacher capacity to teach Number and Algebra. The Principal will observe and provide feedback to teachers on their capacity to effectively practice the Instructional model in week 7 of each term. Teachers will be observed and provided feedback on how they: Display and articulate the lesson learning intentions to the students; Manage the whole-small-whole structure of the lesson; Provide open-ended tasks; Keep up-to-date assessment records including KATs.  In term 1 the Numeracy Coordinator will: Provide all teachers with the resources required to assess and teach Numeracy and Algebra, according to the assessment schedule and instructional model; Ensure all teachers are managing Matlhletics, the home program process effectively. |
| Year  4 | Work as effective teams utilising a PLT process, to improve Numeracy and Algebra outcomes through collaborative planning and assessment practices.  Year of Review | The TLC, Numeracy Coordinator and principal will continue to manage the Year 3 quality control measures, to ensure maximum growth in teacher capacity and student growth.  Year of Review |

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| **School Strategic Plan 2014- 2017: Indicative Planner** | | | |
| **KIS** | | **Actions** | **Achievement Milestone** |
| **Engagement**  Promote the school's Vision, Mission and 7 Habits philosophy. | Year 1 | Develop community awareness that Le Page Primary is an appealing option and school of choice for Cheltenham families.  Develop relationships between preschool staff and Le Page staff, to foster team spirit.  Develop connections with preschool parents to showcase all Le Page has to offer students. | The whole staff will participate in an induction program Jan 29 and 30th, covering the Leader in Me, instructional models, non-negotiables and other key elements of Le Page processes & structures.  In week seven of term one the staff will articulate:  - the school's vision and mission and explain how these statements guide them in building relationships with students and parents and having high  expectations for each student  - How they practice Habits 1-3 to further develop their character, and Habits 4-7 to relate and work with others  - How they practice Habits 4-7 to relate and work with others  All staff will use 123Magic, the whole-school assertive discipline approach, to promote positive student behaviour.  Create and deliver P-F transition brochures and posters to preschools.  Update the school website and Principal's Facebook page to communicate the school vision, mission and 7 Habits. Advertise 'Enrolling All Levels' posters/ads on the school website and Leader News.  Invite local preschool groups to visit Le Page Primary every term and provide full access to school spaces and resources (developing a 'what we have is yours' understanding).  Invite preschool parents to attend a 7 Habits evening course at the school. |
| Year 2 | Continue to develop community awareness that Le Page Primary is an appealing option and school of choice for Cheltenham families.  Continue to develop relationships between preschool staff and Le Page staff, to foster team spirit.  Continue to develop connections with preschool parents to showcase all Le Page has to offer students. | The principal and leadership team will repeat and refine Year 1 and 2 activities.  The formal K-F transition program will coexist with a informal transition program. The informal approach will enable pre-school parents to plan when they will send their children to attend Le Page Primary school classes throughout term 4.  Pre-school groups will be invited to attend Specialist Classes in P.E., Music, Visual Arts and Italian. |
| Year 3 | Consolidate Year 1 and 2 actions. | The principal and leadership team will repeat and refine Year 1 and 2 activities.  Preschool groups will be invited to a day time concert performance (a rehersal for the school’s evening production). |
| Year 4 | Year of Review | Year of Review |

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| **KIS** | | **Actions** | **Achievement Milestone** |
| **Wellbeing**  Students and teachers work together to develop and implement a systematic approach to setting, monitoring and reflecting upon personal goals. | Year 1 | Develop student understanding and capacity to set personal and academic goals, monitor progress and celebrate achievement.  Develop student, ESS and teacher understandings, how personal, academic and professional goals are to align with the SSP and AIP. | Share the SSP and AIP with all community members, in terms understood by students, staff and parents:  - On Mon Jan 29th the principal will talk the staff through the SSP/AIP and explain actions required of them to promote the goals  - In term 1 week 2 teachers create AIP goal displays in their classrooms  - In term 1 week 2 teachers and students will create and display a class mission statement that incorporates the AIP goals  - AIP goals are included on the staff meeting, ESS and Consultative team meetings agendas  - In term 1 week 3 the SSP/AIP goals will be on the school website and in all newsletters, as the vision, mission and habits are  - In term 1 week 5 a SSP/AIP goals display will be created for public viewing corridor  The staff will participate in induction activities focused on student goal setting:  - On Tue Jan 30th the principal will demonstrate the Leader in Me Leadership Notebook process to the staff, which requires   students to set and monitor their goals. A year timeline indicating when goals are to be created, displayed, monitored and celebrated each term will be provided to the staff.  - In term 1 week 2 Leadership Note Books (student folders including cover and section pages, and plastic pockets) will be collated by teachers and provided to every student  In term 1 week 5, the principal will sign off all staff Performance and Development Plans.  All staff members' plans will include the 12 Month AIP goal targets, and detail how they will work towards achieving them. |
| Year 2 | Continue to develop student understanding and capacity to set personal and academic goals, monitor progress and celebrate achievement.  Continue to develop student, ESS and teacher understandings, how personal, academic and professional goals are to align with the SSP and AIP. |  |
| Year 3 | Consolidate Year 1 and 2 actions. |  |
| Year 4 | Year of Review | Year of Review |

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| **School Strategic Plan 2014- 2017: Indicative Planner** | | | |
| **Key Improvement Strategies** | | **Actions** | **Achievement Milestone** |
| **Productivity**  Promote the school's Vision, Mission and 7 Habits philosophy. | Year 1 | Effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school. Successful productivity outcomes exist when a school uses its resources – people, time, 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. |  |
| Year 2 |  |  |
| Year 3 |  |  |
| Year 4 |  |  |