**School Strategic Plan 2021-2025**

Le Page Primary School (5422)



Submitted for review by George Danson (School Principal) on 24 November, 2021 at 04:28 PM  
Endorsed by Leanne Marshall (Senior Education Improvement Leader) on 01 March, 2022 at 10:37 AM  
Awaiting endorsement by School Council President

**School Strategic Plan - 2021-2025**

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| School vision | 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 Identify the talent, develop the confidence, and create the leader. |
| School values | Le Page Primary 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. The programs and teaching at Le Page Primary School support and promote the principles and practice of Australian democracy, including a commitment to: • elected government • the rule of law • equal rights for all before the law • freedom of religion • freedom of speech and association • the values of openness and tolerance.   This policy outlines our school’s vision, mission, objective, values, and expectations of our school community. To celebrate and embed our Statement of Values and Philosophy in our school community, we  • display posters and banners that promote your values in our school  • celebrate our values in our school newsletter  • provide awards and recognition for students who actively demonstrate the values • discuss our values with students in the classroom, meetings and assemblies.   Our Objectives - to create a culture that attracts the local community. - increase enrolments  - achieve 12 months or more in students learning outcomes.   Our Values Le Page Primary School’s values are to live the 7 Habits of Highly Effective People.  1. Be Proactive (I am in charge)  2. Begin with the end in mind (I have a plan)  3. Put first things first (work then play)  4. Think Win-Win (everyone can win)  5. Seek first to understand then to be understood (listen before you talk)  6. Synergise (together is better) 7. Sharpen the saw (balance feels best)  Behavioural Expectations Le Page Primary 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 principal 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: • model positive behaviour to our child • communicate politely and respectfully with all members of the school community • ensure our child attends school on time, every day the school is open for instruction • take an interest in our child’s school and learning • work with the school to achieve the best outcomes for our child • communicate constructively with the school and use expected processes and protocols when raising concerns • support school staff to maintain a safe learning environment for all students • follow the school’s processes for communication with staff and making complaints • treat all school leaders, staff, students, and other members of the school community with respect.  As students, we will: • model positive behaviour to other students • communicate politely and respectfully with all members of the school community.  • comply with and model school values • behave in a safe and responsible manner • respect ourselves, other members of the school community and the school environment. • actively participate in school • not disrupt the learning of others and make the most of our educational opportunities.   As community members, we will: • model positive behaviour to the school community • treat other members of the school community with respect • support school staff to maintain a safe and inclusive learning environment for all students • utilise the school’s processes for communication with staff and submitting complaints.   Unreasonable Behaviours Schools are not public places, and the principal has the right to permit or deny entry to school grounds. Unreasonable behaviour that is demonstrated by school staff, parents, carers, students or members of our school community will not be tolerated at school, or during school activities. Unreasonable behaviour includes: • speaking or behaving in a rude, manipulative, aggressive or threatening way, either in person, via electronic communication or social media, or over the telephone • the use or threat of violence of any kind, including physically intimidating behaviour such as aggressive hand gestures or invading another person’s personal space • sending demanding, rude, confronting or threatening letters, emails or text messages • sexist, racist, homophobic, transphobic or derogatory comments • the use of social media or public forums to make inappropriate or threatening remarks about the school, staff or students.  Harassment, bullying, violence, aggression, threatening behaviour and unlawful discrimination are unacceptable and will not be tolerated at our school.  Unreasonable behaviour and/or failure to uphold the principles of this Statement of Values and School Philosophy may lead to further investigation and the implementation of appropriate consequences by the school principal. At the principal’s discretion, unreasonable behaviour may be managed by: • requesting that the parties attend a mediation or counselling sessions • implementing specific communication protocols • written warnings • conditions of entry to school grounds or school activities • exclusion from school grounds or attendance at school activities • reports to Victoria Police • legal action  Inappropriate student behaviour will be managed in according with our school’s Student Wellbeing and Engagement Policy and Bullying Prevention Policy.  Our Statement of Values and School Philosophy ensures that everyone in our school community will be treated with fairness and respect. In turn, we will strive to create a school that is inclusive and safe, for everyone. |
| Context challenges | Le Page Primary School is located in the City of Kingston in the south eastern suburbs of Melbourne approximately 21 kilometres from the Melbourne Central Business District. The school was founded in 1995.  The school has one main original building and a recently constructed building comprising classrooms, a hall used for physical education and performing arts, library and an environmental sustainability centre. Another stand-alone building is used for visual arts programs. The school grounds include a range of adventure playing areas, basketball and netball courts, kitchen gardens and an oval.  Enrolments at the time of the review were 174 students. Over the past four years, enrolments increased by 142 students.   The Student Family Occupation Education (SFOE) index was 0.2654 in 2020–21 placing the school in the low band of schools rated by the index.   The total number of staff employed at Le Page Primary School (LPPS) is 19.31 full time equivalent (FTE). The staffing profile comprises a principal; 10.2 FTE teachers; 5.65 FTE Education Support (ES) staff working in classes with students; 0.67 FTE English as an Additional Language (EAL) ES staff and 1.79 FTE school administration ES staff.  The school provides an approved curriculum based on the Victorian Curriculum framework differentiated to meet student needs.  Specialist programs offered include Italian language, visual and performing arts and physical education.  The school vision to identify the talent, develop the confidence and create the leader is supported by the implementation of the Leader in Me (LIM) process based on the 7 Habits of highly effective people.   The school shares the site with the Gould League, an independent agency that has created a sustainability education centre, providing an immersive student learning environment.  Lunchtime clubs including art and craft, science, mindfulness, gardening and cooking are conducted daily.  The Panel found that the lack of strategies put in place to support improved teaching of writing was a barrier to achieving high levels of expected growth for students in writing.  Leadership noted that there was limited professional learning for staff in writing in 2020. A learning specialist was not appointed until 2021 and prior to that staff received limited coaching or mentoring to improve practice in teaching writing. Leaders stated that limited use of teacher professional days for teachers to observe best practice in other schools was a missed opportunity to develop teacher practice.  Staff stated in focus groups that there was limited non-teaching time provided for teachers to lead literacy across the school. Staff noted that they had limited opportunities for peer observations of the teaching of writing. Staff also described a lack of moderation of teacher judgements of student learning outcomes in writing. School leadership also stated that some issues regarding inaccurate data collection in a newly created data tracker and system of key assessment tasks impacted the accuracy of teacher knowledge regarding student learning needs and growth.   The Panel concurred that these issues relating to a whole-school strategy to support the teaching of writing were not sufficiently explored by the school. The Panel found that the lack of supports for teachers was a barrier to improving student outcomes in writing.  The Panel investigated to what extent data and evidence informed teacher planning to drive instructional practice as the Panel observed some indications in data analysis of lower than preferred student achievement outcomes. Evidence to address this focus question was gathered in analysis of school assessment data and discussions with school leaders, class teachers, parents and students during the fieldwork days. Due to COVID-19 restrictions of remote learning the fieldwork was conducted via WebEx.  Assessments The Panel found that a range of assessment tools were utilised by teachers across the school including departmental English and mathematics online interviews, reading running records, some teacher developed pre and post tests and assessment tools from commercial programs adopted by the school. Commercial programs included a benchmarking program for reading, and progressive assessment testing in mathematics and reading conducted twice per year. Teachers also detailed the use of a commercial program in the teaching of mathematics that included an assessment process that then determined the adaptive level of activity provided for the students to complete.   Teachers in focus groups stated that they believed the wide range of assessment used was time consuming and that it restricted effective teaching time with students. Although a range of data was available most teachers stated that the data was not effectively analysed or regularly used for planning.   Leadership introduced a new online based data tracker. Teachers entered assessment outcomes into the tracker. Teachers stated that data collection was at times difficult due a lack of availability of ipads and computers for assessment and also low levels of student skills in using technology and the available devices. Teachers stated they relied mostly on anecdotal records from observation of student work and discussions. Teachers expressed confidence in their own capability to determine the level of student learning needs. Some recently employed staff expressed a need for guidance in clarification of the school’s expectations regarding assessment processes and practices.  Leaders noted that curriculum days were not used consistently during remote learning 2020- 21 and that professional learning for staff regarding student assessment and the use of data was lacking.  Curriculum sources Although based on the Victorian Curriculum, teachers in focus groups stated that the school-based scope and sequence was not clear to them. Teachers generally did not use the school-based scope and sequence in planning. Leaders stated that the curriculum documentation was examined two years ago but its use had not been monitored since. Teachers stated in interviews that most teaching content for mathematics was derived from a range of commercial programs.  Planning processes incorporating data Teachers stated that application of differentiation in the teaching of literacy was not as clear for them as it was for mathematics. All classes had established ability groups for reading. Junior years teachers implemented a guided reading program although junior school teachers expressed some difficulty planning for students beyond level 30 in reading.  Professional learning  Teachers described the range of weekly professional learning provided by the school with focuses in 2021 including spelling, reading and writing. Professional learning was guided by the recently appointed learning specialist who staff stated had impacted improved consistency in the provision of professional learning. Staff believed that although many positive teaching practices had previously been initiated, some had not been followed through and so were not embedded in schoolwide teacher practice. Some professional learning including respectful relationships and the development of individual education plans for students was impacted with interruption due to remote learning. |
| Intent, rationale and focus | Our intention is to improve student learning and wellbeing.  Analysis of the school’s NAPLAN data indicated lower levels of student achievement in the top 2 bands compared to similar schools. Benchmark growth was generally at and above state averages in all areas of English and mathematics but the comparison of results of Year 5 students indicated that students who attended LPPS from Year 3 had growth levels lower than students who attended another school previously. The Panel agreed that an improved whole-school approach to formative assessment, supported by PLC processes to build teacher capability to effectively utilise data to plan learning programs targeted at students’ point of need, would support improved outcomes for all students in numeracy and literacy.  The Panel noted that student survey responses to student voice and agency and stimulating learning were at similar school levels. Following discussion with students and teachers the Panel determined that much of the learning was teacher directed and levels of student engagement and student agency in their learning program appeared to be lower than the levels indicated by survey outcomes. The Panel determined to establish a goal to increase active participation of all students in their learning in order to encourage the growth of student voice and agency in the learning process that would lead to improved student outcomes.  The Panel noted that student, staff and parent survey results relating to student health, well-being and safety were mostly above state and similar school outcomes. Focus group discussions confirmed that the school responded in a timely and appropriate manner to deal with all student health and well-being issues. Classroom behaviour and safety at school were not a concern for any area of the school community. The Panel determined to establish a goal to enhance the wellbeing of all students with the strategies of supporting students to strengthen their social skills and also by the school documenting and implementing a tiered approach to support student wellbeing and inclusion. This goal would support the Department of Education and Training (DET) focus to improve the resilience and social capabilities of all students and ensure that the school is well prepared to deal with future DET projections of a potential increase in the incidence of mental health and wellbeing concerns for students as a result of long term Covid restrictions.  Over the course of the next Strategic Plan, the Professional Learning Communities model will be adopted.  The staff will collaboratively research, trial and share knowledge and practices, in: • English and Mathematics • Scope and sequencing of curriculum documentation • Teacher use of data to inform teaching • Student voice and agency  • Student well-being and inclusion • Student attendance.  The rationale to focus on these areas, resulted from the school review process. The review panel identified and recommended these as priority areas, that if further developed, could have significant impact, on improving student learning and wellbeing.  The Strategic Plan will have two priority threads.  1. Student Learning • English and Mathematics • Scope and sequencing of curriculum documentation • Teacher use of data to inform teaching  Early in the plan, scope and sequence, and the use of data to inform teaching will be a focus. Student achievement targets in English and Mathematics, will be run the length of the plan, and be used as success criteria, against the scope and sequencing of curriculum documentation, and the teachers' use of data to inform teaching.  2. Student Wellbeing • Student voice and agency  • Student wellbeing and inclusion • Student attendance.  The Leader in Me is the chosen school improvement model that will frame a whole-school approach to improving Academics, Culture and Leadership. Early in the plan, student wellbeing and inclusion will be a focus. Student voice and agency will run the full course of the four-year plan. |

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| Goal 1 | Maximise the learning growth for all students. |
| Target 1.1 | **Top 2 bands NAPLAN**  Increase the percentage of Year 5 students achieving in the top 2 bands in NAPLAN for:   * Reading and viewing from 27% (2021) to 40% (2025) * Writing from 13% (2021) to 25% (2025) * Numeracy from 20% (2021) to 30% (2025). |
| Target 1.2 | **Benchmark growth**  Increase the percentage of students rated to be at or above benchmark growth in NAPLAN for:   * Reading from 72% (2021) to 80% (2025) * Writing from 66% (2021) to 80% (2025) * Number and algebra from 72% (2021) to 80% (2025). |
| Target 1.3 | **Teacher judgement**  Increase the percentage of Years F-6 students rated by teacher judgement to be at or above age expected levels on the Victorian Curriculum for:   * Reading and viewing from 85% (2020) to 89% (2025) * Writing from 74% (2020) to 80% (2025) * Number and algebra from  87% (2020) to 89% % (2025). |
| Target 1.4 | **School Staff Survey**  Increase the percentage of positive endorsement by teachers for the factors:   * understand how to analyse data from 78% (2020) to 80% (2025) * moderate assessment tasks together from 78% (2020) to 80% (2025) * academic emphasis from 71% (2020) to 80% (2025) * collective efficacy from 74% (2020) to 80% (2025). |
| Key Improvement Strategy 1.a Curriculum planning and assessment | Develop whole school scope and sequence documents that promote high quality teaching and learning in literacy and numeracy. |
| Key Improvement Strategy 1.b Curriculum planning and assessment | Build the capability of staff to capture, analyse and utilise assessment and data to evaluate the impact of instructional strategies and determine the next stage of instruction for differentiated student learning |
| Key Improvement Strategy 1.c Building practice excellence | Build a culture of teacher collaboration through the implementation of PLCs. |
| Goal 2 | Increase active participation of all students in their learning. |
| Target 2.1 | **Attitudes to School Survey**  Increase the percentage of positive endorsement by students for the factors:   * student voice and agency from 66% (2020) to 70% (2025). |
| Target 2.2 | **School Staff Survey**  Increase the percentage of positive endorsement by teachers for the factors in the teaching and learning implementation module of the SSS:   * believe student engagement is key from 89% (2020) to 90% (2025) * promote student ownership of learning from 89% (2020) to 90% (2025). |
| Target 2.3 | **Parent Opinion Survey**  Increase the percentage of positive endorsement by parents for the factor:   * student agency and voice from 88% (2019) to 90% (2025). |
| Key Improvement Strategy 2.a Empowering students and building school pride | Strengthen opportunities for student voice, agency and leadership. |
| Key Improvement Strategy 2.b Empowering students and building school pride | Develop teacher capability to support students to set goals and monitor own learning progress. |
| Goal 3 | Enhance the wellbeing of all students. |
| Target 3.1 | **School Staff Survey**  Increase the percentage of positive endorsement by teachers for the factor:   * support growth and learning of the whole student from 89% (2020) to 90% (2025). |
| Target 3.2 | **Attitudes to School Survey:**  Increase the percentage of positive endorsement by students for the factors:   * sense of confidence from 71% (2020) to 75% (2025). * sense of connectedness from 78% (2020) to 82% (2025). |
| Target 3.3 | **Attendance:**  Reduce the percentage of students with 20+ days absence from 35% (2019) to 25% (2025). |
| Key Improvement Strategy 3.a Health and wellbeing | Support students to be empowered, build resilience, strengthen their social skills and build positive relationships with their peers |
| Key Improvement Strategy 3.b Health and wellbeing | Develop, document and implement a tiered and responsive approach to support student wellbeing and inclusion. |