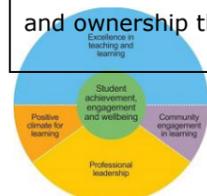


Longford Primary School Strategic Plan 2018-2021

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Joel Fraser 24/11/17[name] [date][name] [date]
School council: Nat Scott 24/11/17[name] [date][name] [date]
Delegate of the Secretary: Craig Felstead[name] [date][name] [date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>Longford Primary School aims to develop a whole school culture of educational excellence. We endeavour to develop independent, resourceful and resilient learners that will realise their learning potential.</p>	<p>Respect: Treat others and the environment with care, consideration and regard</p> <p>Responsibility: Be accountable for your own actions and learning</p> <p>Integrity: Demonstrate integrity in all of our actions, being honest, fair and loyal</p> <p>Excellence: Strive to achieve your personal best in all that you do and acknowledge yours and others' efforts.</p>	<p>Context:</p> <ul style="list-style-type: none"> - Longford PS is located 8km south of Sale in a semi rural location - Current enrolment is 128 which has been quite stable for many years - Students are arranged into six classrooms with a broad mix of experience amongst the teaching cohort - The school currently supports 3 students funded under the Program for Students with Disabilities <p>Challenges:</p> <ul style="list-style-type: none"> - 20% of students have chronic absence - Significant staff change in the past twelve months - learning environment is predominantly in portable classrooms - poor parent perception of the school's performance 	<p>Intent: To work collaboratively to develop common and agreed teaching practices that maximise the learning growth of all students.</p> <p>Rationale: To personalise learning and provide quality feedback to students that empower them to achieve success.</p> <p>Focus: Professional Leadership – Building leadership teams. Excellence in teaching and learning – Curriculum planning and assessment, Evidence-based high impact strategies</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>Build a school culture that drives school improvement</p> <p><u>Theory of Action</u></p> <p>If excellence in teaching practice is built through collaborative team planning, feedback on practice and distributed instructional leadership then learning growth will be maximised.</p>	<p>Professional Leadership</p> <p>Building leadership teams</p>	<ul style="list-style-type: none"> - Embed a whole school culture of collaborative teamwork, high performance with individual and collective accountability for improving student-learning outcomes. - Build teacher capacity through targeted professional learning to utilise explicit instruction to provide student-centred learning and build supportive relationships. <p>Actions:</p> <ul style="list-style-type: none"> - Develop a common understanding of the purpose of Professional Learning Teams (PLT). - Implement a PLT model for the school and evaluate progress and refine as indicated. - Plan professional learning and teacher feedback processes to build teacher skills to embed high-impact teaching and learning strategies. Refer to <i>High Impact Teaching Strategies</i> DET June 2017. 	<p>Improve the data in the Staff survey - school climate module factors.</p> <ul style="list-style-type: none"> - Increase the percentage of staff endorsement for: - Collective efficacy from 73.00% (2017) to 85% - Academic Emphasis from 70.83% (2017) to 85% - Shielding and buffering 73.33% (2017) to 85% <p>Improve the data in the Attitudes to School Survey – Effective teaching practice for cognitive engagement factors.</p> <ul style="list-style-type: none"> - Increase student responses for: - Differentiated learning challenge from 55.1st percentile (2017) to 75th - Effective teaching time from 80.4th percentile (2017) to 90th - Stimulated learning from 68.9th percentile (2017) to 85th
<p>Build student ownership of their learning to maximise learning outcomes and growth for each student.</p> <p><u>Theory of Action</u></p> <p>If the school develops an agreed pedagogical model and curriculum that staff commit to, consistency of practice in classrooms will ensue. The school has also identified that increasing the degree of feedback and ownership that students have in their learning will lead to more</p>	<p>Excellence in teaching and learning</p> <p>Curriculum planning and assessment</p> <p>Evidence-based high impact strategies</p>	<ul style="list-style-type: none"> - Build capacity of staff to embed consistent and explicit high impact teaching strategies that encourage students to have ownership of their learning. - Develop and document an agreed instructional model. - Ensure data is effectively gathered and analysed to drive teacher planning that reflects all students' point of learning need. 	<p>By 2021, increase NAPLAN high relative learning growth Years 3 to 5 to be at or above 25% in reading, writing and numeracy.</p> <p>To be above the average percentage in the top two NAPLAN bands in reading, writing and numeracy at Year 3 and 5 when compared to similar schools.</p> <p>Increase the percentage of A and B assessments against the Victorian Curriculum levels from the 2017 benchmarks.</p>



<p>independence and increase student agency.</p> <p>There was a need to develop a more effective process for gathering and analysis of data to identify point of student need to drive teacher planning.</p>		<ul style="list-style-type: none"> - Embed regular data analysis in team planning with a focus on pre and post testing moderation of assessments and formative data collection and analysis. 	<p>All students to achieve at least 12 months growth in assessments against the Victorian Curriculum levels.</p>
<p>Promote student inclusion, engagement and wellbeing.</p> <p><u>Theory of Action</u></p> <p>If students understand themselves as learners, and have agency to set learning goals, make choices in what and how they learn and how they are assessed, co-plan curriculum and have a voice in school decision making, then skill as self-directed learners and leaders will be developed.</p>	<p>Positive climate for learning</p> <p>Empowering students and building school pride</p>	<ul style="list-style-type: none"> ▪ Develop and document an overarching wellbeing and engagement framework that ensures students are motivated, resilient and have respectful attitudes towards each other and their learning. ▪ Develop a strategy to promote increased levels of student voice utilising goal setting and student feedback. 	<p>Improve the percentile scores from the 2017 AtSS in the following survey factors:</p> <ul style="list-style-type: none"> • Motivation and Interest from 58.8th percentile (2017) to 80th • Student voice from 75.4th percentile (2017) to 90th • High expectations for success from 43.9th percentile (2017) to 75th • Resilience from 80.5th percentile (2017) to 90th • Self-regulation from 84.8th percentile (2017) to 90th • Differentiated learning challenge from 55.1st percentile (2017) to 75th <p>Improve the percentile scores from the 2017 Parent Opinion Survey in the following factors:</p> <ul style="list-style-type: none"> • Student motivation and support from 11.3rd percentile (2017) to 60th • Student agency and voice from 38.6th percentile (2017) to 60th • High expectations for success from 62.1st percentile (2017) to 75th • Confidence and resiliency skills from 9.5th percentile (2017) to 50th

