

# School Strategic Plan 2021-2025

Longford Primary School (1694)



Submitted for review by Joel Fraser (School Principal) on 16 December, 2021 at 02:45 PM

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# School Strategic Plan - 2021-2025

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<b>School vision</b>	Longford Primary School aims to develop a strong whole school culture of high expectations and educational excellence. We aim for students to always put in their best effort and develop critical thinking skills to be independent, resilient and productive individuals to achieve to their fullest capacity.
<b>School values</b>	Respect - Treat others and the environment with care, consideration and regard Responsibility - Be accountable for your own actions and learning Integrity - Do the right thing, especially when you think no one is watching Excellence - Strive to do your absolute best at all times and acknowledge the efforts of others
<b>Context challenges</b>	Longford Primary School is located in a rural setting 8km south of Sale in Gippsland. The current student enrolment is 138 students which has slowly been increasing. Students reside in surrounding areas and due to our rural location, often outside of our designated school zone to access local school buses and ease the burden of transport on parents. Students are arranged into seven classrooms and grades are structured in pairs where possible. ie 2 x Grade 1/2 classes, 2 x Grade 3/4 classes, 2 x Grade 5/6 classes. This structure encourages teachers of the same grades to plan together to increase the level of consistency within and across year levels.
<b>Intent, rationale and focus</b>	<p>We spent a lot of time working on developing consistency of teaching practice in Reading during the last strategic plan and have in the past two years have started to move towards developing our practice of teaching Writing. This will continue in 2022 with a view to consider our teaching of Maths later in the next strategic plan. The review identified that teachers were quite confident in their ability to teach reading and needed further development in Writing and maths. Our aim is to achieve similar consistency and confidence in the teaching of Writing and Maths as teachers are now reporting how they feel and what is observable about our teaching of Reading.</p> <p>We believe this is important as we have seen the positive results in working the way we do, in regard to the improvements we have made working in teacher partnerships in Reading and achieving strong student outcomes. If we can develop the same approach in regard to the teaching of writing, through increasing content knowledge and strong teaching practices, we would expect to see improved student outcomes as well.</p> <p>Our focus for this period of the Strategic Plan will start with a focus on Writing as we have already begun some of the work and our student outcomes data identifies Writing as needing development. Our aim is to continue to develop Maths as a secondary focus though expect to increase that focus in Year two and three of the Strategic plan, using the learning from the Primary Maths Specialist program completed in 2019 and 2020.</p>



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<b>Goal 1</b>	To improve student learning outcomes in literacy and numeracy
<b>Target 1.1</b>	By 2025, increase the percentage of students in the top two bands of NAPLAN in Year 5 for: <ul style="list-style-type: none"><li>• writing from 6% in 2019 to 12%</li><li>• numeracy from 13% in 2019 to 22%</li></ul>
<b>Target 1.2</b>	By 2025, increase the NAPLAN three-year average for the percentage of students with above benchmark growth for: <ul style="list-style-type: none"><li>• writing from 23% in 2017-19 to 26% in 2023-24</li><li>• numeracy from 31% in 2017-19 to 33% in 2023-24</li></ul>
<b>Target 1.3</b>	By 2025, increase the percentage of students Foundation to Year 6 at or above expected level as assessed by teacher judgement against the Victorian Curriculum for: <ul style="list-style-type: none"><li>• reading and viewing from 78% in 2019 to 85%</li><li>• writing from 71% in 2019 to 85%</li><li>• number and algebra from 84% in 2019 to 88%</li></ul>
<b>Target 1.4</b>	By 2025 increase the percentage positive response on the Attitudes to School Survey for:

	<ul style="list-style-type: none"> <li>• differentiated learning challenge from 80% in 2019 to 90%</li> <li>• stimulated learning from 78% in 2019 to 85%</li> <li>• motivation and interest from 78% in 2019 to 85%</li> </ul>
<b>Target 1.5</b>	<p>By 2025 increase the percentage positive endorsement on the School Staff Survey for:</p> <ul style="list-style-type: none"> <li>• academic emphasis from 69% in 2019 to 80%</li> <li>• understand how to analyse data from 67% in 2019 to 80%</li> <li>• seek feedback to improve practice from 50% in 2019 to 75%</li> </ul>
<b>Key Improvement Strategy 1.a</b> Curriculum planning and assessment	Develop a sequential curriculum plan for writing that integrates capabilities, pedagogy and assessment
<b>Key Improvement Strategy 1.b</b> Building practice excellence	Build teacher capability to implement the school's agreed approaches in literacy and numeracy
<b>Key Improvement Strategy 1.c</b> Evaluating impact on learning	Build data literacy and assessment capability to inform point of need teaching and learning growth
<b>Key Improvement Strategy 1.d</b> Evaluating impact on learning	Develop a whole school system to collect, analyse and review learning data to ensure learning growth
<b>Goal 2</b>	To improve student wellbeing and engagement in learning
<b>Target 2.1</b>	<p>By 2025 increase the percentage positive response on the Attitudes to School Survey for:</p> <ul style="list-style-type: none"> <li>• student voice and agency from 59% in 2019 to 85%</li> <li>• self-regulation and goal setting from 81% in 2019 to 90%</li> </ul>

	<ul style="list-style-type: none"> <li>• sense of confidence from 76% in 2019 to 85%</li> <li>• resilience from 77% in 2019 to 85%</li> <li>• not experiencing bullying from 79% in 2019 to 85%</li> <li>• teacher concern from 67% in 2019 to 85%</li> </ul>
<b>Target 2.2</b>	<p>By 2025 increase the percentage positive endorsement on the School Staff Survey for:</p> <ul style="list-style-type: none"> <li>• trust in students and parents from 77% in 2019 to 85%</li> <li>• use student feedback to improve practice from 50% in 2019 to 70%</li> </ul>
<b>Target 2.3</b>	<p>By 2025 increase the percentage positive response on the Parent Opinion Survey for:</p> <ul style="list-style-type: none"> <li>• teacher communication from 71% in 2019 to 90%</li> <li>• promoting positive behaviour from 75% in 2019 to 90%</li> <li>• experience of bullying from 85% in 2019 to 90%</li> </ul>
<b>Key Improvement Strategy 2.a</b> Empowering students and building school pride	Build a shared understanding between teachers, students and parents to support the activation of voice and agency in learning
<b>Key Improvement Strategy 2.b</b> Intellectual engagement and self-awareness	Develop processes to gather and use multiple sources of feedback to strengthen curriculum, pedagogy and learning
<b>Key Improvement Strategy 2.c</b>	Embed the School Wide Positive Behaviour Support Framework to support engagement in learning

Setting expectations and promoting inclusion	
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