

School Strategic Plan for Lake Boga Primary School Loddon Mallee Region 2012-2015

[Insert here the logo and/or name of the school review contractor responsible for this review]

Endorsement by School Principal	Signed..... Name..... Date.....
Endorsement by School Council	Signed..... Name..... Date..... School Council President signs indicating that the School Strategic Plan has been endorsed by School Council
Endorsement by Regional Network Leader	Signed..... Name..... Date.....

School Profile

Purpose	<p>Lake Boga Primary School is dedicated to personalising education for all the children of Lake Boga and adjoining-rural communities, through a student-centred teaching approach, that is supported by rich ICT.</p>
Values	<p>The Lake Boga Primary School values:</p> <ul style="list-style-type: none">• Collaboration – being friends, caring for each other and working together• Respect – valuing ourselves and other people• High Expectations – high expectations leadership, high expectations teaching and high expectations learning <p>The school is currently embarking on a process to establish a new vision statement and values.</p>
Environmental Context	<p>Lake Boga Primary School is dedicated to personalising education for all the children of Lake Boga and adjoining-rural communities. We have a strong focus on creating a learning environment that is supportive of our students preferred learning styles. Having the students take greater responsibility for their learning through self-directed learning is important to us. Our soon to be completed school was designed after extensive consultation with School Council, staff and students.</p> <p>We have a strong focus on the integration of Information and Communication Technologies across the curriculum, with a particular focus on the availability of one to one devices for grade 3 to 6, to better meet students' individual needs.</p> <p>There is a strong partnership between the school and the wider community, with student leadership at the centre of this relationship. Parent participation is also encouraged and highly valued.</p> <p>Our school operates in a highly focussed student-centred learning environment, with excellent extra-curricula activities, an international camping program for grade 6 and a highly successful after-school program.</p> <p>We have 6 equivalent full-time staff: 1 principal class, 4 teachers and 1 Education Support staff. We also employ a music teacher on a time fraction of 0.1. A Reading Recovery program is implemented each day.</p> <p>Weekly Peer Coaching is used to drive continuous teacher improvement.</p>

Strategic Intent

	Goals	Targets	Key Improvement Strategies
Student Learning	<ul style="list-style-type: none"> • To significantly improve literacy and numeracy achievement Prep-6 • Further enhance learning outcomes across the Physical, Personal and Social and Interdisciplinary strands 	<p>To attain Swan Hill Network targets (AIP 2012):</p> <ul style="list-style-type: none"> • Improve NAPLAN mean scores at Year 3 & 5 by 3% <p>School-specific targets:</p> <ul style="list-style-type: none"> • End Year 2015 NAPLAN English and Mathematics (all dimensions): Year 3 <ul style="list-style-type: none"> • 80% above Band 3 • 30% above Band 4 • Year 5 <ul style="list-style-type: none"> • 80% above Band 5 • 30% above Band 6 • Each year 2012-2015 students to progress by at least 0.5 VELs as indicated by On Demand testing • End Year 2015 On Demand reading, writing, number 80% to attain expected VELs level • (By end of year 2015 English EOI all dimensions Prep-Yr2 80% to be at or above G3 – if EOI data sets available) 	<ul style="list-style-type: none"> • Build the capacity of teachers to provide explicit and differentiated literacy and numeracy teaching • Refine and strategically align school processes to support improved student learning • Further develop the capacity of every teacher to effectively use ICT and the Ultranet and develop the consistency of teaching and learning across the Thinking domain

<p>Student Engagement and Wellbeing</p>	<ul style="list-style-type: none"> To have a high level of student wellbeing whereby students are socially competent, motivated and engaged with a strong sense of connectedness to their peers, the school and their teachers 	<p>To attain Swan Hill Network targets (AIP 2012):</p> <p>By 2015 Student Attitude to School survey data to be at or above:</p> <ul style="list-style-type: none"> Student Safety 4.50 Stimulating Learning 4.50 School Connectedness 4.50 <p>Parent Opinion Survey data to be at or above:</p> <ul style="list-style-type: none"> Stimulating Learning 5.80 <p>Attendance absence rates to be at or below:</p> <ul style="list-style-type: none"> 12 days <p>School-specific Targets:</p> <ul style="list-style-type: none"> Benchmarks to be established from PoLT survey in 2012. Continuous progress to be made for each year of the Strategic Plan period <p>By 2015 Attitudes to School Survey data to be at or above:</p> <ul style="list-style-type: none"> Classroom Behaviour 3.5 	<ul style="list-style-type: none"> Maintain a learning environment capable of sustaining enhanced engagement and wellbeing outcomes for students
<p>Student Pathways and Transitions</p>	<ul style="list-style-type: none"> Support the transition of students at key points in their schooling 	<p>School-specific Targets:</p> <p>By 2015 Parent Opinion Survey data to be at or above:</p> <ul style="list-style-type: none"> Transition scale to 6.0 or above General Satisfaction 6.2 or above 	<ul style="list-style-type: none"> Review and continue to enhance programs for transition at all strategic points from pre-school to Year 6

School Strategic Planner 2012- 2015: Indicative Planner

Key Improvement Strategies (KIS across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
<p>Student Learning</p> <ul style="list-style-type: none"> Build the capacity of teachers to provide explicit and differentiated literacy and numeracy teaching Refine and strategically align school processes to support improved student learning Further develop the capacity of every teacher to effectively use ICT and the Ultranet and develop the consistency of teaching and learning across the Thinking domain 	Year 1	<ul style="list-style-type: none"> Continue our Peer Coaching Program Provide ongoing professional development re higher order questioning Review and update the Literacy and Numeracy Plans in line with the development of the 2012-15 SSP Further develop the effectiveness of staff meetings and unit meetings – increased focus to data, curriculum content, improved instructional practice (e5) and tracking student progress Develop a 'Virtual Staffroom' design space on the Ultranet for planning, curriculum coordination and collaboration 	<ul style="list-style-type: none"> All teachers participate in a weekly coaching session and reflection meeting Teachers are actively planning the inclusion of higher order questions into classroom practice New Literacy and Numeracy plans for 2012 are developed in consultation with Regional staff, Principal and teachers Staff minutes to reflect this and SPA (Student Performance Analyser) to be used regularly at meetings Virtual Staffroom established and all planning stored within this space
	Year 2	<ul style="list-style-type: none"> Coordinator roles to include a coaching component Establish a Thinking Skills scope and sequence chart, establish consistency of teaching P-6 and embed the associated language within classrooms Revise the content (include tracking of On Demand results) and use of ILPs to ensure the process actively supports improved outcomes for targeted students. Explore the use of the Ultranet as a vehicle for the ILP process Teachers to establish more than one learning sequence, on the Ultranet, for all subjects each term 	<ul style="list-style-type: none"> Staff demonstrating use of literacy and numeracy coaching ideas in classrooms Thinking Skills scope and sequence chart developed and evidence of its use in all classrooms Modified ILPs developed, stored on student Ultranet spaces and accessed regularly by classroom teachers Learning sequences established, assessed and feedback provided
	Year 3	<ul style="list-style-type: none"> Provide ongoing professional development re the components of the literacy and numeracy blocks (e.g. guided reading, guided writing) Further develop moderation against available data sets and writing samples – triangulate VELS, NAPLAN and On Demand Establish initiatives/programs on the Ultranet to enhance student learning and engagement 	<ul style="list-style-type: none"> Teachers demonstrating a consistent level of performance, within literacy and numeracy, across all grades VELS results to become more consistent with NAPLAN and On Demand results All teacher performance plans showing application of student learning and engagement Ultranet initiatives in practice
	Year 4	<ul style="list-style-type: none"> Evaluate the effectiveness of our peer coaching program Revise and evaluate the school-wide collection and collation of key data sets 	<ul style="list-style-type: none"> Reviews conducted and recommendations for the future documented and applied

		<ul style="list-style-type: none"> ▪ Revise school-wide planning documents and assessment schedule ▪ Revise and evaluate the school-wide use of the Ultranet 	
<p>Student Engagement and Wellbeing</p> <ul style="list-style-type: none"> • Maintain a learning environment capable of sustaining enhanced engagement and wellbeing outcomes for students 	Year 1	<ul style="list-style-type: none"> ▪ Develop and display a school vision statement and undertake a whole-of-school-community values clarification exercise to identify and embed a set of school values to underpin the life of the school ▪ Fully embed Restorative Practices, particularly with new staff members ▪ Provide additional opportunities for students to actively monitor their own learning, to recognise their learning progress and achievements 	<ul style="list-style-type: none"> ▪ Vision statement and values adopted, displayed and evident in student, staff and school community conversations and behaviours ▪ Internal training, and where possible, external training provided ▪ Increase the use of Ultranet learning tasks and continue with the use of the MID tool in the senior school
	Year 2	<ul style="list-style-type: none"> ▪ Provide additional opportunities to enhance student voice, leadership and involvement in the school ▪ Gather and strategically use P-6 opinion data from POLT or school-developed surveys 	<ul style="list-style-type: none"> ▪ Current initiatives discussed with students and opportunities to further develop and enhance the programs identified ▪ Each teacher's classroom practice demonstrating knowledge and use of this data
	Year 3	<ul style="list-style-type: none"> ▪ Continue efforts to provide stimulating and engaging learning opportunities ▪ Plan and implement additional activities/opportunities (supported by the Ultranet) to further build community support, to inform parents about school programs and student achievements, to engage parents in the life of the school and to develop the home-school partnership 	<ul style="list-style-type: none"> ▪ Teachers are differentiating the curriculum in their planning to stimulate and engage all chn ▪ Class councils established and feeding into school decisions
	Year 4	<ul style="list-style-type: none"> ▪ Review the school vision statement and values to see if they are still relevant ▪ Review the implementation and effectiveness of the use of Restorative Practices ▪ Review programs that provide student voice/leadership 	<ul style="list-style-type: none"> ▪ Reviews conducted and recommendations for the future documented and applied ▪ A restorative approach to issues resolution embedded across the school ▪ Student leadership more broadly profiled
<p>Student Pathways and Transitions</p> <ul style="list-style-type: none"> • Review and continue to enhance programs for transition at all strategic points from pre-school to Year 6 	Year 1	<ul style="list-style-type: none"> ▪ Seek feedback from Swan Hill College on the progress of exit Year 6 students ▪ Further develop the relationship and communication with the pre-school and college 	<ul style="list-style-type: none"> ▪ Meeting held with college coordinator ▪ Regular meetings held with the pre-school and college
	Year 2	<ul style="list-style-type: none"> ▪ Strengthen dialogue with pre-school staff and parents of enrolled preps regarding the importance of developing book awareness, establishing the practice of regular story reading and building a love of books and reading prior to children commencing school 	<ul style="list-style-type: none"> ▪ Written information provided and articulated through a pre-school parent meeting

	Year 3	<ul style="list-style-type: none"> ▪ Plan and implement additional activities/opportunities to further enhance practices to smooth the pathways of students, including those transferring into and from the school across the year 	<ul style="list-style-type: none"> ▪ Current initiatives discussed with students and opportunities to further develop and enhance the programs identified
	Year 4	<ul style="list-style-type: none"> ▪ Review and evaluate all transition programs and initiatives 	<ul style="list-style-type: none"> ▪ Reviews conducted and recommendations for the future documented and applied