

School Strategic Plan for Langwarrin
Primary School
3531
2016-2019



*“To create an engaging learning community
where all learners maximise their potential”*

Endorsements

<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name...Mark Mckelson.....</p> <p>Date.....</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name.....Miranda Castles.....</p> <p>Date.....</p> <p>School Council President's endorsement represents endorsement of School Strategic Plan by School Council</p>
<p>Endorsement by the delegate of the Secretary</p>	<p>Signed.....</p> <p>Name.....</p> <p>Date.....</p>

School Profile

Purpose	Vision To create an engaging learning community where all learners maximise their potential Goals At Langwarrin Primary School we are; <ul style="list-style-type: none">- Developing a whole school approach to teaching and learning- Building a learning environment that is respectful, resilient and responsible- Broadening ICT skills to better prepare students for the challenges of the 21st century- Creating a professional learning community
Values	Respect <ol style="list-style-type: none">1. We treat others the way we would like to be treated.2. We accept that we are all different.3. We use our manners. Responsibility <ol style="list-style-type: none">1. We own our emotions and actions2. We are punctual3. We look after our buildings, grounds and belongings Resilience <ol style="list-style-type: none">1. We bounce back2. We keep trying and don't give up3. We learn from our mistakes and have another go

<p>Environmental Context</p>	<p>Langwarrin Primary school is located on the outskirts of Frankston and shares a boundary with Elisabeth Murdoch College. The school has achieved steady growth from the beginning of 2011 and currently has an enrolment of 560 students.</p> <p>We are very much committed to achieving our vision "To create an engaging learning community where all learners maximise their potential". We are focused on continuous improvement and have a strong emphasis on the way we teach English, Maths and Information & Communications Technology. Our reputation for high academic achievement in Mathematics and Literacy and the provision of unique, quality programs in all other curriculum areas continues with an integrated approach to learning.</p> <p>Our programs cater for the individual needs of all students, in ability, interest, thinking and learning styles. This includes a variety of support and extension programs, within and beyond regular classroom settings and utilises our excellent facilities. An emphasis upon improving English and Maths outcomes and a strong commitment to the development and integration of Information and Communication Technologies across the curriculum enables us to provide exciting learning opportunities.</p> <p>We maintain a strong partnership with our community and see our representation on the Langwarrin Township Committee very important as it allows us to link with many community members and groups. We have strong links with different community groups including: Impact Volunteer Group, Free Masons, Bejo Seeds and Action Sports Aerobics who provide further opportunity and support to our students. We enjoy a high level of parent participation on School Council, as classroom helpers, in student mentoring and modelling of citizenship. The Parents and Friends Committee is very active in fundraising which is a terrific support to the staff and students at LPS</p>

Service Standards	<p><i>At Langwarrin Primary School we have set high expectations of ourselves and our community.</i></p> <ul style="list-style-type: none"><i>• The school fosters close links with parents and the broader school community through its commitment to open and regular communications.</i><i>• The school commits to the active sharing of its vision and goals to ensure school community engagement in the school's strategic plan.</i><i>• The school guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life.</i><i>• The school provides a safe and stimulating learning environment to ensure all students can achieve their full potential.</i><i>• All students will receive instruction that is adapted to their individual needs.</i><i>• The school will respond to all communication by parents and caregivers within 2 working days.</i><i>• Parents will be engaged regularly when their child does not behave in a socially acceptable manner.</i><i>• All teachers will provide timely and targeted feedback to students on their work.</i>
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Strategic Direction

Purpose: A school's strategic direction is defined by goals and targets for improvement in the four outcome areas, and key improvement strategies to achieve the goals and targets.

Schools have significant flexibility in defining their goals, targets and key improvement strategies according to the needs and expectations of their community. Typically, the Strategic Plan will have one goal against each outcome area, though schools may choose to include more.

The goals, targets and key improvement strategies articulated in the School Strategic Plan will underpin individual performance and development planning for school staff.

Regulatory context

Under the *Education Training and Reform Act 2006* Section 2.3.24, subsection (1) of the Act states that:

"A school council must, in accordance with any Ministerial Order, prepare a school plan that sets out the school's goals and targets for the next 4 years and the strategies for achieving those goals and targets."

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.

Key improvement strategies

Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school's Annual Implementation Planning process.

Goals

Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school's purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.

To Maximise Student Achievement levels and growth rates on a whole school basis in Literacy and Numeracy.

1. To extend student growth levels in Mathematics Foundation to Year 6
2. To improve student learning growth in English Writing Foundation to Year 6
3. To develop and implement a Whole school Real Life Science Program

<p>Targets</p> <p>Targets are defined measures of the successful achievement of the school's goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.</p>	<ul style="list-style-type: none"> • Student high growth levels in years 3-5 exceed national mean scores in all areas of literacy and numeracy and improve annually • 20% of students working above the expected level in literacy and numeracy F-6 for teacher judgments against Victorian Curriculum • The percentage of students being assessed at or above in Science is to be improved annually 	
	<p>Actions</p> <p>Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.</p>	<p>Success criteria</p> <p>Success criteria are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Success criteria often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of success criteria should be set.</p>

<p>Year 1</p>	<p>Maths</p> <p>Review assessment schedules with the purpose of utilising more formative assessments across the school.</p> <p>Tracking of student progress at the end of each term.</p> <p>Review of how we give feedback in mathematics and how we challenge misconceptions. Teachers to share data with students and discuss future steps</p> <p>Staff attend Michael Ymer PD days on effective maths instruction. Staff trial new teaching methods in their classrooms</p> <p>Maths team to develop LPS Essential Maths learnings from the Victorian Curriculum</p> <p>Develop the LPS Maths Teaching Model, of how we would see maths if we walk into any classroom at LPS</p> <p>Professional Learning Teams having fortnightly discussion about maths data and reviewing planning to meet needs</p> <p>Increase the profile of maths in the school through newsletter items, special events and regular competitions</p> <p>Maths team to complete PDSA and present to staff at the end of the year.</p>	<p>Maths</p> <p>Assessment schedules reviewed and in place</p> <p>Termly meetings between math's coach and teachers about student practice</p> <p>Students can talk about their assessment results and next steps for future learning</p> <p>Evidence of new teaching strategies in maths planning</p> <p>Scope and sequence of essential maths learnings drawn up from Kinder to Year 7.</p> <p>LPS Maths Teaching model developed</p> <p>Minutes of meetings includes evidence of maths data and program review</p> <p>Survey parent and student attitudes to maths</p> <p>PDSA presented</p>
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	<p>Writing Review of writing assessment process to ensure students making progress each term and setting specific learning goals from assessment.</p> <p>Develop an LPS Writing feedback process to ensure all students are aware of their future writing targets</p> <p>Continued Professional Learning time allocated to VCOP and teacher sharing of ideas</p> <p>Literacy team to develop LPS Essential Writing Learnings from Kinder to Year 7</p> <p>Literacy team to develop LPS Writing Teaching Model in line with VCOP framework.</p> <p>Professional Learning Teams to have fortnightly discussion about student data in writing and strategies to put in place to support students</p> <p>Literacy Team to complete PDSA and present to staff at the end of the year.</p> <p>Science Evaluation of current science curriculum at EMC and in the classroom</p> <p>Analysis of Science data and planners</p> <p>What are our professional learning needs?</p> <p>What are our resourcing needs?</p> <p>Investigate options and develop a plan</p>	<p>Writing Assessment schedule revised and in place</p> <p>Writing feedback process in place</p> <p>Minutes of meetings to include evidence of VCOP teaching strategies</p> <p>Writing essential learnings developed</p> <p>LPS Writing Teaching model developed</p> <p>Professional learning teams minutes to include evidence of discussion about data discussions</p> <p>PDSA presented</p> <p>Science Develop a plan for improving science outcomes over the next three years.</p> <p>Professional Learning plan for science developed</p> <p>Resourcing plan developed</p> <p>A curriculum leader for science appointed</p>
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<p>Year 2 and 3</p>	<p>Maths Review success of 2016 plan and develop maths action plan.</p> <p>Maths team to participate in Bastow leading numeracy program</p> <p>Data analysis to heavily focus on Catering for individual differences and tracking particular students and developing individual learning plans</p> <p>Analysis of school PD needs and developing a PD plan for the year</p> <p>Coaching and mentoring program to continue with a heavy focus on students above and below the level</p> <p>Parent education in maths plan developed, including information sessions and online tutorials</p> <p>Writing Review success of 2016 plan and develop writing action plan</p> <p>Data analysis to heavily focus on Catering for individual differences and tracking particular students and developing individual learning plans</p> <p>Literacy team to participate in Bastow leading numeracy program</p> <p>Analysis of school PD needs and developing a PD plan for the year</p> <p>Coaching and mentoring program to continue with a heavy focus on students above and below the level</p>	<p>Maths Maths action plan developed</p> <p>Maths leaders to participate in Bastow Leading Numeracy program</p> <p>Regular meetings between coaches and teachers about progress of students</p> <p>PD plan developed</p> <p>Parent maths education plan developed</p> <p>Writing Writing action plan developed</p> <p>Regular meetings between coaches and teachers about progress of students</p> <p>Literacy leaders to participate in Bastow Leading Numeracy program</p> <p>PD plan developed</p>
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	<p>Science Review budget to see if we can increase EMC science time</p> <p>Allocate science budget to purchase resources for science in the classroom.</p> <p>Implementation of yearly Plan</p> <p>Develop science assessment tasks in line with the Victorian Curriculum</p> <p>A science morning or night to invite parents in to the school</p>	<p>Science Continue partnership with EMC and the science program</p> <p>Science budget allocated</p> <p>Science is taught across the school as part of our inquiry units</p> <p>Science assessment tasks developed</p> <p>Science morning as part of science week of education week</p>
<p>Year 4</p>	<p>Maths Continued Professional learning and teacher development</p> <p>Evaluate Maths improvement initiatives over the past four years and make recommendations for next strategic plan</p> <p>Writing Continued Professional learning and teacher development</p> <p>Evaluate writing improvement initiatives over the past four years and make recommendations for next strategic plan</p>	<p>Maths PD plan implemented</p> <p>Evaluation documented and presented as part of school review</p> <p>Writing PD plan implemented</p> <p>Evaluation documented and presented as part of school review</p>

	<p>Science Continued Professional learning and teacher development</p> <p>Evaluate Science improvement initiatives over the past four years and make recommendations for next strategic plan</p>	<p>Science PD plan implemented</p> <p>Evaluation documented and presented as part of school review</p>
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<p>Engagement</p> <p>Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community.</p> <p>Engagement spans students’ motivation to learn, as well as their active involvement in learning.</p> <p>Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.</p>		<p>Key improvement strategies</p> <p>Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school’s Annual Implementation Planning process.</p>
<p>Goals</p> <p>Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school’s purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.</p>	<p>To provide a Teaching and Learning framework which maximizes student, parent and staff involvement and engagement within a vibrant educational environment.</p>	<ol style="list-style-type: none"> 1. Document and fully implement a new and vibrant LPS Instructional Model consistently from F-6. 2. Build staff capacity through coaching and mentoring 3. Continue development of the New Pedagogies project as a way to create an engaging learning environment.

<p>Targets</p> <p>Targets are defined measures of the successful achievement of the school's goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.</p>	<p>Increasing variable means in the following areas of the student attitudes to school survey:</p> <p>Learning Confidence – 3.89 to 4.25 Teacher effectiveness - 4.27 to 4.5 School connectedness - 4.04 to 4.5 Stimulating Learning - 3.85 to 4.2 Student Motivation - 4.39 to 4.6 Teacher Effectiveness - 4.17 to 4.5</p> <p>Increasing variable means in the following areas of the parent opinion survey: Stimulating learning – 5.30 to 5.75 Parent Input – 4.64 to 5.3 Student motivation – 4.85 to 5.6</p> <p>To ensure staff opinion in all areas related to Professional Development and Support is above State means and improves annually</p>	
	<p>Actions</p> <p>Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.</p>	<p>Success criteria</p> <p>Success criteria are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Success criteria often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of success criteria should be set.</p>
<p>Year 1</p>	<p>LPS Instructional Model</p> <p>Leadership team to become familiar with the 41 elements of effective teaching in Marzano's 'Art and Science of teaching Model'</p> <p>The Leadership team will then target particular elements for whole school improvement throughout the year</p>	<p>LPS Instructional Model</p> <p>Leadership PD on Marzano instructional model</p> <p>Leadership team using Marzano model when coaching and mentoring colleagues</p>

	<p>Throughout the year we will isolate the key areas of improvement required to begin developing our LPS instructional model</p> <p>Learning Focus and Success criteria to be utilised daily across all areas of the curriculum</p> <p>How do we teach at LPS</p> <ul style="list-style-type: none"> - Reading - Writing - Speaking and listening - Maths - Inquiry <p>Coaching and Mentoring Student data to be tracked each term and discussed with reviewer</p> <p>Explicit coaching in line with needs in each classroom</p> <p>Conduct student survey with 4-6 students in first two weeks of the year.</p> <p>Leadership team to mentor 2 classes each with areas of need from survey.</p> <p>New Pedagogies Continued focus on Fullan’s Six Competencies for Deeper Learning with an emphasis on Citizenship and Communication</p>	<p>Leadership team to begin developing LPS instructional model</p> <p>Learning focus and success criteria visible in classrooms</p> <p>Documented process of how we teach literacy, numeracy and inquiry across the school.</p> <p>Coaching and Mentoring Termly meetings with every teacher about student progress in literacy and numeracy</p> <p>Coaching model developed</p> <p>Weekly meetings between coach and classroom teacher regarding results on student survey</p> <p>New Pedagogies Documented improvement plan for incorporating the concepts of citizenship and communication into our planning documents</p>
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	<p>Provide Professional Learning for staff on questioning strategies in the classroom and for inquiry units of work</p> <p>Begin planning for the implementation of the Victorian Curriculum in 2017</p> <p>Continue the introduction of engaging projects like robotics and the billy carts from p-4</p>	<p>Whole school professional learning on questioning strategies</p> <p>Review planning documents to ensure they meet the needs of the Victorian Curriculum</p> <p>Each year level to develop and project to improve engagement and links to science and technology</p>
<p>Year 2 and 3</p>	<p>LPS Instructional Model Continue professional reading and learning into Marzano's 'Science of teaching and document our LPS instructional Model</p> <p>Continued focus on the use of learning focus and success criteria in daily lessons</p> <p>Full implementation of LPS teaching models</p> <p>Coaching and Mentoring Refine coaching model to best suit the needs of our teachers</p> <p>Professional learning for coaches in different aspects of coaching</p>	<p>LPS Instructional Model Leadership have regular discussions about school progress against Marzano's 21 elements</p> <p>Learning focus and success criteria visible in classrooms.</p> <p>Teachers implementing LPS teaching models in classroom and discussing process regularly with coaches</p> <p>Coaching and Mentoring Coaching model documented</p> <p>Coaches attend professional learning</p>

	<p>New Pedagogies Review Fullan's 6 competencies of deeper learning and develop next steps</p> <p>Continued focus on teacher questioning strategies and teaching students to ask deeper questions</p> <p>Investigate different Student management systems and possible implementation in 2018</p> <p>Implementation of the Victorian Curriculum across F-6 in all areas</p>	<p>New Pedagogies Action Plan for new pedagogies developed</p> <p>Continued PD on teacher questioning</p> <p>Staff and school council discussion about benefits of student management systems</p> <p>Fully documented implementation of Victorian Curriculum.</p>
<p>Year 4</p>	<p>LPS Instructional Model Continued Professional learning and teacher development in Marzano's 41 elements.</p> <p>Evaluate progress made on the LPS instructional model over the past four years and make recommendations for next strategic plan</p> <p>Coaching and Mentoring Evaluation of LPS coaching model and investigate future professional learning opportunities</p> <p>New Pedagogies Continued Professional learning and teacher development in the 6 competencies.</p> <p>Evaluate New Pedagogies improvement initiatives over the past four years and make recommendations for next strategic plan</p>	<p>LPS Instructional Model PD plan implemented</p> <p>Evaluation documented and presented as part of school review</p> <p>Coaching and Mentoring Action plan developed for future coaching process</p> <p>New Pedagogies PD plan implemented</p> <p>Evaluation documented and presented as part of school review</p>

<h2>Wellbeing</h2> <p>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.</p>		<h3>Key improvement strategies</h3> <p>Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school's Annual Implementation Planning process.</p>
<h3>Goals</h3> <p>Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school's purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.</p>	<p>To provide a safe, stimulating, orderly and inclusive learning environment for all students.</p>	<ol style="list-style-type: none"> 1. To document a whole school student attendance plan 'Every Day Counts' 2. Develop a Langwarrin PS Cyber Safety awareness and education plan using the eSmart guidelines 4. Develop school wide positive behaviours to create a safe, orderly environment
<h3>Targets</h3> <p>Targets are defined measures of the successful achievement of the school's goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.</p>	<p>For variable mean in areas that enhance the wellbeing of students to improve as reflected in the Attitudes to School Survey.</p> <p>Classroom Behavior – 2.66 to 3.85 Student Safety – 4.17 to 4.5 Student Morale – 5.44 to 5.8 Learning Confidence – 3.89 to 4.25 Student Distress- 5.57 – 5.9 School connectedness 4.04 to 4.5 Student Motivation 4.39 to 4.6</p> <p>Reduce average days off from 17.62 in 2015 to under the state average of 14 by 2019</p>	

	<p>Actions</p> <p>Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.</p>	<p>Success criteria</p> <p>Success criteria are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Success criteria often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of success criteria should be set.</p>
<p>Year 1</p>	<p>Attendance</p> <ul style="list-style-type: none"> - Inform parents about links between attendance and student achievement - Report absence rates compared to state levels through the newsletter - Provide information to parents on the sequential nature of lessons and learning and how learning can be disrupted if they miss lessons - Provide regular flyers on the importance of being at school everyday - Make presentations at information sessions for prep parents to ensure they understand the importance of attendance and punctuality. <p>Cyber Safety</p> <p>As part of our cyber safety plan we will revise and further develop the 6 domains of the eSmart schools framework.</p> <p>1. Effective school organisation: set up a steering committee, an effective induction program, and incident reporting and supervision systems.</p> <p>2. School plans, policies and procedures: an 'acceptable use agreement', year 6 students to gain digital licences in term one. Investigate digital licences for all parents and students</p> <p>3. Respectful and caring school community: consolidate our respectful behaviour protocols to</p>	<p>Attendance</p> <ul style="list-style-type: none"> - Documented school attendance plan - Data communicated regularly to parents regarding student absences via newsletter - Student absence plans developed - Regular communication from teacher to parents regarding student attendance - Student attendance analysed across the school and clear data established <p>Cyber Safety</p> <ul style="list-style-type: none"> - Form a Cyber Safety team including parents to develop a clear eSmart action plan - Communication to parents about cyber safety at information nights - Regular communication in the newsletter - Year 6 students to gain digital licences - PD for staff on cyber safety - Information session for parents of cyber safety

	<p>guide teachers, students and staff, and create opportunities for strengthening peer relationships.</p> <p>4. Effective teacher practices: develop cyber-safe practices, and professional learning to increase skills in the positive use of technology and behaviour management.</p> <p>5. An eSmart curriculum: plan curriculum to support inclusion of the teaching of rights and responsibilities, cybersafety, and the positive use of digital technologies.</p> <p>6. Partnerships with parents and the local community: engage parents in eSmart, and provide education on cyberbullying and cybersafety issues, provide weekly computer and mobile phone tips in the newsletter</p> <p>School Wide Positive Behaviour Support program (SWPBS) As part of our participation in the School Wide Positive Behaviour Support program (SWPBS) we will complete the following.</p> <p>SWPBS & Koorie Inclusive Training</p> <ul style="list-style-type: none"> • Attend SWPBS training and cultural inclusion coaching for mentor and mentee schools (4 -6 per year) • Release staff to attend Training <p>Implementation of the framework</p> <ul style="list-style-type: none"> • Convene a KI SWPBS team that will include (but not be inclusive of) the Principal, Representative teachers, Koorie Education Worker (KEW), Koorie 	<p>School Wide Positive Behaviour Support program (SWPBS)</p> <ul style="list-style-type: none"> - Integration of SWPBS into LPS behavior expectations model - Use of behavior plans for students who are on stages 3 and 4 - Regular communication with parents via email regarding student behavior
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	<p>community representative, Student Wellbeing coordinator, parent/community representative.</p> <ul style="list-style-type: none"> ○ Commit to team and data driven decision making ○ Develop a clear set of expectations and behaviours ○ Establish a common purpose and approach to discipline ○ Evaluate current practices and initiatives ○ Select and implement a continuum of procedures and practice for encouraging expected behaviours and discouraging inappropriate behaviour ● Have a representative on the local KI SWPBS steering committee. This committee includes (but not be inclusive of) representation from each mentee/mentor schools, KEW and Koorie Community Elder. ● Participate in the SWPBS Data collection schedule which will be supported by the mentor school 	
<p>Year 2 and 3</p>	<p>Attendance As part of our whole school attendance plan we will:</p> <ul style="list-style-type: none"> - Profile attendance in the newsletter reminding parents that attendance is not optional but compulsory - Make announcements at weekly assemblies about the need to be at school on time everyday - Publish attendance and late figures as well as targets in the newsletter <p>Cyber Safety</p> <p>Continue our development of our eSmart plan to ensure all aspects fo the 6 domains are covered.</p>	<p>Attendance Clear LPS attendance plan documented and implemented</p> <p>Weekly announcements at assembly regarding attendance</p> <p>Weekly communication in newsletter of absence and Late data</p> <p>Cyber Safety</p> <p>Implementation of Cyber safety action plan</p>

	<p>School Wide Positive Behaviour Support program (SWPBS)</p> <p>As part of our participation in the School Wide Positive Behaviour Support program (SWPBS) we will investigate:</p> <ul style="list-style-type: none"> - SWPBS behavior response continuum - SWPBS teaching expected behaviours - SWPBS start of year ideas - SWPBS Matrices for students, staff and teachers 	<p>School Wide Positive Behaviour Support program (SWPBS)</p> <p>Implemented key recommendations from SWPBS project designed at improving student behavior and engagement.</p>
<p>Year 4</p>	<p>Attendance Continued implementation of attendance plan and investigate other schools success in improving attendance</p> <p>Evaluation of success of school wide attendance plan</p> <p>Cyber Safety Continued implementation of Cyber Safety Plan and implement next steps and necessary</p> <p>Evaluation of success of eSmart plan.</p> <p>School Wide Positive Behaviour Support program (SWPBS) As part of our participation in the School Wide Positive Behaviour Support program (SWPBS) we will investigate whether we are up to tier 3 supports</p>	<p>Attendance Evaluation documented and presented as part of school review</p> <p>Cyber Safety Evaluation documented and presented as part of school review</p> <p>School Wide Positive Behaviour Support program (SWPBS) Evaluation documented and presented as part of school review</p>

<h2>Productivity</h2> <p>Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school.</p> <p>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.</p>		<h3>Key improvement strategies</h3> <p>Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school's Annual Implementation Planning process.</p>
<h3>Goals</h3> <p>Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school's purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.</p>	<p>To effectively allocate all school resources in order to maximize student achievement levels and provide high levels of student engagement.</p>	<ol style="list-style-type: none"> 1. To document and deliver a whole school staff leadership capacity building professional development program 2. To ensure all staff Performance and Development is linked to the Langwarrin Primary School Instructional model and student achievement. 3. To provide a thorough induction process for new and returning staff to LPS
<h3>Targets</h3> <p>Targets are defined measures of the successful achievement of the school's goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.</p>	<p>For all areas of the Parent Survey to be move from the first quartile to the third and fourth quartiles by the end of the strategic plan</p> <p>The staff survey to be above state average for both 'all staff' and 'teacher' categories.</p>	
<h3>Actions</h3>		<h3>Success criteria</h3>

	<p>Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.</p>	<p>Success criteria are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Success criteria often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of success criteria should be set.</p>
<p>Year 1</p>	<p>Staff and Leadership Professional Development</p> <p>Leadership PD</p> <ul style="list-style-type: none"> - Growth coaching - Bastow - Marzano - New Pedagogies - Use of data <p>Teachers</p> <ul style="list-style-type: none"> - Michael Ymer - First aid - Individual Learning Plans - Analysis of data - Questioning <p>ES staff</p> <ul style="list-style-type: none"> - Working with ASD students - Working with speech difficulty - Managing difficult behaviours <p>Performance and Development</p> <p>Develop PDP process to link in Marzanos 41 elements of effective teaching and student data to be tracked each term.</p> <p>Teachers meeting responsibilities in line with roles and responsibilities set out in government schools agreement</p> <p>Induction</p>	<p>Staff and Leadership Professional Development</p> <p>Professional Learning Plan developed to meet the needs of all staff and in line with school direction</p> <p>Performance and Development</p> <p>PDP process documented to show clear evidence of student achievement and all aspects of teacher work</p> <p>Induction</p>

	<p>Evaluate current induction process new and returning teachers and ES staff and staff starting throughout the year.</p> <p>Ensure new graduates are inducted with</p> <ul style="list-style-type: none"> - School Tour - Handbook - ICT - Library Processes – - English and Maths Interviews - Planning expectations - Assessment schedules - Anaphlaxis Process - Report writing - Role and e-cases - GradeXpert - On Demand Testing 	<p>Documented induction process to include thorough induction for all new staff.</p>
<p>Year 2 and 3</p>	<p>Staff and Leadership Professional Development Continue to invest significant resources into the development of teacher and ES skills</p> <p>Performance and Development Investigate PDP processes across the system and make recommendations for LPS process</p> <p>Streamline data collection and evidence process to make it more user friendly for teachers</p> <p>Induction Revise induction process to include all elements of LPS instructional model</p>	<p>Staff and Leadership Professional Development PD plan in place</p> <p>Significant resources allocated to PD</p> <p>Performance and Development PDP process to be reviewed annually and aligned with specific student achievement goals and curriculum initiatives annually</p> <p>Induction LPS Induction process documented and implemented</p>

<p>Year 4</p>	<p>Staff and Leadership Professional Development Continued implementation of Staff PD Plan and implement next steps and necessary</p> <p>Evaluation of success of Staff PD plan.</p> <p>Performance and Development Continued implementation of PDP process and implement next steps and necessary</p> <p>Evaluation of success of PDP process in improving outcomes.</p> <p>Induction Continued implementation of Induction Plan and implement next steps and necessary</p> <p>Evaluation of success of Induction plan.</p>	<p>Staff and Leadership Professional Development Evaluation documented and presented as part of school review</p> <p>Performance and Development Evaluation documented and presented as part of school review</p> <p>Induction Evaluation documented and presented as part of school review</p>
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