

# School Strategic Plan 2019-2023

Langwarrin Primary School (3531)



Submitted for review by Mark Moorhouse (School Principal) on 07 February, 2020 at 02:28 PM  
Endorsed by Stanley Szuty (Senior Education Improvement Leader) on 13 February, 2020 at 01:52 PM  
Endorsed by Emma Boag (School Council President) on 14 February, 2020 at 12:37 PM

# School Strategic Plan - 2019-2023

Langwarrin Primary School (3531)

<b>School vision</b>	To create an engaging learning environment where all learners maximise their potential.
<b>School values</b>	<p>Langwarrin 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, 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.</p> <p>The programs and teaching at Langwarrin Primary School support and promote the principles and practice of Australian democracy, including a commitment to:</p> <ul style="list-style-type: none"><li>• elected government</li><li>• the rule of law</li><li>• equal rights for all before the law</li><li>• freedom of religion</li><li>• freedom of speech and association</li><li>• the values of openness and tolerance.</li></ul> <p>As principals and school leaders, we will:</p> <ul style="list-style-type: none"><li>• model positive behaviour and effective leadership</li><li>• communicate politely and respectfully with all members of the school community</li><li>• work collaboratively to create a school environment where respectful and safe behaviour is expected of everyone</li><li>• behave in a manner consistent with the standards of our profession and meet core responsibilities to provide safe and inclusive environments</li><li>• plan, implement and review our work to ensure the care, safety, security and general wellbeing of all students at school</li><li>• identify and support students who are or may be at risk</li><li>• do our best to ensure every child achieves their personal learning potential</li><li>• work with parents to understand their child's needs and, where necessary, adapt the learning environment accordingly</li><li>• respond appropriately when safe and inclusive behaviour is not demonstrated and implement appropriate interventions and sanctions when required</li><li>• inform parents of the school's communication and complaints procedures</li><li>• ask any person who is acting in an offensive, intimidating or otherwise inappropriate way to leave the school grounds.</li></ul>

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

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.

Core Values:

Respect:

- We treat others the way we would like to be treated.
- We accept that we are all different.
- We use our manners.

Responsibility:

- We own our emotions and actions.
- We are punctual.
- We look after our buildings, grounds and belongings.

	<p>Resilience:</p> <ul style="list-style-type: none"> <li>- We bounce back.</li> <li>- We keep trying and don't give up.</li> <li>- We learn from our mistakes and have another go.</li> </ul>
<p><b>Context challenges</b></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 670 students. 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 Digital Technologies. 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. 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 digital technologies across the curriculum enables us to provide exciting learning opportunities. We maintain a strong partnership with our community and see our representation in the Langwarrin Positive Education Network very important as it allows us to link with many community members and groups. We have strong links with different community groups including: Kids Hope, 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> <p>From our 2019 school review the panel found the strategies put in place to improve student voice, agency and leadership were a barrier to achieving our targets. The school had focused on introducing student involvement in the yard, including play leaders and through junior school council, without extending student voice into curriculum planning.</p> <p>The parent and student focus groups suggested to the Panel that the school had not clearly outlined the opportunity for students to provide input into their learning. The Panel found that the school has yet to develop a clear whole school strategy on the implementation and growth of student voice, agency and leadership.</p>
<p><b>Intent, rationale and focus</b></p>	<p>INTENT</p> <ul style="list-style-type: none"> <li>- Improve student learning growth with a focus on numeracy</li> <li>- Increase student active engagement in learning</li> <li>- Improve the wellbeing of every student</li> </ul> <p>RATIONALE</p>

An analysis of the school's student learning data, including growth in NAPLAN, together with a review of the school's assessment practices, identified learning growth as an area requiring focus for the next School Strategic Plan (SSP) in the areas of literacy and numeracy.

Analysis of the student AToSS, supported by the POS data indicated that there was an opportunity for the school to develop a whole school strategy on the implementation and growth of student voice, agency and leadership. Observations in classrooms, focus groups of students and interviews with teachers, together with evidence from surveys, confirmed that student voice and agency in their own learning was still becoming embedded school practice.

#### FOCUS

Langwarrin Primary School will further focus on the current work undertaken in Literacy, Numeracy, student voice and agency and student wellbeing.

The school aims to ensure that each teacher has the necessary skills to plan, develop, differentiate and implement an effective literacy and numeracy curriculum. The focus of Literacy for the next four years will be to continue to develop our reading program, whilst significant time will be spent on developing a whole school approach to the way we are delivering our numeracy program. The focus of Numeracy over the next four years will be to develop and implement an effective problem-solving process whilst also building teacher capacity to develop specific learning goals that meet the needs of our students. The school will also embed High Impact Teaching Strategies (HITS), work alongside students to develop student voice and agency and develop opportunities for them to codesign their learning experiences.

The school will develop implementation plans and investigate best practice, particularly in reading, problem solving and student voice and agency. We will continue to develop our knowledge of effective practices and provide coaching, mentoring, support and development. A continued priority is to continue improving the health and wellbeing of every student at LPS.

# School Strategic Plan - 2019-2023

Langwarrin Primary School (3531)

<b>Goal 1</b>	Improve student learning growth with a focus on numeracy
<b>Target 1.1</b>	By 2023, increase above benchmark numeracy growth (NAPLAN) from 11 per cent (2019) to 35 per cent
<b>Target 1.2</b>	By 2023 reduce below benchmark NAPLAN numeracy from 27 per cent (2019) to 15 per cent in Year 5
<b>Target 1.3</b>	By 2023 90% of students will show 12 months or more growth in numeracy according to teacher judgment
<b>Key Improvement Strategy 1.a</b> Building practice excellence	Prioritise professional learning support for numeracy
<b>Key Improvement Strategy 1.b</b> Evidence-based high-impact teaching strategies	Build teacher capability in identifying and utilising high impact teaching strategies
<b>Key Improvement Strategy 1.c</b>	Prioritise time allocations for literacy and numeracy leaders to support PLC planning

<b>Instructional and shared leadership</b>	
<b>Goal 2</b>	Increase student active engagement in learning
<b>Target 2.1</b>	<p>By 2023, increase the AToSS variable for:</p> <ul style="list-style-type: none"> <li>- Student voice and agency from 70 per cent (2019) to 80 per cent</li> <li>- Sense of connectedness from 64 per cent (2019) to 75 per cent</li> <li>- Sense of inclusion from 72 per cent (2019) to 80 per cent</li> </ul>
<b>Target 2.2</b>	<p>By 2023, the SSS variable</p> <ul style="list-style-type: none"> <li>- Use student feedback to improve practice from 77 percent (2019) to 85 per cent</li> <li>- Focus learning on real life problems 80 per cent (2019) to 90 per cent</li> </ul>
<b>Target 2.3</b>	By 2023, the school will decrease student absenteeism from a school-wide average of 14.56 days (2019) to 13.90
<b>Key Improvement Strategy 2.a</b> Empowering students and building school pride	Prioritise the whole school rollout of the approaches and strategies captured in the DET Amplify document
<b>Key Improvement Strategy 2.b</b>	Develop an explicit leadership support and development plan for student leaders

Empowering students and building school pride	
<b>Key Improvement Strategy 2.c</b> Intellectual engagement and self-awareness	Embedding social and emotional learning into everyday practice
<b>Goal 3</b>	Improve the wellbeing of every student
<b>Target 3.1</b>	By 2023, POS confidence and resiliency skills will increase from 80 percent positive (2019) to 85 per cent.
<b>Target 3.2</b>	By 2023, the AToSS variable for Teacher concern will increase from 80 per cent positive (2019) to 85 per cent.
<b>Target 3.3</b>	By 2023 the School Staff Survey (SSS) variable for Collective efficacy will increase from 66 per cent positive (2019) to 75 per cent.
<b>Key Improvement Strategy 3.a</b> Health and wellbeing	Reinforce the school wide gains made in wellbeing through the THRIVE approach
<b>Key Improvement Strategy 3.b</b> Evaluating impact on learning	Develop and implement an agreed feedback protocol from students to teachers and vice versa
<b>Key Improvement Strategy 3.c</b> Evaluating impact on learning	Support the development of wellbeing within the PLC structure



