

# Longford Primary School 1694

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## School Strategic Plan 2010 -2013



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| <b>Endorsement by<br/>School Principal</b>            | SIGNED.....<br>NAME.....<br>DATE.....   |
| <b>Endorsement by<br/>School Council</b>              | SIGNED.....<br>NAME.....<br>DATE.....<br>School Council President signs indicating that the School Strategic Plan has been endorsed by School Council |
| <b>Endorsement by<br/>Regional Network<br/>Leader</b> | SIGNED.....<br>NAME.....<br>DATE.....   |

## School Profile

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| <p><b>Purpose</b></p>               | <p>To provide a friendly, caring and safe environment that:</p> <ul style="list-style-type: none"> <li>• Maximises learning, personal growth and wellbeing for all students.</li> <li>• Creates a stimulating and supportive environment for all teachers.</li> <li>• Assists, informs and involves all parents.</li> </ul> <p>The school's purpose is based on the vision of providing a stimulating environment that allows students to achieve their full potential by promoting an education of real value that produces proud, engaged students who are skilled, flexible, responsible, resilient and creative.</p> |
| <p><b>Values</b></p>                | <p>The following values underpin the life of our school and how ALL members of the school community should conduct themselves:</p> <ul style="list-style-type: none"> <li>• <b>Integrity</b> – in all of our actions being honest, fair, responsible and loyal.</li> <li>• <b>Respect</b> – by treating others and the environment with care, consideration and regard.</li> <li>• <b>Responsibility</b> – by being accountable for one's own actions and learning.</li> <li>• <b>Excellence</b> – in striving to achieve one's personal best in all that they do, and acknowledgement of such.</li> </ul>               |
| <p><b>Environmental Context</b></p> | <p><b><u>Social – Community and Demographics</u></b></p> <ul style="list-style-type: none"> <li>• Located 8 kilometres from Sale in a semi-rural setting</li> <li>• Approximately 45% of families receive EMA</li> <li>• Gradual incline in enrolments</li> <li>• Strong community involvement</li> <li>• Stable staffing of a leading teacher, 'expert', accomplished and graduate teachers.</li> <li>• Very active and supportive School Council</li> </ul>  |

**Environmental – Grounds and Facilities**

- All rooms are well equipped and conducive to learning
- All spaces heated and classrooms / library air-conditioned
- Grounds well established with attractive gardens
- Extensive range of play spaces including oval, sandpits, rebound wall, basketball and bat tennis courts
- Several areas with play / climbing equipment

**Educational**

- Consolidation of the Victorian Essential Learning Standards with a greater emphasis on ICT
- Wider use of Online testing for diagnostic and planning purposes
- Ongoing work with Patrick Griffin and the Wellington Assessment and Learning Partnership
- Involvement in Innovations and Excellence

**Technological**

- All staff have laptop computers
- Classrooms are equipped with computers at a ratio of 1:5
- New classroom technologies are becoming available

## Strategic Intent

|   | Goals  | Targets   | Key Improvement Strategies  |
|---|--|---|---|
| <b>Student Learning</b>                 | To improve student achievement in English and Mathematics P – 6 with a particular focus on reading and number. | <ul style="list-style-type: none"> <li>• That 90% of students will be performing at expected or above expected levels of achievement in Reading by 2013.</li> <li>• That 90% of students will be performing at expected or above expected levels of achievement in Number by 2013.</li> </ul>                                     | <ul style="list-style-type: none"> <li>• Develop a cohesive and comprehensive whole school approach to student learning linking learning, teaching and assessment to make learning explicit for each student.</li> <li>• Enhance purposeful teaching practises by building staff capacity</li> </ul>            |
| <b>Student Engagement and Wellbeing</b> | To improve student engagement and wellbeing P – 6.   | <ul style="list-style-type: none"> <li>• To increase the average number of days attendance per student by at least 2 days by 2013</li> <li>• To improve 'Student Attitudes to School' survey results, aiming for 75% or higher by 2013 in student engagement.</li> <li>• Continue to promote "It's Not OK To Be Away".</li> </ul> | <ul style="list-style-type: none"> <li>• Embed a whole school approach to student wellbeing with a focus on prevention.</li> <li>• Maximise the potential of ICT to enhance student engagement.</li> <li>• Implement a whole school plan to monitor and reduce absence rates and lateness to school.</li> </ul> |
| <b>Student Pathways and Transitions</b> | To improve transition of all students into, through and beyond primary school.                                 | <ul style="list-style-type: none"> <li>• Formalise a timetable for transition meetings to occur annually.</li> <li>• Ensure communication pathways are open and maintained from K – P, 2 – 3, &amp; 6 – 7.</li> </ul>   | <ul style="list-style-type: none"> <li>• Build and monitor learning pathways and transitions for all learners.</li> </ul>   |

## SCHOOL STRATEGIC PLANNER 2010- 2013: INDICATIVE PLANNER

| <b>Key Improvement Strategies</b><br>(Prioritised KIS across the three student outcomes areas)  | <b>Actions</b> |   | <b>Achievement Milestones</b><br>(Changes in practice and behaviours)  |
|---|----------------|---|--|
| <p><b><u>STUDENT LEARNING</u></b></p> <p>Develop a cohesive and comprehensive whole school approach to student learning linking learning, teaching and assessment to make learning explicit for each student.</p> | Year 1         | <ul style="list-style-type: none"> <li>▪ Review and develop a whole school curriculum plan with a specific focus of unpacking all VELs Strands and Domains with a view to integrating over the life of the plan.</li> <li>▪ Development of a Professional Learning Team that plan, share teaching and learning strategies and map student progress on the Progress Points and build expertise in moderation.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Development of a checklist (matrix) for Interdisciplinary learning.</li> <li>▪ Regularly scheduled meetings addressing the above.</li> <li>▪ Use of online assessment data to drive improvements of student learning outcomes.</li> </ul> |
|   | Year 2         | <ul style="list-style-type: none"> <li>• Review, assess and evaluate schedules with inclusion of on-line assessment.</li> <li>• Revisit and continue building skills in understanding and applying assessment: for, as, of learning.</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Development of a checklist (matrix) for Physical, Personal and Social Learning.</li> <li>▪ Review and update of Assessment Schedules.</li> <li>▪ Development of ICT Assessment Schedules.</li> </ul>                                      |
|   | Year 3         | <ul style="list-style-type: none"> <li>▪ Continue the implementation of 2 year cyclic whole school integrated curriculum plan.</li> <li>▪ Use data to track student's progress to enhance differentiated curriculum planning and delivery for diverse student needs.</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Development of a checklist (matrix) for Discipline Based Learning.</li> <li>▪ That all students have demonstrated progress, irrespective of expected VELs levels.</li> </ul>  |
|   | Year 4         | <ul style="list-style-type: none"> <li>▪ Full implementation of 2 year cyclic whole school integrated curriculum plan.</li> <li>▪ Full implementation of assessment and evaluation schedules through the use of student data.</li> </ul>  | <ul style="list-style-type: none"> <li>• Whole school use of curriculum plan.</li> <li>• That all students have continued to demonstrate progress, irrespective of expected VELs levels.</li> </ul>  |

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| <p><b><u>STUDENT LEARNING</u></b> (cont'd)</p> <p>Enhance purposeful teaching practises by building staff capacity</p> | Year 1 | <ul style="list-style-type: none"> <li>▪ Increase budget allocation in ICT area to implement best POLT Practices.</li> <li>▪ To allocate support for 2 classroom teachers to be trained by ICT coach.</li> <li>▪ New desktop for library system.</li> <li>▪ Support given for training teachers in ICT.</li> <li>▪ Update school web page.</li> </ul> | <ul style="list-style-type: none"> <li>▪ 3 new classrooms fully operational with up to date ICT equipment – ie Interactive Whiteboard, 4 new desktop computers in each room, bank of 6 laptops to be shared between rooms.</li> <li>▪ Up to date ICT Policy – ie Internet/Intranet Contract</li> <li>▪ Organise PD for teachers and parents regarding Cyber Safety.</li> </ul> |
|  | Year 2 | <ul style="list-style-type: none"> <li>▪ Continue to build ICT resources with allocated budget.</li> <li>▪ Continue to train classroom teachers by ICT coach.</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Continue to update classrooms on rolling replacement roster.</li> <li>▪ Continue to support ICT training for untrained and new teachers.</li> </ul>   |
|  | Year 3 | <ul style="list-style-type: none"> <li>▪ Continue to build ICT resources with allocated budget.</li> <li>▪ Continue to train classroom teachers by ICT coach.</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Continue to update classrooms on rolling replacement roster.</li> <li>▪ Continue to support ICT training for untrained and new teachers.</li> </ul>   |
|  | Year 4 | <ul style="list-style-type: none"> <li>▪ Full adoption of ICT use for ICT learning</li> <li>▪ All classroom teachers have been trained in use of ICT equipment by ICT coach.</li> </ul>   | <ul style="list-style-type: none"> <li>▪ All classrooms fully updated with ICT equipment.</li> <li>▪ Reassess rollover plan, check budget allocation is adequate for current needs.</li> <li>▪ Review ICT Policy.</li> </ul>   |

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| <b>Key Improvement Strategies</b><br>(Prioritised KIS across the three student outcomes areas)                     | <b>Actions</b> |  | <b>Achievement Milestones</b><br>(Changes in practice and behaviours)  |
|--|----------------|--|--|
| <u><b>STUDENT ENGAGEMENT AND WELLBEING</b></u><br><br>Monitor and reduce absence rates.                            | Year 1         | <ul style="list-style-type: none"> <li>▪ Develop and implement a whole school student attendance action plan.</li> <li>▪ Create incentives for students to be on time.</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Improved rates of student attendance and punctuality.</li> </ul>                                |
|  | Year 2         | <ul style="list-style-type: none"> <li>▪ Develop home / school partnerships that build common understandings of the school’s approaches to teaching and learning.</li> <li>• Develop the school’s website to promote the school and keep parents informed of current school events.</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Increase in number of explained absences.</li> <li>▪ Positive feedback from parents.</li> </ul> |
|  | Year 3         | <ul style="list-style-type: none"> <li>▪ Further develop strategies from ‘It’s Not OK To Be Away’, including communication strategies, rewards and target setting for students with poor attendance or habitual lateness.</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Continued improved rates of student attendance and punctuality.</li> </ul>                      |
|  | Year 4         | <ul style="list-style-type: none"> <li>▪ Review whole school student attendance action plan.</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Continued improved rates of student attendance and punctuality.</li> </ul>                      |
| <u><b>STUDENT ENGAGEMENT AND WELLBEING</b></u><br>(cont’d)<br><br>To improve wellbeing with a focus on prevention. | Year 1         | <ul style="list-style-type: none"> <li>▪ Strengthen focus on ‘Stop, Think, Do’ and trial other programs such as ‘Bounce Back’.</li> <li>▪ Implement whole school approach to student wellbeing and strengthen focus on ‘Stop, Think, Do’.</li> <li>▪ Implement a whole school approach to student wellbeing linking programs, common language, high expectations, and appropriate behaviours.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Decreased misdemeanours in classroom and outdoor behaviour book.</li> </ul>                     |

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|   | Year 2 | <ul style="list-style-type: none"> <li>▪ Strengthen student voice through enhancing the opportunities for Junior School Council and links with other schools.</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Improved results on student and parent opinion surveys.</li> <li>▪ Student participation in Regional/State forums for young leaders.</li> </ul>          |
|   | Year 3 | <ul style="list-style-type: none"> <li>▪ Develop action plan to inform parents about school practices.</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Parent response and feedback.</li> </ul>   |
|   | Year 4 | <ul style="list-style-type: none"> <li>▪ Further explore restorative practices and training.</li> <li>▪ Review and expand student leadership opportunities.</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Change to student management.</li> <li>▪ Review of success of student participation in Regional/State forums for young leaders.</li> </ul>               |
| <p><b><u>STUDENT ENGAGEMENT AND WELLBEING</u></b><br/>(cont'd)</p> <p>Maximise the potential of ICT to enhance student engagement</p> | Year 1 | <ul style="list-style-type: none"> <li>• Review and further develop the capacity of ICT as an effective and integrated tool for: <ul style="list-style-type: none"> <li>○ Learning and assessment</li> <li>○ Thinking</li> <li>○ Communication</li> <li>○ Global connections</li> </ul> </li> <li>• Interactive White Board in all classrooms and plan strategically for the development of Staff skills.</li> </ul> | <ul style="list-style-type: none"> <li>• Adequate resources available and being utilised by students</li> <li>• Improved results on student opinion survey.</li> </ul>                            |
|   | Year 2 | <ul style="list-style-type: none"> <li>▪ Develop a whole school scope and sequence chart of ICT skills to monitor student skills.</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Matrix developed recording level of student capabilities and progress.</li> <li>▪ Individual Learning Plans developed and used for the above.</li> </ul> |
|   | Year 3 | <ul style="list-style-type: none"> <li>▪ Ensure ICT is embedded into curriculum planning to ensure daily and purposeful use.</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Student work samples to reflect use of ICT.</li> </ul>   |
|   | Year 4 | <ul style="list-style-type: none"> <li>• Review and further develop the capacity of ICT as an effective and integrated tool for: <ul style="list-style-type: none"> <li>○ Learning and assessment</li> <li>○ Thinking</li> <li>○ Communication</li> <li>○ Global connections</li> </ul> </li> </ul>  | <ul style="list-style-type: none"> <li>▪ Student work to reflect use of ICT on a broad level beyond the immediate school environment.</li> </ul>  |



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|---|---------|--|---|
| <p><b><u>STUDENT PATHWAYS AND TRANSITION</u></b></p> <p>Prepare students for the transition K – P, 2 – 3, 6 – 7 by engaging Staff in professional discussions about expectations, teaching and learning, and emotional needs of the students.</p> | Year 1  | <ul style="list-style-type: none"> <li>▪ Formalise and refine kinder transition.</li> <li>▪ Ensure Year 6 &amp; 7 transition meetings continue to be attended and further links built upon.</li> <li>▪ Involvement with Innovations and Excellence cluster.</li> <li>▪ Scheduled Team meetings to address individual student needs.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Use of photo ‘identi- kit’ from K – P.</li> <li>▪ Timeline of ‘What I did in prep and Kinder’.</li> <li>▪ Student digital portfolios developed and passed onto secondary schools.</li> <li>▪ Greater use of Individual Learning Plans for students.</li> </ul> |
|   | Year 2  | <ul style="list-style-type: none"> <li>▪ Implement refined kinder transition program.</li> <li>▪ Consolidate and expand K – P transition program.</li> <li>▪ Ensure Year 7 transition meetings continue to be attended.</li> <li>▪ Continued involvement with Innovations and Excellence cluster.</li> </ul>                                   | <ul style="list-style-type: none"> <li>▪ Stronger links between kinder and secondary schools maintained.</li> <li>▪ Differentiated curriculum developed in response to Individual Learning Plans of students.</li> </ul>  |
|   | Year 3  | <ul style="list-style-type: none"> <li>▪ Implement refined kinder transition program.</li> <li>▪ Consolidate and expand K – P transition program.</li> <li>▪ Ensure Year 7 transition meetings continue to be attended.</li> <li>▪ Continued involvement with Innovations and Excellence cluster.</li> </ul>                                   | <ul style="list-style-type: none"> <li>▪ Teaching staff to have a greater understanding of each child’s strengths and weaknesses.</li> <li>▪ Effective differentiated curriculum implemented in response to Individual Learning Plans of students.</li> </ul>   |

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|   | Year 4 | <ul style="list-style-type: none"> <li>▪ Review and refine the above.</li> <li>▪ Continued involvement with Innovations and Excellence cluster.</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Improved student learning plans with particular emphasis on progression of continuous development between each year level.</li> </ul> |
| <p><b><u>STUDENT PATHWAYS AND TRANSITION</u></b><br/>(cont'd)</p> <p>Develop a system to monitor transitions throughout the school P – 6 for the 4 years of the Strategic Plan.</p> | Year 1 | <ul style="list-style-type: none"> <li>▪ Formalise protocols for transferring student file information between teachers.</li> <li>▪ Develop a timeline for professional discussions about student information for teachers of students for the next year.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Evidence of planned meetings being conducted at specific times.</li> </ul>  |
|   | Year 2 | <ul style="list-style-type: none"> <li>▪ Maintain professional discussions.</li> <li>▪ Maintain protocols for transferring student file information between teachers.</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Sharing resources and strategies amongst Staff.</li> </ul>  |
|   | Year 3 | <ul style="list-style-type: none"> <li>▪ Maintain professional discussions</li> <li>▪ Maintain protocols for transferring student file information between teachers.</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Scheduled meeting times adhered to.</li> </ul>  |
|   | Year 4 | <ul style="list-style-type: none"> <li>▪ Review Processes</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Full implementation of the above.</li> </ul>  |
| <p><b><u>STUDENT PATHWAYS AND TRANSITION</u></b><br/>(cont'd)</p> <p>Develop website to better inform and link the community.</p>   | Year 1 | <ul style="list-style-type: none"> <li>▪ Fiscal investment</li> <li>▪ Engage someone to design/update the school's webpage</li> <li>▪ Dates on website.</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Visit to the website.</li> <li>▪ Feedback.</li> </ul>   |
|   | Year 2 | <ul style="list-style-type: none"> <li>▪ Maintain and update information as required.</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Visit to the website.</li> <li>▪ Feedback.</li> </ul>   |
|   | Year 3 | <ul style="list-style-type: none"> <li>▪ Maintaining and update information as required.</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Visit to the website.</li> <li>▪ Feedback.</li> </ul>   |
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