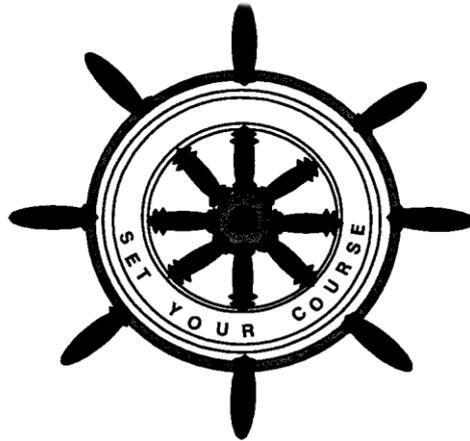


School Strategic Plan
For:
Lakes Entrance Primary School
2672

2015 - 2019



Endorsements

<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name.....</p> <p>Date.....</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name.....</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>
<p>Legislative context for endorsement</p> <p>Section 2.3.24, subsection (2) of the act states that “A school plan prepared under subsection (1) must be signed by both the president of the school council and the principal and must be submitted to the Secretary for approval within the period specified in a Ministerial Order.”</p> <p>Ministerial Order 470 states that “the requirements for the school plan are set out in guidelines produced by the Department of Education and Early Childhood Development.” This template forms the guidelines.</p>	

School Profile

<p>Regulatory context</p> <p>In order to be registered, all Victorian schools must meet a set of minimum standards, which are regulated by the Victorian Registration and Qualifications Authority (VRQA). Under the VRQA's School Governance standard, "a school must have a clear statement of its philosophy". The statement is expected to cover the school's vision, values, mission or objectives, including an explanation of how the school's philosophy is enacted and articulated to staff, students, parents, guardians and the school community.</p>	
<p>Purpose</p>	<p>Lakes Entrance Primary School's vision is to prepare young people to become active, engaged and responsible citizens of the local and global community. It aims to prepare students to contend with a dynamic 21st century in which creativity, cooperative work, connectedness to the world and adaptability are key features. The school aspires to provide a contemporary approach to teaching and learning in a respectful and purposeful learning environment.</p>
<p>Values</p>	<p style="text-align: center;"><u>Our Values:</u></p> <p style="text-align: center;">Belonging – We value and accept each other</p> <p style="text-align: center;">Success – Always strive to achieve your goals</p> <p style="text-align: center;">Persistence - Keep on trying and never give up</p> <p style="text-align: center;">Mutual Respect – Always treat others as you would like to be treated.</p>
<p>Environmental Context</p>	<p>Lakes Entrance Primary School is located in the beautiful coastal town of Lakes Entrance 320 kilometres east of Melbourne.</p> <p>The school was established in 1886.</p> <p>The school offers programs to provide a stimulating learning environment catering for individual needs enabling all children to achieve their potential.</p> <p>Of particular mention are the schools extensive camps, excursions, sports, music and arts program.</p> <p>The organisation of classes is based on a multi-age structure which encourages and enhances individual achievement and social development.</p>

	<p>The personal development of each of our students is a high priority and we aim to enhance self-esteem and develop social skills.</p> <p>The provision of a safe and positive learning atmosphere including regular organised recess and lunchtime activities allows for a fun and an orderly environment. We recognize and respect individual differences and the individual success is a valued goal always strived for.</p> <p>Our school is an active member of the Lakes and High Country cluster of schools that works closely together to improve teaching and learning.</p> <p>The cluster arranges a wide range of academic, social and sporting opportunities for students whilst also providing professional development opportunities for teaching staff.</p> <p>Parents' participation in school activities and programs is widely encouraged. Parental assistance in the classroom with reading and social activities is always very much welcomed.</p>
Service Standards (optional)	<p>Lakes Entrance Primary School will:</p> <ul style="list-style-type: none"> • foster close links with parents and the broader school community through its commitment to open and regular communication. • commit to the active sharing of its vision and goals to ensure school community engagement in the school's strategic plan. • commit to an exemplary performance and development culture of openness, reflection and trust. • assure all students access to a broad, balanced and flexible 21st Century curriculum including skills for learning and life. • provide a safe and stimulating learning environment to ensure all students can achieve their full potential. • deliver exemplary and engaging learning and wellbeing programs. • provide all students instruction that is adapted to their individual needs.

Strategic Direction

<h3>Achievement</h3> <p>Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support.</p> <p>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.</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 improve learning outcomes, in all areas, for all students, in particular Literacy and Numeracy with an emphasis on Reading and Number.</p>	<ul style="list-style-type: none"> • Lakes Entrance Primary School will have a documented, comprehensive curriculum that enables whole school consistent practice, driven by curriculum leaders through professional learning teams • Develop a whole school approach to the use of data and evidence, based on an accurate assessment of each student in order to track progress and inform planning and learning. • Use external coaching for curriculum days and peer observations and liaise with school leaders to continue to drive teacher improvement • Increased use of feedback from teacher to student, student to teacher, teacher to teacher, teacher to parent, parent to teachers
<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>	<ul style="list-style-type: none"> • 90% of students achieving a learning growth of one year or more above their previous assessment report in AUSVELS literacy and numeracy as assessed through teacher judgments and VCAA and online interviews. 	

VALUE ADDED NAPLAN

Value Added NAPLAN – GROWTH 2016-2020

<i>SUBJECT</i>	<i>Low</i>	<i>Medium</i>	<i>High</i>
Reading	20	60	20
Writing	20	60	20
Spelling	20	60	20
Numeracy	20	60	20
Grammar & Punctuation	20	60	20

Theory of action (optional)

The Theory of Action explains the rationale behind the key improvement strategies, i.e. how the strategies will achieve the goals articulated in the Plan.

The rationale behind this improvement focus is that a consistent, whole school approach to teaching and learning is necessary for improving student learning outcomes. This is predicated to develop a shared understanding, agreement and documentation of what is to be taught and how it is taught. If we develop a consistent whole school approach to the teaching and learning of literacy and numeracy, then we will achieve improved student learning outcomes.

	<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>	<ul style="list-style-type: none"> • Examine current practice for the teaching of Spelling as a successful model and how this impacts on Writing results • Build staff capacity in an agreed approach to Reading. • Develop an effective and ongoing assessment schedule. • Review and develop Individual Learning Improvement Plans, Individual Education Plans (for indigenous and Out of home care students) and student learning goals. • Review early years literacy programs, assessment and interventions. • Develop agreed whole school approach to intervention/extension programs to cater for student needs in reading. • Use a student management system (Sentral) to record and track student progress. • Establish curriculum teams, with representation from across the school to consider professional development, curriculum, assessment and 	<ul style="list-style-type: none"> • Professional learning in student assessment of, as and for learning is completed and is evidenced by active tracking and discussion of student progress by all teaching staff. • Professional learning timetable established to support curriculum implementation and enhance teaching expertise. • Weekly planners used to inform explicit teaching and learning. • Collaborative team planning evidenced through APT timetable. • Targeted and staged teaching strategies trialed and implemented. • Observational rounds timetable for literacy and numeracy formed and implemented. • Curriculum teams, with representation from across the school, plan and coordinate PD for the year.

	<p>planning.</p> <ul style="list-style-type: none"> • Implement and resoruce a structure to enable staff to undertake regular, effective Peer Observations. • Improve teacher confidence in understanding, planning and assessing AusVELS through moderation practices. • Examine current PLT and staff meeting structures to develop a professional development focus 	<ul style="list-style-type: none"> • Curriculum teams will ensure consistency between planning and teaching through, classroom observations and meetings. • Literacy initiatives implemented consistently across all classrooms.
Year 2	<ul style="list-style-type: none"> • A focus on improved achievement in Reading for all students. • Build an understanding of student learning data to assist planning in order to differentiate the learning. • Implement best practice in reading and maths. • Consistently use online management software to analyse data. • Maintain curriculum teams, with representation from across the school to consider professional development, curriculum, assessment and planning. • Maintain strong PD focus within PLT and staff meetings. 	<ul style="list-style-type: none"> • Professional learning on data use and interpretation completed. • Evidence of widespread use of online management software across the school • Minutes and observations of curriculum teams demonstrate a focus on teaching and learning • A majority of time in both meetings is spent on professional development activities related to strategic plan.
Year 3	<ul style="list-style-type: none"> • Review and modify practices from Years 1 and 2. 	<ul style="list-style-type: none"> • Achievements will be linked to progress and reflection on Years 1 and 2.

Year 4	<ul style="list-style-type: none">• Review and modify practices from Years 1, 2 and 3.	<ul style="list-style-type: none">• Achievements will be linked to progress and reflection on Year 1, 2 and 3.
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<h2>Engagement</h2> <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>		<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 improve student and parent engagement in their learning</p>	<ul style="list-style-type: none"> • Develop effective strategies to improve student attendance with an emphasis on lateness and unexplained absence • Increase opportunities for student voice and student leadership • Enhance student transitions throughout stages of their schooling from Kindergarten to Prep, and Grade Six to Year Seven at Secondary College • Build stronger relationships with parents and partners across the school • Increased self-motivation and passion for personal achievement and in varied learning environments
<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>	<ul style="list-style-type: none"> • Teacher judgement of students expected AusVELS personal and Interpersonal development level at or above 90%. • Attendance at all year levels above 90% with no unexplained absences. • Track and improve the incidence of lateness as recorded in CASES. 	
<h3>Theory of action (optional)</h3> <p>The Theory of Action explains the rationale behind the key improvement strategies, i.e. how the strategies will achieve the goals articulated in the Plan.</p>	<p>The rationale behind this improvement focus is that if students attend school on a regular basis then every student will have a better chance to achieve quality learning outcomes. Increasing student voice and leadership opportunities is included as a method</p>	

	<p>of improving engagement and connection to school. Similarly, increasing parent engagement and links with community groups is necessary to support improvements in student engagement and their learning.</p>	
	<p>Actions 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 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>	<ul style="list-style-type: none"> • Conduct an audit of absence and punctuality data and review current practice. • Develop an attendance punctuality strategy plan. • Monitor transient students and develop an action plan to support students with long absences, poor punctuality or students who enrol during the year. • Build relationships and programs for parents as partners in the learning process. • Celebrate learning with parents and students at assemblies and special events. • Extend and deepen community partnerships with the local schools and Secondary College, Lions Club, Smith family and community support 	<ul style="list-style-type: none"> • Parental participation and attendance effectively monitored. • Effective Buddy System in place • Student leadership roles clearly defined and formalised. • Extra Curricula partnerships and activities maintained and monitored. • Parent Opinion Survey in the 75 percentile for transitions, Parent Input and Approachability.

	<p>organisations.</p> <ul style="list-style-type: none"> • Re-establish a Lakes Entrance Primary School Parent Club and provide opportunities for parent forums on an informal and formal basis. • Review extra-curricular programs with the possibility of an instrumental music program. • Encourage parent involvement in classrooms. • Review transition practices from Kindergarten to Foundation by expanding opportunities for programs throughout the year. • Review current student leadership structure with students to establish effective roles and responsibilities to promote student voice. 	
<p>Year 2</p>	<ul style="list-style-type: none"> • Implement an attendance and punctuality program. • Monitor transient students and develop an action plan to support students with long absences, poor punctuality or students who enrol during the year. • Celebrate learning with parents and students at assemblies and special events. • Extend and deepen community partnerships with the local schools and Secondary College, Lions Club, Smith family and community support organisations. • Clearly define and roles and responsibilities for 	

	<p>the Parent Club with a formal structure for meeting and reporting.</p> <ul style="list-style-type: none"> • Implement extra-curricular programs eg, instrumental music program. • Continue to encourage parent involvement in classrooms. 	
Year 3	<ul style="list-style-type: none"> • Review and modify practices from Years 1 and 2. 	<ul style="list-style-type: none"> • Achievements will be linked to progress and reflection on Years 1 and 2.
Year 4	<ul style="list-style-type: none"> • Review and modify practices from Years 1, 2 and 3. 	<ul style="list-style-type: none"> • Achievements will be linked to progress and reflection on Year 1, 2 and 3.

<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 improve student wellbeing outcomes for all students</p>	<ul style="list-style-type: none"> • School values embedded into everyday practice for students, staff and the community • To ensure that the wellbeing support framework caters for identified individual student needs 												
<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>	<table border="1"> <thead> <tr> <th>Student wellbeing data (ATSS)</th> <th>2015</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Student morale</td> <td>5.24</td> <td>5.55</td> </tr> <tr> <td>Student distress</td> <td>5.49</td> <td>5.60</td> </tr> <tr> <td>Student safety</td> <td>4.05</td> <td>4.20</td> </tr> </tbody> </table>		Student wellbeing data (ATSS)	2015	2019	Student morale	5.24	5.55	Student distress	5.49	5.60	Student safety	4.05	4.20
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Student morale	5.24	5.55												
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<h3>Theory of action (optional)</h3> <p>The Theory of Action explains the rationale behind the key improvement strategies, i.e. how the strategies will achieve the goals articulated in the Plan.</p>	<p>If we provide students with a positive, caring and supportive environment focused on high expectations and with access to targeted support for students in need, then our students should demonstrate positive learning growth.</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>	<ul style="list-style-type: none"> • Implement School Wide Positive Behaviour (SWPB) Program in conjunction with the local Secondary College • Formalise Student Welfare Coordinator Role in school to promote SWPB and support staff in developing individualised processes for students. • Celebrate the achievements of Lakes Entrance Primary School in the provision of a range of programs to support students' health, safety and wellbeing. • Expand the school values of mutual respect, success, persistence and belonging with expected behaviours to make them more identifiable. • Develop and implement the use of a flow chart of agencies who can support the wellbeing of students build knowledge of relevant agencies which can be accessed to support students and families. • Continue and expand wellbeing support in the form of clothing, food, and advice to parents and families 	<ul style="list-style-type: none"> • Role statement completed, SWC appointed • Revised values statement published to school community • Flow chart published and accessible by all relevant agencies • All ILP's completed and actively used for teaching and learning. • Results of investigation of social skills program, presented to staff and school council for discussion with a view for implementation in 2017.

	<ul style="list-style-type: none"> • Evaluate and review the design of the Buddy Program with the potential for change implementation to year 5 and prep in 2016 • Review ILIP guidelines and current format to ensure all requirements are being met. • Investigate social skills programs to incorporate into SWPB approach. • Review current system for tracking and monitoring wellbeing issues for students and families • Review current Student Support Services – counselling, mentors 	
Year 2	<ul style="list-style-type: none"> • Ensure all essential students have ILP's and regular student support meetings throughout the year • Expand breakfast club and Second Bite program to make sure there is adequate food for breakfast, lunch and healthy snacks for 5 days. • Implement whole school approach to the tracking of Wellbeing of our students • Implement an effective and efficient Student Support Services – counselling, mentors 	<ul style="list-style-type: none"> • Evidence of effective tracking occurring through the chosen tool / system.
Year 3	<ul style="list-style-type: none"> • Review and modify practices from Years 1 and 2. 	<ul style="list-style-type: none"> • Achievements will be linked to progress and reflection on Years 1 and 2.
Year 4	<ul style="list-style-type: none"> • Review and modify practices from Years 1, 2 and 3. 	<ul style="list-style-type: none"> • Achievements will be linked to progress and reflection on Year 1, 2 and 3.

<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 optimise the school’s available resources that align with School Strategic Plan.</p>	<ul style="list-style-type: none"> • To embed high level accountability practices for human and resource management • Build leadership capacity and professional capability of all staff • To align resources to facilitate 21st century learning practices
<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>The use of the schools resources results in broad based curriculum provision and student learning outcomes.</p>	
<h3>Theory of action (optional)</h3> <p>The Theory of Action explains the rationale behind the key improvement strategies, i.e. how the strategies will achieve the goals articulated in the Plan.</p>	<p>If we target the allocation of schools resources to fund the strategic actions from the schools strategic plan, then we will achieve our identified learning, engagement and wellbeing goals.</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>	<ul style="list-style-type: none"> • Review the leadership structure and clearly define staff roles and responsibilities, aligned with the level of responsibility • Implement workforce planning strategies and program budget strategies to ensure they are aligned with key goals from schools strategic plan. • Streamline Performance and Development Plans to align with the new Strategic Plan • Conduct an audit of current school teaching and learning resources. • Research and provide professional learning opportunities that will meet the needs of the literacy initiative. • Investigate options and develop plans for the use of the school as community resource. • Develop structures to support leadership capacity to support the building of professional learning teams to examine assessment, agreed learning and teaching practice, curriculum and reporting. 	<ul style="list-style-type: none"> • Revised leadership structure and roles published to all staff • Resources are enabling the current goals from schools strategic plan to be met • Robust performance and development culture established to ensure accountability and increased performance aligned with roles and responsibilities. • Teaching and learning resource audit completed and used to inform resource allocation planning • Leadership structure is effectively and efficiently guiding best practice in literacy.

	<ul style="list-style-type: none"> • Ensure program budgets are linked to Strategic Plan. • Ensure that learning spaces are purposeful and well organised to maximise learning opportunities. • Development of a performance and development culture that aligns PDPs with strategic plan initiatives and achieves role clarity that reflects the level of responsibility. 	
<p>Year 2</p>	<ul style="list-style-type: none"> • Ensure an open and transparent leadership structure and an annual review of staff roles and responsibilities. • Implement workforce planning strategies • Streamline Performance and Development Plans to align with the new Strategic Plan and AIP • Seek and provide professional learning opportunities that will meet the needs of the new Strategic Plan • Investigate options and develop plans for the use of school as community resource • Develop strategies to build leadership capacity • Ensure program budgets are linked to Strategic Plan and AIP • Ensure that learning spaces are purposeful and 	

	well organised to maximise learning opportunities.	
Year 3	Review and modify practices from Years 1 and 2.	Achievements will be linked to progress and reflection on Years 1 and 2.
Year 4	Review and modify practices from Years 1, 2 and 3.	Achievements will be linked to progress and reflection on Year 1, 2 and 3.