

Endorsement
 Principal: Diana Ellis
 School council: Marcia Fearn
 Delegate of the Secretary: Amanda Hubber
 23/3/16

School vision	School values	Context and challenges	Intent, rationale and focus
<p>At Lancefield Primary School our Vision is to build a dynamic school environment where all members of school community achieve success, feel connected and a sense of belonging and are active, contributing members of our school and local community.</p>	<p>Our school values are</p> <p>Learning - We have high expectations for all learners. This means learners will take responsibility for their learning by being prepared and completing all work to the best of their ability.</p> <p>Excellence We have high expectations for all learners and strive to achieve continuous improvement by reflecting on our performance and setting SMART goals to achieve personal best.</p> <p>Diversity We understand, accept and support individual differences and opinions.</p> <p>Creativity We are encouraged to show our thinking in different ways.</p> <p>Respect Showing you respect others and their belongings through your actions and developing a sense of pride, self esteem and personal identity.</p> <p>Our values will be underpinned and promoted through clear class and school expectations, Buddies Program, KidsMatter, Restorative Practices and through student voice and Student Leadership.</p>	<p>At Lancefield Primary School we promote high expectations for all students in a safe, supportive and engaging learning environment. We strive to develop confident, inquiring learners who are empowered with a strong sense of identity and well-being. Lancefield Primary School was established in 1858 and is situated in the semi-rural township of Lancefield, sixty seven kilometres north of Melbourne in the Macedon Ranges. We have a diverse demographic composition. Our students have access to a pre-school in town and many choices for secondary school. New residential areas are being developed alongside a rural farming existence. We currently have an enrolment of 155 students. There is an effective and supportive School Council and sub-committees (Facilities, Education and Policy, Parents and Friends/Fundraising /Sustainability). We are committed to the wellbeing of all members of our school community and promote positive relationships. Positive Behaviour is supported by the implementation of BOUNCEBACK, Restorative Practices and KidsMatter. We actively promote opportunities for Student Leadership. In teaching and learning the focus is on improving student learning outcomes through the consistent implementation of explicit instruction. Rich experiences are also provided in Library, Performing Arts, Visual Arts and Physical Education. Extra-curricular activities are provided through excursions, incursions, camps, choir, an instrumental program and participation in district sporting events. The school is committed to the use of contemporary technology through a BYOD program and utilising iPads, netbooks and interactive whiteboards. The school is well equipped with engaging and vibrant classrooms, and an attractive and well maintained outdoor environment, a Library, Multi - Purpose Hall, Canteen, and allocated classrooms for Performing Arts and Visual Arts. The grounds are well established with attractive native garden beds. There is a strong sustainability focus with the development of a Kitchen Program and an Indigenous Flora and Fauna Corridor. Whilst our overall NAPLAN data is pleasing ongoing work will focus on ensuring one year's growth is made for one year's learning with a specific focus on improving student outcomes in Spelling and Numeracy.</p> <p>Our challenges include:</p> <ul style="list-style-type: none"> Improving attendance data Improving student outcomes in literacy and numeracy across the school. Creating a culture of high expectations. Implementing an agreed consistent instructional model Building our leadership capacity across all levels of the school. 	<p>Effective teaching is the single biggest determinant of student improvement in a school. Teachers not only have a direct impact on student achievement but also student engagement and motivation for learning. What teachers do in the classroom and how they interact with students is vital.</p> <p>Our intent is to improve outcomes for all students by building a culture of high expectations. The priorities will be:</p> <ul style="list-style-type: none"> Implementing a consistent instructional model for teaching and learning that includes rigour around FISO priorities of Building Teacher Excellence and planning Curriculum and Assessment. Building teacher capacity in understanding and implementing best practice in literacy and numeracy, with a particular whole school focus on spelling and writing. Building leadership capabilities and succession plan for the future. <p>Staff Performance and Development will be closely aligned with the stated intent.</p> <p>The focus of our improvement priorities</p>



Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)
<p>Achievement</p> <p>Goal</p> <p>To ensure students achieve at least one year's growth for one year's learning by building staff capacity, implementing a consistent viable curriculum and assessment practices and an agreed instruction model of explicit instruction.</p> <p>Theory of action</p> <p>If we adopt a consistent teaching and learning practices, then all students will experience an enhanced capacity to learn, and to develop skills, confidence and curiosity.</p>	<p>Excellence in teaching and learning</p> <p>Building practice excellence</p> <p>Curriculum Planning and Assessment.</p> <p>Build staff capacity in: Agreed, whole school, consistent approaches related to adopting a viable curriculum.</p> <p>Collecting data as per the assessment schedule and using the data to inform teaching and learning for teaching at the point of need.</p> <p>Understanding and implementation of an agreed instructional model including explicit instruction.</p>	<p>Develop a staff performance and development culture</p> <p>Consistently implement an agreed school wide pedagogical model</p> <p>Develop a viable school curriculum based on the Victorian Curriculum using a consistent approach to planning and documentation.</p> <p>Build staff capacity in understanding, analysing and using data to identify and teach to each student's point of need. (BASTOW Leading Curriculum and Assessment)</p> <p>Ensure a whole school focus on best practice in Literacy and Numeracy with a whole school focus on improving spelling and writing.</p>	<p>By the end of 2019, the percentage of students with relative NAPLAN will have increased to a greater percentage of students with medium and high growth.</p> <p>Students will demonstrate one year's growth for one year's learning 80% of year 3 students at or above Band 3 and 40% at or above band 4. 80% of year 5 students at or above Band 5 and 40% at or above band 6.</p>
<p>Engagement</p> <p>Goal</p> <p>To optimise the level of engagement of students at school.</p> <p>Theory of action</p> <p>When the school engenders positive relationships and genuine partnerships in learning with the school and broader community, then a constructive attitude to leaning and collaboration occurs, resulting in improved student outcomes.</p>	<p>Positive Climate for Learning</p> <p>Community engagement in learning</p> <p>Parents and carers as partners</p> <p>Networks with schools, services and agencies.</p> <ul style="list-style-type: none"> Engage parents as partners in learning. Enhance authenticity of rich tasks. Pro-active approach to attendance across the school. 	<p>Enhance a whole school culture that seeks to inform, invites participation and embraces feedback involving all members of the school community.</p> <p>Continue to build a community where everyone is empowered to act responsibly and respectfully, and respond accordingly to issues as they arise.</p> <p>Strengthen staff capacity to engage and support students to become independent and curious learners through a variety of rich tasks.</p>	<p>Attitudes to school variables, Connectedness to Peers and Teaching and Learning variables are at or above the state median over the life of the Strategic Plan.</p> <p>Attendance is at or better than state mean over the life of the Strategic Plan. Reduce absences to 12.4 days by 2019</p> <p>In the Parent Opinion Survey (POS) General satisfaction POS to be 6.0 or above Transition scale to be above 5.8</p>
<p>Wellbeing</p> <p>Goal</p> <p>Establish a whole school focus on the promotion of positive and respectful relationships and behaviour and resilience.</p> <p>Theory of Action</p> <p>When the school engenders positive relationships and reinforces behaviours through agreed values and approaches, a constructive attitude to learning and collaboration occurs. There is calmness and safety in learning and students feel free to question, take risks in their learning, debate and seek support.</p>	<p>Positive Climate for Learning</p> <p>Setting expectations and promoting inclusion</p> <ul style="list-style-type: none"> Embed KidsMatter through component 3 and 4 Embed School Wide Positive Behaviours through the current school values. 	<p>Enhance a positive school culture through the implementation of shared and agreed vision and values.(review values to be more child friendly)</p> <p>Ensure a whole school focus on the promotion of positive relationships, resilience and behaviour.</p>	<p>ATTS survey variables, Classroom Behaviour, Student Morale, Student Safety and Student Distress to remain at or above the state median for the life of the Strategic Plan.</p>



<p>Productivity</p> <p>Goal</p> <p>To allocate the appropriate level of resourcing to ensure the school achieves the School Improvement Plan.</p> <p>Theory of action</p> <p>Achievement of the school's goals and targets will be more likely if resources are aligned to the Literacy, Numeracy and Wellbeing.</p>	<p>Professional leadership</p> <p>Strategic resource management</p> <p>Instructional and shared leadership</p> <p>Building leadership teams</p>	<p>Align resource allocation with the directions in the Strategic Plan to optimise student outcomes for the life of the Strategic Plan.</p> <p>Continue to create opportunities for all members of the community to increase their knowledge, improve their practice and engage with their colleagues.</p>	<p>To achieve the targets in the Achievement, Engagement and Wellbeing areas. Staff survey components remain at or above the state mean over the life of the strategic plan in particular for:</p> <p>Collective efficacy Collective focus on student learning Shielding/buffering</p> <p>Parent Opinion Survey indicates General Satisfaction in the top 50% of schools over each year of the Strategic plan.</p>
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