**School Strategic Plan 2019-2022**

Lightning Reef Primary School (5541)



Submitted for review by Julie Hommelhoff (School Principal) on 15 October, 2018 at 05:33 PM
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Awaiting endorsement by School Council President

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| School vision | Our Vision:Lightning Reef;Learners today, Leaders tomorrowOur MissionWe will provide a welcoming and challenging environment.We will foster respectful and responsible global citizens capable of thriving in the future.We will develop students who are knowledgeable, skilled, confident and reflective.We will be a centre of excellence committed to sharing best practice. |
| School values | Our Values and BehavioursKey values will be evident in our behaviours ensuring a shared and relentless commitment to implementing our mission so that our vision becomes a living reality.We value RESPECTWe respect ourselves, others and our environment.We value CO-OPERATIONWe co-operate with our friends, peers, teachers, parents and communityWe value RESPONSIBILITYWe take care of ourselves, others, our belongings and the environmentWe value BEING OUR BESTWe all strive to be our very best in everything we do. |
| Context challenges | Location and history Lightning Reef Primary School is located in Central Victoria in the City of Greater Bendigo, approximately 153 kilometres north of the Melbourne Central Business District. The school was established in 2011 as a result of a merger between North Bendigo and Comet Hill Primary Schools. For the first two years, the school operated as dual campus until new facilities were completed on the former Comet Hill Primary School site. School facilities Cluster buildings provide classroom learning spaces featuring shared central open learning areas, which are utilised for small group work and specialist activities. An administration block incorporates staff and office facilities and includes an industrial kitchen and conference room. A full-size gymnasium and canteen is positioned in the redesigned landscaped grounds along with a school oval and active and passive play areas. A chicken enclosure and vegetable garden have been established.Enrolments Enrolments at the time are approximately 196 students. SFO and SFOE The Student Family Occupation (SFO) index was 0.85 and the Student Family Occupation Education (SFOE) index was 0.76 in 2018. Staff profile Lightning Reef Primary School staffing profile of 13.7 teachers includes a Principal and Assistant Principal. There are 4.0 full time equivalent Education Support staff [ES] including the Business Manager. A Reading Recovery teacher is employed 0.6. The school employs a 0.6 Social Worker and an English as an Additional Language [EAL] program is supported by two multicultural aides [MEAs].Curriculum The school curriculum framework is based on the Victorian Curriculum. A Reading Recovery literacy intervention is provided at Year 1. Specialist classes are provided in Visual Arts, Chinese, Music and Physical Education along with provision of an EAL program. Additional information The school, in partnership with the on-site Early Learning Centre, provides an accredited Out of School Hours Care program. A daily breakfast program is provided by Food Bank and Food Share. The City of Greater Bendigo, in partnership with local businesses, supports Passions and Pathways, an aspirational work experience program for all Year 6 students.Challenges:An analysis of the school’s NAPLAN and school-based benchmarking data identified a high proportion of students demonstrating low to medium growth in both reading and writing. Additionally, the school's panorama report indicated lower growth compared to similar schools. An analysis of the school’s NAPLAN and school-based benchmarking data identified a high proportion of students demonstrating low to medium growth in numeracy. Additionally, the school's panorama report indicated lower growth compared to similar schools. An analysis of the school’s absence data identified the school had higher absences than the state average for each year of the School Strategic Plan |
| Intent, rationale and focus | Improving the learning growth and achievement of all students in literacy and numeracy is a key direction for the next School Strategic Plan. • Building practice excellence and improved curriculum planning, documentation and assessment practices to further develop teacher capacity to differentiate teaching• Building teacher capacity in data literacy, systematic collection of data and evidence, and tracking of students to better inform teaching and learning decisions and to enable more accurate personalised student learning decisions• Building teacher knowledge and capacity to implement high impact teaching strategies and further develop school-wide processes to ensure consistency in the transfer of teacher learning into classrooms.• Developing professional classroom observations and structured feedback practices to build teaching capacity• Establishing a consistent pedagogical approach across the whole school to strengthen the learning and teaching opportunities for all students• Developing consistency of approach across the school and build teacher knowledge of the Victorian Curriculum and learning sequences, supported by strategic professional learning opportunities for staff. A further focus to provide a learning environment that engages and empowers all students in their learning achieved by;• Building a focus on student voice and agency. Developing a whole school approach to increase student ownership in learning and activate student capacity to contribute to the development of their own learning pathways and achievement of goals• Building a culture of high expectations for learning, engagement and behaviour with a focus on strengthening staff capacity• Strengthening the culture of teams as professional learning communities with the capacity to ensure challenge and support for all students at their point of learning need• Developing a whole-school community agreed framework that promotes high expectations for learning and behaviour regularly throughout the school community.. |

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| Goal 1 | Improve student learning growth and achievement in literacy and numeracy F-6. \*\*\*DN - please note the literacy and numeracy goals have been combined as the KIS are similar\*\*\* |
| Target 1.1 | By 2022 the percentage of students making high relative learning growth from year 3 to 5 on NAPLAN reading to be 25% or greater.By 2022 the percentage of students making high relative learning growth from Year 3 to Year 5 on NAPLAN writing, to be 18% or greater. |
| Target 1.2 | By 2022 the percentage of Year 5 students achieving in the top 2 bands in NAPLAN reading will increase from 7% to 25%.By 2022 the percentage of Year 3 students achieving in the top 2 bands in NAPLAN reading will increase from 13% to 28%. |
| Target 1.3 | By 2022 the percentage of students making high relative learning growth from Year 3 to 5 on NAPLAN numeracy to be 25% or greater. |
| Target 1.4 | By 2022 the percentage of Year 5 students achieving in the top 2 bands in NAPLAN numeracy will increase from 3% to 20%.By 2022 the percentage of Year 3 students achieving in the top 2 bands in NAPLAN numeracy will increase from 13% to 21%. |
| Target 1.5 | By 2022 the percentage of Year 5 students achieving in the lower 2 NAPLAN Bands in numeracy will decrease from 44% to 22%\*By 2022 the percentage of Year 3 students achieving in the lower 2 NAPLAN Bands in numeracy will decrease from 44% to 22%\*       \*Does not include exempt students. |
| Key Improvement Strategy 1.aCurriculum planning and assessment  | Implement a whole-school scoped and sequenced literacy and numeracy curriculum aligned with the Victorian Curriculum [CPA] |
| Key Improvement Strategy 1.bCurriculum planning and assessment  | Develop and embed an evidence-based instructional model for planning and teaching for literacy and numeracy [CPA] |
| Key Improvement Strategy 1.cCurriculum planning and assessment  | Build data literacy skills to inform collaborative planning for differentiated teaching and identify professional learning needs  |
| Goal 2 | Provide a learning environment that engages and empowers all students in their learning. |
| Target 2.1 | By 2022 increase the percentage of positive responses for the *student voice and agency* factor on the Student Attitudes to School Survey from 57% to 80% |
| Target 2.2 | By 2022 increase the percentage of positive responses for the *stimulating learning* factor on the Parent Opinion Survey from 70% to 83%By 2022 increase the percentage of positive responses for the *high expectations* factor on the Parent Opinion Survey from 82% to 90% |
| Target 2.3 | By 2022 increase the percentage of positive responses for the *collective efficacy* factor on the School Staff Survey from 19% to 50%By 2022 increase the percentage of positive responses for the *trust in students and parents* factor on the School Staff Survey from 10% to 50%By 2022 increase the percentage of positive responses for the *academic emphasis* factor on the School Staff Survey from 24% to 60% |
| Key Improvement Strategy 2.aHealth and wellbeing  | Build the capacity of all staff to have high expectations for learning, engagement and behaviour [H&W] |
| Key Improvement Strategy 2.bEmpowering students and building school pride  | Develop a whole school approach to activating student voice, agency and leadership in their learning [ES&BSP] |
| Key Improvement Strategy 2.cBuilding communities  | Strengthen school community, parent and carer partnerships to promote high expectations for student achievement [BC] |