**School Strategic Plan 2022-2026**

Lightning Reef Primary School (5541)



Submitted for review by Joanne Ryan (School Principal) on 28 November, 2022 at 04:18 PM
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**School Strategic Plan - 2022-2026**

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| School vision | Our Vision:Lightning Reef Primary School;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 | As we approach the second decade of operating as Lightning Reef Primary School, the school has created it's own identity, with the merger rarely being referred to.Student enrolments are steady, with approximately 25 students enrolling in Foundation each year, however there is quite a transient population. Approximately 15-20% of students arrive or leave throughout the school year. This adds a layer of complexity to our data analysis and student growth, as every home group change effects class dynamics.Student attendance at school continues to be our biggest challenge. Over the last 5 years, 35% or more students have had more than 20 days absence, with a small number of students that have extremely high absenteeism that greatly impacts all facets of the school data.Throughout the life of this SSP, the school will designate a full time Leading Teacher who will be responsible for tracking attendance and working closely with outside agencies and DET support staff to support these students.The new Disability and Inclusion format has meant there is a considerable increase in the support schools can provide for students who require additional assistance, and/or individual adjustments in order for them to succeed in class and the yard. This will allow in-class support for Teachers and ES, specific programming and equipment to support individual needs and coaching in working through the DIP process. Assigning a LT to this responsibility (along with overseeing VSWPBS) will ensure students individual needs are met.Student leadership, voice and agency needs to be prioritised in this SSP. Surveys from students, parents and staff has indicated there needs to a shared understanding of what these terms mean and how we provide opportunities for our students to share their thinking, drive their tasks and demonstrate investment in their learning opportunities. Having a Principal Class Officer lead this priority will ensure it stays at the forefront of school-wide decisions and practices.Data sets over a number of years has indicated that Writing and Numeracy requires whole school attention. NAPLAN, Teacher Judgements and standardised testing shows our students are working below expected level and not progressing at the rate that is required. Furthermore, Teachers and ES have reported they are not as confident in teaching these areas, which will be addressed through committing Professional learning in these areas. These curriculum areas will make up the bulk of the SIT Team work, supported by the Learning Specialist and Principal Class Officer.Bendigo Community Health have informed us that the border has opened up to refugees again. This is likely to see an enrolment increase in Karen EAL learners. Providing teachers and ES with targeted Professional Learning related to supporting these learners, along with managing staffing, will be a priority moving forward. Students living with trauma will continue to be considered at Lightning Reef. Having knowledgeable staff who are able to support these families will remain at the core of our staffing profile. Strengthening relationships with our indigenous families and services will allow Lightning Reef PS to ensure we are living our inclusive mantra and provide the conditions that foster learning. |
| Intent, rationale and focus | Improving the learning growth and achievement of all students in Numeracy and writing 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.• Implementing professional classroom observations and structured feedback practices to build teaching capacity• Reviewing and 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. Provide the required adjustments to support individual students in their education and wellbeing. • Develop and review an annual action plan for the management of Disability Inclusion • Create holistic profiles of identified NCCD students including cognitive, physical, and social emotional. Managing their place within the classroom.• Provide professional learning and coaching to build teacher knowledge and capacity to work within the Disability Inclusion process.• Build staff capacity in making adjustments that cater for individualised needs of students. • Track impact of adjustments at an individual, class and cohort level.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 capacityIncrease the time that students are in attendance at school.• Refine and implement a school staged attendance response plan• Increase communication between school and home that supports student engagement • Investigate a reward system with a focus on improved or regular attendance rates• Utilise external service providers to strengthen home/school partnerships for students at-risk. |

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| Goal 1 | Improve student learning outcomes in writing and numeracy |
| Target 1.1 | By 2026, increase the percentage of Year 3 students in the middle and top two bands of NAPLAN:* Writing from 85% in 2022 to 90%
* Numeracy from 63% in 2022 to 80%.

By 2026, increase the percentage of Year 5 students in the middle and top two bands of NAPLAN:* Writing from 82% in 2022 to 85%
* Numeracy from 69 % in 2022 to 75%.
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| Target 1.2 | Teacher judgement growth. Time series - writing and number & algebra (semester 2 to semester 2) By 2026 decrease the percentage of students below expected growth:* Writing from 47% in 2021 to 35%
* Number and algebra from 61% in 2021 to 38%.
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| Target 1.3 | By 2026, increase the proportion of positive response scores on the SSS for the factors of:* Academic emphasis from 64% in 2021 to 72%
* Collective efficacy from 57% in 2021 to 65%
* Time to share pedagogical content knowledge from 64% in 2021 to 72%
* Professional learning through peer observation from 55% in 2021 to 65%.
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| Key Improvement Strategy 1.aDocumented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs  | Establish and embed consistent whole school evidence based approaches to high quality instructional practice.  |
| Key Improvement Strategy 1.bThe strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment  | Build the capacity of all staff to understand the curriculum and develop pedagogy.  |
| Key Improvement Strategy 1.cSystematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities  | Build data literacy skills to inform collaborative planning for point of need teaching and learning.  |
| Key Improvement Strategy 1.dDocumented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs  | Enhance teacher practice through the strengthening of PLC, moderation and feedback processes.  |
| Goal 2 | Empower students to be engaged and self-regulated learners.  |
| Target 2.1 | By 2026, increase the proportion of positive response scores on the AtoSS  for the factors of:* Stimulated learning from 77% in 2022 to 85%
* Student voice and agency from 72% in 2022 to 75%
* Attitudes to attendance from 83% in 2022 to 88%.
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| Target 2.2 | By 2026, increase the proportion of positive response scores on the SSS for the factor of:* Use student feedback to improve practice from 64% in 2021 to 72%.
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| Target 2.3 | By 2026, decrease the percentage of students who are absent for:* 20 to 29.5 days from 11% in 2021 to 8%
* 30 plus days from 25% in 2021 to 20%.
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| Key Improvement Strategy 2.aThe strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment  | Define, develop, document and implement whole school practices and processes to embed student voice, agency and leadership. |
| Key Improvement Strategy 2.bActivation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school  | Build the capabilities of students to co-design and monitor their goals. |
| Key Improvement Strategy 2.cActivation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school  | Develop and implement a range of strategies to improve attendance. |
| Key Improvement Strategy 2.dThe strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment  | Build staff capabilities to implement inclusive practices. |
| Goal 3 | Improve the personal and social capabilities of each student.  |
| Target 3.1 | By 2026, increase the proportion of positive response scores on the AtoSS for the factors of:* Managing bullying from 74% in 2022 to 80%
* Emotional awareness and regulation from 64% in 2022 to 73%.
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| Target 3.2 | By 2026, increase the proportion of positive response scores on the SSS for the factors of:* Trust in parents and students from 64% in 2021 to 72%
* Parent and community involvement from 64% in 2021 to 72%.
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| Target 3.3 | By 2026, increase the proportion of positive response scores on the POS for the factors of:* Bullying from 64% in 2021 to 72%.
* Student motivation and support from 82% in 2021 to 86%.
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| Key Improvement Strategy 3.aDocumented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs  | Review and strengthen the school’s social capabilities programs.  |
| Key Improvement Strategy 3.bResponsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion  | Strengthen the partnership between staff, students, parents and external agencies to create a shared responsibility for student wellbeing.  |