

# School Strategic Plan 2023-2027

Leongatha Primary School (2981)



Submitted for review by Dot Coghlan (School Principal) on 18 December, 2023 at 02:50 PM

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# School Strategic Plan - 2023-2027

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<b>School vision</b>	To foster kindness, curiosity, confidence and inclusion. Our students are lifelong learners who set high expectations, accept challenges and contribute to a global community.
<b>School values</b>	<p>LEONGATHA PRIMARY SCHOOL VALUES</p> <p>All key stakeholders across our wider school community (students, parents and staff) were consulted and provided with an opportunity to contribute to the creation of our school Values. The process to create our values also included the identifying classroom expectations that support students to development and imbed our values in their everyday behaviour.</p> <p><b>BE A LEARNER</b> Expectations for students:</p> <ul style="list-style-type: none"><li>- My class time is for class work</li><li>- I am organised - mind, body, tools.</li><li>- I listen, think, question and communicate.</li></ul> <p><b>BE RESPECTFUL</b> Expectations for students:</p> <ul style="list-style-type: none"><li>- I follow all the staff instructions</li><li>- I care for myself, others and the environment.</li></ul> <p><b>BE RESILIENT</b> Expectations for students:</p> <ul style="list-style-type: none"><li>- I don't give up when things get hard</li><li>- I ask for and accept help</li><li>- I stop and think about my options</li></ul>
<b>Context challenges</b>	<p>SCHOOL CONTEXT</p> <p>Leongatha Primary School (LPS) is a large primary school that has serviced its community for 130 years. LPS is a service town for the rural industries of South Gippsland especially the dairy industry. LPS is a major stakeholder in the Leongatha Education Precinct that was established following the co-location of the Secondary College, Specialist School, TAFE and Primary School onto a</p>

single site in 2012.

Leongatha PS has a current enrolment of 620 students, (Oct 2023), with enrolments declining and with forecast enrolments of 600 in 2024. We believe this is due to the lower Foundation student numbers coming into our school and this trend has been seen across our school district. The Student Family Occupation Education (SFOE) index has changed from 0.4436 in 2019 to 0.3822. The staffing profile of Leongatha PS consists of equivalent full time staff, 3 Principal Class, Teachers and Education Support Staff. While each partner school in the precinct maintains their individual identity, there is a strong co-operation that facilitates a smooth transition for students. The LEP (Leongatha Education Precinct) meets twice a term to discuss ways that the schools can support each other and the students.

Leongatha Primary School is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students.

#### KEY CHALLENGES

Terms of Reference Focus Question 1: To what extent do the Leongatha Primary School (LPS) leadership practices support and promote a culture of high expectations?

The panel acknowledged that the school had developed and implemented a whole school leadership structure with an increased number of roles aligned to the school's goals and priorities. The panel noted there was a lack of clarity regarding the current leaders' roles and responsibilities. The panel agreed that there was variation in staff understanding and expectation of the Principal Class leaders as instructional leaders. The panel concluded that a whole school culture of high expectations for student learning and wellbeing outcomes was not yet embedded.

The panel recommended a reconsideration of the school's Framework for Improving Student Outcomes (FISO) 2.0 assessment of Leadership from Embedding to Evolving on Validation Day. A reconsideration of the school's FISO 2.0 assessment on the Final Day confirmed the element of Leadership as Evolving.

Terms of Reference Focus Question 2: To what extent are students at Leongatha Primary School being engaged and challenged in their learning?

The panel noted that teachers at LPS were using a range of assessment data to monitor student learning, however the capacity to teach every student at their point of need and challenge them as learners was not yet embedded in every teacher's practice. The panel agreed that the majority of learning was teacher directed at all levels of the school. The panel concluded that there was minimal evidence of the structures, programs and practices that empowered students as learners.

The panel recommended a reconsideration of the school's FISO 2.0 assessment of the elements of Teaching and learning, Assessment and Engagement from Embedding to Evolving on Validation Day. A reconsideration of the school's assessment on the Final Day confirmed the elements of Teaching and learning, Assessment and Engagement as Evolving.

	<p>Terms of Reference Focus Question 3: To what extent do the current structures, programs and practices at Leongatha Primary School enhance student wellbeing and inclusion outcomes?</p> <p>The panel agreed that LPS's current wellbeing and inclusion structures, programs and practices were evident in most learning environments. The panel concluded that staff understanding of LPS's whole school approach to supporting the wellbeing and inclusion of every student was not yet embedded.</p> <p>The panel recommended a continued focus on student wellbeing as a key direction for the next SSP.</p> <p>A reconsideration of the school's FISO 2 assessment on the Final Day confirmed the element of Support and resources as Embedding.</p>
<p><b>Intent, rationale and focus</b></p>	<p><b>INTENT:</b></p> <p>Goal 1: Maximise the learning growth of every student</p> <p>The school intends to improve student outcomes in both these areas by:</p> <p>Developing and implementing a leadership model that embeds high expectations for student learning and engagement.</p> <p>Building and embedding teacher capability to consistently implement agreed high quality instructional practice in Literacy and Numeracy.</p> <p>Embed an agreed PLC process to improve teacher capacity to systematically use data to improve their pedagogical practice and address student learning needs.</p> <p>Build and embed teacher capacity to empower students to direct and take responsibility for their learning.</p> <p>Goal 2: Enhance student wellbeing outcomes.</p> <p>Staff, student, parent and Wellbeing and Engagement Team focus groups identified an explicit focus on student wellbeing and inclusion was in the embedding stage. The panel agreed that a continued focus on student wellbeing outcomes was a key direction for the next SSP.</p> <p>The school intends to:</p> <p>Develop and implement a leadership model that embeds high expectations for student wellbeing and inclusion</p> <p>Refine and embed a multi-tiered system to support student wellbeing.</p> <p>Build and embed staff capacity to differentiate their practice to enable, challenge and extend a diverse range of students.</p> <p>Embed staff capacity to regularly measure and moderate student learning and wellbeing data.</p> <p><b>RATIONALE and FOCUS</b></p> <p>Goal 1: Panel analysis of Leongatha Primary School's Pre-review Self-evaluation (PRSE) NAPLAN Top 2 Bands, NAPLAN Relative growth and VCTJ data in Writing and Number and algebra identified a decrease in percentage of students demonstrating high</p>

achievement and growth in writing and numeracy.

Goal 2: Staff, student, parent and Wellbeing and Engagement Team focus groups identified an explicit focus on student wellbeing and inclusion was in the embedding stage. The panel agreed that a continued focus on student wellbeing outcomes was a key direction for the next SSP.

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<b>Goal 1</b>	Maximise the learning growth of every student in Literacy and Numeracy.
<b>Target 1.1</b>	<p>Victorian Curriculum Teacher Judgement Level</p> <p>By 2027, increase the percentage of Year 6 students achieving above expected growth in:</p> <ul style="list-style-type: none"><li>• Reading and viewing from 42% in 2022 to 45 %</li><li>• Writing from 15% in 2022 to 25 %</li><li>• Number and algebra from 18% in 2022 to 25%.</li></ul>
<b>Target 1.2</b>	<p>NAPLAN Proficiency levels</p> <p>By 2027, increase the percentage of Year 3 students in the strong and exceeding Proficiency levels of NAPLAN:</p> <ul style="list-style-type: none"><li>• Reading from 71% to 75%</li><li>• Writing from 66% to 78%</li><li>• Numeracy from 67% to 75%.</li></ul> <p>By 2027, increase the percentage of Year 5 students in the strong and exceeding Proficiency levels of NAPLAN:</p> <ul style="list-style-type: none"><li>• Reading from 66% to 77%</li><li>• Writing from 53% to 75%</li><li>• Numeracy from 49% to 68%.</li></ul>

<p><b>Target 1.3</b></p>	<p>School Staff Survey (SSS)</p> <p>By 2027, increase the proportion of positive response scores on the SSS for the factors of:</p> <ul style="list-style-type: none"> <li>• Academic emphasis from 64% in 2022 to 75%</li> <li>• Collective efficacy from 79% in 2022 to 85%</li> <li>• Instructional leadership from 73% in 2022 to 85%</li> <li>• Use student feedback to improve practice from 56% in 2022 to 85%</li> <li>• Promote student ownership of learning from 76% in 2022 to 81%</li> <li>• Professional learning through peer observation from 59% in 2022 to 75%.</li> </ul>
<p><b>Key Improvement Strategy 1.a</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	<p>Develop and implement a leadership model that embeds high expectations for student learning and engagement.</p>
<p><b>Key Improvement Strategy 1.b</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Build and embed teacher capability to consistently implement agreed high quality instructional practice in Literacy and Numeracy.</p>
<p><b>Key Improvement Strategy 1.c</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a</p>	<p>Embed an agreed PLC process to improve teacher capacity to systematically use data to improve their pedagogical practice and address student learning needs.</p>

<p>positive, safe and orderly learning environment</p>	
<p><b>Key Improvement Strategy 1.c</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	
<p><b>Key Improvement Strategy 1.d</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	<p>Build and embed teacher capacity to empower students to direct and take responsibility for their learning.</p>
<p><b>Key Improvement Strategy 1.d</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p><b>Goal 2</b></p>	<p>Enhance student wellbeing outcomes.</p>
<p><b>Target 2.1</b></p>	<p>Attendance (TBC)</p>
<p><b>Target 2.2</b></p>	<p>Attitudes to School Survey (AtoSS)</p> <p>By 2027, increase the proportion of positive response scores on the AtoSS for the factors of:</p> <ul style="list-style-type: none"> <li>• Low resilience from 30% in 2023 to 20%</li> </ul>



	<ul style="list-style-type: none"> <li>• Teacher concern from 77% in 2023 to 82%</li> </ul>
<b>Target 2.3</b>	<p>Parent Opinion Survey (POS)</p> <p>By 2027, increase the proportion of positive response scores on the POS for the factor Managing bullying from 75% in 2022 to 80%.</p>
<b>Target 2.4</b>	<p>School Staff Survey (SSS)</p> <p>By 2027, increase the proportion of positive response scores on the SSS for the factors of:</p> <ul style="list-style-type: none"> <li>• Teacher collaboration from 71% in 2022 to 75%</li> <li>• Trust in students and parents from 71% in 2022 to 82%</li> <li>• Understand how to analyse data from 73% in 2022 to 82%</li> <li>• Moderation of student assessment from 75% in 2022 to 87%.</li> </ul>
<p><b>Key Improvement Strategy 2.a</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	<p>Develop and implement a leadership model that embeds high expectations for student wellbeing and inclusion.</p>
<p><b>Key Improvement Strategy 2.b</b> Responsive, tiered and contextualised approaches and strong relationships to</p>	<p>Refine and embed a multi-tiered system to support student wellbeing.</p>

support student learning, wellbeing and inclusion	
<b>Key Improvement Strategy 2.c</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build and embed staff capacity to differentiate their practice to enable, challenge and extend a diverse range of students.
<b>Key Improvement Strategy 2.d</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Embed staff capacity to regularly measure and moderate student learning and wellbeing data.