

# School Strategic Plan for Langleys Primary School 1275 2015-2018



*"Growing and Learning Together"*

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## Endorsements

<p>Endorsement by School Principal Joanne Mackintosh</p>	<p>Signed.....</p> <p>Name: Joanne Mackintosh</p> <p>Date: February 2015</p>
<p>Endorsement by School Council John Noonan</p>	<p>Signed.....</p> <p>Name: John Noonan</p> <p>Date: February 2015</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>

## School Profile

<p><b>Purpose</b></p>	<p>Our school's vision is to prepare young people to become active, engaged and responsible citizens of the local and global community.</p> <p><b>At Langley Primary School our purpose is to:</b></p> <ul style="list-style-type: none"> <li>▪ Ensure that all students feel valued and have the opportunity to develop their social, physical, academic, creative skills in a safe and caring environment.</li> <li>▪ Enhance students' wellbeing by promoting the importance of each individual's self-esteem, resilience, sense of community and belonging.</li> <li>▪ Foster a commitment to continuous learning; equip students with the necessary tools to enable them to achieve their goals in an ever-changing society.</li> <li>▪ Create and maintain a learning environment where children are respectful towards their peers and challenged and supported by staff to be independent learners with good skills.</li> <li>▪ Provide a quality program which is accessible to all children and which encourages children to strive for excellence and attain their highest potential.</li> <li>▪ Encourage all members of the school community: administrators, teachers and parents to work together in partnership, with common goals and understandings, to positively promote our school.</li> </ul>										
<p><b>Values</b></p>	<p><b><u>Langley Primary incorporates the following values:</u></b></p> <table border="0"> <tr> <td style="padding-right: 10px;">Courtesy</td> <td>using good manners, listening and aware of the rights of others</td> </tr> <tr> <td>Respect</td> <td>for self, others, property and the environment</td> </tr> <tr> <td>Responsibility</td> <td>accepting responsibility for one's actions &amp; consequences</td> </tr> <tr> <td>Co-operation</td> <td>work/play together across the school – buddies &amp; supportive friends, teachers &amp; parents</td> </tr> <tr> <td>Community</td> <td>a sense of belonging to and strong partnerships between students, staff, parents &amp; community</td> </tr> </table>	Courtesy	using good manners, listening and aware of the rights of others	Respect	for self, others, property and the environment	Responsibility	accepting responsibility for one's actions & consequences	Co-operation	work/play together across the school – buddies & supportive friends, teachers & parents	Community	a sense of belonging to and strong partnerships between students, staff, parents & community
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	Tolerance	<p>accepting and celebrating difference.</p> <p style="text-align: center;"><i>Learning is continuous and all students can achieve these values.</i></p> <p style="text-align: center;">School Motto is “Growing and Learning together.”</p>
<b>Environmental Context</b>		<p>Langley Primary School is situated on the Redesdale Road, surrounded by farms and bushland. The nearest town is Kyneton. The school is situated in a rural setting, approximately 12 kilometres north of Kyneton. It presently has an enrolment of 27 children, organised in two multi-age learning groups. Langley Primary School students are drawn from a wide area. It has a number of parents who choose to drive to Langley each day so their children can attend the school. Students are drawn from the surrounding local area including Barfold, Redesdale, Kyneton, Malmsbury and Heathcote. Prep students may have attended Pre-school or Child Care centres in Kyneton or Woodend.</p> <p>The school consists of the main school building, three relocatable classrooms, a multi-purpose room and a Mobile Area Resource Centre on a 0.809 hectare site. The grounds contain numerous mature trees, developing gardens, adventure playground equipment and sealed areas.</p> <p>Langley Primary School is a member of a cluster of schools which together provide broader social, academic, sporting and cultural activities for the students of the member schools.</p> <p>Over the period of the Strategic Plan school enrolments have been falling, due to large numbers of students exiting in grade 6. During that time the school has operated 2 classrooms, Performing Arts, LOTE and a Music specialist program.</p> <p>During 2009/2010 major building works were completed, providing new learning and teaching spaces. An old portable was replaced by a Mod 5 interconnected double classroom with shared breakout space. The original building has undergone refurbishment to provide a flexible multi use space for art and cooking.</p> <p>The Student Learning focus of our 2010 – 2013 Strategic Plan was to “To improve learning outcomes in Literacy and Numeracy”. Both anecdotal evidence and school data indicate that the school had met and exceeded these goals. A well-focused approach to building staff capacity, developing team planning and pinpointing student needs have combined to support student learning. On most days of the week the timetable allows for a two hour daily literacy block and a one hour numeracy block. Each class is timetabled for 45 minutes to an hour for Indonesian, visual art and performing arts each week. The Mobile Area Resource Centre (MARC) van is based at the school and provides a weekly literature/ library program for the students. Student wellbeing has a high priority at the school with staff members regularly taking time to meet with parents and students</p>

	<p>to formulate individual learning and behaviour plans.</p> <p>Langley Primary School enjoys a great deal of parent participation in all aspects of school life. Parental participation in school activities and programs is greatly valued and the school has a high commitment to further extending parental and community partnerships and involvement to enhance the learning outcomes of the children.</p>
<p><b>Service Standards</b></p>	<p>The school strives to ensure a rich and comprehensive curriculum which creates opportunities for students to develop confidence, self-discipline and a positive attitude through experiencing success. This involves:</p> <ul style="list-style-type: none"> <li>▪ developing the “whole child”</li> <li>▪ accepting individual differences</li> <li>▪ achieving to their full potential</li> <li>▪ learning to operate effectively as team members</li> <li>▪ developing social skills</li> <li>▪ developing literacy and numeracy skills as an essential part of a student’s learning</li> <li>▪ acquiring decision making, problem solving and critical thinking skills.</li> </ul> <p>Langley Primary School, informed by the purpose and values outlined above, seeks to maximize each student’s learning potential. The school has high expectations to improve each student’s learning outcomes in literacy and numeracy, and has focused on targeted teaching informed by use of data. This focus has resulted in teachers assessing more effectively and will be critical in providing the basis to strengthen instructional practice in numeracy and language conventions in the coming review period. It will also include and maintain the emphasis on goal setting and student voice.</p> <p>School community volunteers provide support for small groups and individual students across year levels in a range of curriculum areas. Visual Arts, LOTE [Indonesian], ICT, PE, the Arts specialist programs are provided for all students by utilising staff strengths and interests and through adopting a flexible approach to curriculum delivery. The principal undertakes additional support and programs to address identified transition challenges within the school, with students and staff.</p> <p>It is anticipated that these programs will continue for the next review period to assist students to transition seamlessly throughout, into and out of the school, and to continue to strengthen literacy and numeracy understandings, as well as student engagement and wellbeing with consistency through P-6.</p> <p>Langley Primary School’s overall performance plans and priorities, pursuit of excellence and improving student outcomes follows the Effective School model.</p>

**Accountability**

Langley Primary School establishes transparent and rigorous systems of accountability by which school and student performance can be evaluated.

**Focus on Teaching and Learning**

Langley Primary School is focused primarily on teaching and learning and uses student learning data to inform planning and instruction. This focus guides the construction of rigorous and relevant learning for every student.

**High Expectations of All Learners**

Langley Primary School expects every student to learn—instruction is adapted and differentiated to the individual needs of students, including high potential and underperforming students.

**Learning Communities**

Our Learning communities (students, their families, all staff and interested members of the wider community) share common visions, values and objectives and we work collaboratively to enhance the teaching and learning of every student.

**Professional Leadership and Distributive Leadership**

The Leadership at Langley Primary School identifies a clear sense of purpose for our school and develops professional learning priorities that reflect s our purpose. This provides a window into the learning and growth of each learner and a platform from which to plan, as well as building the capacity of future leaders.

**Purposeful Teaching**

Purposeful teaching at Langley Primary School builds on students' knowledge and matches the learning needs and styles of each student. Our teachers have a strong grasp of the content, skills and pedagogy of their discipline. It is at the core of improving student learning outcomes.

**Shared Vision and Goals**

Langley Primary School demonstrates a clear and shared understanding of our goals, which are focused on student learning, sustained improvement and problem-solving. Sharing the vision and goals captures and communicates the school's core purpose and beliefs.

**Stimulating and Secure Learning Environment**

Resources, including learning spaces, technologies and staffing at Langley are allocated to develop and maintain classrooms that are conducive to high-quality literacy and numeracy learning and teaching, as well as to maintain student engagement and wellbeing. These spaces provide our students and staff with a secure environment to learn and grow.

## Strategic Direction

	<p style="text-align: center;"><b>Goals</b></p> <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 style="text-align: center;"><b>Targets</b></p> <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 style="text-align: center;"><b>Key Improvement Strategies</b></p> <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>
<p><b>Achievement</b> 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>	<p>Develop self- motivated learners with strong, core academic skills in literacy and numeracy to maximise student learning growth and ensure each student makes or exceeds expected progress.</p>	<p>By 2018 all students deemed capable will demonstrate average to high relative growth for numeracy and language conventions yearly comparison scores.</p> <p>By 2018 all students who are deemed capable, will demonstrate 12 months annual growth (1.0) in Reading Writing and Speaking &amp; Listening, and numeracy.</p> <p>By 2018 improving means in the Attitudes to School Survey in particular Stimulated Learning from 3.77(2013) to &gt;5 and Learning confidence from 3.5 to &gt;4.5.</p>	<p>Embed a whole school uniformed approach to the use of data and evidence, to track progress of every student and inform action.</p> <p>Continue to build teacher capacity and student confidence in utilising a range of assessment strategies to assess student progress and plan future learning.</p> <p>Increase individual student performance by embedding item/skill analysis for NAPLAN and On Demand assessments.</p>

<p><b>Engagement</b> 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>	<p>Maintain a rich relevant, challenging and stimulating learning environment that engenders consistently high levels of student and parent connectedness.</p>	<p>By 2018 maintain or improve the Attitudes to School Survey variable means with an emphasis on Student Motivation from 4.59 to &gt;5.0 and School Connectedness from 4.30 to &gt;5.0.</p>	<p>Plan for challenging goals and effective feedback for all students and teachers.</p> <p>Plan, document and implement coordinated strategies to engage students and parents as partners in learning.</p> <p>Continue to provide differentiated instructional practices that engage and motivate students.</p>
<p><b>Wellbeing</b> 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>	<p>Foster a vibrant, school community that enhances student resilience, supports every student, and builds positive, emotional and mental health and well-being.</p>	<p>By 2018 maintain or improve Attitudes to School survey variable means with a focus on improving Teacher Empathy 4.62 to &gt;5, Student Morale from 5.68 to &gt; 6.5, and Connectedness to School from 4.9 to &gt; 6.0.</p> <p>Maintain high standards or increase the Parent opinion survey means relating to Stimulating Learning and Teacher Morale by maintaining the 4th quartile and / or &gt;6.5 in both areas.</p>	<p>Maintain a whole school approach to student wellbeing that includes proactive strategies that focus on promotion of positive relationships, student resilience and individual efficacy.</p> <p>Build strategies to enhance both home and school partnerships and those with the wider community.</p>

<p><b>Productivity</b> 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>	<p>Strategically align available resources [human, financial, time, space and materials] with school goals, to maximise student learning outcomes.</p>	<p>By 2018 Maintain high standards or increase parent opinion survey means of Teacher Approachability and General Satisfaction Maintain the 4th quartile and / or &gt;6.5.</p> <p>At the end of 2018, try to maintain a surplus by being proactive in increasing or maintaining school enrolments to support the implementation of the School Strategic Plan.</p> <p>The school's maintenance budget is expended in line with school determined priorities.</p>	<p>Allocate resources according to priorities determined in the school strategic plan.</p> <p>Review and plan resourcing and evaluate the impact on student learning outcomes.</p> <p>Promoting the school in the local community, through involvement with community groups, newsletters, website etc.</p>
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## School Strategic Plan 2015- 2018: Indicative Planner

Key Improvement Strategies		Actions	Achievement Milestone
<p>YEAR 1-2015</p> <p>YEAR 2 -2016</p> <p>YEAR 3-2017</p> <p>YEAR 4- 2018</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>Achievement milestones are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Achievement milestones often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of achievement milestones should be set.</p>
<p><b>Achievement</b></p> <p>Embed a whole school approach to the use of data and evidence, to track progress of every student and inform action.</p> <p>Build teacher capacity and student confidence in utilising a range of assessment strategies to assess student progress and plan future learning.</p>	Year 1	<ul style="list-style-type: none"> <li>▪ Enhance understanding of NAPLAN and On Demand Data and the use of this to inform teaching of each student through Professional Development.</li> <li>▪ Allocate Professional Development time to build teacher capacity in numeracy and language conventions.</li> <li>▪ ILP's (Individual Learning Plans) prepared for students across the school to reflect the personalised learning needs, concentrating on students at risk. (&lt; &gt; than six months)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Specific allocated Professional Development in understanding Data and its implications for teaching conducted at staff meetings and PLT's (Professional Learning Teams).</li> <li>▪ Numeracy and Language conventions sessions conducted at Staff meetings, PLT's and group / cluster meetings.</li> <li>▪ Student ILP's linked to item analysis in Literacy and numeracy.</li> <li>▪ All school planning documents are aligned with SSP (School Strategic Plan), AIP (Annual Implementation Plan) and teacher performance plans.</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>▪ All staff to undergo further training in NAPLAN Data Analysis and data collection- e.g. Accelerus Light, SPA</li> </ul>	<ul style="list-style-type: none"> <li>▪ Student' ILP's linked to item analysis in Literacy and Numeracy.</li> <li>▪ Teacher judgments and standardised</li> </ul>

		<ul style="list-style-type: none"> <li>The continuation of collaboration between staff of our school and others with an emphasis on assessment analysis.</li> </ul>	<p>data sets are closely linked and the practice of moderation and data analysis with other local schools/networks, embedded following staff, PLT and/or cluster school meetings.</p>
	Year 3	<ul style="list-style-type: none"> <li>Auditing and reviewing the progress of oral language development, literacy support program and numeracy scheduling through data collection.</li> </ul>	<ul style="list-style-type: none"> <li>Data collection to be reviewed in relation for the improvement of teaching and learning in students requiring literacy support or oral language, at the start of term two.</li> <li>Data collection for numeracy scheduling on, documentation in teacher planning and documents/data stored on the school shared server-Staff Only.</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>Self-evaluation and Review.</li> </ul>	<ul style="list-style-type: none"> <li>Student' ILP's linked to specific data in all Key Learning Areas.</li> <li>Increase the percentage of students above expected AusVELS levels and in the top two bands.</li> </ul>
<p><b>Engagement</b></p> <p>Plan for challenging goals and effective feedback for all students and teachers.</p> <p>Plan, document and implement coordinated strategies to engage students and parents as partners in learning.</p> <p>Provide differentiated instructional practices that</p>	Year 1	<ul style="list-style-type: none"> <li>Provide PD for differentiated instructional practices that engage and motivate students, seeking out best-practice teaching within our network.</li> <li>Develop a school well-being and engagement framework through documentation of the range of activities undertaken by the school to support well-being and engagement.</li> </ul>	<ul style="list-style-type: none"> <li>A Professional Development program centring on differentiated instructional practices completed and evidence of these strategies in teacher planning and stored on the school shared server-Staff Only.</li> <li>All aspects and documentation operating in the school stored on the school shared server-Staff Only.</li> <li>Provide opportunities for staff</li> </ul>

engage and motivate students.			discussion, input, specific professional development, discussion / involvement in school structures & operations through various meetings, PLT's, induction programs, analysis of various forms of data.
	Year 2	<ul style="list-style-type: none"> <li>▪ Develop a system for challenging goals and effective feedback for all students and teachers.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The development of the schools own measure of the attitudes of students across the whole school, parent and staff on the school wellbeing and engagement framework by utilizing current practices in “Circle time” and other formats.</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>▪ Continue to engage and develop parent engagement culture, student voice and leadership of all at Langley Primary School.</li> </ul>	<ul style="list-style-type: none"> <li>▪ A trend of continued improvement across all the variables in Parent Opinion Survey and school based measures.</li> <li>▪ Providing opportunities and training for school councillors, on roles &amp; responsibilities, communication through newsletters, website etc. regarding all aspects of the school. (Particularly extra-curricular opportunities).</li> <li>▪ Providing opportunities and training for staff to build capacity in leadership.</li> <li>▪ Providing opportunities for students to develop and have leadership opportunities.</li> </ul>

	Year 4	<ul style="list-style-type: none"> <li>Self-evaluation and Review.</li> </ul>	<ul style="list-style-type: none"> <li>A trend of continued improvement across all the variables in Attitudes to School Survey and the school based measure.</li> </ul>
<p><b>Wellbeing</b></p> <p>Maintain a whole school approach to student wellbeing that includes proactive strategies that focus on promotion of positive relationships, student resilience and individual efficacy.</p> <p>Build strategies to enhance both home and school partnerships and those with the wider community.</p>	Year 1	<ul style="list-style-type: none"> <li>Continue to use Restorative Practice and Positive Behaviour Management as tools for managing and modifying student behaviour.</li> <li>Explore ways of obtaining and analysing attitudinal data from F – 4 year students, as well as looking at or if the school should be implementing Kidsmatter- Value adding to our welfare program.</li> <li>Examine results of all student surveys for trend data.</li> </ul>	<ul style="list-style-type: none"> <li>Kidsmatter Action Team in place to review purpose of the program/ planning.</li> <li>Commence the process of modifying and developing a document for LPS (Langley Primary School) shared with Staff and School Council.</li> <li>Include in the examination ATSS (Attitude to School Survey), POS (Parent Opinion Survey), SOS (Staff Opinion Survey) and school devised surveys.</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>Continue to monitor progress through the completion of the Annual Implementation Plan one year targets and implementation matrix.</li> </ul>	<ul style="list-style-type: none"> <li>Completion of the school devised survey.</li> <li>Post survey results to reflect progress.</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>Review and further development of transition processes which support students from kindergarten to prep, Grade 6 to year 7, as well as students and parents new to the school.</li> </ul>	<ul style="list-style-type: none"> <li>Analysing and collection of specific data obtained from surveys on transition processes, to maintain or for continued improvement at Langley Primary School.</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>Self-evaluation and Review.</li> </ul>	<ul style="list-style-type: none"> <li>A trend of maintaining or continued improvement across all the variables in Attitudes to School Survey and school devised surveys.</li> </ul>

<p><b>Productivity</b></p> <p>Allocate resources according to priorities determined in the school strategic plan.</p> <p>Review and plan resourcing and evaluate the impact on student learning outcomes.</p>	Year 1	<ul style="list-style-type: none"> <li>Refine the school budget with an emphasis on staff development in the teaching of numeracy and general assessment strategies.</li> </ul>	<ul style="list-style-type: none"> <li>Staff development and professional learning reflected in the annual budget</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>Source expertise in teaching and learning to mentor/coach staff with an emphasis on Numeracy and Language conventions-spelling.</li> </ul>	<ul style="list-style-type: none"> <li>Coach (es) working with teachers in numeracy and literacy budgeted for and operating in the school.</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>Development of the process, procedures and purpose of Professional Learning Teams (PLT's) and the Peer Observation Program.</li> </ul>	<ul style="list-style-type: none"> <li>Developing and obtaining multiple sources of feedback, such as Peer Observations are included in performance reviews.</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>Self-evaluation and Review.</li> </ul>	<ul style="list-style-type: none"> <li>All resources were used to maximise student learning outcomes.</li> </ul>