

School Strategic Plan 2021-2025

Lalor Gardens Primary School (5532)



Submitted for review by Anne Hulett (School Principal) on 25 March, 2022 at 11:41 AM

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Endorsed by Crissie Hill (School Council President) on 01 May, 2022 at 09:03 PM

School Strategic Plan - 2021-2025

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School vision	At Lalor Gardens Primary School, our motto of 'Learn, Grow, Achieve; Together anything is possible' underpins our work. We aim to prepare all students for a future in which they are confident, capable and active contributors to society. We use collaborative approaches to ensure all students become creative, independent and interdependent learners. We embrace friendships, diversity and support student wellbeing to create a sense of belonging in our community and a commitment to a sustainable environment.
School values	As a school, we live by the following values statements We are learners We are respectful We are responsible We care for others and the environment We are positive and we bounce back
Context challenges	<p>Student Learning High level of students below the state and network average in literacy and numeracy Greater student involvement in and engagement in the development of their learning goals is needed Improvements required in data driven teacher practice</p> <p>Student Engagement High absenteeism - unapproved absences Need to upskill staff in the next stage of SWPBS student engagement</p> <p>Student Wellbeing The number of Tier 1, 2 and 3 incidences A proportion of students requiring Tier 2 and 3 intervention Complexity of student family circumstances eg socio-economic and ethnicity and trauma background Community engagement Transience of student population related to achievement, engagement and wellbeing</p>

<p>Intent, rationale and focus</p>	<p>Student Learning Our goal is to optimise literacy and numeracy outcomes for all students to enable them to function successfully as adults in society in a meaningful and fulfilling manner. By working on teacher practice through Professional Learning Communities, we will refine and improve our curriculum, pedagogy and assessment approaches.</p> <p>Community Engagement Our goal is to increase the sense of connectedness as partners in learning, through meaningful engagement with parents and community. By proactively engaging our community in celebratory and positive school experiences we aim to intentionally build a stronger culture with a more authentic partnership with our families.</p> <p>Student Engagement Our goal is to optimise the engagement and wellbeing of all students. The strong implementation of SWPBS has enabled the school to build a shared understanding of trauma informed practices, a targeted approach to wellbeing and behaviour and improved emotional literacy among the students. Our continued journey in the implementation of SWPBS will focus on improving classroom systems and embedding preventative measures at the tier 2 and 3 levels.</p>

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Goal 1	To optimise literacy and numeracy outcomes for all students.
Target 1.1	<p>NAPLAN Benchmark Growth:</p> <ul style="list-style-type: none">• By 2025 the % of students above benchmark growth in Reading to increase from 13% (3-year average 2017-2019* no 2020 data) to 25% (average 2022 - 2024). Similar schools - 25%, State - 27%.• By 2025 the % of students above benchmark growth in Writing to increase from 11% (3-year average 2017-2019) to 19% (average 2021 - 2024).• By 2025 the % of students above benchmark growth in Numeracy to increase from 13 % (3-year average 2017-2019) to 19% (average 2021 - 2024).
Target 1.2	<p>NAPLAN Bands:</p> <ul style="list-style-type: none">• By 2025 the % of students in the top two bands of Year 5 Reading will increase from 13% (3-year average 2017-2019) to 30% (average 2021-2024).• By 2025 the % of students in the top two bands of Year 5 Writing will increase from 9% (3-year average 2017-2019) to 17% (average 2021-2024).• By 2025 the %of students in the top two bands of Year 5 Numeracy will increase from 9% (3-year average 2017-2019) to 20% (average 2021-2024).
Target 1.3	

	<p>School Staff Survey:</p> <ul style="list-style-type: none"> • By 2025 to increase the % positive endorsement for the Academic emphasis factor from 45% (2020) to 60%. • By 2025 to increase the % positive endorsement for the Collective efficacy factor from 54% (2020) to 70%.
Key Improvement Strategy 1.a Building practice excellence	Build teacher capacity in data and assessment literacy to ensure that teaching and learning are responsive to students' points of need through Professional Learning Communities.
Key Improvement Strategy 1.b Building leadership teams	To develop the capacity of middle-level leaders to lead change and learning.
Key Improvement Strategy 1.c Building practice excellence	To develop a whole school approach to student goal-setting and feedback.
Goal 2	To increase the sense of connectedness as partners in learning, through meaningful engagement with parents and community.
Target 2.1	By 2025 to reduce the % of students with 20 or more absence days from 35% (2020) to 30%
Target 2.2	By 2025 to increase the parent participation rate to the Parent Opinion survey from 10% (2020) to 15%
Target 2.3	By 2025 to increase the Parent and community involvement factor on the School Staff Survey from 55% (2020) to 65%.

Key Improvement Strategy 2.a Parents and carers as partners	Strengthen parent engagement in learning.
Key Improvement Strategy 2.b Health and wellbeing	Increase student attendance.
Key Improvement Strategy 2.c Building communities	Establish LGPS as the centre of the community.
Goal 3	To optimise the engagement and wellbeing of all students.
Target 3.1	By 2025 to increase the % positive endorsement for the Effective classroom behaviour factor, in the effective teaching practice for cognitive development domain, on the Student Attitudes to School Survey from 67% (2020) to 74%.
Target 3.2	By 2025 to reduce the number of Tier 2 attitudes and behaviour incidents data recorded on Compass (2022) by 5%.
Key Improvement Strategy 3.a Health and wellbeing	Develop, document and embed practices for a school-wide approach to wellbeing.