

School Strategic Plan for Loch Sport Primary School School Number 015245 2015 - 2019

Endorsements

<p>Endorsement by School Principal</p>	<p>Signed..... <i>ALFH</i></p> <p>Name..... ALBERT FITT</p> <p>Date..... 10/9/15</p>
<p>Endorsement by School Council</p>	<p>Signed..... <i>KYoul</i></p> <p>Name..... Kristen Youl</p> <p>Date..... 10/9/15</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><i>Shane Wainwright</i></p> <p>Signed.....</p> <p>Name..... Mr Shane Wainwright</p> <p>Date..... December 13th</p>

School Profile

Purpose	<i>To build a strong school team with a clear sense of shared purpose and direction around curriculum, assessment, learning and teaching and if we effectively connect with the school community and other local schools, then the school will develop the internal capacity to implement and monitor a consistent, effective instructional approach, supported by a connected and supportive local community and professional cluster of educators.</i>
Values	<p>Our Vision:</p> <p>At Loch Sport Primary School our staff, students and families work together to be an effective learning team, ensuring that all of our students have the best start to a successful future. We respect individuality and encourage all students to be the best version of themselves possible. We encourage our students to be responsible and independent learners, and teach skills for life-long learning, as society is always changing. We help students to develop resilience to keep trying in order to achieve the highest academic standards possible.</p> <p>Our Values:</p> <p>Loch Sport Primary School wants each student to feel valued and to become an integral member of society. Loch Sport Primary School prides itself on being an active member of both the local and broader educational community. In doing so, our school strives to develop and maintain strong links with community members and organisations that understand and assist with the positive growth of the students within our rural school.</p> <p>The Loch Sport Primary School's vision is for all students to achieve academic success within a stimulating environment whilst cultivating the values of</p> <p>Respect – for yourself, others and the environment.</p> <p>Responsibility – working hard, being a good role model</p>

Resilience – having a go, doing your best

Environmental Context

Loch Sport PS is a small rural school located in the picturesque township of Loch Sport, which is approximately 58 km East of Sale on a narrow spit of land between the Ninety Mile Beach and Lake Victoria, surrounded by the Gippsland Lakes National Park. The school was established in 1985 and is located on the western outskirts of the town. Loch Sport has a permanent population of around 500, with over half being retirees. Being a popular tourist destination, this number rises dramatically over the holiday periods. Primary School aged children make up only a small percentage of the permanent population. The school student numbers regularly fluctuate as there is considerable mobility / transience in the area. The past several years has seen student enrolments hovering around 20, with the current 2015 number at 21.

Loch Sport PS has extensive outdoor recreation space, including areas with fixed play equipment with shade sails, large oval, covered play area between the classrooms and vegetable garden. Our buildings consist of two module buildings used as classrooms and an additional building housing the office and a multipurpose space. We also have multiple storage sheds for sporting and maintenance equipment, and separate toilet block. A large covered area with decking joins the three buildings. Additional facilities including ramps and a disabled toilet facility. The school also has its own water tanks and solar panels.

We are able to offer small class sizes which allow students to have more opportunities to work with the teacher in a one-to-one or small group capacity, and also means we can cater for mixed abilities and grade levels. We currently operate a Junior classroom (Prep - Grade 3) and a Senior classroom (Grade 4 – Grade 6). The two classroom modules provide ample learning spaces for the students. Both classrooms are well resourced, have interactive whiteboards and multiple computers, and a kitchennette. Classroom layout and furnishings are flexible and provide learning areas for small groups and individual work.

Our multi-purpose building houses our office, library and an area we can use for art and cooking classes. Our library area is regularly utilised by our Parents & Friends group, community playgroup, special activities for students, and as a meeting room for staff and School Council.

We provide a number of extra-curricular activities that include sport, LOTE, cooking, gardening, swimming, art and

	<p>music. We are part of the Sale Rural Cluster of schools, which allows us to also provide our students with opportunities to participate in sport and activities such as Swimming Carnival, Cross Country, Coach Approach Winter Sports program, Athletics, Camps, Leadership Conferences and Transition Days.</p> <p>Our school is extremely privileged and proud to have ongoing activities with the wider community. Students learn about safety through Neighbourhood Watch, participate in water safety activities with the Boating Club and emergency services groups, as well as Golden Beach Surf Life Saving Club. The RSL Club, local LINK newsletter, Community House, SRI, Lions Club, and Rotary also support the school with awards, activities, donations, etc. and we do our utmost to support them in return.</p> <p>Current staff comprises two full time teaching staff (including teaching principal), as well as classroom and administration Education Support staff.</p> <p>Student Family Occupation (SFO) is currently 0.67, with a very high percentage of families receiving the Education Maintenance Allowance (EMA). A small number of students receive funding from the Program for Students with Disabilities (PSD).</p> <p>The school curriculum is based on AUSVELS with an emphasis on Literacy and Numeracy. Participation in the Sale Rural Schools Cluster allows students to participate in sporting and other group activities with peers from other small schools.</p>
<p>Service Standards</p>	<p>Our staff are committed to providing all students with ample opportunities to learn and grow in a safe, happy and engaging environment. The staff, students and families work as a team, factoring our school values of respect, resilience and responsibility into all aspects of learning and everyday life.</p> <p><u>General</u></p> <ul style="list-style-type: none"> • <i>The school fosters close links with parents and the broader school community through its commitment to open and regular communications.</i> • <i>The school commits to the active sharing of its vision and goals to ensure school community engagement in the school's strategic plan.</i>

	<ul style="list-style-type: none"> • <i>The school guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life.</i> • <i>The school provides a safe and stimulating learning environment to ensure all students can achieve their full potential.</i> • <i>All students will receive instruction that is adapted to their individual needs.</i> <p><u>Specific</u></p> <ul style="list-style-type: none"> • <i>The school will respond to all communication by parents and caregivers within 2 working days.</i> • <i>Parents will be engaged regularly when their child does not behave in a socially acceptable manner.</i> • <i>Students will play an active part in the development and review of the school's behaviour policies.</i> • <i>All teachers will provide timely and targeted feedback to students on their work.</i>
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Strategic Direction			
	Goals	Targets	Key Improvement Strategies
Achievement	<i>To improve student learning and literacy outcomes with a focus on writing for all students.</i>	Learning growth in writing matches or exceeds expected AusVELS targets of one year for 80% of students as measured by Common Assessment Tasks	Develop and Implement an agreed instructional approach for the teaching of writing across the school.

	<p><i>To improve learning in numeracy with a focus on number for all students.</i></p>	<p>Learning growth in number matches or exceeds expected AusVELS targets of one year for 80% of students as measured by Online interactive testing programs</p>	<p>Develop and Implement an agreed instructional approach for the teaching of mathematics across the school.</p>
<p>Engagement</p>	<p>To improve students' learning confidence and engagement in learning.</p>	<p>Improvement in school connectedness indicators (as per Cluster developed student learning survey) Student perception of teaching and learning variable on the Attitudes to School Survey above 4.0.</p>	<p>Develop and promote behaviours and attitudes across the school community that support high expectations and achievement of <i>personal best</i>.</p>
<p>Wellbeing</p>	<p>To improve student wellbeing and increase student engagement.</p>	<ul style="list-style-type: none"> Parent Opinion indicators of: Connectedness to Peers, Student Motivation, Social Skills and School Connectedness at or above like schools. 	<p>Develop and implement an Engagement and Wellbeing policy inclusive of SWPB and school values and an agreed approach to wellbeing throughout the school.</p>

	Internal student wellbeing surveys(including SWPB data sets) indicate positive school climate.		
<p>Establish a school cluster with Wurruk and Cowaar and Loch Sport schools to</p> <ul style="list-style-type: none"> *Curriculum, pedagogy, assessment & reporting *school operational policy *Wellbeing & Engagement practices *Interschool activities across the cluster. 	<p>Establishment of formal linkages to reduce staff professional isolation evidenced by annual staff surveys in areas of</p> <ul style="list-style-type: none"> • School Level Support • Renewal of knowledge and skills • Applicability of PL • Collective Participation • Active Participation • Coherence and 'Professional Learning Feedback' <p>*Results consistently at or above 'all Primary Schools'</p>	<p><i>To increase the schools' productivity connected ness and quality of teaching through a shared resource approach within Wellington area.</i></p>	<p>Productivity</p>

School Strategic Plan 2015- 2018: Indicative Planner

<p>Purpose: the purpose of the indicative planner is to assist the school to prioritise key improvement strategies to support resource allocation and to describe the changes in practice and behavior that might be observable at the school if the key improvement strategies are being implemented as intended.</p>		
Key Improvement Strategies	Actions	Achievement Milestone
<p>Achievement</p> <p>Develop and Implement an agreed instructional approach for the teaching of writing across the school.</p> <p>Develop and Implement an agreed instructional approach for the teaching of mathematics across the school.</p>	<p>Year 1 Writing</p> <ul style="list-style-type: none"> -Share professional reading -Use PLT meetings to investigate and determine an agreed approach to teaching writing(VCOP) -Agreed approach implemented in classrooms with a specific genre focus (eg. Narrative) -CAT developed – or accessed for Narrative <p>- Source an appropriate system to share and use student learning data.</p> <p>-Staff PD to develop a tracking tool to upload & access assessment data</p> <ul style="list-style-type: none"> -Regular & targeted use of examining student learning data in PLT discussions to inform 	<p>Develop school action plan and begin implementing an agreed</p> <ul style="list-style-type: none"> -lesson structure and pedagogy for teaching of writing. <p>All staff VCOP trained for writing</p> <p>Establishment of a whole school student data tracking system for writing</p>

	<p><u>Numeracy</u></p> <ul style="list-style-type: none"> -Share professional reading -Use PLT meetings to investigate and determine an agreed approach to teaching numeracy -Agreed scope and sequence implemented in classrooms) - Source an appropriate system to share and use student learning data - Staff PD to develop a tracking tool to upload & access assessment data <ul style="list-style-type: none"> -Regular & targeted use of examining student learning data in PLT discussions to inform 	<p><u>Numeracy</u></p> <ul style="list-style-type: none"> -Share professional reading -Use PLT meetings to investigate and determine an agreed approach to teaching numeracy -Agreed scope and sequence implemented in classrooms) - Source an appropriate system to share and use student learning data - Staff PD to develop a tracking tool to upload & access assessment data <ul style="list-style-type: none"> -Regular & targeted use of examining student learning data in PLT discussions to inform <p>Continue documentation of writing approach expanded to additional genres</p> <ul style="list-style-type: none"> -Share professional reading -Use PLT meetings to discuss & refine agreed approach to teaching of specific genre of writing (Procedural & Reports) -Agreed approach implemented in classrooms with a specific genre focus (eg. Procedural & Reports) -CAT developed – or accessed for Procedural & Report writing <p>Numeracy</p> <p>Research lesson structure and pedagogy for teaching of numeracy and establish a school wide approach.</p>	<p><u>Numeracy</u></p> <p>Develop school action plan and begin implementing an agreed: -lesson structure and pedagogy for teaching of numeracy. Develop school action plan and begin implementing an agreed: -scope and sequence for numeracy at all levels Establishment of a whole school student data tracking system to track achievement in numeracy.</p>	<ul style="list-style-type: none"> ▪ Agreed school approach to teaching writing of Procedural & Reports (added to school) Writing document. <p>Agreed school approach to teaching numeracy of Procedural & Reports (added to school) numeracy document.</p>
<p>Year 2</p>				

		Professional learning related to numeracy approaches and programs.	
	Year 3	<p>Continue documentation of writing approach expanded to additional genres</p> <ul style="list-style-type: none"> -Share professional reading -Use PLT meetings to discuss & refine agreed approach to teaching of specific genre of writing -Agreed approach implemented in classrooms with a specific genre focus (eg. Expositions) CAT developed – or accessed for Expositions <p>Numeracy Continue documentation of numeracy Research and create</p>	<p>Documented agreed cluster approach to teaching writing of Expositions (added to Cluster Writing document)CATs F-6 for Expositions</p> <p>Loch Sport Primary school data collection and tracking system</p>
<p>Engagement Develop and promote behaviours and attitudes across the school community that support high expectations and achievement of <i>personal best</i>.</p>	Year 4	<ul style="list-style-type: none"> ▪ Review progress of implementation in literacy and numeracy. ▪ In collaboration with the school community define the school's high expectations and meaning of <i>personal best</i>. ▪ Explicitly teach personal learning behaviours that support the achievement of student goals. 	<ul style="list-style-type: none"> ▪ School review of documentation, Have Strategic plan targets been met. <p>Explicit program 'Routine and Rigour' adopted through school to encourage good presentation as beginning to present personal best</p> <p>Staff based to explore curriculum delivery such as Development Curriculum, Inquiry learning, Formative</p>
	Year 1		

		<ul style="list-style-type: none"> ▪ Review and add to Routine and Rigour Program to develop explicit student learning routines and practises , a 'Learning to Learn' program at the start of each year which focuses on classroom expectations and the characteristics of a successful learner ▪ Collegiate Classroom observation and feedback on classroom environments which scaffold learning independence ▪ Build learning confidence through student reflection constructive feedback helped by professional reading and best practice. ▪ Examine research linked to providing effective student feedback and improved student outcomes. <p>Participate in the creation of a</p>	<p>Assessment along with differentiated learning possibilities. Regular meetings of WCL cluster.</p>
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		<p>WCL Cluster,(Wurruk, Cowaar and Loch Sport and use ICT as an enabler to overcome geographic isolation for staff and students.</p> <p>Creation of a cluster ICT action plan.</p> <p>Review targets for following year.</p>	
	<p>Year 2</p>	<ul style="list-style-type: none"> ▪ In collaboration with the school community continue to promote the school's high expectations and meaning of <i>personal best</i>. ▪ Encourage students in the setting of short term, measurable learning goals. Provide them with opportunities to reflect on and celebrate their achievements and share these with their parents ▪ Continue to introduce the Positive School-wide Behaviour program to reward students for positive 	<p>Setting of daily goals by students in collaboration with peers and teacher.</p> <p>School sharing through newsletters and staff sharing with awards at assembly specifically relating to personal best.</p> <p>Students articulate their own learning needs & learning styles and the meaning of 'personal best'.</p> <p>School survey to assess their understandings of personal best and ways that the school can improve learning based on seeing and listening to their children.</p>

		<p>learning habits and share success with parents and the school community</p> <ul style="list-style-type: none"> ▪ Develop a survey for parents and students to identify issues which inhibit students achieving personal best and evaluate the messages that the school sends to the community about personal best. <p>Participate in the creation of a WCL Cluster, (Wurruk, Cowaar and Loch Sport and use ICT as an enabler to overcome geographic isolation for staff and students.</p> <p>Creation of a cluster ICT action plan.</p>	<p>Regular meetings of WCL cluster. To share , evaluate and moderate collective data.</p>
<p>Year 3</p>	<ul style="list-style-type: none"> ▪ In collaboration with the school 	<p>A parent survey to assess their understandings of personal best and</p>	

		<p>community continue to promote the school's high expectations and meaning of <i>personal best</i>.</p> <ul style="list-style-type: none"> ▪ Provide interventions to support under-achieving students to reach their goals ▪ Provide opportunities for students to negotiate aspects of their learning ▪ Ensure that the learning program includes open-ended tasks, that provide for individual student learning. 	<p>ways that the school can improve learning based on seeing and listening to their children. This should be undertaken at the end of term one at parent teacher interviews</p> <p>Students discuss at weekly class personal best meetings, if they have met their own goals and expectations.</p> <p>During parent /student/teacher interviews students given the opportunity to articulate their understanding of their learning needs and goals and ways that they can be helped at home and at school to achieve personal best</p>
<p>Year 4</p>	<ul style="list-style-type: none"> • Expand the use of rubrics to provide students with guidance in the pursuit of excellence • Review programs for 2019 – SSP • Acknowledge and Celebrate Success 		<p>Learning rubrics being used in the classroom and articulated as a tool for reflection and learning by students. Rubrics will articulate 'personal best'</p> <p>Students setting independent learning goals</p> <p>Students assessing their own work as whether or not it is personal best.</p>

<p>Wellbeing</p> <p>Develop and implement an Engagement and Wellbeing policy inclusive of SWPB and school values and an agreed approach to wellbeing throughout the school.</p>	<p>Year 1</p>	<p>Year 1</p> <ul style="list-style-type: none"> -Establish base line data using <i>Kidsmatter</i> student surveys. -Investigate social skill programs and audit current social skills programs being used. ▪ -Establish a SWPBS team that meets regularly ▪ <i>to oversee the program</i> ▪ <i>Engage with data</i> ▪ <i>Assess progress and make appropriate changes.</i> <p>Create a SWPB matrix with the community and display</p> <p>Promote values with signage</p> <p>Weekly assembly awards for enacting values.</p> <p>Establish gumleaf currency and gumleaf shop reward system.</p>	<p>Base line data surveys.</p> <p>SWPB team set in place and meeting schedule developed for 2016</p> <p>Matrix displayed throughout the school</p> <p>Signage Gumleaf shop.</p>
	<p>Year</p>	<p>-Select and implement an agreed social skills program across the school which is</p>	<p>Agreed social skills program.</p>

	2	compatible with SWPB -Use an agreed approach to sharing data and investigate trends	
	Year 3	Document School approach to values education. Lessons twice weekly specifically based on values timetabled - school wide.	School social skills document. Timetabled lessons in each classroom with specific values focus.
	Year 4	<ul style="list-style-type: none"> ▪ Celebrate and Review implementation of social skills program. 	<ul style="list-style-type: none"> ▪ Celebrate and Review implementation of social skills program.
<p>Productivity</p> <p>Establish a school cluster with Wurruk and Cowaar and Loch Sport schools to</p> <ul style="list-style-type: none"> *Curriculum, pedagogy, assessment & reporting *school operational policy *Wellbeing & Engagement practices *Interschool activities across the cluster. 	Year 1	<p>WCL Cluster principals:</p> <ul style="list-style-type: none"> *Develop an action plan for their cluster guidelines portfolio *Workload shared by the distribution of portfolios to enhance cluster collaboration. <p>Year 1</p> <ul style="list-style-type: none"> *Develop an agreed WCL Cluster relationship focussed on Curriculum, pedagogy, assessment & reporting *Develop a structure for the WCL cluster. Develop a meeting time table Develop a meeting focus related to teaching and learning and data collection Shared resources. 	<ul style="list-style-type: none"> ▪ WCL schools develop a shared approach to teaching and learning literacy. Meet regularly according to schedule. ▪ Compare base line data.

	WCL Principal participating in Bastow Training course 'Developing a High Performance Learning Culture.	
Year 2	<p>Research and develop shared data collection process.</p> <p>Specific data to be collected</p> <p>Data tracking and system and assess to data.</p>	Cluster data and collection Joint responsibility and moderation for planning future teaching in specific PLT sessions.
Year 3	<p>Develop an agreed WCL Cluster document cementing the elements of the cluster relationship focussed on Curriculum, pedagogy, assessment & reporting across the Wurruk, Cowwaar and Loch Sport cluster.</p>	An agreed WCL Cluster document cementing the elements of the cluster relationship focussed on Curriculum, pedagogy, assessment & reporting across the Wurruk, Cowwaar and Loch Sport cluster
Year 4	Review	Review of Cluster Guidelines to evaluate effectiveness