**School Strategic Plan 2022-2026**

Lockwood Primary School (0744)



Submitted for review by Carmen Huszar (School Principal) on 20 December, 2022 at 01:03 PM  
Endorsed by Stephen Brain (Senior Education Improvement Leader) on 20 December, 2022 at 02:21 PM  
Endorsed by Patricia Morris (School Council President) on 03 February, 2023 at 08:55 AM

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| School vision | Lockwood Primary School's vision is for every student to thrive academically, socially, and emotionally. |
| School values | The Values our school community embraces are:  • Learning: we are continually learning and improving • Caring: we make sure our school is safe and inclusive • Laughing: we engage in all aspects of school • Sharing: we are responsible for making our school great   These values provide us with a framework for the way in which we achieve our vision. |
| Context challenges | Lockwood Primary School's enrolment continues to be around 117 students, with this number gradually declining over the past four (by 17 students). The school draws its enrolment from the local area, as well as from Kangaroo Flat and Marong, those who are looking for a smaller school to cater for their children. Lockwood Primary School has functional, well-maintained, attractive and well-equipped buildings that blend into the expansive rural setting of the school. Most of the 9 classrooms can operate as open double rooms to enable staff to team-teach, whilst also having the functionality to work as single classroom environments. Each classroom also has a breakout space. Two classrooms have interactive televisions and the intent is to upgrade all classrooms. The junior school classes use iPads and the 3-6 students have 1-1 devices as learning resources.  Our specialist facilities include a Wellbeing room, a library and teacher resource area, an art room; a PE shed/Multi-purpose room, a STEM Centre, outdoor basketball courts and administrative facilities. We have a stable workforce and families travel from outside our area to attend our school. In 2022 our staffing profile consists of: 1 full time principal, 10 teachers, 3 education support staff, a full-time business manager. As a community, we offer various methods of communication, in order to continually improve and build stronger links with our families. We engage families through the Compass Parent portal, weekly newsletters, a Facebook Page, Community celebrations and weekly assemblies (with award presentations).  Lockwood Primary is a School-Wide Positive Behaviour Support (SWPBS) school, with Tier 1 practices now embedded in our community and multiple elements of Tier 2 in place also. Our Values are well known and referred to daily, and all children, staff and parents are aware of our behavioural expectations which are positively stated in our Expectations Matrix. Positive behaviour is rewarded with tokens, while inappropriate behaviour is managed with our Behaviour Management Flowchart. A restorative approach is central to our philosophy and focuses on learning from mistakes, logical consequences and providing opportunities to repair and restore relationships. This, generally, ensures support for our management of behaviours and is supported by our children rating our management of bullying favourably.   Our key challenges are maintaining our school enrolment due to many families travelling to attend our school. Our school data shows that our students perform quite well, in many cases performing above similar schools. The challenge will be to maintain that performance over the next years of our strategic plan. Student voice and agency - through feedback and differentiation are areas of focus as we move forward into our new strategic plan. |
| Intent, rationale and focus | Over the next four years, our intent is to maintain our consistent approach to teaching and learning, but with a focus on differentiation and feedback in order to further improve student learning outcomes. It is essential that we continue to develop staff, student and community understanding of student voice, agency and leadership and how this can be effectively incorporated through authentic learning experiences to build school connectedness for all learners, and across all learning experiences.  Students' social and emotional learning will continue to be strengthened through initiatives such as Respectful Relationships, The Resilience Project Schools program, and Schoolwide Positive Behaviours.  After a thorough review process and reflection our panel noted that the focus of our work will be:  - To continue to develop data literacy skills to inform differentiated learning to ensure all students achieve growth.  - To incorporate whole school feedback processes (teacher to student, student to teacher) to strengthen and engage our learners - To continue to develop our literacy and numeracy programs through the effective implementation of PLC inquiry cycles.  - To develop a model to support authentic student voice and agency across the school.  - To continue to strengthen our practices and processes for student wellbeing, particularly through our involvement in the Mental Health in Primary Schools Project and through the Disability Inclusion funding. |

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| **Goal 1** | Optimise the learning growth of every student. |
| Target 1.1 | **NAPLAN Top Two Bands**   * By 2026, the percentage of Year 5 students assessed in the top two NAPLAN bands for Reading will increase from 20% in 2022 to 30% |
| Target 1.2 | **NAPLAN Benchmark Growth**  By 2026, the percentage of Year 5 students assessed as meeting or above benchmark growth:   * Writing to increase from 19% in 2021 to 21% * Numeracy to increase from 10% in 2021 to 18% |
| Target 1.3 | **Teacher Judgement**  By 2026, the percentage of F-6 students assessed against the Victorian Curriculum (VC) levels F-10 as being at or above age expected levels will increase in:   * Reading and Viewing from 86% in 2021 to 88% * Writing from 80% in 2021 to 84% * Measurement and Geometry from 86% in 2021 to 88% * Number and Algebra from 85% in 2021 to 89% |
| Target 1.4 | **Staff Survey**  **By 2026,** the percentage of staff reporting positive endorsement to the School Staff Survey measures will increase in:   * School Climate module * Academic emphasis from 64% in 2022 to 72% * Parent and community involvement from 55% in 2022 to 73% |
| Key Improvement Strategy 1.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities | Strengthen teacher capacity to analyse and use data to inform differentiated learning. |
| Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Further develop teacher and student capacity to provide effective feedback. |
| **Goal 2** | Empower the students to become engaged and active learners. |
| Target 2.1 | **Student Attitudes to School Survey**  By 2026, the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AtSS) measures will increase:  In the Teacher-student Relations domain:  Effort from 81% in 2022 to 85%  In the Learner Characteristics and Disposition domain: Motivation and interest from 73% in 2022 to 80% Self-regulation and goal setting from 88% in 2022 to 90%  In the Social Engagement domain: Student voice and agency from 72% in 2022 to 80%. |
| Target 2.2 | By 2026, the percentage of students (P-6) with 20 or more days absent will decrease from 25% in 2021 to 21%. |
| Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school | Further develop student voice, agency and leadership to strengthen student participation and engagement in learning. |
| Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion | Strengthen the school’s wellbeing practices and processes. |