



# STRATEGIC DIRECTIONS 2014 – 2017

(The Strategic Learning Plan has a 'big picture' focus and sets the direction for where your site is heading over the next 3 to 5 years)

## INTRODUCTION

The 2014 - 2017 Strategic Plan of Lockleys Primary School is reflective of the core values that our community holds towards their children's education and to that of the education others. This plan identifies the key directions that our community sees the school aiming to achieve within the next three years.

## OUR VISION:

Lockleys School Community aims to work together to foster confident future thinkers, who strive for personal excellence.

This is to be achieved through an open and nurturing environment, where enjoyment and challenge inspires learning.

Our community aims to strive for excellence and improvement through the four quadrants of learn, lead, connect and improve.

## CONTEXT

Lockleys Primary School is located 8 kilometres west of Adelaide's CBD. Our school caters for students from wide and diverse backgrounds and we value their differences. We offer a safe and inclusive learning environment for students from Reception to Year 7. There is an average student population of 140.

Approximately 30% of our students are School Card Holders, 40% are ESL students and 10% of students are identified as students with a disability. The school is able to offer small class sizes which enable us to provide a greater teacher / student ratio. As a consequence, this has attracted a number of families to enrol their children at our school. We currently have 20% of our students living outside of our local neighbourhood.

The culture of the school is very friendly and accepting.

## OUR PURPOSE:

The Lockleys Primary School community is committed to providing quality teaching and learning by working together to create an environment and culture of ongoing improvement.

The school is committed to providing a broad, balanced and relevant curriculum that meets the needs of all students.

The school is committed to be progressive with the learning experiences offered to our students so that they can meet the challenges of change in our modern life.

## OUR VALUES:

Our school values have been selected and endorsed by the students, parents and staff through a consultative process in 2012.

The values are:  
Respect  
Belonging  
Caring  
Commitment

Along with our values, a new logo was designed by one of our year 7 students and has been put into production throughout the school.

## OUR GUIDING PRINCIPLES:

The teaching and support staff demonstrate integrity and professionalism towards all aspects of schooling.

The Governing Council acts honestly and in good faith to support the school in all its endeavours to achieve better learning outcomes for the students.

The broader school community respects and trusts the school and the Governing Council with their work in order to serve the best interests of all of the students and children.



# SITE IMPROVEMENT PLAN 2014

(Outlines the site's key priority areas for improvement in the current year and is informed by the Strategic Learning Plan, the Self Review and identified DECD priorities)

**Excellence in Learner Achievement: 'To improve overall student achievement'**

**Key priorities for the year:**

**1) Numeracy      2) Literacy      3) Wellbeing** (Interwoven with TfEL, DIAf, ICT and School Identity)

2013 Baseline Data		2014 Targets	
<u>NAPLAN Progression(Numeracy)</u> Year 3 to 5 Low 33%, Mid 67%, Up 0% Year 5 to 7 Low 27%, Mid 60%, Up 13%		<u>NAPLAN Progression(Numeracy)</u> Year 3 to 5 - Middle / Upper band 85% Year 5 to 7 – Middle / Upper band 85%	
2014 Priorities	Key Strategies	Outcomes	Indicators
<b>Priority 1: NUMERACY</b>	1. Use EnVision Maths as a whole school numeracy teaching and learning program.	<ul style="list-style-type: none"> <li>Collaboratively develop whole-school teaching and learning using TfEL</li> <li>Establish Numeracy committee among staff to take a lead in the learning.</li> <li>Discuss and evaluate practice through performance development discussions.</li> <li>Teachers to observe other teachers' practice as part of professional development</li> <li>Implement 'online learning' R-7 with Mathletics</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate improved learning in diagnostics tests and national tests ie NAPLAN.</li> <li>Use numeracy at school and at home</li> <li>Reflect on their own learning</li> <li>Act on feedback</li> <li>Pre and post test results</li> </ul>
	2. Source and facilitate ongoing professional development in numeracy and the Australian Curriculum to ensure understanding and greater coherence.  Work with Ann Baker, Mathematician in residence on teaching and learning strategies.	<ul style="list-style-type: none"> <li>Work collaboratively with West Beach PS to explore, plan and moderate units of work in numeracy and share findings.</li> <li>Access professional learning through Australian Curriculum, regional based workshops and Ann Baker.</li> <li>Work with the partnership facilitator individually and as a staff to assist in the understanding and implementation.</li> <li>Access training in Mathletics.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate improved learning through assessments</li> <li>Demonstrate various learning styles to show understanding</li> </ul>
	3. Collect, use and analyse a range of diagnostic assessment tools to support student learning including differentiation, intervention and extension	<ul style="list-style-type: none"> <li>Maintain and update a school wide data collection schedule to include NAPLAN, and PAT Maths diagnostic tools.</li> <li>Provide students with targeted feedback</li> <li>Continue online learning R-7 with Mathletics</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate own learning</li> <li>Share learning</li> <li>Provide peer assessment and feedback</li> <li>Set goals</li> <li>Seek, understand and act on feedback</li> </ul>
	4. Inform and engage the community with Australian Curriculum implementation and understanding.	<ul style="list-style-type: none"> <li>Incorporate Australian Curriculum discussion in the induction process, acquaintance evening, open days and parent / teacher interviews.</li> <li>Have the Australian Curriculum as an agenda item at Governing Council.</li> <li>Engage the EALD teacher and BSSO in assisting with conveying information to NESB parents.</li> <li>Publish overviews to parents outlining the assessment in Australian Curriculum.</li> <li>Include articles on the Australian Curriculum in newsletters</li> </ul>	<ul style="list-style-type: none"> <li>Engage in home / school conversations</li> <li>Improved completion levels of homework</li> <li>Support the learning of others</li> <li>Engage in conversations about numeracy</li> <li>Apply numeracy to real life situations</li> </ul>

2013 Baseline Data		2014 Targets	
<u>Running Records Levels</u> Rec (Min. 3 Terms) – 56% reach level 8 or higher Year 1 – 63% reached level 16 or higher Year 2 – 62% reached level 24 or higher	<u>NAPLAN Progression(Reading)</u> Year 3 to 5 Low 0%, Mid 67%, Up 33% Year 5 to 7 Low 47%, Mid 53%, Up 0%	<u>Running Records Levels</u> Rec – 80% reached level 8 or higher Year 1 – 80% reached level 16 or higher Year 2 – 80% reached level 24 or higher	<u>NAPLAN Progression(Reading)</u> Year 3 to 5 - Middle / Upper band 85% Year 5 to 7 – Middle / Upper band 85%
2014 Priorities	Key Strategies	Outcomes	Indicators
<b>Priority 2: LITERACY</b> <i>English and Literacy Improvement. Implementation of the new English Curriculum and use of explicit teaching and assessment strategies to improve the learning of all students R-7</i>	1. Literacy improvement by developing a coherent whole school approach.	<ul style="list-style-type: none"> <li>Collaboratively develop whole-school teaching and learning using TfEL</li> <li>Implement the Australian Curriculum as per the requirements.</li> </ul>	<ul style="list-style-type: none"> <li>Access a larger range of literacy programs</li> <li>Access all areas required in the curriculum</li> <li>Have an understanding of the assessment requirements</li> <li>Explicit teaching occurring (Assess, Plan, Teach)</li> <li>Intervention programs established</li> </ul>
	2. Source and facilitate ongoing professional development in literacy, reading intervention programs and TfEL to ensure understanding and greater coherence. Principal involved PALL project.	<ul style="list-style-type: none"> <li>Work collaboratively with other sites to explore programs in literacy and share findings.</li> <li>Access professional learning through DECD and regional based workshops.</li> <li>T and D delivered through Principal.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate improved learning through assessments including PAT R, Lexiles</li> <li>Demonstrate various learning styles to show understanding</li> <li>Listen to, understand and act on feedback</li> </ul>
	3. Track progress of students with the use of data to inform practice.	<ul style="list-style-type: none"> <li>Develop a school wide data collection schedule</li> <li>Provide students with targeted feedback (Hattie)</li> <li>Provide staff sharing time to interrogate the data collected and use it for differentiation.</li> </ul>	<ul style="list-style-type: none"> <li>Set learning goals and monitor progress</li> <li>Participate in a range of assessment tasks and reflect in their learning</li> <li>Provide peer assessment and feedback</li> </ul>
	4. Develop a “success for all” approach by using student data to design programs, support and intervention	<ul style="list-style-type: none"> <li>Establish a clear process for new referrals</li> <li>Involve the EALD teacher in whole school planning</li> <li>Collect and analyse EALD data</li> <li>Intervention program developed</li> </ul>	<ul style="list-style-type: none"> <li>Improved learning in literacy</li> <li>Improved learning on EALD Scales</li> <li>Access greater support in learning</li> <li>Data used to design engaging and differentiated literacy programs</li> </ul>
	5. Engage the community.	<ul style="list-style-type: none"> <li>Incorporate Literacy discussion in the induction process, acquaintance evening, open days and parent / teacher interviews.</li> <li>Have Literacy (curriculum) as an agenda item at Governing Council.</li> <li>Engage the EALD teacher and BSSO in assisting with conveying information to NES parents.</li> <li>Online newsletters / class information</li> <li>Include articles on Literacy in newsletters</li> <li>Provide information in a range of ways to parents regarding current literacy practices and how to develop help at home</li> </ul>	<ul style="list-style-type: none"> <li>Engage in home / school conversations</li> <li>Improved completion levels of homework</li> <li>Support the learning of others</li> <li>Engage in conversations about literacy</li> <li>Apply literacy to real life situations</li> </ul>

2014 Priorities	Key Strategies	Outcomes	Indicators
<p style="text-align: center;"><b>Priority 3: WELLBEING</b></p> <p style="text-align: center;"><i>Relationships – Engagement - Health</i></p>	1. Implement programs across the school	<ul style="list-style-type: none"> <li>• Implement 'Play is the Way' R-7</li> <li>• Implement a Peer Mediation program</li> <li>• Continue the annual 5/6/7 camp</li> <li>• Continue cross peer programs</li> <li>• Continue Breakfast Club</li> <li>• Continue Crunch and Sip program</li> <li>• Continue and grow Playgroup</li> <li>• Establish parent programs such as Yoga and Book-club</li> <li>• Life Education Van visits</li> <li>• Cyber-safety taught</li> <li>• Green FROGS for lunchtime</li> <li>• Christian Options program accessed R-7</li> </ul>	<ul style="list-style-type: none"> <li>• All staff trained and using Play is the Way</li> <li>• All students exposed to Play is the Way strategies daily</li> <li>• Students have accessed the programs available to their year level</li> <li>• Playgroup is promoted and accessed by families</li> <li>• Parents are welcomed and invited to the school to access targeted programs</li> <li>• Health and activity programs are well attended</li> </ul>
	2. Celebrate special events	<ul style="list-style-type: none"> <li>• Celebrate 'Harmony Day' with breakfast and activities</li> <li>• Celebrate a health day with activities</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• All cultures at the school are celebrated</li> <li>• Healthy lifestyles are promoted and accessed by all</li> <li>• School calendar has the events listed</li> </ul>
	3. Establish community links	<ul style="list-style-type: none"> <li>• Develop a partnership with West Torrens Council OPAL program</li> <li>• Develop partnerships with new OSHC provider</li> <li>• Establish and embed an Active After Schools Program</li> <li>• Invite significant community teams in to work with the students (eg Crows/Power)</li> <li>• The Christian Pastoral Support Worker is involved in all aspects of the school R-7</li> </ul>	<ul style="list-style-type: none"> <li>• The school is accessed by community members and groups</li> <li>• All adults working with children have DCSI clearance</li> <li>• Students have been given the option to access the Christian program</li> <li>• Active After Schools is established and run effectively twice a week</li> </ul>
	4. Promote communication	<ul style="list-style-type: none"> <li>• Include health and wellbeing tips in newsletters</li> <li>• Promote breakfast club, crunch and sip in newsletter</li> <li>• Keep website updated with Wellbeing information</li> <li>• Hold parent evenings for targeted programs such as cyber-safety</li> <li>• Inform Governing Council of wellbeing and bullying data</li> </ul>	<ul style="list-style-type: none"> <li>• Parents are given the information via printed and electronic means</li> <li>• Parents attend targeted workshops</li> <li>• Governing Council reports submitted</li> </ul>
	5. Monitor strategies	<ul style="list-style-type: none"> <li>• Manage bullying through surveys and reporting forms</li> <li>• Complete and enter data on blue incident report forms</li> <li>• Effectiveness of Breakfast club monitored through statistics</li> <li>• Attendance improved (roll data used to determine success)</li> <li>• All staff involved in data day</li> </ul>	<ul style="list-style-type: none"> <li>• Bullying is reported and acted on swiftly</li> <li>• Bullying incidents are reduced over time</li> <li>• Attendance improves</li> <li>• All students data is tracked</li> <li>• Programs are well attended</li> </ul>