**School Strategic Plan 2023-2027**

Lara Lake Primary School (0769)



Submitted for review by Zane Moylan (School Principal) on 14 December, 2023 at 01:51 PM  
Endorsed by Robyn Marr (Senior Education Improvement Leader) on 14 December, 2023 at 02:01 PM  
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**School Strategic Plan - 2023-2027**

Lara Lake Primary School (0769)

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| School vision | Creating a world class education where every child is literate, numerate, curious and caring. |
| School values | RESPECT: For self, others and the environment. RESPONSIBILITY: We own our choices and expect the same of others. EXCELLENCE: Do your best, be your best. |
| Context challenges | The Lara community has experienced rapid growth in recent years. This has impacted the demographic of the town and our school. Soaring enrolments, including an increase in the number of children who present with complex needs, will continue to present challenges to our school community.  Some data sources reflect underperformance, including in the key areas of literacy and numeracy. Scrutiny will be placed on instructional practices, planning and curriculum design to ensure our students are exposed to the highest quality methods and resources.  The school demonstrates many strengths, as determined by our school review panel. Staff are committed to collective and personal improvement. Leadership is committed to alignment with evidence-based practices. |
| Intent, rationale and focus | Intent: Our key objectives include a school-wide focus on establishing consistent instructional models for key learning areas. Professional learning opportunities on evidence-based approaches will be provided to staff, and both planning and curriculum design processes will undergo thorough review and enhancement. The goal is to ensure that students can access proven methods and resources tailored to their needs.  In addition to the academic focus, we aim to further enhance the positive, calm, and safe classroom environment that has already been established across the school. The leadership and staff have developed strong professional relationships and structures to meet all students' needs. Our commitment is to maintain this robust culture, supported by quality approaches, as the foundation for all our endeavors.  Rationale: Students require caring, knowledgeable, and committed adults who demonstrate effective practices to facilitate learning and growth. This, combined with calm, safe, and supportive classroom environments, will empower our students to thrive.  Priorities:  Maximise the learning growth of every student in literacy and numeracy. 1c. Build teacher capacity to utilise formative and summative assessments to inform teaching and learning. 1d. Strengthen instructional leadership across the school.  Enhance the well-being of all students. 2a. Embed multi-tiered systems of support that enhance student well-being, engagement, and inclusion. 2b. Implement a whole-school approach to improving attendance rates. |

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| Goal 1 | Maximise the learning growth of every student in literacy and numeracy. |
| Target 1.1 | NAPLAN, Reading Targets. By 2027:   * Increase the proportion of students in Grade 3 who are 'exceeding', in Reading, as measured by NAPLAN to more than 18% (2023, baseline) * Decrease the proportion of students in Grade 3 who are 'developing' and 'needs attention', in Reading, as measured by NAPLAN to less than 26% (2023, baseline) * Increase the proportion of students in Grade 5 who are 'exceeding', in Reading, as measured by NAPLAN to more than 22% (2023, baseline) * Decrease the proportion of students in Grade 5 who are 'developing' and 'needs attention', in Reading, as measured by NAPLAN to less than 20% (2023, baseline) |
| Target 1.2 | NAPLAN, Numeracy Targets. By 2027:   * Increase the proportion of students in Grade 3 who are 'exceeding', in Number, as measured by NAPLAN to more than 7% (2023, baseline) * Decrease the proportion of students in Grade 3 who are 'developing' and 'needs attention', in Number, as measured by NAPLAN to less than 29% (2023, baseline) * Increase the proportion of students in Grade 5 who are 'exceeding', in Number, as measured by NAPLAN. to more than 7% (2023, baseline) * Decrease the proportion of students in Grade 5 who are 'developing' and 'needs attention', in Number, as measured by NAPLAN to less than 34% (2023, baseline) |
| Target 1.3 | By 2027, improve the percentage of positive responses for the following School Staff Survey factors:   * Instructional Leadership from 81% (2022) to 85% * Understand formative assessment from 83% (2022) to 87% * Academic emphasis from 63% (2022) to 70% |
| Target 1.4 | By 2027, improve the percentage of positive responses for the following Attitudes to School Survey factors:   * Stimulated Learning from 71% (2023) to 77% * Differentiated learning from 82% (2023) to 86% * Effective Teaching Time from 80% (2023) to 85% * Learning Confidence from 69% (2023) to 75% |
| Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Develop, document and embed an evidence-informed instructional model. |
| 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, document and embed whole school approaches to curriculum planning and instructional practices. |
| Key Improvement Strategy 1.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities | Build teacher capacity to utilise formative and summative assessments to drive teaching and learning. |
| Key Improvement Strategy 1.d The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment | Strengthen instructional leadership across the school. |
| Goal 2 | Enhance the wellbeing of all students. |
| Target 2.1 | By 2027, improve the percentage of positive responses for the following Attitudes to School Survey factors:   * Classroom behaviour from 76% (2023) to 82% * Teacher concern from 71% (2023) to 76% * Perseverance from 67% (2023) to 72% * Sense of Connectedness from 72% (2023) to 78% |
| Target 2.2 | By 2027, improve the percentage of positive responses for the following School Staff Survey factors:   * Parent and community involvement from 63% (2022) to 70% * Trust in students and parents from 68% (2022) to 74% |
| Target 2.3 | By 2027, reduce the percentage of students with 20+ days absence from 68% to 40%. |
| Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion | Embed multi-tiered systems of support that enhance student wellbeing, engagement, and inclusion. |
| Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school | Embed a whole-school approach to improving attendance rates. |
| Key Improvement Strategy 2.c The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment | Strengthen staff capacity to respond to the wellbeing and learning needs of all students. |
| Key Improvement Strategy 2.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion |
| Key Improvement Strategy 2.d The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment | Strengthen school and family partnerships. |
| Key Improvement Strategy 2.d Activation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school |