

School Strategic Plan 2022-2026

Lockwood South Primary School (0385)



Submitted for review by Adam Torney (School Principal) on 19 December, 2022 at 11:58 AM

Endorsed by Stephen Brain (Senior Education Improvement Leader) on 20 December, 2022 at 02:23 PM

Endorsed by Suzanne Dowdell (School Council President) on 20 March, 2023 at 12:30 PM

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School vision	At Lockwood South we work together to provide a safe and stimulating learning environment that engages students to work towards achieving their personal best in an atmosphere of mutual respect and co-operation.
School values	<p>Our four school values are:</p> <p>Personal Best: Always endeavouring to do the best I can by setting realistic goals and being optimistic about achieving them.</p> <p>Caring: Showing concern to others and being thoughtful and understanding of their feelings.</p> <p>Mutual Respect: Treating others, property and the environment with care and consideration; resulting in others treating me and my property with care and consideration.</p> <p>Community: Working together cooperatively in the classroom, Lockwood South and the wider community for the common good. Encouraging participation in our community and the development of citizenship skills.</p>
Context challenges	<p>Lockwood South Primary School is a small rural school situated on the Calder Alternate Highway approximately 12 kilometres from Kangaroo Flat. Currently there are two home groups: Hakeas; Grades Prep-2 and Melaleucas; Grades 3-6. The school is set in attractive natural surrounds that includes a creek area. It has excellent new facilities. All Learning Spaces are open, bright and welcoming and are linked by a large undercover area and paths. The undercover area ensures students have an outside play and activity area regardless of the weather. A separate building operates as an Agriculture Centre which includes a kitchen, vegetable garden, orchard, compost area and chickens.</p> <p>Lockwood South Primary School offers a comprehensive and rich learning program drawn from the Victorian Curriculum with Literacy and Numeracy the main priority.</p> <p>The school offers specialist areas of Mobile Area Resource Centre (MARC Library Van), Music with a Performing Arts Production once a year, Mandarin in partnership with Bendigo Senior Secondary's Confucius Classroom, Physical Education with participation in the Loddon Calder District School Sports Association and Sporting Schools. ICT is integrated across the curriculum and is used on a daily basis particularly Netbooks and Interactive whiteboards.</p> <p>Students participate in Wellbeing programs led by the school Chaplain; Cooking and Science in the Agricultural Centre; Hands On Learning - gardening/cooking; woodwork and creating; as well as Environmental Projects in partnership with the Upper Spring Creek Landcare group. On reaching Grade 6 students become part of the Grade 6 Leadership Team</p>

	<p>organising special events, participating in leadership development as well as leading Assembly.</p> <p>The school also has a comprehensive incursion, excursion and camps program which supports diversity, depth and learning beyond the walls of the classroom. Regional Staff: Speech Therapists, Psychologists and Social Workers are accessed for students with additional needs.</p> <p>The school is also an eSmart, Better Buddy and ResourceSmart School. An Outside School Hours Care operates each morning and afternoon and a Playgroup runs each Monday morning of the school term.</p>
Intent, rationale and focus	<p>Over the coming four years Lockwood SOUTH Primary School is aiming to:</p> <p>Focus on the achievement and learning growth of every student, particularly in literacy and numeracy.</p> <ul style="list-style-type: none"> • Embedding the use of the High impact teaching strategies • Using a planned and regular Teacher peer observation • Strengthening teachers' data literacy to inform practice • Improving teacher understanding student voice and agency in learning particularly through the implementation of a whole school goals setting model. <p>Over the coming four years the school will implement the priorities by:</p> <p>Step 1- Embedding an instructional model particularly for Literacy and Numeracy</p> <p>Step 2- Embedding the use of the High impact teaching strategies</p> <p>Step 3-Using a planned and regular Teacher peer observation</p> <p>Step 4-Strengthening teachers' data literacy to inform practice</p> <p>Step 5- Improving student voice and agency in learning</p>

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Goal 1	Maximise the achievement and learning growth of every student, particularly in literacy and numeracy.
Target 1.1	<p>Individual students at Year 3 in the NAPLAN top two bands for Reading and Writing in 2022, 2023, and 2024 will maintain the top two bands when in Year 5.</p> <p>(In 2022, two students in top two bands for Reading, one student for Writing, one student for Numeracy)</p>
Target 1.2	<p>Individual students at Year 3 in the NAPLAN bottom two bands for Reading, Writing, Numeracy in 2022, 2023, and 2024 will make at least two bands growth in at least one domain by Year 5 (in 2022, no students in bottom two bands for Reading, Writing or Numeracy. In 2021, one student in bottom two bands for Reading, Writing and Numeracy)</p>
Target 1.3	<p>By 2026, increase the percentage of students achieving 12 months growth or more against the Victorian Curriculum Teacher Judgement data (average Years 1–6):</p> <ul style="list-style-type: none">• Reading and viewing from 80% (in 2021) to 88%• Writing from 83% (in 2021) to 88%• Number and algebra from 83% (in 2021) to 88%
Target 1.4	<p>By 2026, increase the percentage positive endorsement in the School Staff Survey for the following measures:</p> <ul style="list-style-type: none">• Use evidence to inform teaching practice from 50% (in 2021) to 75%• Use data for curriculum planning from 50% (in 2021) to 75%• Moderate assessment tasks together from 50% (in 2021) to 75%

Target 1.5	<p>By 2026, increase the percent positive responses score on AtoSS for the following factors:</p> <ul style="list-style-type: none"> • Stimulated learning from 78% (in 2022) to 85% • Motivation and interest from 69% (in 2022) to 85%
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Strengthen teacher capacity to analyse and use data to inform differentiated learning in literacy and numeracy.
Key Improvement Strategy 1.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop and implement a whole school approach to student goal setting that empowers high aspirations and student agency for all students.
Goal 2	Improve student wellbeing and learner agency to empower students to become self-regulating, independent learners.
Target 2.1	<p>By 2026, increase the percent positive responses score on AtoSS for Years 4–6 for the following factors:</p> <ul style="list-style-type: none"> • Student voice and agency from 79% (in 2022) to 85% • Sense of confidence from 72% (in 2022) to 85% • Perseverance from 67% (in 2022) to 85% • Resilience from 78% (in 2022) to 85%

Target 2.2	<p>By 2026, increase the percentage positive endorsement in the School Staff Survey for the following measures:</p> <ul style="list-style-type: none"> • Use student feedback to improve practice from 50% (in 2021) to 75% • Professional learning through peer observation from 0% (in 2021) to 75% • Collaborate to scaffold student learning from 50% (in 2021) to 75%
Target 2.3	<p>By 2026, increase the percentage positive endorsement in the Parent Opinion Survey for <i>School pride</i> from 85 per cent (2021) to 95 per cent.</p>
Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	<p>Strengthen teacher knowledge and practice to activate learner agency so students can act as partners in improving outcomes.</p>
Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	<p>Embed the whole school approach to health, wellbeing, inclusion and engagement.</p>