



Lyons Early Childhood School Strategic Plan

2014-2017

South Weston Network

Endorsement by School Principal

Name: Mary Hutchinson

Signed

M. Hutchinson

Date:

9.12.13

Endorsement by School Board Chair

Name: Ruth Richards

Signed

R. Richards

Date:

9/12/13

Endorsement by School Network Leader

Name: Wayne Prowse

Signed

Wayne Prowse

Date:

24 Dec 2013

School Context

In 2013 Lyons Early Childhood School completed the External Validation process as part of the Education and Training Directorate's school improvement process. The validation report included commendations of the school and recommendations for future directions. This school plan is designed around the recommendations made by the external validation panel, in consultation with the community, to ensure the school continues to provide quality early childhood programs to children aged birth to 8 years.

Strategic Priority 1: Improve student outcomes in literacy and numeracy

Performance Measures

- Proportion of students achieving at or above expected ACT PM benchmark level in Reading for their respective year
- The proportion of Kindergarten students achieving expected growth or better in PIPS
- Proportion of students scoring A,B or C level against the A-E achievement standards
- Proportion of students achieving their individual maths and reading goals

Key Improvement Strategies

- Develop a culture of data collection, analysis and planning for future directions across P-2 learning and teaching
- Design and implement an explicit coaching and mentoring program that supports teacher capacity building
- Develop the capacity of the birth to 8 leadership team to drive improvement

Links to Directorate Strategic Plan

Quality Learning: Inspirational teaching and leadership: High expectations, High performance

National Quality Standard Area covered by this priority

QA1 Education Program and Practice

Strategic Priority 2: Embed a culture of high quality early childhood pedagogy across birth to eight

Performance Measures

- Proportion of students who meet their Individual Learning Plan goals including Gifted and Talented and Aboriginal and Torres Strait Islander identified students
- The proportion of school enrolment and student retention from childcare to Year 2
- Proportion of staff achieving expected progress in implementing play-based pedagogy

Key Improvement Strategies

- Implement a literacy and numeracy support plan for Aboriginal and Torres Strait Islander identified students
- Develop a strategic leadership model that supports the birth to eight environment
- Design and embed formative assessment practices into K-2 learning and teaching
- Implement relationship building practices across the school community to support safety and wellbeing of all students
- Embed a culture of reflective practice across learning and teaching

Links to Directorate Strategic Plan

Quality Learning: Inspirational teaching and leadership: High expectations, High performance

National Quality Standard Area covered by this priority

QA1 Education Program and Practice

QA 3 Physical environment

QA5 relationships with children

QA 6 Collaborative partnerships with families and communities