



Latham Primary School Strategic Plan 2015-2020 Belconnen Network

Endorsement by School Principal

Name: Liz Bobos

Signed



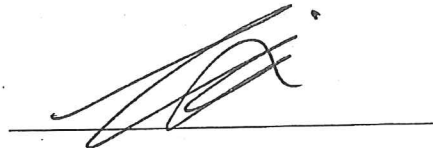
Date:

27.5.16

Endorsement by School Board Chair

Name: Mark Harriott

Signed




Date:

6/6/16

Endorsement by School Network Leader

Name: Stephen Gwilliam

Signed



Date:

23.5.16.

School Profile

Latham Primary School is guided by:

Our vision: To develop global citizens

Our mission: We provide a quality education where everyone belongs and embraces learning

Our Values: Collaboration, Resilience, Motivation, Respect and Positivity

At Latham Primary School we believe that we are a Preschool to year 6 school. To reflect this, references to teachers and school are inclusive of preschool educators and the preschool unit. Particular references to preschool are included in this plan where appropriate.

The National School Improvement Tool (NSIT) is our primary source of self-assessment, with both executive and teaching staff analysing our performance and identifying supporting evidence against the 9 domains. In addition we have used student data (NAPLAN, PIPS, Directorate and school targets), satisfaction data (National School Surveys and Climate Surveys) and the National Safe Schools Framework to ascertain priorities.

Improvement in student literacy and numeracy will be an ongoing priority with renewed emphasis on consistency of beliefs and practices across the school.

We recognize our staff as our most valuable asset who will help us realise student potential and growth, and so building capacity will be a key focus of this plan.

Continuing to strengthen existing and build new partnerships that are focused on learning for all will bring richness to our growth.

In terms of the NSIT we will be focusing on:

Domain 2: Analysis and Discussion on Data

Domain 3: A Culture that Promotes Learning

Domain 5: An Expert Teaching Team

Domain 7: Differentiated Teaching and Learning

Domain 8: Effective Pedagogical Practices

Preschool educators undertake self-reflection against the National Quality Standards. Parent feedback is sought through surveys, both electronically and hard copies. This feedback forms the basis of our Quality Improvement Plan in the preschool setting, which is incorporated into our Strategic Plan. The Preschool Assessment completed by the Child Protection Regulatory Unit is also used to form our plan.

Latham Preschool believes:

- children are competent learners
- learning happens in a social context
- children have ownership over their learning choices
- in setting high expectations
- respect and support of families is important
- sustainability is an important part of our community
- respectful relationships with children and families are vital to a child's education
- learning in the early childhood setting should be holistic, hands-on, meaningful and developmentally appropriate

Priority 1: Improve student outcomes in literacy and numeracy through building teacher capacity using an evidenced based approach

Outcomes to be achieved:

There is a higher percentage of students making expected or better growth in PIPS and NAPLAN.

Targets

By the end of 2020 the school will:

- increase the percentage of students making expected growth or better in PIPS from 68% in 2015 to 78% in 2020
- achieve annually a 3% point improvement in the proportion of within matched students achieving expected growth or better in NAPLAN tests at year 5 based on a 4 year average

National Quality Standard Area covered by this priority

- QA1 Educational program and practice
- QA3 Physical environment
- QA7 Leadership and Service management

Key Improvement Strategy 1	Embed a culture of data analysis and discussion to inform teaching
Outcome to be achieved	<p>Whole-school consistent assessment practices will ensure that valid data is available to use by teachers to plan and discuss the progress of individual students All staff are aware of agreed whole-school targets and assessment schedule</p> <ul style="list-style-type: none"> • Data is routinely entered into the whole school data tracker • Staff use data to inform teaching • Data is used systematically to reflect on practice • Student growth is monitored • Students can articulate and meet their individual learning goals • Students achieving appropriate proficiency in NAPLAN <p>Individual portfolios continue to be developed in preschool</p>
Key Performance Indicators	<ul style="list-style-type: none"> • Proportion of staff who use a broad range of student achievement data to track student progress • Proportion of staff who agree teachers use system data and system processes to inform teaching • Proportion of staff who demonstrate how they use student data to inform classroom practice • Proportion of students who agree teachers provide them with useful feedback about their work • Effective use of the school’s student tracking system by all staff
Key Improvement Strategy 2	Embed effective pedagogical practices
Outcome to be achieved	<ul style="list-style-type: none"> • Whole-school teaching practices support the vision and values of the school • All teachers and leaders are committed to identifying, understanding and implementing effective teaching

	<p>practices</p> <ul style="list-style-type: none"> • Staff are embedding whole-school practices • School leaders spend time working with teachers to improve their teaching practices, including modelling, evaluating and providing feedback on classroom teaching • Teachers routinely adjust their practice based on effective feedback • Planning cycle will be displayed in the preschool and links to student voice apparent <p>Student voice being apparent within classrooms</p>
Key Performance Indicators	<ul style="list-style-type: none"> • Proportion of teachers using consistent effective pedagogical practices across the school • Proportion of preschool sessions displaying evidence of planning cycle • Proportion of learning environments which are inclusive, promote competence, independence and learning through exploration • Proportion of preschool students engaged in learning that reflects student voice • Proportion of school leaders engaging in classroom observations and providing feedback <p>Evidence of effective feedback</p>
Key Improvement Strategy 2	Differentiate teaching and learning to meet needs of all
Outcome to be achieved	<p>Differentiation is essential to ensure that every child's individual needs are being catered to- fair isn't everyone getting the same thing, fair is everyone getting what they need.</p> <ul style="list-style-type: none"> • Appropriate learning opportunities and necessary support is provided to all students • Teachers learning programs show differentiation based on assessment of need • Differentiation will be visible within the classrooms • Differentiation is a feature of every teacher's practice • Appropriate adjustments have been made for students with special needs • Parents aware of how their individual child's needs are being met
Key Performance Indicators	<ul style="list-style-type: none"> • Proportion of teaching programs show evidence of differentiated learning • Evidence of individual plans for identified students • Proportion of identified students achieving ILP goals • Proportion of students meeting individual targets • Proportion of parents who agree their child's learning needs are being met
Key Improvement Strategy 2	Develop an expert teaching team
Outcome to be achieved	<p>Developing self and others to build teacher capacity</p> <ul style="list-style-type: none"> • The school has strong mentoring and coaching programs • There is alignment between teacher-identified goals and professional learning for ongoing teacher improvement • Staff are committed to their own professional learning

	<ul style="list-style-type: none"> • There is an emphasis on the joint analysis of student work and on teaching strategies for improving student learning • Collaboration and teamwork is evident across the school • Staff are provided with and take up opportunities to develop their own leadership, outside their classroom
Key Performance Indicators	<ul style="list-style-type: none"> • Proportion of teachers meeting Professional Pathways goals • Proportion of Pathways goals being connected to professional learning requests • Proportion of teachers willing to volunteer for leadership opportunities • Proportion of project briefs being successfully completed and having met the desired outcomes • Proportion of staff who agree: <ul style="list-style-type: none"> ○ They get useful feedback about their performance ○ Staff are well supported at the school • Proportion of executive and peer observation completed and feedback given

Strategic Priority 2: Improve relationships between students, staff, parents and the wider community

Outcomes to be achieved:

Students feel happy and safe at Latham Primary School.

Students recognise that authentic learning can be connected to the needs of the wider community.

Latham Primary School maintains and increases its enrolment over time.

Advertised staff vacancies attract a high number of quality applicants.

Targets

By the end of 2020 the school will:

- increase the percentage of parent satisfaction that the school takes parents' opinions seriously from 74% in 2015 to 84% in 2020. (data collection tool system satisfaction survey)
- increase percentage of student satisfaction in relation to students at the school making them feel valued and included from 73% in 2015 to 83% in 2020. (data collection tool system satisfaction survey)
- increase percentage of staff satisfaction in relation to staff being well supported at this school from 65% in 2015 to 75% in 2020. (data collection tool system satisfaction survey)
- increase percentage of classroom programs that demonstrate links between learning and the

National Quality Standard Area covered by this priority

- QA1 Educational program and practice
- QA5 Relationships with children
- QA6 Collaborative partnerships with families and communities

Key Improvement Strategy 1	Develop a culture that promotes learning for all
Outcome to be achieved	<p>Every student is capable of successful learning. This is benefitted by strong partnerships between staff, students and parents built on trust and support.</p> <ul style="list-style-type: none"> • High expectations that all students will learn • Relationships between staff, students and parents are caring and inclusive • Support for student's wellbeing is provided • Students and families feel connected to the school • Parents/carers engaging in their child's learning • Positive and supportive relationships between staff • There is a strong sense of belonging and pride in the school • A strong collegial culture has been established
Key Performance Indicators	<ul style="list-style-type: none"> • Proportion of staff, students and parents who believe the school has high expectations in all that it does. • Proportion of staff who agree; <ul style="list-style-type: none"> ○ Teachers motivate students to learn ○ Student behaviour is well managed • Proportion of staff highly satisfied in relation to the domain staff and student relations (climate survey) <ul style="list-style-type: none"> ○ Proportion of students who agree; ○ School takes student's opinions seriously ○ Their teachers motivate them to learn ○ They feel safe at school ○ Teachers treat students fairly • Level of parent satisfaction related to School and Family Connections (climate survey) • Proportion of preschool children engaging in meaningful opportunities with educators • Level of parent satisfaction related to; <ul style="list-style-type: none"> ○ Parent involvement at school ○ Parent involvement at home • Level of staff satisfaction related to team morale (climate survey) • Level of staff satisfaction related to; <ul style="list-style-type: none"> ○ Staff have a consensual approach to managing issues within the school ○ The Leadership Team creates a sense of cohesion within the school ○ There is school spirit and pride
Key Improvement Strategy 2	Develop effective school community partnerships
Outcome to be achieved	<p>Engagement with the wider community supports and enhances student learning.</p> <ul style="list-style-type: none"> • Community partnerships are effective and contribute to improving student outcomes • The community works together in a mutually supportive way
Key Performance Indicators	<ul style="list-style-type: none"> • Proportion of teachers using consistent effective pedagogical practices across the school

	<ul style="list-style-type: none">• Proportion of preschool sessions displaying evidence of planning cycle• Proportion of learning environments which are inclusive, promote competence, independence and learning through exploration• Proportion of preschool students engaged in learning that reflects student voice• Proportion of school leaders engaging in classroom observations and providing feedback• Evidence of effective feedback
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