

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Tracey King 15 th May 2017[name].....[date][name].....[date]
School council: Helen Lindton 15 th May 2017[name].....[date][name].....[date]
Delegate of the Secretary: Brett Windsor 15 th May 2017[name].....[date][name].....[date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p><i>Our vision is to develop young people with active and creative minds, a sense of understanding and compassion for others and the courage to act on their beliefs. We create a challenging learning environment which develops students who are resilient, adaptable, equipped with skills, knowledge and dispositions to be life-long learners who become personally fulfilled and socially responsible members of their communities.</i></p> <p><i>Our staff inspire, engage and nurture our students through a dynamic curriculum that supports the academic, social and emotional wellbeing of each child. Our parents are partners in creating a thriving learning community.</i></p>	<p><i>Inspire, Create Achieve Dream Achieve Succeed Every child known, safe, inspired, challenged & empowered.</i></p> <ul style="list-style-type: none"> • Be Your Best • Be Creative • Be Curious • Be Resilient • Be Responsible • Be Respectful 	<p>Loch Primary School is located in the small township of Loch in South Gippsland, approximately 100 km south east of Melbourne. Loch creates a learning environment in which all students are supported to develop individual potential, to build self esteem and to experiences success at school and in the wider community. Loch is a family oriented school with a strong partnership with the community. Families and community are regularly involved in the school and participate in a range of events and activities.</p> <p>The current enrolment of 100 has increased from 76 over the past two years. The 2016 School Family Occupation index is in the low band at 0.36 and stable. The Family Occupation and Education Index is at 0.35 and in the medium low band. The school enrolment includes 6% of students supported by the Disability Support Program and a further 15% with additional learning needs. Cultural diversity is not a factor.</p> <p>There are four multi age classes taught by classroom teachers and supported by specialist teachers providing Visual Art, Music / Performing Art / Physical Education, LOTE, Library via the Mobile Area Resource Centre (MARC). Specialist classes vary dependent on school priorities, enrolment and staff availability.</p> <p>School Curriculum is currently transitioning to the Victorian Curriculum requirements. In the Early Years classroom the Walker Learning Program is implemented with a focus on inquiry. Over the past two years literacy programs have been reviewed and whole school approached to spelling and writing adopted. Multisensory programs have been introduced from P – 6.</p> <p>Teachers work together to meet the needs of individual students. Timetabling is flexible to maximise team teaching arrangements or to incorporate whole school learning foci. Student learn in a range of groupings including mixed ability, likeability, cross age and interested based.</p> <p>Attendance is impacted by family holidays and a small number of student with health issues.</p>	<p>As identified in the 2016 school review, the Loch Primary School Strategic Plan addresses:</p> <ol style="list-style-type: none"> 1. Developing a guaranteed and viable curriculum that will improve student learning outcomes in literacy and numeracy 2. Developing an evidence based approach to teaching and assessment that will maximise student learning 3. Developing student voice and agency to increase student motivation to self regulate and engage in learning <p>Loch Primary School aims to continue to reach high levels of engagement and achievement for all students in literacy, numeracy and wellbeing. Students at Loch Primary School are generally engaged and achieve expected levels in comparison with like schools. The success of students is attributed to the experience and quality of teaching of individual teachers. Loch Primary School achieves well in student outcomes however there is inconsistency between teacher judgements and NAPLAN results and students in top bands do not maintain high growth or perform consistently year to year. In particular, the needs of high achieving students are to be addressed.</p> <p>A lack of consistency with the use of assessment tools, instructional practices, learning philosophy and programs is seen to interrupt the continuity of learning for students. During this strategic plan there will focus on building the capacity of teachers to:</p> <ul style="list-style-type: none"> • effectively use assessment strategies • collect and use data for student learning and professional learning • increase the level of student voice and agency in their own learning. • develop and document a sequential curriculum including scope and sequence and unit planners, • implement an agreed instructional model. <p>Teachers feel isolated due to the small size of the school and benefit from working in PLTS and participating in PD with teachers from other schools.</p> <p>If teachers know what to teach and why, they can articulate this to students and then empower them to pursue their own learning. If assessment data and feedback are used to evaluate students' progress, monitor the impact of teaching and adjust learning programs, we will have a continuous improvement model to improve teacher practice and student learning outcomes. When assessment tools, that enable students to assess their own learning, are used, students can learn metacognitive strategies to self direct and they will then be empowered to pursue their own learning</p>



Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)
<p>Achievement: To increase the learning growth of every student by implementing and embedding a viable, documented curriculum and pedagogical approach.</p>	<p>Excellence in Teaching & Learning: Curriculum Planning & Assessment Building Practice Excellence Evaluating Impact on Learning</p>	<p>Document a guaranteed and viable curriculum (including scope and sequence charts, skills continuum and unit planners)</p> <p>Implement a guaranteed and viable curriculum</p> <p>Build teacher capacity which has a focus on research and implementation of best practice to improve student outcomes.</p> <p>Implement a balanced assessment schedule and data collection system that enables student learning to be tracked and monitored as students transition through the school.</p> <p>Research and implement an agreed instructional model</p> <p>Develop a cycle of evaluation and monitoring for curriculum initiatives</p>	<p><i>Learning Gain: Reading</i> NAPLAN 2017 – 2019 cohort data will show 95% of students will make high or medium growth as measured by Year 5 NAPLAN. This is a 10% improvement in growth outcomes from 2016.</p> <p><i>Learning Gain: Writing</i> NAPLAN 2017 – 2019 cohort data will show 80% of students will make high or medium growth as measured by Year 5 NAPLAN. This is a 10% improvement in growth outcomes from 2016.</p> <p><i>Learning Gain: Numeracy</i> NAPLAN 2017-2019 cohort data will show 90% of students will make high or medium growth as measured by Year 5 NAPLAN. This is a 10% improvement in growth outcomes from 2016.</p>
<p>Achievement: To enhance the learning experience of each student through evidenced based, high impact, consistent teaching practices.</p>	<p>Excellence in Teaching & Learning: Building Practice Excellence Evidence based high impact teaching strategies Professional Leadership: Building Leadership Teams</p>	<p>Develop teacher capacity to use student learning data to differentiate teaching and plan interventions</p> <p>Teachers moderate assessment to build the consistency and accuracy of teacher judgements</p> <p>Incorporate high quality use of digital and design technologies to enhance the engagement of students in learning.</p> <p>Build the capabilities of teachers to develop rich learning tasks that engage students in creative and critical thinking</p> <p>Develop an agreed and consistent peer observation and coaching approach.</p>	<p><i>Teacher Judgement: Victorian Curriculum</i> An average of at least one year of growth for each student in Reading and Mathematics assessed in relation to the Victorian Curriculum.</p> <p>School Staff Survey, School climate module Over the life of the Strategic plan, component mean score, Prin/Teacher to be at or greater than:</p> <ul style="list-style-type: none"> • Guaranteed and Viable Curriculum from 82 (2016) to 95 • Academic Emphasis from 90 (2016) to 95. <p>School Staff Survey, Professional Learning module, over the life of the Strategic plan, component mean score, Prin/Teacher to be at or greater than:</p> <ul style="list-style-type: none"> • Feedback 62 (2016) to 90 • Active participation 82 (2016) to 90
<p>Engagement: Create and build authentic opportunities across all aspects of the school for students to give and receive feedback and have a greater voice in their learning</p>	<p>Positive Climate for Learning: Empowering Students and Building School Pride</p>	<p>Create and build authentic opportunities across all aspects of the school for students to give and receive feedback and have a greater voice in their learning</p>	<p>Student Attitudes to School Survey scores for Student Motivation, Student Connectedness and Learning Confidence are to be in the fourth quartile.</p> <ul style="list-style-type: none"> • Student Motivation 45th percentile, second quartile (2016) to 75 • Learning Confidence 74th percentile, third quartile (2016) to 85 • Learning Connectedness 54th percentile, second quartile (2016) to 75 • Stimulating Learning 82nd percentile, fourth quartile (2016) to 90 <p>Parent Opinion Survey scores for Student Motivation will be above the State mean currently at 5.7 in 2016. Student Motivation 52nd percentile third quartile (2016) to 75</p> <p>Parent Opinion Survey Scores for Connectedness to Peers will be above the State mean currently at 6.0 in 2016. Connectedness to Peers 64th percentile, third quartile (2016) to 75</p> <p>Parent Opinion Survey Scores for School Connectedness will above the State mean currently at 6.0 in 2016. School Connectedness 65th percentile, third quartile (2016) to 75</p> <p>Average days absent per student reduced from 16 to 13 days or less at each year level Years P–6, over the life of the Strategic Plan.</p>

