

# School Strategic Plan 2021-2025

Lucas Primary School (5413)



Submitted for review by Susan Sawyer (School Principal) on 14 November, 2021 at 05:59 PM

Endorsed by Karen Howden-Clarnette (Senior Education Improvement Leader) on 15 November, 2021 at 09:08 AM

Endorsed by Marc Oliver (School Council President) on 21 March, 2022 at 07:50 PM

# School Strategic Plan - 2021-2025

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<b>School vision</b>	At Lucas Primary School, our vision is to empower all students to achieve their best, promoting high quality learning and teaching and excellence in all areas. We provide an engaging and challenging curriculum that caters for the needs of all learners within a positive, inclusive and supportive learning community. Our aim is for all students to develop the knowledge, skills and attributes to achieve success in learning and life. We value and promote strong home-school partnerships and connections with the wider community.
<b>School values</b>	At Lucas Primary School, all practices reflect the school's values of respect, responsibility, excellence and growth.  We demonstrate: <ul style="list-style-type: none"><li>• Respect by valuing diversity and being kind in words and actions.</li><li>• Responsibility by taking ownership for our learning, behaviour and property.</li><li>• Excellence by aiming high and always giving our best.</li><li>• Growth by being persistent and challenging ourselves to keep improving.</li></ul>
<b>Context challenges</b>	<b>SCHOOL CONTEXT</b> Lucas Primary School is a new primary school situated in the suburb of Lucas, west of Ballarat's central business district. The school opened in 2020 with an enrolment of 71. The school has been master planned to allow for a peak enrolment of 475 students in the future. The enrolment in 2021 was 170 students and the staffing profile included a principal, assistant principal, business manager, 8.8 fulltime equivalent teachers and 1.25 learning support staff. The school features state of the art facilities including two learning community buildings, a Performing Arts and Physical Education facility, a Specialist Pavilion for Visual Arts and STEM and an administration building.  A comprehensive curriculum is offered throughout the school based on the Victorian Curriculum with a strong focus on the core areas of literacy and numeracy. The school's Instructional Model provides the framework for high quality, consistent practice in all classrooms, incorporating evidence based high impact teaching strategies. Clear learning intentions and success criteria are developed for all lessons, with explicit teaching provided at students' point of need. Data is collected and used to provide a differentiated program ensuring challenge and support for all learners. Students in all year levels have reading, writing and numeracy goals they are continually working towards to maximise their learning growth. Feedback and reflection are important elements of all lessons. Specialist lessons are currently provided in Visual Arts, Physical Education and Performing Arts. Japanese will be introduced in 2022.

	<p><b>KEY CHALLENGES</b></p> <ul style="list-style-type: none"> <li>• Ensuring high quality, consistent teaching and learning practices across the school as enrolments continue to grow, new staff are employed and PLCs expand.</li> <li>• Further building the capacity of staff to take on leadership roles as staff numbers grow and teams are developed.</li> <li>• Embedding practices to support and build upon the positive school culture and strong home school partnerships that have been established as the school continues to grow.</li> </ul>
<p><b>Intent, rationale and focus</b></p>	<p><b>INTENT</b> Over the Strategic Plan period, the school is aiming to maximise learning growth and achievement for all students particularly in the areas of Literacy and Numeracy, improve student agency and voice in their learning and further enhance student engagement and connectedness.</p> <p><b>RATIONALE</b> The panel considered the progress of the school since it opened at the start of 2020 and confirmed a key highlight was the implementation of high quality teaching and learning practices. The next four years will see the school undergo further rapid growth and the implementation of the school’s Instructional Model was seen as fundamental to continuing to maximise learning growth and achievement.</p> <p>The panel reflected upon the evidence compiled from the fieldwork and determined that whilst there were examples of student agency and voice across the school there was scope to focus on developing a whole school approach.</p> <p>The panel reviewed the PRSE, datasets and fieldwork evidence presented during the review. The facilities and resources on site were considered as well as the projected growth over the next four years. It was agreed that the next stage was to focus on further integrating learning areas and capabilities of the Victorian Curriculum into a cohesive learning sequence and building on community connections.</p> <p><b>FOCUS</b> The School Review Panel recommended the following key strategic directions for the next School Strategic Plan:</p> <ul style="list-style-type: none"> <li>- Refine the PLC approach</li> <li>- Embed the school’s Instructional Model</li> <li>- Data literacy to deliver point of need teaching</li> <li>- Student voice and agency</li> <li>- Whole school model for student goal setting</li> <li>- Integrate next stage of learning areas into a cohesive learning program</li> </ul>

	- Community engagement in learning, with a focus on partnerships between home and school
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<b>Goal 1</b>	To maximise learning growth and achievement for all students.
<b>Target 1.1</b>	<p>1.1 By 2025, the percentage of students at or above age expected level in Teacher Judgement F-6 against the Victorian Curriculum:</p> <ul style="list-style-type: none"><li>• Reading and Viewing to be at or above 85%</li><li>• Writing to be at or above 80%</li><li>• Number and Algebra to be at or above 85%</li></ul>
<b>Target 1.2</b>	<p>1.2 The yearly mean growth in Reading, Writing and Number across the school to be at least 1.0 as indicated by Teacher Judgements against the Victorian Curriculum.</p>
<b>Target 1.3</b>	<p>1.3 By 2025 the percentage of Year 5 students assessed as meeting or above NAPLAN Benchmark Growth to be at or above:</p> <ul style="list-style-type: none"><li>• Reading 75%</li><li>• Writing 75%</li><li>• Numeracy 75%</li></ul>
<b>Target 1.4</b>	<p>1.4 By 2025 the percentage of Year 3 students assessed in the top two NAPLAN Bands to be at or above:</p>

	<ul style="list-style-type: none"> <li>• Reading 50%</li> <li>• Writing 45%</li> <li>• Numeracy 40%</li> </ul>
<b>Target 1.5</b>	<p>1.5 By 2025, the percentage of Year 5 students assessed in the top two NAPLAN Bands to be at or above:</p> <ul style="list-style-type: none"> <li>• Reading 40%</li> <li>• Writing 20%</li> <li>• Numeracy 30%</li> </ul>
<b>Key Improvement Strategy 1.a</b> Building practice excellence	Implement effective and consistent PLC practices.
<b>Key Improvement Strategy 1.b</b> Evidence-based high-impact teaching strategies	Embed consistent implementation of the school's instructional model.
<b>Key Improvement Strategy 1.c</b> Evaluating impact on learning	Build teacher capacity to utilise data and a range of assessment strategies to support point of need teaching.
<b>Goal 2</b>	To improve student agency and voice in their learning.
<b>Target 2.1</b>	Where the targets are not confirmed the Panel agreed that they are to be set once the school is at a reasonable enrolment mass.

	<p>2.1 By 2025, the percentage of Year 4-6 students reporting positive endorsement to student Attitudes to School Survey (AtoSS) measures to be at or above:</p> <ul style="list-style-type: none"> <li>• Sense of confidence 85%</li> <li>• Student voice and agency 80%</li> </ul>
<b>Target 2.2</b>	<p>2.2 By 2025, the percentage of parents reporting positive endorsement to Parent Opinion Survey (POS) measures to be at or above:</p> <ul style="list-style-type: none"> <li>• Student agency and voice 85%</li> </ul>
<b>Target 2.3</b>	<p>2.3 By 2025, the percentage of staff reporting positive endorsement to School Staff Survey (SSS) measures to be at or above:</p> <ul style="list-style-type: none"> <li>• In the Teaching and Learning – implementation module <ul style="list-style-type: none"> <li>○ Promote student ownership of learning goals 85%</li> </ul> </li> </ul>
<b>Key Improvement Strategy 2.a</b> Empowering students and building school pride	Build teacher capacity to activate student voice and agency.
<b>Key Improvement Strategy 2.b</b> Setting expectations and promoting inclusion	Develop a whole school approach to student goal setting.
<b>Goal 3</b>	To improve student engagement and connectedness.

<b>Target 3.1</b>	<p>3.1 By 2025, the percentage of Year 4-6 students reporting positive endorsement to student Attitudes to School Survey (AtoSS) measures to be at or above:</p> <ul style="list-style-type: none"> <li>• School Connectedness 85%</li> <li>• Motivation and interest 85%</li> <li>• Stimulating Learning 85%</li> </ul>
<b>Target 3.2</b>	<p>3.2 By 2025, the percentage of parents reporting positive endorsement to Parent Opinion Survey (POS) measures to be at or above:</p> <ul style="list-style-type: none"> <li>• Participation and involvement 85%</li> <li>• Teacher communication 85%</li> <li>• Stimulating learning environment 85%</li> </ul>
<b>Target 3.3</b>	<p>3.3 By 2025, the average number of days absent per student (Years P-6) to be 12 or less.</p>
<b>Key Improvement Strategy 3.a</b> Building communities	Enhance learning opportunities with the local and wider community.
<b>Key Improvement Strategy 3.b</b> Parents and carers as partners	Strengthen learning partnerships between students, parents and teachers.
<b>Key Improvement Strategy 3.c</b> Curriculum planning and assessment	Further integrate learning areas and capabilities of the Victorian Curriculum into a cohesive learning sequence.



