

# School Strategic Plan 2022-2026

Langwarrin Park Primary School (5257)



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# School Strategic Plan - 2022-2026

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<b>School vision</b>	At Langwarrin Park Primary School we want our students to be curious, confident and caring learners, who are able to work to their full potential.
<b>School values</b>	<p>Langwarrin Park Primary School's values are:</p> <ol style="list-style-type: none"><li><b>1. Respect</b> We respect ourselves, others and the community we live in. We acknowledge and understand that the decisions we make have an impact on others around us.</li><li><b>2. Resilience</b> We are brave when faced with challenges and respond to them with a positive attitude.</li><li><b>3. Citizenship</b> We value being a member of our school and wider community. We actively involve ourselves in our school and wider community to make it a better place for everyone. Every student is explicitly taught critical life-skills, such as: how to recognise and regulate their emotions, establish positive and respectful relationships, make responsible decisions, learn how to effectively problem-solve, and how to understand and apply their own character strengths. We also invest in a range of resources and special events that help promote mindfulness, creativity, communication skills and team-work for our students.</li></ol>
<b>Context challenges</b>	<p>Langwarrin Park Primary School is located in the City of Frankston south east of Melbourne approximately 49 kilometres from the Melbourne Central Business District. The school was founded in 1961. The school grounds include one main building housing the administration area and staff centre leading to a south wing with eight classrooms. A library and computer laboratory connect the south wing to the north wing which comprises a hall, music room, performing and visual arts rooms and eight classrooms. Two other precincts include interconnected portable classrooms with covered walkways comprising a LOTE room, OSHC after school care program, art room and 12 classrooms. The grounds include three basketball and netball courts, two adventure playgrounds and an oval.</p> <p>Enrolments at during 2022 were approximately 620 students. The Student Family Occupation Education (SFOE) index was 0.3961 in 2021. The staffing profile of Langwarrin Park Primary School includes a principal and two assistant principals, 36.7 full time equivalent (FTE) teachers, 8.4 FTE classroom Education Support (ES) staff, 2.0 FTE office administration staff, a qualified social worker and part time psychologist.</p> <p>The school provides an approved curriculum framework based on the Victorian Curriculum differentiated to meet student needs.</p>

	<p>Specialist programs provided include physical education; language other than English (LOTE) Indonesian; visual arts and performing arts of drama, music and dance. The school is part of the Victorian Professional Learning Communities (PLC) initiative. It provides an accredited Out of School Hours Care Program.</p> <p>Langwarrin Park Primary School has partnered with Elisabeth Murdoch College, Langwarrin Primary and Woodlands Primary to create the Langwarrin Positive Education Network promoting best-practice teaching incorporating the science of positive psychology. The school implements the network developed THRIVE model of wellbeing - try your best, be healthy, relate well, get involved, live your values and enjoy positive emotions. The school is a Respectful Relationships school.</p> <p>Based on the most recent review our key challenges as a school will be to have consistency with how our school curriculum is planned and where it meets the individual needs for all students. The main driver to meet this objective will be through teacher engagement of the Professional Learning Communities Inquiry Cycles. There will be a continuation to closely monitor how teaching teams engage with the PLC inquiry cycle.</p> <p>Another key challenge for our school will be how we activate student voice, agency and leadership, so students feel a greater connection and engagement with their learning. We also need to continue to provide a multi-tiered approach to support the wellbeing of all students, particularly with Disability Inclusion Profiling (DIP) process.</p>
<p><b>Intent, rationale and focus</b></p>	<p>At Langwarrin Park Primary School our intent is to foster life-long learners who are inquisitive, open to challenge and able to achieve to their highest potential. Staff nurture an inclusive and supportive learning environment, so students develop the ability to show empathy for others and respect their surroundings. This supports each student to lead a happy and fulfilling life.</p> <p>It is vitally important we achieve this, so that all students at Langwarrin Park Primary School are actively involved in their learning and their individual needs both cognitively and emotionally are being met.</p> <p>Over the next four years there will be three main goals:</p> <ol style="list-style-type: none"> <li>1. Improve student learning outcomes in Literacy and Numeracy</li> <li>2. Improve students' agency, engagement and connectedness to their learning</li> <li>3. Improve the wellbeing of all students</li> </ol> <p>This will be actioned through a range of key improvement strategies such as:</p> <ul style="list-style-type: none"> <li>- enhancing teacher data literacy skills</li> <li>- teacher engagement with high impact teaching strategies as a way to meet all students at their point of need</li> <li>- building teacher understanding of student voice, agency and leadership</li> <li>- engage students with stimulating learning opportunities that promote curiosity</li> </ul>

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<b>Goal 1</b>	Improve student learning outcomes in literacy and numeracy.
<b>Target 1.1</b>	By 2026, increase the percentage of students assessed as above benchmark growth in NAPLAN: <ul style="list-style-type: none"><li>• Writing from 11% (2021) to 16%</li><li>• Reading from 14% (2021) to 24%</li><li>• Numeracy from 18% (2021) to 21%</li></ul>
<b>Target 1.2</b>	By 2026, increase the percentage of students in the top 2 NAPLAN bands in Year 5: <ul style="list-style-type: none"><li>• Writing from 12% (2021) to 16%</li><li>• Reading from 30% (2021) to 36%</li><li>• Numeracy from 30% (2021) to 33%</li></ul>
<b>Target 1.3</b>	By 2026, improve the percentage positive endorsement in the School Staff Survey for the following measures: <ul style="list-style-type: none"><li>• <i>Understand formative assessment</i> from 66% (2021) to 76%</li><li>• <i>Guaranteed and viable curriculum</i> from 65% (2021) to 78%</li><li>• <i>Understand curriculum</i> from 69% (2021) to 80%</li><li>• <i>Plan differentiated learning activities</i> from 83% (2021) to 86%</li></ul>

<b>Target 1.4</b>	By 2026, increase the percent positive responses score on AtoSS for <i>differentiated learning challenge</i> from 86% (2021) to 89%.
<b>Key Improvement Strategy 1.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop, document and implement a guaranteed and viable curriculum
<b>Key Improvement Strategy 1.b</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Build capability of staff to collect, analyse and utilise assessment and data to evaluate the impact of teacher practice
<b>Key Improvement Strategy 1.c</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build teacher capability to differentiate learning tasks to meet students at their point of need.
<b>Goal 2</b>	Improve students' agency, engagement and connectedness to their learning.
<b>Target 2.1</b>	By 2026, increase the percent positive responses score on AtoSS for the following factors: <ul style="list-style-type: none"> <li>• <i>student voice and agency</i> from 64% (2021) to 68%</li> <li>• <i>self-regulation and goal setting</i> from 82% (2021) to 86%</li> <li>• <i>stimulated learning</i> from 78% (2021) to 81%</li> </ul>

<b>Target 2.2</b>	By 2026, improve the percentage positive endorsement on the School Staff Survey for <i>focus on real life problem solving</i> from 62% (2021) to 70%.
<b>Target 2.3</b>	By 2026, improve the percentage positive endorsement in the Parent Opinion Survey for the following measures: <ul style="list-style-type: none"> <li>• <i>student voice and agency</i> from 73% (2021) to 80%</li> <li>• <i>high expectations for success</i> from 78% (2021) to 87%</li> </ul>
<b>Key Improvement Strategy 2.a</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Build collective understanding of student voice and agency in learning
<b>Key Improvement Strategy 2.b</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop teacher capability to support students to set goals and monitor own learning progress
<b>Key Improvement Strategy 2.c</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Engage students to support the development of learning opportunities that are engaging and promote curiosity.
<b>Goal 3</b>	Improve the wellbeing of all students.

<b>Target 3.1</b>	<p>By 2026, increase the percent positive responses score on AtoSS for the following factors:</p> <ul style="list-style-type: none"> <li>• <i>sense of confidence</i> from 74% (2021) to 78%</li> <li>• <i>perseverance</i> from 76% (2020) to 79%</li> <li>• <i>sense of connectedness</i> from 77% (2021) to 81%</li> </ul>
<b>Target 3.2</b>	<p>By 2026, improve the percentage positive endorsement in the School Staff Survey for <i>support growth and learning of whole student</i> from 83% (2021) to 86%.</p>
<b>Target 3.3</b>	<p>By 2026, improve the percentage positive endorsement in the Parent Opinion Survey for the following measures:</p> <ul style="list-style-type: none"> <li>• <i>student motivation and support</i> from 73% (2020) to 80%</li> <li>• <i>confidence and resiliency skills</i> from 80% (2020) to 87%</li> </ul>
<b>Key Improvement Strategy 3.a</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Support students to be empowered, build resilience, strengthen their social skills and build positive relationships with their peers
<b>Key Improvement Strategy 3.b</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Develop and implement a tiered and responsive approach to support student wellbeing and inclusion.

