

School Strategic Plan 2022-2026

Lloyd Street Primary School (4139)

LLOYD STREET SCHOOL

M A L V E R N E A S T



Submitted for review by John Painter (School Principal) on 27 March, 2023 at 09:31 AM
Endorsed by Stuart Andrews (Senior Education Improvement Leader) on 27 March, 2023 at 09:31 AM
Awaiting endorsement by School Council President

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School vision	<p>Motto: LEARNING for LIFE</p> <p>Vision: Lloyd Street School aims to develop the individual talents of students and teach them to relate the experience of the classroom to the realities of the world. Beyond intellectual rigour and high academic standards, strong emphasis is placed on the ideals of international understanding and responsible citizenship. Students are encouraged to become critical and compassionate thinkers, lifelong learners and informed participants in local and world affairs.</p> <p>Students will be conscious of the shared humanity that binds all people together while respecting the variety of cultures and attitudes that makes for the richness of life.</p>
School values	<p>In partnership, our school and community aim to provide a safe and stimulating environment, which is conducive to active successful learning experiences. The school is responsive and proactive in managing change and has a positive atmosphere where parents, staff and students work together to nurture a love of learning.</p> <p>Lloyd Street School is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students.</p> <p>Our school will continually strive to provide students with an international community perspective. We aim for our students to model the attributes and dispositions described in the International Baccalaurate, Primary Years Programme Learner Profile which are: Inquirers, Thinkers, Communicators, Courageous, Knowledgeable, Principled, Caring, Open-minded, Balanced, Reflective.</p>
Context challenges	<p>Lloyd Street Primary School is located in the City of Stonnington in the south eastern suburb of Malvern East, approximately 15 kilometers from the Melbourne Central Business District. The school was founded in 1923 and the enrolments profile in 2022 listed 416 students.</p> <p>Our school will celebrate its centenary in 2023 and we have a strong and engaged community that is active in all facets of our school. Our dedicated staff include highly experienced teachers who are passionate about student learning.</p> <p>The school gained accreditation into the International Baccalaureate (IB), Primary Years Programme (PYP) in 2007. The PYP is a curriculum framework that addresses the Victorian Curriculum and also ensures that learning is concept based, authentic and of international significance.</p>

	<p>Specialist subjects include physical education, visual and performing arts and philosophy. Indonesian Language other than English (LOTE) was taught in 2022 and will be replaced by a French language program in 2023.</p> <p>Science, technology, engineering and mathematics (STEM) has been successfully incorporated into units of inquiry across all levels. Students engage in inquiries that address domains/areas of science which include physical, biological, chemical, Earth and solar science.</p> <p>Student learning outcomes remain high across the school, however improved pedagogical and school assessment practices would further enhance student learning outcomes.</p> <p>Further areas to refine include improving student self-awareness and social capabilities and re-establishing active parent and community engagement to support improved student engagement with learning and positive wellbeing. A focus on further building student voice, agency and leadership and the embedding of multi-tiered support systems will also improve student engagement and wellbeing across the school.</p>
<p>Intent, rationale and focus</p>	<p>Our goals are to optimise the learning growth of every student in literacy and numeracy and to improve the ability of students to understand themselves and socially relate with others.</p> <p>Key to this is to further develop whole school systems and practices including an instructional model, an embedded consistent approach to curriculum planning, scope and sequence documentation for Literacy and Numeracy from Prep to year six, multi tiered systems for positive and responsive wellbeing practices, and school-wide systems and practices to support assessment and data analysis.</p> <p>We aim to strengthen a culture of high expectation and embed multi-tiered systems of support that enhances student wellbeing, engagement, and inclusion.</p> <p>We aim to strengthen relationships with our community and increase our home-school partnerships to improve student learning and wellbeing.</p> <p>We aim to empower our students to develop the necessary capabilities to set challenging personal learning goals, monitor their own growth and develop transferable skills for their later years of learning as the transition to secondary level education as motivated and independent learners.</p> <p>Our next level of work is to enhance consistent school wide practice and processes in key areas.</p> <p>The implementation of a whole school curriculum map, embedding the Instructional Model, implementing a whole school approach to wellbeing and Literacy and Numeracy, as well as reviewing the assessment schedule and planning documentation, forms our foundational work.</p>

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Goal 1	Optimise the learning growth of every student in literacy and numeracy.
Target 1.1	By 2026, increase the percentage of students in the top two NAPLAN bands for Year 5 reading from 58% (2022) to 65%, the percentage of students in the top two NAPLAN bands for Year 5 writing from 36% (2022) to 42% and the percentage of students in the top two NAPLAN bands for Year 5 numeracy from 42% (2022) to 45%.
Target 1.2	By 2026, increase the percentage of Year 5 students achieving above benchmark growth for NAPLAN reading from 31% (2021) to 35%, the percentage achieving above benchmark growth for writing from 25% (2021) to 29% and the percentage achieving above benchmark growth for numeracy from 33.5% (2019 and 2021 average) to 35%.
Target 1.3	By 2026, the correlation between the above age expected level teacher judgement (semester 1) and NAPLAN top two bands in the NAPLAN Comparison to teacher judgement report to be within 20% for Year 3 reading, writing and numeracy.
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop, document and embed a whole school instructional model for literacy and numeracy.

<p>Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Design a consistent approach to curriculum, planning and documentation.</p>
<p>Key Improvement Strategy 1.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	<p>Build school wide systems and practices to support assessment and data analysis</p>
<p>Key Improvement Strategy 1.d The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	<p>Strengthen the capacity of school leaders to build a culture of high expectations.</p>
<p>Goal 2</p>	<p>Improve the ability of students to understand themselves and socially relate with others.</p>
<p>Target 2.1</p>	<p>By 2026, increase the percentage positive endorsement for the Attitudes to School Survey factor student voice and agency from 72% to 80%.</p>
<p>Target 2.2</p>	<p>By 2026, increase the percentage positive endorsement for the School Staff Survey factor parent community engagement from 76% to 80%.</p>
<p>Key Improvement Strategy 2.a</p>	<p>Embed multi-tiered systems of support that enhances student wellbeing, engagement, and inclusion.</p>

<p>Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	
<p>Key Improvement Strategy 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Strengthen relationships with diverse communities to support students' cultural and civic wellbeing.</p>
<p>Key Improvement Strategy 2.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Increase home - school partnerships to improve student learning and wellbeing outcomes.</p>
<p>Key Improvement Strategy 2.d Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Empower agentic learners who set challenging goals and monitor their own growth.</p>