# School Strategic Plan 2022-2026

Lethbridge Primary School (1386)

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| School vision | As a community of learners, we respect and value the differences that make us unique. We are committed to genuine and sustained collaboration and learning that has the wellbeing and development of our children at the centre of all that we do. |
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| School values | Within the Lethbridge Primary School community of learners we have identified the key values that provide a foundation for the decisions, choices and actions of stakeholders in our school community. These values underpin our embedded School Wide Positive Behaviour Program, school policy documents and processes.<br><br>The values at Lethbridge PS are:<br>• Respect<br>• Care<br>• Collaboration<br>• Resilience<br><br>We promote these values through our own behaviour, the curriculum, and:<br>• Restorative Practices<br>• Respectful Relationships<br>• Professional learning for all staff<br>• Student awards and celebrations.<br><br>As a Child Safe School we highlight the importance of student engagement and wellbeing in all policy development and implementation processes. |
| Context challenges | The current context at Lethbridge Primary School consists of a SFO of 0.4154 in 2021 and a SFOE index of 0.3632 in 2022. Lethbridge is rurally located within the Golden Plains Shire and utilises the local network to combine school camps and athletic events.<br>Our school has slowly declined in enrolments, with 113 in 2022 to 107 in 2023 however there is a large amount of new construction within Lethbridge and the surrounding area. Changes in workforce has presented a challenge, as has the pandemic. Changes in leadership and the pandemic caused the school to shift wellbeing focus away from individual students to entire families. Our guaranteed and viable curriculum documents are a work in progress.<br>Transition is important to us, although it is impacted due to there being no kindergarten in Lethbridge and we feed from a high |

| | number of kindergartens, from a broad catchment. Our Year Six students also transition into multiple colleges, within Bannockburn, Geelong and Ballarat. |
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| **Intent, rationale and focus** | Our intent is to continue building staff capacity to cater for the entry point learning of each student. We will achieve this by offering professional learning connecting data, differentiation and individual learning goals. Our work in developing our guaranteed and viable curriculum will continue, with further work to include literacy. We intend to build teacher capacity to understand the multi-tiered systems of support for student learning and wellbeing. We will continue our growth to gather more feedback from students for staff; connected to learning and agency. Our Inquiry learning approach will strive to be culturally responsive and connect students with the wider community.<br>Prioritising protected and uninterrupted planning time for our collaborative teams will continue. This work has eliminated isolation of teachers and forged collaborative and insightful conversations amongst teachers that are evidence and data based. |

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| Goal 1 | Optimise students' learning growth. |
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| **Target 1.1** | By 2026, increase the percentage of students in the top 2 NAPLAN bands in:<br><br>• Year 3 reading from 50% (2022) to 60%<br>• Year 3 writing from 25% (2022) to 40%<br>• Year 3 numeracy from 25% (2022) to 40%<br>• Year 5 writing from 18% (2022) to 25%<br>• Year 5 numeracy from 18% (2022) to 25%. |
| **Target 1.2** | By 2026, the percentage of Year 5 students maintaining top two bands in reading will increase from 50% (2021) to 55%. |
| **Target 1.3** | By 2026, increase the percentage of Year 5 students assessed as meeting and above benchmark growth in NAPLAN:<br><br>• reading from 72% (2021) to 75%<br>• writing from 67% (2021) to 70%<br>• numeracy from 78% (2021) to 80%. |

| Target 1.4 | By 2026, the percentage of Years F-6 students at or above the age expected level according to teacher judgements will increase in:<br><br>• reading and viewing from 72% (2021) to 80%<br>• writing from 66% (2021) to 75%<br>• number and algebra from 77% (2021) to 83%. |
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| **Key Improvement Strategy 1.a**<br>Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Embed whole school collaborative approaches to curriculum planning and instructional practice. |
| **Key Improvement Strategy 1.b**<br>Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities | Strengthen practices to utilise data to inform differentiated teaching and learning. |
| **Key Improvement Strategy 1.c**<br>Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities | Build staff capability to analyse data and evaluate impact. |
| **Goal 2** | Empower students in their learning and wellbeing. |

| Target 2.1 | By 2026, increase the percent positive endorsement for the ATSS for the Effective teaching practice for cognitive engagement module from 81% (2022) to 85% and for the Social engagement module from 76% (2022) to 80%. |
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| Target 2.2 | By 2026, increase the percent positive endorsement for the School Staff Survey factor academic emphasis from 65% (2022) to 70%. |
| Target 2.3 | By 2026, increase the percent positive endorsement for the School Staff Survey in the Teaching and learning – practice improvement module from 75% (2022) to 80%. |
| **Key Improvement Strategy 2.a** Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion | Embed multi-tiered systems of support that enhance student wellbeing, engagement, and inclusion. |
| **Key Improvement Strategy 2.b** Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school | Embed a whole school approach to student agency. |
| **Key Improvement Strategy 2.c** Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school | Implement a culturally responsive curriculum that engages all learners and connects with the broader community. |