



West Lakes Shore School Strategic Plan 2015-18

Our Purpose is to build strong foundations for lifelong learning.

Our overarching goal is for every student at West Lakes Shore School to become powerful and engaged learners.

Our school values are Respect; Responsibility; Honesty; Excellence and Resilience.

Goal 1: To strive for the highest levels of student achievement for all students.

Objectives	Strategies
<p>1.1 To improve student achievement in literacy</p> <p>1.2 To improve student achievement in numeracy</p> <p>1.3 To improve students capabilities to be critical and creative thinkers.</p> <p>1.4 To develop the skills and understandings of all students to become expert and powerful learners across all areas of the Australian Curriculum.</p>	<ul style="list-style-type: none"> ➤ All teachers will be supported to develop deep pedagogical and content knowledge of literacy and numeracy. ➤ There will be high and clear expectations for each learner to support them to achieve or exceed agreed standards including intervention strategies based on support for students at highest level of risk. ➤ We will develop effective processes to collect and interrogate the data and evidence, including moderation, to understand achievement levels in literacy and numeracy and strategically determine directions and interventions and celebrate successes. ➤ Site Educational Leaders will drive the improvement agenda and build student, staff, and community leadership capacity including regularly monitoring, evaluation and modification of programs and practices. ➤ We will implement quality management practices to ensure sustainable site operations and align resources to achieve priorities. ➤ Staff will design and deliver explicit, coherent, sequenced learning programs, plans and assessments tailored to learner needs, aligned to Australian Curriculum and Teaching for Effective Learning framework. ➤ We will develop and implement a consistent whole school approach to the Australian Curriculum. ➤ Staff will build their understanding and integrate in their teaching, strategies to specifically build the capability of critical and creative thinking as described in the Australian Curriculum. ➤ Staff will develop performance development plans and work collaboratively on priorities, strategies and targets to improve achievement by their students and themselves. ➤ We will build student engagement, powerful learning, intellectual stretch and student voice through participation in the TfEL pilot Partnership and AITSL Learning Frontiers initiatives. ➤ Staff will improve their understanding and skills in all levels of assessment and work with students to develop their capacity to identify learning goals, respond positively to challenges and be able to give feedback on their own and others performance.

Evaluation Measures

All staff measure student progress using the learner achievement data collection and analysis schedule which includes

- Naplan
- Running records
- PAT Maths
- PAT Reading
- Australian Curriculum Levels.
- Ravens Progressive Matrices
- Slossen

Student performance in critical and creative thinking against the Australian Curriculum capability levels.

Students are identified for the SHIP programs at West Lakes Shore and Seaton High.

Targets

95% students reach the DECD Standard of Educational Achievement (SEA)

NAPLAN. - Yr 3 Band 3 and above, Yr 5 Band 5 and above, Yr 7 Band 6 and above

PAT –R Comprehension Scale Score

Year 3 100 or above

Year 4 110 or above

Year 5 115 or above

Year 6 120 or above

Year 7 124 or above.

PAT Math Plus scale score

Year 3 40 or above

Year 4 45 or above

Year 5 50 or above

Year 6 54 or above

Year 7 55 or above.

90% of students demonstrate in excess of the standard improvement between year levels in PAT Maths and Reading tests.

PATMaths Yr1-2 15pts, Yr 2-3 14 pts, Yr 3-4 6 pts, Yr 4-5 6pts, Yr 5-6 4 pts, Yr 6-7 1 pt.

PATR Yr1-2 11pts, Yr2 -3 9 pts, Yr 3-4 8 pts, Yr 4-5 6 pts, Yr 5-6 3 pts, Yr 6-7 2 pts.

Running Records Broadband Levels- Instructional reading level (seen texts _September.)

Reception 5 or above

Year 1 15 or above

Year 2 21 or above

20% students achieve in the top 2 NAPLAN bands in year 3 literacy and numeracy and this rate is maintained in subsequent tests in year 5 and 7.

Students who achieve in the top 2 NAPLAN Bands in year 3 and/or 5 maintain this onto the subsequent year 5 and/or 7 tests.

95% students achieve Australian Curriculum levels at C or better in all areas of the Australian Curriculum

❖ 20% students achieve A level in A.C. English and Mathematics.

❖ 30% students achieve B level in A.C. in English and Mathematics.

❖ All Australian Curriculum areas have been implemented and are being reported against.

Reporting against critical and creative thinking capability shows improvement against 2014 baseline data.

❖ Students who are identified as SHIP with Ravens or Slossens are performing in the top 2 achievement bands in NAPLAN.

Goal 2: To improve students' active participation and engagement in learning.

Objectives

2.1 To develop expert and powerful learners with personalised and connected learning at the centre.

2.2 To increase students' active participation in the learning programs.

2.3 To develop effective processes for student voice to be heard, valued and integrated into school decision making processes.

Strategies

- Leaders, teachers and students will participate in critically reflective inquiry to develop teaching and learning across the school.
- Staff will collaborate across and within the school to build a professional culture of consistent and coherent teaching for learners.
- Staff will support students and their families to ensure students attend school regularly.
- Staff will develop pedagogical practices based on their understanding of current learning theories and themselves as learners, particularly the Teaching for Effective Learning Framework, with student engagement and active participation at the core.
- We will develop a culture that includes genuine student voice in decisions and directions at all levels of the school.
- Teaching and Learning will be organised into Connected Curriculum framework across the school which takes account of the current contexts, allows for flexibility within classes to respond to student identified interests and with shared big ideas for the learning each term.
- Participation in building student engagement, powerful learning, intellectual stretch and student voice through participation in the TfEL pilot Partnership and AITSL Learning Frontiers initiatives.
- Parents and Community will be supported to develop their own understandings of powerful learning and student engagement with learning as effective approaches to develop lifelong learners.
- The use of emerging and existing technology will be incorporated at all levels of the school to support these strategies.

Evaluation Measures

- Kid Matters surveys
- TfEL compass
- AITSL Student engagement survey.
- Staff Performance Development Plans.
- Students, staff and parents Opinion and perception surveys
- Behaviour incidents
- Student Attendance

Targets

- ❖ Student attendance reached 96%
- ❖ All staff have effective performance development processes as measured through the staff perception data.
- ❖ Parent responses in the parent perception data show 90% satisfaction with engagement strategies.
- ❖ Student responses in the student perception and engagement surveys improve against 2014 baseline data..
- ❖ Student behaviour incidents at level 3 are reduced from 2013 figures.

Goal 3: To improve student health and wellbeing for active engagement with learning and school.

<i>Objectives</i>	<i>Strategies</i>
<p>3.1 To create a safe, respectful learning environment that learners find engaging, challenging and purposeful.</p> <p>3.2 To build student resilience for learning.</p> <p>3.3 To build students' capacity and skills to understand and act to protect and advocate for their own and others health and safety.</p> <p>3.4 To develop deep understanding of the schools values and support the whole school community to demonstrate these values in their daily actions.</p>	<ul style="list-style-type: none"> ➤ To implement the Kids Matter framework including professional learning for the whole school community and the formation of a committee with staff, student and parent representation to oversee the implementation. ➤ Provision of a specialist Physical education program and support for improving class based physical education and for school based out of hours sports teams and recreational activities. ➤ Development of understanding across the whole school community of healthy practices for school and life including healthy eating based on the health curriculum and other DECD and government endorsed health guidelines. ➤ Investigation and development of improved outdoor environments that engage students in experimenting, taking reasonable risks and connecting better with natural environments and understanding the importance of sustainability. ➤ Teaching and learning to develop deep understanding of the schools' values and development of skills and abilities within students and staff to demonstrate these will be included in the planned connected curriculum and professional learning programs. ➤ Students will be supported by teachers to develop skills in protective practices including anti bullying and harassment, managing risk and conflict resolution.

<i>Evaluation Measures</i>	<i>Targets</i>
<ul style="list-style-type: none"> ● Student attendance ● Australian curriculum Health and P.E. standards ● Australian Curriculum Personal and Social Capability levels. ● Australian Curriculum ethical behaviour capability levels ● Australian curriculum intercultural understanding capability levels. ● Kids Matter student survey. ● Participation levels in P.E. ● Participation levels in Sports programs. 	<ul style="list-style-type: none"> ❖ Improve overall student attendance to at least 96%. ❖ Reduce the level of late arrivals from 2013 figures. ❖ 95 % students receive a C or better in the Australian Curriculum, health and physical education. ❖ Reporting against Australian Curriculum capabilities, Personal and Social, Ethical behaviour, intercultural understanding improve against 2014 baseline data. ❖ Kids matter student survey shows improvement against 2014 baseline data.

Goal 4: To build positive partnerships with parents, families, other education institutions, local businesses and community organisations to enable all students to reach their potential.

<i>Objectives</i>	<i>Strategies</i>
<p>4.1 Develop a clearly articulated vision for learning that motivates and connects educators and families in collaborative work to achieve the agreed goals for children and young people.</p> <p>4.2 Sustainable partnerships are developed to improve outcomes for learners, build staff capacity and involve the wider community.</p> <p>4.3 Families, children and young people are actively engaged in decisions about policies and practices that affect them.</p> <p>4.4 To develop highly effective communication processes among students, teachers, parents, leaders and the community.</p>	<ul style="list-style-type: none"> ➤ Leaders and teachers connect with community members and access community resources to build learning partnerships and connect student learning beyond the school. ➤ Parents and Community members are given the opportunity to engage with powerful and engaging learning to increase their understanding of current teaching and learning approaches and improve their capacity to partner with teachers in building engaged and resilient lifelong learners. ➤ A culture of collective responsibility is developed between staff, learners and families to support learners achieve quality outcomes. ➤ There is consultation with parent, staff and student representatives leading to creation of a site strategic plan for 2014-17. ➤ We explore and implement some partnerships to support student achievement, engagement and wellbeing with other schools, including the Western Adelaide Shores Partnership and community services and groups ➤ We explore and implement a range of communication strategies with parents, students and community. ➤ Parents are invited and supported to participate in school activities and processes in a range of ways including on Governing Council, Action groups and Working Parties and as volunteers.

<i>Evaluation Measures</i>	<i>Targets</i>
<ul style="list-style-type: none"> • Staff, Student and Parent Perception surveys. • AISTL Student engagement survey. • Kids Matter Surveys. • WAS Partnership minutes and plans. 	<ul style="list-style-type: none"> ❖ A site strategic plan 2015-18 encompassing the 4 key improvement goals is implemented and reviewed. ❖ Perception surveys from students, teachers and parents indicate at least 90% satisfaction level with communication strategies. ❖ There are agreements for working relationships with community groups established and documented. ❖ Working relationships with other sites in the Western Adelaide Shores Partnership sites are evident.