

School Strategic Plan 2023-2027

Lyndale Greens Primary School (5535)



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Submitted for review by Ryan Forte (School Principal) on 03 November, 2023 at 10:58 AM

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School vision	<p>At Lyndale Greens Primary School we strive to be: "A community thriving through engagement and inclusivity."</p> <p>Community - students, staff, families and the wider community. Thriving - growing or developing well or vigorously. Engagement - relational, cognitive and behavioural. Inclusivity - active, intentional, and ongoing engagement with diversity.</p> <p>Engagement:</p> <ul style="list-style-type: none">• Relational - the quality of interactions in the classroom and school community.• Cognitive - the quality of engagement in academic tasks, including interest, ownership and strategies for learning.• Behavioural - the quality of participation in the classroom and school community. <p>Student Inclusivity:</p> <ul style="list-style-type: none">• Making learning accessible and relevant to students from diverse backgrounds.• Creating classroom environments where all students feel valued and respected.• Catering for different learning styles and needs.• Providing equal access to educational resources, regardless of socioeconomic status. <p>Staff, Families and Wider Community Inclusivity:</p> <ul style="list-style-type: none">• Providing equal opportunities, regardless of gender, race, religion, age, or disability.• Creating a welcoming and supportive culture where all voices are heard and valued.
School values	<p>Our students follow our Schoolwide Positive Behaviour values:</p> <ul style="list-style-type: none">• We are Learners (head) - Everyone has the right to work and play without interruption.• We are Respectful (heart) - Everyone has the right to be treated with respect.• We are Safe (hands) - Everyone has the right to be safe.• Head, heart, hands - Always. <p>Our staff follow the Victorian Public Sector values:</p> <ul style="list-style-type: none">• Responsiveness - We respond in a timely way with our best work.• Integrity - We are honest, ethical and transparent.

	<ul style="list-style-type: none"> • Impartiality - We behave in the best interests of the students by making fair and objective decisions. • Accountability - We hold ourselves and others to account for the work that we do. • Respect - We value others and accept their differences. • Leadership - We are genuine, supportive and do the right thing. • Human Rights - We uphold and respect the rights of others.
<p>Context challenges</p>	<p>School Context: Lyndale Greens Primary School has a student population of 447 students and is located on Bunurong Country, Dandenong North, in the City of Greater Dandenong, approximately 35km from the Melbourne CBD. The school was established in 2010 through the merger of Lyndale Primary School and Greenslopes Primary School.</p> <p>An SFO of 0.6859 and SFOE of 0.536 has the school in the high band of social disadvantage.</p> <p>68% of students speak a language other than English at home, with 40 languages represented. 6.04% of students are non-English speakers. 1.59% of students are indigenous. 8.05% of students are refugees. 4.25% have a disability.</p> <p>The school has a staffing profile of 1 Principal, 2 Assistant Principals, 4 Leading Teachers, 1 Learning Specialist, 33 Teachers, 10 Classroom-based ES, 3 Office-based ES, and a Grounds Maintenance ES.</p> <p>The school curriculum has a focus on literacy and numeracy, supported by a specialist program consisting of Visual Arts, Indonesian, Science, Library and Physical Education.</p> <p>Key Challenges:</p> <ul style="list-style-type: none"> • Maintaining a safe and inclusive learning environment, where all students, staff and families feel they belong. • Ensuring all students transition to secondary college as literate and numerate. • Engaging all stakeholders in the learning journey of students. • Leveraging the diversity of Greater Dandenong to enhance the learning experiences of students.
<p>Intent, rationale and focus</p>	<p>Intent and rationale:</p> <p>1. To build staff capabilities in:</p> <ul style="list-style-type: none"> • data analysis to track individual students, • implementing appropriate levels of challenge, • high quality instructional practices, and • curriculum content knowledge and learning continuums.

An analysis of NAPLAN and school-based benchmarking data identified a higher proportion of students demonstrating medium and low growth in numeracy and writing. The percentage of students achieving high results in Year 3 were not retained into Year 5. Extending excelling students in terms of increasing percentages of students achieving high results in Year 3 and Year 5, and achieving above age expected level teacher judgements were identified as areas requiring focus.

2. To enhance student voice and agency, and implement a school wide approach to diversity and inclusion.

We intend to further develop and implement a range of adjustments to the curriculum and wellbeing approaches to further enhance the opportunities for inclusiveness and success in a socially and culturally diverse demographic. This includes further development of student agency in learning and wellbeing, and self-regulation in resilience, emotional awareness and absences.

Focus:

Staff content and pedagogical knowledge

- Teacher knowledge of curriculum content and learning continuums F-10.
- The development and implementation of an instructional model.
- English and mathematics, particularly for students above and below expected levels.

Staff assessment and data knowledge

- Building capabilities in formative assessment.
- Assessment and data analysis to drive explicit teaching and differentiation.
- Building capabilities in Professional Learning Communities, with a focus on instructional leadership, collective responsibility and evidence driven.

Student engagement, voice and agency

- Data knowledge for students to self-regulate challenge and learning.
- High Impact Teaching Strategies, particularly two-way feedback.
- Student agency in classrooms.
- Levels of challenge for students.

Student wellbeing and inclusion

- Implement Schoolwide Positive Behaviour.
- Strengthen Respectful Relationships curriculum and delivery.
- Engaging families in the learning journey of students.

Middle leaders

- Building leadership skills in middle and aspiring leaders.

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Goal 1	To Improve student outcomes in numeracy.
Target 1.1	<p>By 2027, increase the percentage of Year 5 students achieving in the NAPLAN Numeracy proficiency levels as follows:</p> <ul style="list-style-type: none">• Strong and exceeding from 59% in 2023 to 63%• Exceeding from 16% to not less than 18% <p>*TBC</p>
Target 1.2	By 2027, increase the percentage of Year 3 students achieving the Exceeding proficiency level in NAPLAN Numeracy from 7% in 2023 to 11%.
Target 1.3	By 2027 (based on 4-year rolling average), increase the percentage of Year F-6 students assessed as above age expected level against the Victorian Curriculum (VC) Levels F-10 in Number and algebra from 23% (2019-2022) to 27% or above.
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build effective collaborative practices across the school.

<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>Develop, implement and embed an instructional model.</p>
<p>Key Improvement Strategy 1.c 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>Build staff understanding of continuums of learning F-10 and confidence in curriculum planning, delivery, assessment and moderation.</p>
<p>Goal 2</p>	<p>To Improve student outcomes in literacy.</p>
<p>Target 2.1</p>	<p>By 2027, increase the percentage of Year 3 students achieving NAPLAN Reading proficiency levels as follows:</p> <ul style="list-style-type: none"> • Strong and exceeding from 65% in 2023 to 70% • Exceeding from 14% to not less than 17% <p>*TBC</p>
<p>Target 2.2</p>	<p>By 2027, increase the percentage of Year 3 students achieving the Exceeding proficiency level for NAPLAN Writing from 11% in 2023 to 15%.</p> <p>*TBC</p>

Target 2.3	<p>By 2027 (based on 4-year rolling average), increase the percentage of Year F-6 students assessed as above age expected level against the Victorian Curriculum (VC) Levels F-10 in Writing from 19% (2019-2022) to 24% or above.</p>
Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	<p>Develop and embed a school wide documented model for feedback inclusive of all stakeholders.</p>
Key Improvement Strategy 2.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	<p>Strengthen PLC capabilities in tracking and analysing data to inform relevant differentiated learning.</p>
Key Improvement Strategy 2.c 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>Build capability of middle leadership to support high quality instructional practices.</p>
Goal 3	<p>To improve student wellbeing and engagement.</p>
Target 3.1	<p>By 2027, the percentage of students with 20+ days absent F-6 students will decrease from 37% to at or below 30%.</p>

Target 3.2	<p>By 2027 the percentage of Year 4-6 students reporting positive endorsement in the student Attitudes to School Survey for:</p> <ul style="list-style-type: none"> • Student voice and agency will increase from 63% in 2022 to 67% • Managing Bullying factor will increase from 66% in 2022 to 70% • Sense of connectedness factor will increase from 72% in 2022 to 76%. • Emotional awareness and self-regulation will increase from 63% in 2022 to 67%
Target 3.3	<p>By 2027, decrease the percentage of Year F-6 students measured against the behavioural indicators of concern in the school wide behaviour matrix by 20% (baseline to be established in 2024).</p>
Key Improvement Strategy 3.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Investigate and implement student goal setting and feedback mechanisms enabling student voice and agency in learning and wellbeing.
Key Improvement Strategy 3.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Build a school wide positive approach to behaviour management and wellbeing.
Key Improvement Strategy 3.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Strengthen staff knowledge and skills in effectively developing, documenting, and implementing reasonable adjustments to enhance student engagement and wellbeing.