School Strategic Plan 2018-2022

Lucknow Primary School (1231)

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School vision	Lucknow Primary School is a Professional Learning Community that values learning for all, through collaboration and shared responsibility. We aim to build an inclusive, caring environment in which respect diversity and nurture confident, creative, resilient and active learners who aspire to be the best they can.
School values	Lucknow Values are well established and are the foundations upon which our school community is built. Respect Building relationships based on mutual consideration. 　We act in a way that brings credit to ourselves, others and the school community. 　We demonstrate commitment to the school's values. 　We look after our own and other people's property. 　We care for the environment. 　We feel safe at school. Care Staff, students and families supporting each other. 　We speak in a positive manner. 　We encourage others. 　We compliment and celebrate others achievements. 　We can speak to someone trustworthy when things go wrong. Honesty Being open and truthful in our relationships. 　We speak truthfully. 　We are sensitive to feelings of others.

	Inclusiveness
	Appreciation and acceptance of others.
	    We treat everyone fairly.
	    We respect other people's beliefs, cultures and differences.
	    We include others in work and play.
	
	Commitment
	Giving our best efforts in different situations.
	    We do our best.
	    We complete agreed tasks to the best of our ability.
	    We are willing to learn new skills and extend ourselves.

Context challenges	The school review panel recommended the following key directions for the next SSP: • building of leadership capacity in the school and developing effective and shared leadership throughout the school through PLT leaders • further developing a documented and viable whole school instructional framework in Literacy and Numeracy • the provision of opportunities for students to have a voice and agency in their learning • further develop explicit teaching • improve teacher capacity to determine how and when to differentiate student learning • further improve assessment practices and moderation within and across teams to focus on student growth • develop the data literacy of all staff By focusing on these key directions, the panel agreed that the school will effectively provide a learning environment where students, parents and teachers are a community of learners. Through providing agency to students in their learning the panel agreed that the cognitive engagement of students will improve, as will their learning confidence and motivation. Parents will be empowered to provide support to their children in their learning. With effective leadership, consistent practice will be targeted across all classrooms, and there will be a common language around curriculum and

	teaching and learning. These factors will facilitate the delivery of effective teaching at all students' point of need, and this will enable maximum learning growth and improved student outcomes.
Intent, rationale and focus	Lucknow Primary School is working to embed a collaborative culture where Professional Learning Teams relentlessly focus on student growth by embedding the inquiry process (or inquiry challenge) to answer they following key questions: - What is going on for our learners? ... How do we know that? - What does the evidence tell us? ... Where will we concentrate our energies to make the greatest impact on learning? ... How will we measure this impact? - How will we target our teaching to meet the needs of all students at their point of need and where they need to go next? ... What is currently working, what needs to change and how will we find out? - How will we know that our efforts are making enough of a difference to student progress? This is important to: - Build the professional practice of all staff, based on their needs; the needs of the students and the school's priorities and strategic intent. - Minimise variation in professional practice and student outcomes between classrooms and year levels. - Enable Professional Learning Teams take collective responsibility for ensuring high learning growth for all students. - Trial and embed evidenced based practices into daily classroom practice. - Harness student voice and agency in their learning through feedback ... student to staff, staff to student, student to student, staff to staff. Over the next 4 years we will aim to maximise academic outcomes and learning growth for all students in Reading, Writing and Number. Professional Learning Teams will collect, share and analyse purposeful data across the school to maximise knowledge and partnership between teachers and students to drive school improvement (CPA) Learning evidence will be used as a lever to build teacher capacity to consolidate and implement a whole school instructional framework that incorporates identified teaching strategies and practices that are consistently applied. (BPE)

	We will develop protocols to embed feedback into classroom practice and empower students as partners to engage in high levels of learning that will improve student agency and outcomes. We will work to clarify and implement collective roles and responsibilities for all staff and students to embed an effective learning community. (BTL)

Goal 1	To maximise academic outcomes and learning growth for all students.
Target 1.1	*By 2022 30% of Year 3 and Year 5 students will be assessed in the top two bands in NAPLAN Reading, Writing and Numeracy*
Target 1.2	*By 2022 the percentage of Year 5 students showing medium and high learning growth in NAPLAN Reading, Writing and Numeracy will be at 85%*
Target 1.3	By 2022 90% of able students will achieve their targeted level of Fountas and Pinnell in accord with their year level in Reading.
Target 1.4	By 2022 teacher judgements will show a minimum of 12 months growth for 12 months effort for each able student in Reading, Writing and Number
Target 1.5	By 2022 90% of able students will achieve their targeted level in Number, based on a whole school common assessment tool.

Key Improvement Strategy 1.a Curriculum planning and assessment	Collect, share and analyse purposeful data across the school to maximise knowledge and partnership between teachers and students to drive school improvement (CPA)
Key Improvement Strategy 1.b Building practice excellence	Build teacher capacity to consolidate and implement a whole school instructional framework that incorporates identified teaching strategies and practices that are consistently applied. (BPE)
Key Improvement Strategy 1.c Building leadership teams	Clarify and implement collective roles and responsibilities for all staff and students to embed an effective learning community. (BTL)
Goal 2	To empower students as partners who actively engage in learning to a high level.
Target 2.1	By 2022 differentiated learning and challenge to reach the 50th percentile
Target 2.2	By 2022 improve learning confidence to reach the 50th percentile
Target 2.3	By 2022 improve self–regulation and goal setting to reach the 40th percentile
Key Improvement Strategy 2.a Empowering students and building school pride	Develop and embed processes and practices of effective feedback to, from and between the students. (ESP)

Key Improvement Strategy 2.b Setting expectations and promoting inclusion	Develop and establish a common language and understandings around learning and thinking about the learning process (EPI)
Key Improvement Strategy 2.c Empowering students and building school pride	Develop staff, student capacity to work as partners in learning to support a rich learning culture (ESP)
Key Improvement Strategy 2.d Parents and carers as partners	Encourage and assist parents to participate as partners in student learning (PCP)
Goal 3	Improve and embed transparent structures and processes to drive continuous school improvement in student learning, engagement and wellbeing.
Target 3.1	*By 2022 Leadership section of SSS to remain above 80 per cent positive responses.*
Target 3.2	*By 2022 the staff Professional Development Plan (PDP) goals will accurately align with the Annual Implementation Plan (AIP) outcomes and will be reviewed against these.*
Target 3.3	*By 2022 role clarityof all staff will be understood and this section of the SSS will remain above 90%.*
Key Improvement Strategy 3.a Vision, values and culture	Develop a shared vision that is actioned by staff practice and driven by the school strategic goals (VVC)

Key Improvement Strategy 3.b Building leadership teams	Improve and embed transparent structures, processes roles and responsibilities across the school (BLT)
Key Improvement Strategy 3.c Instructional and shared leadership	Develop capacity and skills in staff and students to effectively share leadership across the school.(ISL)
Key Improvement Strategy 3.d Vision, values and culture	Apply consistent expectations and practices of all staff in regard to whole school planning, data sharing and record keeping. (VVC)