

School Strategic Plan 2021-2025

Lyndhurst Primary School (5521)



Submitted for review by Gregory Lacey (School Principal) on 24 February, 2022 at 10:23 AM
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School vision	<p>Lyndhurst Primary School is a purpose built Public-Private Partnership school that offers a range of flexible and shared learning spaces. Situated on the Marriot Waters wetlands, the school services the educational needs of a diverse and culturally rich local community.</p> <p>Our aim is to develop the skills, attitudes and abilities of students to achieve their full academic, creative and social potential and to make positive contributions throughout their lives.</p> <p>We will accomplish this by:</p> <ul style="list-style-type: none">• delivering a curriculum that challenges each individual and empowers students to create their own learning pathways• supporting a cohesive team of professionals committed to exceptional teaching and ongoing learning• engendering a shared vision that wholly engages children and the community in the process of learning• sustaining an environment that values diversity• providing and maintaining high quality and innovative resources <p>At Lyndhurst, we have built a strong and active culture that intertwines with all sectors of the school community to create an environment that encourages success in student learning and academic results as well as high quality, authentic interactions, relationships and connection.</p> <p>The overall culture is one of high expectations of each other, including educators, students and the community. High expectations by teachers of their students are reflected in high expectations of the school by parents. The Lyndhurst community has high expectations of their school which reflects their high aspirations for their children. This is a key ingredient in our success as a school. Building an aspirational community engenders a culture of high expectations and high achievement. Conversely, as a school, we have high expectations of our community and their responsibility to support the learning of their children in a range of ways.</p> <p>An important part of this culture is one of high expectations by teachers of each other. We believe that, to all members of our staff, it means something significant to work at Lyndhurst PS. We strive to engender a community that respects and admires the commitment of the members of staff and this, in turn, builds an environment in which all members of staff feel appreciated, are more committed to the community and uphold the highest professional standards. In a culture such as this, there is an expectation amongst staff that all will contribute in a significant way to the accomplishments of the school and all will share in the pride of the resulting success. Genuine collaboration amongst all members of staff is a cornerstone of our school culture.</p> <p>We also encourage students to have high expectations of each other. This essential element is crucial in maintaining an orderly learning environment and encouraging high levels of achievement. There is a high standard of behaviour that is not only expected of</p>
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	<p>the students but that students have a right to expect of each other. There are standards of interaction that are respectful and courteous. There will be standards of commitment to their schooling and motivation to learn that will be constantly in evidence. Through this, and through this school culture more broadly, interactions between and with students, are characterised by strong, responsible and respectful student voice.</p> <p>Lyndhurst is a school that provides support, encouragement and growth opportunities for staff. The school is characterised by high student motivation to learn and high teacher motivation to teach and to continue to learn. This is a school in which the whole community can participate and of which the whole community can be proud.</p>
<p>School values</p>	<p>Optimism “Optimism is the faith that leads to achievement.” Helen Keller</p> <p>Respect “Respect. Have it not only for others, but also for yourself.” ? Xondra Day</p> <p>Integrity “Real integrity is doing the right thing, knowing that nobody’s going to know whether you did it or not.” - Oprah Winfrey</p> <p>Empathy “Seeing with the eyes of another, listening with the ears of another, and feeling with the heart of another.” ? Alfred Adler</p> <p>Responsibility "Accept responsibility for your life. Know that it is you who will get you where you want to go, no one else." - Les Brown</p>
<p>Context challenges</p>	<p>Lyndhurst Primary School is a new school located in the Marriott Waters Estate in Lyndhurst. The school opened for all levels, Prep-6, in 2011. Lyndhurst is a Public/Private Partnership School that lies in the south-eastern growth corridor, in the City of Casey. The school opened in 2011 with approximately 150 students and rapid growth has occurred throughout its existence. Currently there are 960 students. Lyndhurst Primary School, like several other schools around the state, is part of a partnership agreement between the Victorian State Government and Project Co, a private consortium. Whilst Project Co and its partners are responsible for the construction and on-going maintenance of the school facility, in every other respect, Lyndhurst is a state government primary school. In essence, the Department of Education and Early Childhood Development (DET) lease the property from the private consortium over a 25 year lease period.</p> <p>Analysis of the school’s NAPLAN data indicated declining levels of student achievement in the top 2 bands, especially in Year 5, and lower levels of benchmark growth compared to similar schools in mathematics and all areas of English. The Panel noted some discrepancies between teacher judgement and NAPLAN assessment.</p> <p>It is noted that student survey responses to student voice and agency and stimulating learning were at similar school levels but had declined in 2020. We have determined that, although there were high levels of student voice in school processes, much of the learning was teacher directed and comprehensive student engagement in goal setting and having agency in their learning program was not fully embedded in whole school practice.</p> <p>It is also noted that student, staff and parent survey results relating to student health, wellbeing and safety were generally above</p>

	<p>similar school outcomes. The school responds in a timely and appropriate manner to deal with student health and wellbeing issues but student attitudes to emotional awareness, regulation and life satisfaction were lower than for similar schools.</p>
<p>Intent, rationale and focus</p>	<p>The mantra, as we begin our new Strategic Plan will centre around, what we are referring to as, the Three C's - Collaboration, Clarity and Consistency. Authentic collaboration will lead to greater clarity for teachers, resulting higher standards of consistent high impact practices in classrooms, which will eventually lead to improved students learning outcomes.</p> <p>We have set a goal to target and accelerate student learning growth supported by processes to build teacher capability to analyse and utilise evidence to evaluate the impact of instructional strategies for differentiated student learning. This would support improved and more consistent outcomes for all students in numeracy and literacy. Writing as a priority area will lead our plan to accelerate student learning growth. Reading processes are well established in the school and an emphasis on greater consistency of practice will be a focus. Further work on consistency is also indicated in numeracy and this work continue alongside the other priorities.</p> <p>The school has established a goal to empower students to be engaged, connected and motivated learners who set goals for their learning and have opportunities to apply their learning in a real world context in order to support the growth of students as active participants in the learning process. Through continuing our work in this area, particularly through our partnership with the Quaglia Institute of Student Voice and Aspiration, we are excited about the potential to have long term positive impact on our students as, not only contributing citizens but also leaders of change.</p> <p>We have established a goal to improve the resilience and social capabilities of each student supported by the strategy of strengthening the partnership between staff, students, carers and families in order to maximise the potential success of the goal by creating a shared responsibility for student wellbeing.</p>

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Goal 1	To target and accelerate student learning growth.
Target 1.1	<p>NAPLAN</p> <p>Numeracy</p> <ul style="list-style-type: none">• Increase levels of above benchmark growth from 24% (2021) to 26% (2025)• Increase the percentage of students in the top 2 bands Year 3 from 39% (2021) to 41% (2025)• Increase the percentage of students in the top 2 bands Year 5 from 25% (2021) to 30% (2025). <p>Reading</p> <ul style="list-style-type: none">• Increase levels of above benchmark growth from 21% (2021) to 28% (2025))• Increase the percentage of students in the top 2 bands Year 3 from 56% (2021) to 58% (2025)• Increase the percentage of students in the top 2 bands Year 5 from 30% (2021) to 38% (2025). <p>Writing</p> <ul style="list-style-type: none">• Increase levels of above benchmark growth from 10% (2021) to 21% (2025)• Increase the percentage of students in the top 2 bands Year 3 from 49% (2021) to 55% (2025)• Increase the percentage of students in the top 2 bands Year 5 from 7% (2021) to 20% (2025).
Target 1.2	<p>TEACHER JUDGEMENT</p> <p>Increase the percentage of students above age expected levels:</p>

	<ul style="list-style-type: none"> • Reading from 40% (2021) to 42% (2025) • Writing from 24% (2021) to 28% (2025) • Statistics and probability from 20% (2020) to 25% (2025) • Measurement and geometry levels from 24% (2020) to 28% (2025).
Target 1.3	<p>AtoSS</p> <p>Increase the percentage of positive endorsement for the factor:</p> <ul style="list-style-type: none"> • differentiated learning challenge from 86% (2021) to 88% (2025) • effective teaching time from 85% (2021) to 87% (2025).
Target 1.4	<p>School Staff Survey</p> <p>Increase the percentage of positive endorsement for the factors:</p> <ul style="list-style-type: none"> • monitor effectiveness using data from 83% (2021) to 85% (2025) • use student feedback to improve practice from 70% (2021) to 75% (2025) • understand how to analyse data from 60% (2021) to 70% (2025).
Key Improvement Strategy 1.a Evaluating impact on learning	Build capability of staff to capture, analyse and utilise evidence to evaluate the impact of instructional strategies for differentiated student learning
Key Improvement Strategy 1.b Building practice excellence	Embed a whole-school approach to the delivery of differentiated learning.

Key Improvement Strategy 1.c Building leadership teams	Build capabilities of middle leaders to support high impact practice.
Goal 2	Empower students to be engaged, connected and motivated learners.
Target 2.1	AtoSS Increase the percentage of positive endorsement for the factors: <ul style="list-style-type: none"> • stimulating learning from 84% (2021) to 86% (2025) • student voice and agency from 69% (2021) to 72% (2025) • self-regulation and goalsetting from 88% (2021) to 90% (2025).
Target 2.2	School Staff Survey Increase the percentage of positive endorsement for the factors: <ul style="list-style-type: none"> • believe student engagement is key from 83% (2021) to 90% (2025) • promote student ownership of learning from 87% (2021) to 89% (2025) • focus learning on real life problems from 80% (2021) to 82% (2025).
Target 2.3	Parent Opinion Survey Increase the percentage of positive endorsement for the factors: <ul style="list-style-type: none"> • student voice and agency from 85% (2020) to 87% (2025) • student motivation and support from 74% (2020) to 80% (2025).

Key Improvement Strategy 2.a Empowering students and building school pride	Develop opportunities across the school for students to co-design their learning
Key Improvement Strategy 2.b Intellectual engagement and self-awareness	Develop capability of students to set goals and monitor own learning progress.
Key Improvement Strategy 2.c Building practice excellence	Develop capability of students to apply their learning in a real world context .
Goal 3	Improve the resilience and social capabilities of each student.
Target 3.1	<p>AtoSS</p> <p>Increase the percentage of positive endorsement for the factors:</p> <ul style="list-style-type: none"> • sense of connectedness from 83% (2021) to 86% (2025) • teacher concern from 77% (2021) to 81% (2025) • life satisfaction from 61% (2021) to 68% (2025) • emotional awareness and regulation from 62% (2021) to 70% (2025) • manage bullying from 77% (2021) to 81% (2025).
Target 3.2	<p>School Staff Survey</p> <p>Increase the percentage of positive endorsement for the factors:</p> <ul style="list-style-type: none"> • parent and community involvement from 68% (2021) to 74% (2025)

	<ul style="list-style-type: none"> • trust in students and parents from 68% (2021) to 72% (2025).
Target 3.3	<p>Parent Opinion Survey</p> <p>Increase the percentage of positive endorsement for the factors:</p> <ul style="list-style-type: none"> • student connectedness from 89% (2020) to 91% (2025) • confidence and resiliency skills from 86% (2020) to 88% (2025) • teacher communication from 77% (2020) to 79% (2025).
Key Improvement Strategy 3.a Health and wellbeing	Support students to be empowered, build resilience, strengthen their social skills and build positive relationships with their peers.
Key Improvement Strategy 3.b Parents and carers as partners	Strengthen the partnership between staff, students, carers and families to create a shared responsibility for student wellbeing.