



'MOVING FORWARD'

OUR SCHOOL PLAN

2020-2022

WWW.LOCKRIDGEPS.WA.EDU.AU

OUR PURPOSE

Together we engage in a high quality, respectful, inclusive learning environment, empowering all in our school community to reach their full potential.

A welcoming, connected community where everyone belongs.

OUR VISION

ABOUT OUR PLAN

From challenge comes strength...

Lockridge Primary School is a strong, proud community. A community that values education, is committed to improvement and is willing to work hard to get the best out of itself, no matter the challenges faced. **Moving Forward, Our School Plan 2020 - 2022**, outlines our Focus Areas, Commitments, Targets and Milestones, all of which are underpinned by our Purpose, Vision and Values.

Our plan has been developed by and in consultation with the wider Lockridge Primary School community, comprising of staff, students, parents, carers and the School Council. It should be viewed as our key guiding document for all school operations, and the measure against which we will be judged and assessed, as we strive to develop and sustain an effective, successful school.

Our plan is supported by a range of other operational and strategic documents including our Literacy and Numeracy Plans, our Attendance & Engagement Policy, our Workforce Plan, our Students at Educational Risk Policy, or Student Behaviour Policy and our various Operational Plans. Our achievement is monitored and reported to our community through Annual Reports, and our Public School Review, conducted by the Department of Education.

We are excited at the challenges, opportunities and possibilities ahead, and invite you to join with us in *moving forward* together...

Mike Mount-Bryson
Principal

Carli Riordan
School Council

Our Values

At Lockridge Primary School, we have a **POSITIVE APPROACH**.

We show **RESPECT**



We are **SAFE**



We have **HIGH STANDARDS**



ABOUT OUR SCHOOL

Our School...

Our school, located in the heart of Lockridge, is a vibrant and proud community. Established in 1971, the school was redeveloped for the 2010 school year, with an increased focus on the proud local Aboriginal culture of the area, with buildings named after the native flora Kwela (Sheoak), Baroo (Grass Tree), and Moodja (Christmas Tree).

Our student population is culturally diverse, with families from Asia, the Middle East, Africa and Europe joining our students with Australian backgrounds, with 30% of students being of Aboriginal heritage.

In 2021, we celebrate our 50th Anniversary. This is sure to be an exciting year for our school, as we celebrate the best of our past, by becoming the very best school we can.



Our Improvement...

In 2019, we engaged in a Public School Review, where together, the staff and School Council deemed that whilst doing many things well, there were key agendas that would drive our improvement moving forward. These included a need to:

- Further strengthen school culture and staff relationships with a wellbeing, support & responsibility focus;
- Consolidate the school's identity, vision, beliefs and expectations;
- Further strengthen the Positive Behaviour Support (PBS) framework;
- Strengthen SAER procedures to consolidate an approach that responds to student need;
- Implement an evolved system to collect and use behaviour, attendance and SAER data to measure progress and inform planning;
- Strengthen data analysis and SMART goal development to inform teaching adjustments, target setting, Performance Management and provisions for SSEN;
- Develop staff knowledge of, engagement in and self-assessment against the NQS and ACFS;
- Establish an agreed pedagogical framework, aligning self-reflection and observation;
- Review literacy and numeracy plans, strategies and targets, and extend assessment practices to support student learning, and support moderation, measure intervention efficacy and track student progress.



SUCCESSFUL STUDENTS

Commitments & Milestones

By 2022, you will see:

Performance Indicators

This will result in:



Further strengthening of the Positive Behaviour Support framework, through embedding language into policies and procedures.

Enhanced student well-being, through the implementation of the Be You Resilience Module.



A redefined delivery and assessment of literacy and numeracy, through the renewal of our Literacy & Numeracy Plans.

Talk 4 Writing and Brightpath embedded as whole school programs, through targeted PL and an aligned delivery model.

An agreed whole school pedagogical framework.



SEN Planning & Reporting in place to support students with differentiated needs.

Strengthened Attendance & Engagement Policy and procedures to positively impact attendance.

A lead team driving knowledge and processes for school self-assessment against the NQS.

An empowered KindiLink staff and parent cohort, with increased participation rates.



Key staff as curriculum leaders, engaged with the NEMLDC, to create a consistent approach to Oral Language Development.

Increase staff confidence in using technology to enhance student learning.

Expanded student leadership opportunities

A TAGS program, supporting extended learning for nominated students.



90% of students able to articulate the LPS Values during the 2020 PBS review

An increase in students selecting 'agree' or 'strongly agree' that they 'feel safe at school' through the NSOS

An increase in 'consistently' or 'often' demonstrated by K-2 students in: Displays emotions appropriately and Respects the ideas, feelings and needs of others; and 3-6 students in: Shows self-respect and care and Shows courtesy and respect for the rights of others

K-2 Letters & Sounds targets being achieved, with specific focus on K & PP

A decrease in the number of students achieving lower bands, whilst reaching stated targets in NAPLAN

Attendance targets being achieved, with a specific focus on decreasing 'moderate' and 'severe' attendance issues

A continued downward trend in suspensions

The 7 NQS being 'met' or 'worked towards'

An increase in PEAC acceptance and TAGS identification.



EMPOWERED STAFF

Commitments & Milestones

By 2022, you will see:

Performance Indicators

This will result in:



Wellbeing

An established staff well-being team
Staff norms that align to school values and the DoE Code of Conduct

A framework for supporting staff health and well-being



Quality Teaching

Increased shared efficacy in whole school programs and practices

Collaborative planning, resourcing and evaluation processes to allow staff to work together to achieve common outcomes

An agreed whole school pedagogical framework.

Enhanced performance management processes to include peer observations and feedback.

Strengthened target setting through the implementation of norms & agreed protocols for all teams and committees.

Phase Team plans in place with improvement targets and strategies appropriate to each phase of learning.

A collaboratively developed purpose and vision between staff and the School Council

Continued opportunities for staff leadership in driving whole school improvement

Effective change management through endorsed committee & team structure

Increased staff knowledge and participation in data analysis to inform targets and plans

Continued staff involvement in the development of policies to meet student need

Maintaining or increasing the upward trend of staff who select 'agree'/'strongly agree' that they 'receive useful feedback' and are 'well supported via NSOS.

100% of staff engaging in PL to strengthen own practice, aligned to school priorities.

Positive staff relationships developed through engagement with the LPS Norms and Code of Conduct.

Positive staff relationships developed through engagement with the LPS Norms and Code of Conduct.

The Leadership Team will expand, to include Curriculum, PBS and Phase Team leaders.

100% of staff develop their technology skills utilising in school expertise, aligning to personal goal setting.

100% of teaching staff will engage in 'peer observation' to benefit quality practice

50% of teaching staff will engage in video observation

100% of new policies and procedures will be developed and/or endorsed by teams and experts.



Collaboration for Improvement



Leadership Development



Evidence-Based Directions



CONNECTED COMMUNITY

Commitments & Milestones

By 2022, you will see:



Wellbeing

A range of supports in place for families in need.

An framework to strengthen family knowledge of support agencies and service providers.

A strong, effective School Council.

Clear, responsive communication between the school, parents/carers and community on a variety of platforms.



Partnerships

Enhanced enrolment and transition programs with a focus on KindiLink, Kindergarten and Year Six.

Increased opportunities for parent/carer and community feedback.

A redesigned SAER and stakeholder intervention processes to improve student and family support.



Feedback

A deeper understanding from parents/carers of the importance of regular attendance.

Practices aligned to the ACSF, to increase student and community capacity.



Cultural Responsiveness

An Aboriginal Parent/Carer body and an endorsed Reconciliation Action Plan.

Deeper engagement with resources to support those from non-English speaking contexts.

Increased links with key stakeholders, including The Smith Family, Foodbank and Give Write.



Aligned Intervention

Stronger relationships established with local Secondary schools.

Increased information sessions to engage parents/carers and community members in topics relevant to school, child and community needs.

Increased opportunities for parent/carer and community engagement through social events, shared learning and P&C initiatives.

Performance Indicators

This will result in:

A continued upward trend of 'agree'/'strongly agree' selected by parents/carers via NSOS (4.0+).

An increase in parent/carers selecting 'agree'/'strongly agree' in the 2 targeted NSOS areas.
- Teacher feedback
- Student behaviour

A School Council plan that supports the school priorities, with full representation.

An increase in P&C and general parent/carer participation

100% of staff and School Council members engage ACSF learning

An increase in parent/carer uptake of support services, with a focus on ST, OT and Paediatricians

An increase in KindiLink parent/child participation rates

Annual transition plans with local secondary schools

A continued upward trend in positive feedback from stakeholders and support services.



LOCKRIDGE PRIMARY SCHOOL

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KEY:

ACSF - Aboriginal Cultural Standards Framework

IEP - Individual Education Plan

NAPLAN - National Assessment Program - Literacy & Numeracy

NEMLDS - North-East Metro Language Development Centre

NQS - National Quality Standard

NSOS - National School Opinion Survey

SAER - Students at Educational Risk

SSEN - Students with Special Education Needs

SMART - Specific, Measurable, Achievable, Realistic, Time-based

