



Reaching Higher

Our School Plan
2023-2025

*Learning
Leading
Living*

Our Acknowledgement

We acknowledge our ancestors; elders past, present and future, the Whadjuk people. We honour the moon, stars, sky and land on which we stand and respect the people, spirits, trees and oldest living culture. We stand with pride on Noongar Boodja to learn everyday, with respect to the traditional owners and their contribution in giving us our future.

Developed by our 2022 Leavers and endorsed by our Karrak families

Our Design

'Reaching Higher' reflects the colours and themes of our Karrak/NAIDOC shirt artwork. It depicts the story of our school, the two-tone blue which sits proudly on the red, yellow and black of Noongar Country. Orange is prominent as the colour of harmony, celebrating the diversity of our community, with the many, varied journeys of our families captured by the colours and shapes flowing into the school.

From 'Moving Forward' to 'Reaching Higher'



Lockridge Primary School is part of a strong, proud community.

'Reaching Higher' is our ambitious strategic direction that builds upon the successes of the past three years, through our previous plan 'Moving Forward'. These successes were founded on the back of a committed, skilled staff, a parent and carer cohort who work with us for the betterment of their children, and a community of supporters and stakeholders who are invested in the direction we are heading. Our successes include:

- Development of Staff Norms and Expectations to align our shared direction;
- A further strengthened School Governance model, enriching staff participation in direction-setting and decision-making;
- Enhanced student wellbeing through the implementation of various wellness programs;
- An agreed whole school pedagogical framework entitled 'Connected Practice - Our Pedagogical Commitment';
- A redefined delivery and assessment of literacy and numeracy, through the renewal of our Literacy & Numeracy Plans;
- Key staff as curriculum leaders, engaged with the NEMLDC, to create a consistent approach to Oral Language Development;
- Creation of a Staff Wellbeing Team;
- Enhanced staff Professional Growth & Development processes to include peer observations and feedback;
- Successful implementation of the Positive Behaviour Support framework, resulting in an over 80% decrease in suspensions and negative behaviours;
- A strengthened Attendance & Engagement Policy and a redesigned SAER and stakeholder intervention processes to improve student and family support;
- Creation of an Aboriginal & TSI Parent/Carer body (Karrak Family Gathering) and practices more strongly aligned to the Aboriginal Cultural Standards Framework;
- A stronger School Council with greater parent/carers participation;
- Enhanced enrolment, transition and handover programs with a focus on SAER, Kindergarten and Year Six;
- Increased opportunities for parent/carers and community participation and feedback, resulting in significant upward trends in positive National School Opinion Survey data.;
- An expanded Student Leadership Program; and
- A school-based Talented and Gifted program, supporting extended learning for selected students.

Developed in consultation with our staff, students, School Council, Parents & Citizens Committee and Karrak Family Gathering, this 2023-2025 School Plan, is reinforced by two equally important components:

1. **A positive culture** - Not only do our staff choose to be at Lockridge Primary School, they strive to make it the very best it can be. We do this by prioritising relationships, wellbeing and support of one another and those within our School Community.
2. **Evidence-based approaches, supportive policies and clear planning** - Of greatest significance are our wellbeing initiatives and our Connected Practice Pedagogical Commitment, working together to support the whole child.

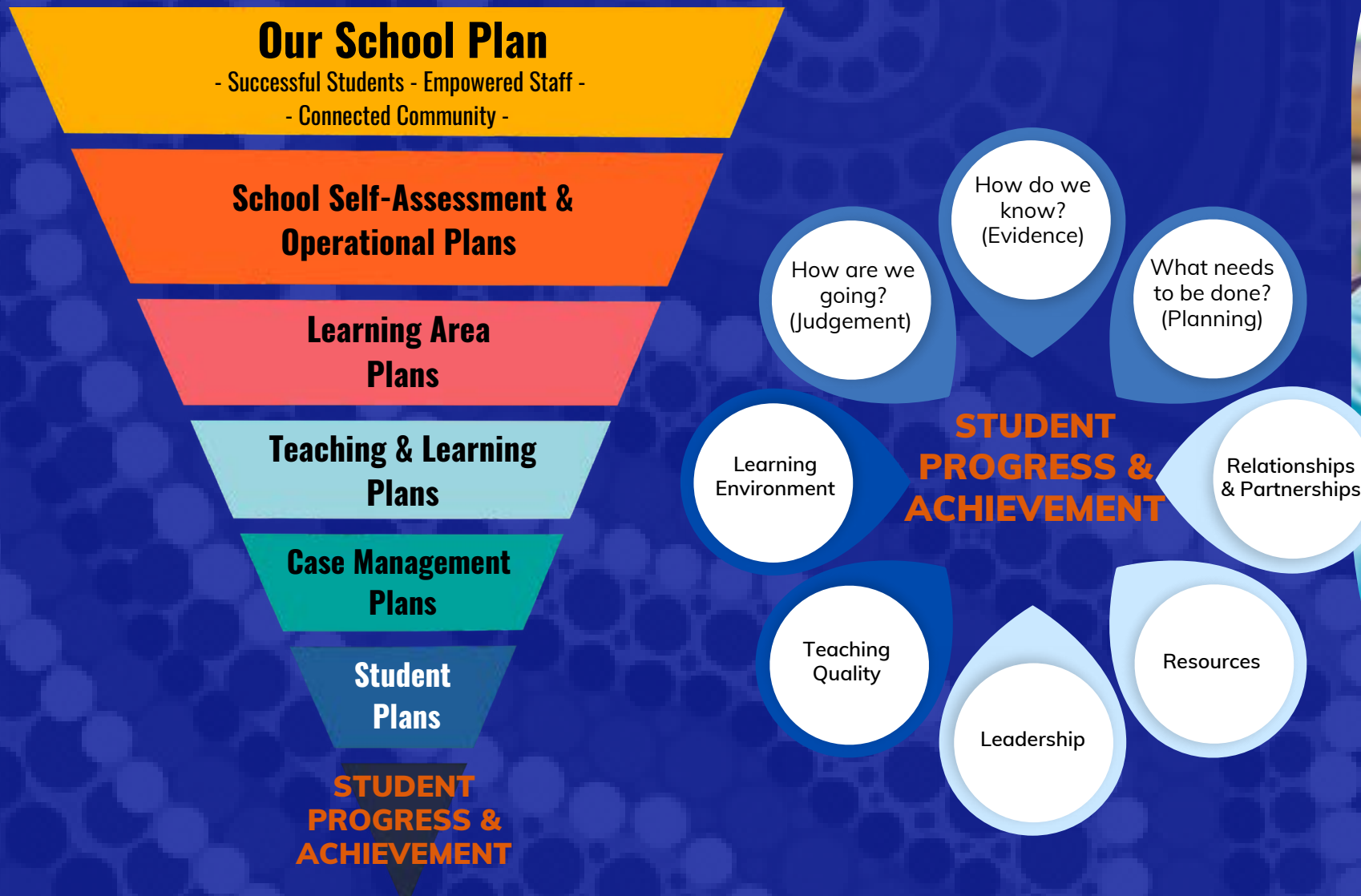
These components are essential to ensure what we do works in favour of our school community, enabling all our students to believe "I can". Essentially, we want to help our students run down hill, instead of struggle up it.

Like a tree, a school can only flourish if it has a strong foundation. Through our previous plan, we strengthened our roots to ensure we could now, together, reach higher. Over the next three years, we will be learning, leading and living this every day, to help our students, staff and community grow even stronger.

We invite you to take this journey with us.

Our Planning and Review Frameworks

Student success is at the core of all we do. Our planning, both strategic and operational, is focussed on supporting staff to deliver rich, wholistic teaching and learning experiences which grow the academic, social, emotional and physical wellbeing of students. As part of our commitment, we maintain our focus on continual review and improvement. Using three key questions within five domains (two pre-requisites: Learning Environment and Teaching Quality and three enablers: Relationships and Partnerships, Resources, and Leadership), our plan highlights priorities, objectives and milestones and targets, with our efforts directed to positively impact student progress and achievement (the sixth domain).



Our Drivers of Success

Our values, belief and pillars drive our collaborative efforts and over the next three years, our strategic intent is to build upon our success in three key priorities. These priorities align with the strategic directions of the WA Department of Education.



Our Values

- We show RESPECT
- We are SAFE
- We have HIGH STANDARDS

Our Belief

Lockridge Primary School is an inclusive, connected school community where everyone belongs and succeeds. We provide a high quality, challenging learning environment, empowering students to achieve their best and become positive members of society.

Our Pillars

- 'Be' Our Great 8
- 'Know' How our students learn
- 'Foster' Our optimal learning environment
- 'Apply' Our strategies that work
- 'Deliver' Our lesson design

PRIORITY 1

**Successful
Students**

PRIORITY 2

**Empowered
Staff**

PRIORITY 3

**Connected
Community**



Successful Students

Through a focus on **wellbeing, academic participation and achievement** and **positive habits**, we will help our students produce their best across all aspects of their learning and self-development. We will target essential academic learning through the delivery of best practice, whilst supporting students to grow their capacities in social, emotional and physical pursuits.

Successful Students

Strategic Snapshot



OBJECTIVE

Support and grow the wellbeing of our students



KEY STRATEGIES & MILESTONES

- Continue and strengthen **wellbeing programs** inc. Breakfast Club, Kwela Wellness Hub, Class Buddies, and emergency lunches.
- **Identify and refer** students at risk, particularly in the early years, providing advocacy to access services.
- Strengthen **nutritious food education** programs.
- Implement a strengthened **acknowledgement system** via our SEL programs, PBS and YCDI.
- Conduct regular school and external **NQS audits** with a view to meet all 7 Standards.
- Promote **student voice and feedback** to positively impact decision making and outcomes for students.
- Develop and implement an aligned **Protective Behaviours Scope & Sequence** in response to the Child Safe Standards.
- Quarantine resourcing to provide **onsite specialists** including Speech Pathology, Psychology and other essential services.



PERFORMANCE INDICATORS

- **School culture**
- **Student wellbeing**
- **Positive Behaviour Support impact**
- **National Quality Standards attainment**



OBJECTIVE

Increase and sustain the academic participation and achievement of students



KEY STRATEGIES & MILESTONES

- Embed our '**Connected Practice' Pedagogical Commitment**, ensuring best practice is delivered consistently, aligned to the Quality Teaching Strategy.
- Collect, analyse and respond to student **formative and summative data**.
- Develop and deliver an agreed **reading program**.
- Create **engagement norms, graphic organisers** and **learning continua** to further strengthen 'Our Playbook'.
- Develop **Scope & Sequences** in a range of agreed areas.
- Develop consistent **feedback structures** to assist learning.
- Develop a more structured school-based and external model for **moderation**.
- Provide support for SAER via **targeted intervention**
- Upskill staff in **agreed programs** including Letters & Sounds and Talk 4 Writing.
- Create a LPS **Academic Honours** recognition program
- Expand learning programs, including TAGS, to include **community, network and showcase events**.



PERFORMANCE INDICATORS

- **Classroom culture and observations**
- **School-based assessments**
- **On-Entry Testing**
- **NAPLAN**
- **ACER Progressive Achievement Tests (PAT)**



OBJECTIVE

Embolden the social, behavioural and attendance habits of students



KEY STRATEGIES & MILESTONES

- Review and strengthen our **Attendance & Engagement** Policy and procedures.
- Improve **outdoor learning spaces** and strengthen **break time programs** to benefit the learning program.
- Expand the **Student Leadership Program** to offer more authentic leadership opportunities.
- Further strengthen **Transition programs** with a focus on children aged 0-4 and those heading to Secondary schooling.
- Expand **creative programs** to include performance, debate and artistic opportunities.
- Explore avenues for greater engagement with destination **secondary schools**.
- Investigate **learning and social opportunities** that extend beyond school hours.
- Review and strengthen our **Student Behaviour & Engagement** Policy and procedures.
- Enshrine **human and financial resourcing commitments** to safeguard our case management.



PERFORMANCE INDICATORS

- **School culture**
- **Student attendance**
- **Student behaviour**
- **Student social skills**
- **Suspensions**





Empowered Staff

Via our commitment to **wellbeing, collaborative cultures** and **teaching and leadership excellence**, we will empower our staff to support and strengthen themselves and their peers, deliver best practice teaching and lead at school, network and system level in their areas of passion and expertise. We will support student engagement through aligned, motivating and relevant learning programs that are evidence-based, target identified needs and harness individual abilities.

Empowered Staff

Strategic Snapshot



OBJECTIVE

Support and grow the wellbeing of our staff



KEY STRATEGIES & MILESTONES

- Maintain a focus on staff wellbeing through our **culture of support and self-care**.
- Continue and build upon the outcomes with our **Staff Wellbeing Team**.
- Build upon current **Staff Acknowledgement** processes, including the development of an LPS Alumni Program.
- Formalise and publish our **Staff Wellbeing Plan**.
- Provide opportunities for staff to engage in projects aligned to their **interests and aspirations**, where it benefits our school community.
- Finalise our **2023-2025 Workforce Plan** to fortify our improvement trajectory and a potential IPS application.
- Embed **trauma informed practice** in all instruction and communication.
- Ensure targeted **professional learning** is provided in Child Protection and Abuse Prevention, Social and Emotional development, Classroom Management, Team Teach and other DoE endorsed programs.



PERFORMANCE INDICATORS

- **School culture**
- **Staff wellbeing, engagement, retention and satisfaction**
- **Professional Learning impact**



OBJECTIVE

Enrich our learning environment and collaborative culture



KEY STRATEGIES & MILESTONES

- Maintain and strengthen our **Governance model** to benefit organisational change, positive culture, shared direction and staff agency.
- Maintain the **Phase Team model**, with middle leaders driving improvement.
- Develop and implement a **mentor model** for new staff to promote shared efficacy.
- Develop an **Early Childhood Education belief** statement.
- Continue to engage **Allied Professionals** in our effective case management process.
- Expand our **digital hub** to include shared resources, templates and tools.
- Strengthen staff capacity to integrate **NDIS planning** objectives into student plans.
- Maintain a focused learning environment through consistent implementation of the **Student Behaviour and Engagement Policy**.
- Maintain collaborative learning beliefs to amplify **staff shared efficacy**.
- Foster the creation of **network and collegiate groups** beyond LPS.



PERFORMANCE INDICATORS

- **School and class culture**
- **Committee and Team impact**
- **PLC & Phase Team alignment and impact**



OBJECTIVE

Develop and drive teaching and leadership excellence



KEY STRATEGIES & MILESTONES

- Engage in **DoE endorsed programs** which support our Connected Practice efforts.
- Further strengthen our **Classroom Observation and Feedback** model.
- Formalise our **instructional coaching model**, including the use of Teaching Sprints.
- Develop richer staff competency in **EAL/D**.
- Continue our commitment to the **NEMLDC LLSS**.
- Continue to strengthen **leadership capacity and density** through a coaching approach, considering the WA Future Leaders Framework.
- Strengthen staff **data literacy and Science of Learning** knowledge through targeted professional learning.
- Expand our **Leadership Roles and Responsibility** toolkit to include all leadership roles.
- Foster links with **network and 'like' schools**, especially where they are succeeding beyond expectations.
- Develop, embed and drive **Operational and Learning Area plans** to compliment our improvement agendas.



PERFORMANCE INDICATORS

- **Educator impact through Classroom Observation**
- **Professional Growth & Development impact**
- **Leadership development**
- **Student progress and achievement**





Connected Community

By maintaining a lens on **wellbeing**, **partnerships** and **cultural responsiveness**, we will further strengthen our school community. We are committed to creating positive, collaborative and mutually beneficial relationships with all stakeholders and across the community. We will support the educational and social aspirations of our students by working in partnership with parents, carers, families, agencies and local business, to deliver opportunities for learning and development.

Connected Community *Strategic Snapshot*

OBJECTIVE

Support and grow the wellbeing of our community

KEY STRATEGIES & MILESTONES

- Maintain and build upon the **positive wellness programs** that support our community.
- Continue to **champion LPS** as a school of choice through our values culture and wellbeing focus.
- Increase our **public profile** through targeted media and marketing, co-led by our School Council.
- Continue the **emergency provisions** of Breakfast Club, lunches, food boxes, uniforms and support agency access.
- Explore the **changing needs** of our community, through fact finding and review data.
- Seek further opportunities to **engage in our community** through student leadership, choir, music and TAGS.
- Ensure **trauma informed practice** is embedded in all communication.
- Build **Mental Health awareness** of staff, students, families and community members through targeted workshops and events to further improve emotional and social wellbeing.

PERFORMANCE INDICATORS

- **School culture**
- **Parent/carer (+ community) wellbeing, engagement and satisfaction**

OBJECTIVE

Enhance our partnerships with parents, carers, stakeholders and supporters

KEY STRATEGIES & MILESTONES

- Formalise our **Parent/Carer Support Program** to provide workshops for parents/carers on areas of wellbeing, academics and SEL.
- Increase **parent/carer classroom engagement** with a heightened focus on academic development.
- Increase parent/carer use of **Seesaw and social media**.
- Further expand our network of **supporters and stakeholders**, targeting groups who foster academic, social and financial strength.
- Strengthen our **supporter and stakeholder recognition program**.
- Strengthen **School Council and P&C** impact via agency support and portfolio roles.
- Continue and expand our **0-4 programs**, through support from KindiLink and Playgroups WA.
- Create a **3-way meeting model** between students, parents/carers and staff to discuss student progress.
- Develop an **LPS Alumni Program** to celebrate success of former students and staff.

PERFORMANCE INDICATORS

- **Parent/Carer wellbeing, engagement and satisfaction**
- **Community Support Initiative impact**
- **Stakeholder and supporter engagement and impact**
- **School Council and P&C impact**

OBJECTIVE

Develop deeper Cultural Responsiveness within our community

KEY STRATEGIES & MILESTONES

- Empower our **'Karrak' Family Gathering** to co-develop culturally safe and engaging learning environments to strengthen student attendance, academic success and cultural engagement, using the ACSF.
- Expand our links with **Elders**, helping to bring their culture and stories into our school.
- Expand our **cultural teaching and learning program** with a focus on other cultures within our community, to celebrate and utilise the diversity in our country.
- Develop a **Reconciliation Action Plan** to affirm our commitment to First Nations people.
- Continue **annual celebrations** including NAIDOC and Harmony Week with families.
- Increase and sustain participation in **KindiLink** through stronger collaboration with families.
- Celebrate our Aboriginal and multicultural heritage through **school beautification**.

PERFORMANCE INDICATORS

- **Karrak attendance and impact**
- **Student and community learning and engagement**
- **KindiLink enrolments, attendance and satisfaction**





“A tree has roots in the soil yet reaches to the sky. It tells us that in order to aspire we need to be grounded and that no matter how high we go it is from our roots that we draw sustenance”.

Wangari Maathai - Nobel Peace Prize Winner

Key:

ACER: Australian Council for Educational Research; **AITSL** - Australian Institute for Teaching and School Leadership; **CMS:** Classroom Management Skills; **DoE:** Department of Education; **EAL/D** - English as an Additional Dialect/Language; **LLSS** - Language Leaders in School Series; **LPS** - Lockridge Primary School; **NAIDOC** - National Aborigines and Islanders Day Observance Committee; **NAPLAN** - National Assessment Program Literacy and Numeracy; **NEMLDC** - North East Metro Language Development Centre; **NDIS** - National Disability Insurance Scheme; **NQS** - National Quality Standard; **NSOS** - National School Opinion Survey; **P&C:** Parents and Citizens Association; **PAT** - Progressive Achievement Test; **PBS** - Positive Behaviour Support; **PLC** - Professional Learning Community; **SAER** - Students at Educational Risk; **SEL:** Social and Emotional Learning; **TSI** - Torres Straight Islander; **YCDI** - You Can Do It.