LANCELIN PRIMARY SCHOOL - STRATEGIC DIRECTION DOCUMENT

Transformation owner: Jemma Temby	Focus Area/Initiative Owners: Jemma Temby, Kim Simpson, Sue Collins	Transformation Coordinator: Kirrily Skoglund

Moral Purpose: Lancelin Primary School...achieving excellence to fly high... inspiring learners to see far.

Aspiration (2024-2026): Move from below "like schools" to at or above "like schools" in NAPLAN for Literacy

Focus Areas:	Description:	Objectives:		
A. LEADERSHIP & MANAGEMENT	**1. Develop leadership knowledge, capacity, and structures throughout the school**	1.1 To ensure the Moral Purpose is at the centre of all practices and decision making.	1.2 Have accountability processes across the school	1.3 Build collaborative teams that work to improve student outcomes.
B. TEACHING & LEARNING	**2. Develop highly effective teaching and learning approaches and practices across all classrooms**	2.1 Establish a coaching /observation process to ensure low variance, high impact, whole school instructional model.	2.2 Improve student achievement through the development and implementation of evidence-based reading and literacy strategies.	2.3 Upskill staff to expand and develop their knowledge and skills though school based instructional coaching.
C. DATA CONSISTENCY	**3. Build an accurate and consistent set of whole school data in Literacy and Numeracy**	3.1 Termly data focused team meetings that respond to student needs and work toward greater student outcomes.		3.2 Use data to inform practice

Initiatives

A. LEADERSHIP & MANAGEMENT   Owner: Jemma Temby

A1	Create a shared moral purpose with all staff, and include student and stakeholder buy in and is made visible in every classroom, and all school correspondence.
A2	Build collaborative teams that work to improve student outcomes.
A3	Establish a consistent approach around accountability through scheduled and regular performance development meetings.
A4	Establish clear guidelines defining staff expectations, role clarity, responsibility, and induction processes. roles for all staff.
A5	Provide a robust induction process to ensure there are consistent routine in teaching skills

B. TEACHING & LEARNING   Owner: Kim Simpson

B1	Develop whole school instructional model in Literacy and Numeracy.
B2	Develop and implement whole school reading and literacy strategies.
B3	Implement coaching model and professional development to support low variance teaching in all classrooms.
B4	Embed the effective delivery of evidence-based practices in Literacy.

C. DATA CONSISTENCY   Owner: Sue Collins

C1	Use data to build an accurate picture of school performance with staff to establish the need for change.
C2	Develop a whole school approach to data collection and analysis.
C3	Set targets for Literacy and Numeracy, for analysis at each term.
C4	Establish regular data discussions with staff to inform planning, monitor and assess student learning.

LANCELIN PRIMARY SCHOOL – Project Management Plan

	2024				2025				2026			
	T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4

A. LEADERSHIP & MANAGEMENT

Develop leadership knowledge, capacity, and structures throughout the school.
(Focus AREA Owner: Jemma Temby)

A1 Create a shared moral purpose with all staff, and include student and stakeholder buy in and is made visible in every classroom, and all school correspondence.

	T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4
Staff collaboration to create a new moral purpose.	🟩											
School Board discussion and ratification of moral purpose.			🟩									
Moral purpose to be visible in every classroom				🟩								
Moral purpose headlines all school correspondence.					🟩							

A2. Build collaborative teams that work to improve student outcomes.

	T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4
All staff agree upon and set schoolwide goals					🟧							
Provide leadership opportunities for team members.					🟧							
Identify patterns and build a picture of teaching and learning that lead to recommendations for student improvement.					🟧							
Provide peer observations that support the sharing of best practice and build awareness of the impact of their own teaching					🟧							

A3. Establish a consistent approach of accountability through regular scheduled performance development meetings.

	T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4
Initial PD meeting held individually with all staff.		🟩			🟧				⬜			
Final PD meeting held individually with staff					🟧				⬜		⬜	
Observation of staff through informal "walk throughs".			🟧		🟧		⬜		⬜		⬜	
More formal Literacy observations.			🟧				⬜		⬜		⬜	
More formal Numeracy observations.	🟩						⬜		⬜		⬜	

A4. Establish clear guidelines defining staff expectations, role clarity, responsibility, and induction processes.

	T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4
Utilise the PBS Group Norms as the baseline for meeting protocols and refer to as required.			🟩		🟧				⬜			
Staff induction document created			🟧		🟩							
New staff given formal induction upon commencement.	🟩				🟩							
All staff revisit induction procedures.	🟧				🟩							

A5. Provide a robust induction process to ensure there are consistent routine in teaching skills.

	T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4
Establish an instructional model for Literacy.			🟧									
Establish an instructional model for Numeracy.	🟩											
Begin induction of instructional model at SDD Term 3.			🟧									
Creation of explanatory "hard copy" of instructional model for Literacy and Numeracy blocks.					🟧							
Induct new staff 1:1 upon appointment.	🟩				🟩				⬜			
Mentor new staff as required.	🟩				🟩							

B. TEACHING & LEARNING

Develop highly effective teaching and learning approaches and practices across all classrooms
(Focus AREA Owner: Kim Simpson)

B1. Develop whole school instructional models in Literacy and Numeracy

	T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4
Develop a shared understanding of daily reviews.			🟩	🟩								
Implement and embed daily reviews across all classrooms.				🟧								
Allocate time to Curriculum Leaders for resource development.					🟩							
Create and implement an observation and coaching schedule.					🟧							

	2024				2025				2026			
	T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4
B2. Develop and implement whole school reading strategies.												
PL staff to have a consistent understanding of evidence-based instruction and assessment of reading.				🟧	⬜				⬜			
Promote reading improvement as the shared responsibility of all staff in all key learning areas.				🟧	⬜				⬜			
Establish a consistent approach to the explicit and systematic teaching of reading in all subject areas.				🟧	⬜							
B3. Implement coaching and professional development to support low variance teaching in all classrooms.												
Adopt a whole school coaching model and PL staff.					⬜				⬜			
Whole school coaching model consistently implemented across the school for all staff members					⬜				⬜			
B4. Embed the effective delivery of evidence-based practices in Literacy.												
Build a shared, consistent vision of effective teaching practice			🟩	🟩	⬜							
Provide high quality lesson structures that reinforce routines and scaffold learning through explicit steps and activities.				🟩	⬜							
Develop, observe, and evaluate the effectiveness and impact of the delivery of evidence-based practices.					⬜		⬜		⬜		⬜	
Provide school-based professional learning that supports high impact teaching.				🟧	⬜		⬜		⬜		⬜	
C. DATA CONSISTENCY												
Build an accurate and consistent set of whole school data in Literacy and Numeracy.												
(Focus AREA Owner: Sue Collins)												
C1. Use data to build an accurate picture of school performance with staff to establish the need for change.												
Complete a data audit.	🟩											
Research best practice data collection assessments.	🟩											
Purchase and implement best practice assessments.		🟩										
Implement and utilise Elastik data analysis tool.		🟩										
Revisit and review data collection assessments and practices.					⬜				⬜			
C2. Develop a whole school approach to data collection and analysis.												
Create a whole school data and assessment schedule	🟩											
Revisit and review whole school data and assessment schedule					⬜							
Action data meetings for Literacy weeks 7 &8.	🟩	🟩	🟩	🟧	⬜	⬜	⬜	⬜	⬜	⬜	⬜	⬜
Action data meetings for Numeracy week 9.	🟩	🟩	🟩	🟧	⬜	⬜	⬜	⬜	⬜	⬜	⬜	⬜
C3. Set targets for Literacy and Numeracy, for analysis at each term.												
Use disciplined dialogue in data meetings to create targets.	🟩	🟩	🟩	🟧	⬜	⬜	⬜	⬜	⬜	⬜	⬜	⬜
C4. Establish regular data discussions with staff to inform planning, monitor and assess student learning.												
Facilitate collaboration and foster common understanding of data collection and analysis.	🟩				⬜				⬜			
Align assessment and data collection with our evidence-based teaching strategies.	🟧				⬜				⬜			
Use data to make informed decisions about targeted interventions and differentiated Literacy and Numeracy instruction.	🟧	🟧	🟧	🟧	⬜	⬜	⬜	⬜	⬜	⬜	⬜	⬜

LANCELIN PRIMARY SCHOOL – Fogarty EDvance Milestones Timeline

	2024				2025			
	Term 3		Term 4		Term 1		Term 2	
	Review 1	Review 2	Review 1	Review 2	Review 1	Review 2	Review 1	Review 2
A. LEADERSHIP & MANAGEMENT - DEVELOP LEADERSHIP KNOWLEDGE, CAPACITY, AND STRUCTURES THROUGHOUT THE SCHOOL. (FOCUS AREA OWNER: JEMMA TEMBY)								
A1. Create a shared moral purpose with all staff, and include student and stakeholder buy in.								
Staff create a moral purpose. Lancelin Primary School… achieving excellence to fly high… inspiring learners to see far.	🟩			🟩				
Student leadership team asked for comment on moral purpose.		🟩						
LPS Board asked for comment on moral purpose.			🟩		⬜			
Moral purpose recited at assembly.					⬜			
Moral purpose reminder at every board meeting.								
Communication of moral purpose to community.	🟩			🟩				
A2. Ensure moral purpose is visible at school and through school correspondence, revisit at every opportunity.								
Moral purpose included in all school documents.			🟩					
Moral purposed displayed on LPS Website and Facebook page.				🟧				
Moral purpose included in all correspondence to parents and community groups.		🟩						
Moral purpose displayed in key outside areas.					🟧			
Moral purpose displayed in all rooms throughout the school.					🟩			
A3. Establish a consistent approach around accountability through scheduled and regular performance development meetings.								
Make staff familiar with PD document at first SDD					🟩			
Timetable initial PD meeting.					🟩			
Informal observations "walk throughs" each term.		🟧		🟩	🟩		⬜	
Formal Literacy Block observations.				🟧		🟧		
Formal Numeracy Block observations.				🟧		🟧		
Timetable final PD meeting.				🟧				
A4. Establish clear guidelines defining staff expectations, role clarity, responsibility, and induction processes. Roles for all staff.								
School Development days 1&2: define staff expectations, role clarity, inductions, and school processes.					🟩			
Chart roles and responsibilities in staff room.					🟩			
Refer to Roles & Responsibilities as required (start of each term).					🟩		⬜	
Link Roles & Responsibilities to PD document.						🟧		
A5. Provide a robust induction process to ensure there are consistent routine in teaching skills.								
Research a whole school instructional model.	🟩							
Create a proforma for a whole school instructional model for teacher reference.				🟩				
Staff to visit lead Fogarty schools to see lesson demonstrations.	🟩							
Leadership team to demonstrate a literacy block following whole school instructional model.	🟧		🟧		🟧		⬜	
Leadership team to demonstrate a numeracy block following whole school instructional model.					🟧		⬜	
Leadership team to attend professional development on instructional coaching.				🟩				
Leadership Team to observe implementation of instructional model and provide coaching.					🟧			⬜
B. TEACHING & LEARNING – DEVELOP HIGHLY EFFECTIVE TEACHING AND LEARNING APPROACHES AND PRACTICES ACROSS ALL CLASSROOMS. (FOCUS AREA OWNER: KIM SIMPSON)								
B1. Develop and implement whole school instructional models in Literacy and Numeracy								
Build teacher knowledge and understanding of the explicit-direct instruction teaching model (EDI).				🟩				
Provide staff with PL on EDI.				🟧				
Support staff on the delivery of EDI model in Literacy and Numeracy through peer coaching.				🟧				

	2024				2025			
	Term 3		Term 4		Term 1		Term 2	
	Review 1	Review 2	Review 1	Review 2	Review 1	Review 2	Review 1	Review 2
Ensure resources for EDI implementation are made available to staff (daily reviews, lesson units/plans, assessment tools).		Yellow	Green					
Ensure Tapple's Lesson Delivery and Engagement Norms strategy posters are displayed in all classrooms.		Yellow	Green					
B2. Develop and implement whole school reading strategies.								
Budget for PL, purchase of resources and intervention programs for students who need further support with reading.			Yellow	Green				
PL all staff in evidence based whole school reading strategies.					Yellow			
Display the "Reading Rope" in staff room and revisit as required.			Green					
Implement Paired Reading Fluency strategy in Years 1-6.	Yellow	Yellow	Yellow	Yellow				
Implement a before school reading program for Years PP – 3.	Green		Yellow	Green				
Establish intervention processes for student below grade average.	Green		Green	Green				
B3. Implement coaching and professional development to support staff to develop low variance teaching in all classrooms.								
Adopt Fogarty led coaching model.						Yellow		
Define coaching roles and upskill coaches with PL.			Yellow			Yellow		
Implement a staff observation and coaching schedule.						Yellow		
Termly check-ins to review progress and provide support						Yellow		Grey
B4. Embed the effective delivery of evidence-based practices in Literacy.								
Upskill staff in evidence-based English practices.	Yellow		Yellow		Yellow			
Implement an off the shelf grammar program.	Yellow	Yellow	Green	Green				
Implement Daily Reviews in Literacy (Years PP-6)		Yellow	Green	Green				
Implement Novel Studies in English (Years 3-6)	Yellow	Yellow	Green	Green				
C. FOCUS AREA NAME – BUILD AN ACCURATE AND CONSISTENT SET OF WHOLE SCHOOL DATA IN LITERACY AND NUMERACY. (FOCUS AREA OWNER: SUE COLLINS)								
C1. Use data to build an accurate picture of school performance with staff to establish the need for change.								
Implement Elastik to collect whole school data sets.	Green							
Collect whole school data sets not on Elastik platform.		Green		Green		Green		Grey
Collate Literacy and Numeracy data in sets that allow for analysis during data weeks 7,8 & 9.		Green		Green		Green		Grey
C2. Develop a whole school approach to Data collection and analysis.								
Exec. team to analyse data for trends and areas of strengths/weaknesses pre weeks 7,8 & 9.		Yellow						
Use disciplined dialogue with staff to analyse and interrogate data in weeks 7,8 &9.		Green		Green		Green		Grey
Publish data in common area (e.g. staff room).						Green		Grey
Reference data displayed to consolidate trends and trajectory.						Green		Grey
C3. Set targets for Literacy and Numeracy, for analysis at each term.								
Literacy Data week 7&8: Revisit targets set for the current term and analyse current data to set targets for the next term.		Green		Green		Green		Grey
Numeracy Data week 9: Revisit targets set for the current term and analyse current data to set targets for the next term.		Yellow		Green		Green		Grey
C4. Establish regular data discussions with staff to plan, monitor and assess student learning.								
School Development days used to discuss data			Green		Green		Grey	
Data sessions allocated for literacy analysis wks. 7 & 8.		Green		Green		Green		Grey
Data sessions allocated for numeracy analysis wk. 9		Green		Green		Green		Grey

LANCELIN PRIMARY SCHOOL – KPIs Table

Moral Purpose: Lancelin Primary School...achieving excellence to fly high... inspiring learners to see far.

Aspiration (2024-2026): Move from below "like schools" to at or above "like schools" in NAPLAN for Literacy

KPIs for Overall Aspiration	Metric Used to Measure Progress	Baseline Performance 2023/2024	2025 Interim Targets	2026 Interim Targets	2027 Final Targets
	Dibels Reading Comprehension Assessment	Below Benchmark goal	60% of students achieving at Benchmark goal	80% achieving at or above Benchmark goal	90% achieving above Benchmark goal
	NAPLAN Results	Below or match the mean score of WA 'Like Schools' in Years 3 and 5 in NAPLAN 2024	Match or exceed the mean score of WA 'Like Schools' in Years 3 and 5 in NAPLAN 2025	Stable cohort performance between Years 3 and 5 to match or exceed 'Like Schools' in First Cut 'high' and 'very high' progress.	Increase the percentage of students in the top two EARS proficiency bands to above 'Like Schools' by 5%.

Focus Areas	Description	Objectives		
A. LEADERSHIP & MANAGEMENT	**1. Develop leadership knowledge, capacity, and structures throughout the school**	1.1 To ensure the Moral Purpose is at the centre of all practices and decision making.	1.2 Have accountability processes across the school	1.3 Build collaborative teams that work to improve student outcomes.
B. TEACHING & LEARNING	**2. Develop highly effective teaching and learning approaches and practices across all classrooms**	2.1 Establish a coaching /observation process to ensure low variance, high impact, whole school instructional model.	2.2 Improve student achievement through the development and implementation of evidence-based reading and literacy strategies.	2.3 Upskill staff to expand and develop their knowledge and skills though in-house instructional coaching.
C. DATA CONSISTENCY	**3. Build an accurate and consistent set of whole school data in Literacy.**	3.1 Termly data focused team meetings that respond to student needs and work toward greater student outcomes.	3.2 Use data to inform practice	

KPI TABLE (NB: Not all Objectives will have KPI measures)

A. LEADERSHIP & MANAGEMENT - Develop leadership knowledge, capacity, and structures throughout the school.

Objective	Metric Used to Measure Progress	Baseline Performance 2023/2024	2025 Interim Targets	2026 Interim Targets	2027 Final Targets
1.1	To ensure the Moral Purpose is at the centre of all practices and decision making.	50%	100% Moral Purpose included into the morning slides and Yarning Circle and visibly displayed in all classrooms.	100% Moral Purpose embedded as part of the Yarning Circle and visibly displayed in all classrooms. Moral Purpose to be included in school correspondence, school newsletters, school webpage and all social media correspondence.	100% Moral Purpose embedded as part of the Yarning Circle and visibly displayed in all classrooms. Moral Purpose to be included in school correspondence, school newsletters, school webpage and all social media correspondence.
1.3	1.3 Build collaborative teams that work to improve student outcomes.	TTFM Score 7.8	Establish a collaborative approach to ensure a collective responsibility to improved student outcomes, using data analysis to inform practice, and shared planning through coaching and mentoring	The leadership of developmental tasks that are central to improved teaching and learning through coaching, mentoring and leading working groups.	Pedagogical leaders working alongside teachers supporting practices and promote deep professional and pedagogical engagement through research, reflective practice, and critical, collaborative dialogue.

B. TEACHING & LEARNING - Develop highly effective teaching and learning approaches and practices across all classrooms.

Objective	Metric Used to Measure Progress	Baseline Performance 2023/2024	2025 Interim Targets	2026 Interim Targets	2027 Final Targets
2.1	PL attendance and participation in In-house Instructional Coaching-Fogarty	50%	By the end of 2025 100% of Leadership team will have completed required professional learning in the instructional coaching process.	By the end of 2026 recruiting of instructional coaches form the current staff body.	By the end of 2027 all staff will be actively engaging in the instructional coaching process with opportunities for middle leaders to PL.
2.3	In-House Coaching Proformas Teachers' Reflection Sheet and Goal Setting proforma	0%	By 2025 teaching staff will demonstrate the implementation of the agreed implementation plans for WSEP and the set of norm and expectations in all classrooms.	By 2026 teaching staff will demonstrate consistent implementation of the agreed implementation plans for WSEP and the set of norm and expectations in all classrooms with ongoing support.	By 2027 all teaching staff will continue to demonstrate consistent implementation of the agreed implementation plans for WSEP and the set of norm and expectations in all classrooms,

C. DATA CONSISTENCY - Build an accurate and consistent set of whole school data in Literacy and Numeracy.

Objective	Metric Used to Measure Progress	Baseline Performance 2023/2024	2025 Interim Targets	2026 Interim Targets	2027 Final Targets
3.1	PAT (PP- 6) Reading and Comprehension PAT/Elastik (1-6) Writing PLD Assessment (K- 6) Spelling PAT/Elastik (PP- 6) Grammar & Punctuation	30%	Year 3-6 median score in the PAT Reading Comprehension Assessment to match or above the Australian norm by 2%. 60% of students achieving the expected level of accuracy in targeted PLD level of spelling, reading and comprehension, writing and grammar and punctuation.	Year 3-6 median score in the PAT Reading Comprehension Assessment to match or above the Australian norm by 2%. 80% of student achieving the expected level of accuracy in targeted PLD level of spelling, reading and comprehension, writing and grammar and punctuation.	Year 3-6 median score in the PAT Reading Comprehension Assessment to be above the Australian norm by 2%. 90% of students achieving the expected level of accuracy in targeted PLD level of spelling, reading and comprehension, writing and grammar and punctuation.