

Lancelin Primary School

“Fly high.... See far”



Strategic Plan
2016 - 2019

WHO WE ARE

Lancelin is a coastal town, 120 kilometres north of Perth. The Lancelin Community services the local rock lobster fishing industry and tourism. With the pristine ocean on one side and the beautiful sand dunes on the other it truly is a magical place to call home.

Lancelin Primary School is located in a unique environment where students are able to live in the relaxed surrounds of a close knit community while being just an hour from Joondalup.

The town's name originated from nearby Lancelin island which was named after PJ Lancelin, the scientific writer by Nicholas in 1801. The area was initially a camping holiday place through the 1940's and holiday shacks were built during this time. Interest in the area grew however due to the rock lobster fishing and it was designated as a possible port to support this industry.

Lancelin was gazetted in 1950 and was originally named "Wangaree", the Aboriginal word for fish. The town was renamed in 1953 after a request from the Gingin Road Board.

Lancelin Primary School's intake area includes the neighbouring towns of Ledge Point, and Seabird as well as the Nilgen Seaview and Redfield communities, and we currently have ninety five students from Kindergarten to Year 6. Many of our student reside in Lancelin but a number of students come from the surrounding areas by bus each day.



OUR PURPOSE

The purpose of Lancelin Primary School is to provide a quality education for all students. Students should develop to their full potential in academic, social, physical, cultural, creative and practical areas, and be equipped to make a valuable contribution to the community.

OUR VISION

Lancelin Primary School will provide an inclusive learning environment that empowers individuals and develops core values so as to establish an ethics of lifelong learning

Lancelin Primary School is a very proud community school which puts students first in every aspect of school life. Our motto “Fly high...See far” is embedded throughout everything we do. Teachers at Lancelin Primary School are caring and strongly committed to providing an environment where all students have the opportunity to experience success in their learning. Staff continually seek to enhance their teaching skills, adopting whole school learning programs, policies and procedures and being pivotal stakeholders in the quality of education at our school.

Lancelin Primary School is proud of its achievements which are the direct result of the hard-working students, dedicated teachers and supportive families and community. All teachers deliver evidence based lessons, through a balanced approach of explicit instruction and cooperative learning strategies that enhances every child's success as a learner.

All children have access to high quality programs in English and Mathematics, that align with the Western Australian curriculum, while specialist teachers provide fun and challenging opportunities in Science, S.T.E.M. and in Visual, and Performance Arts and in Music enabling our students to have access to a wide range of learning opportunities.

The Early childhood program is well established and well regarded in our community. Children in the early years develop the strong foundations necessary to become successful learners through the balance of synthetic phonics, explicit instruction and play based learning.

We see our school as a family and the parents and community are central to our school. They volunteer in our classrooms, at sporting events, at breakfast club and are members of the P&C and School Council. The wider community including both business and volunteer organisations enhance the learning opportunities we are able to offer our students. We value these positive relationships, where we work together to support each child's individual needs.

OUR BELIEFS

- Learning takes place in an enjoyable environment.
- Children learn in an inclusive environment that is safe, secure and stimulating where all children feel valued, supported and accepted.
- By providing a challenging environment with motivation, trust and respect children will become risk takers.
- Learning occurs best when the learning is intrinsically motivated and children are accountable for their own progress.
- Children learn best when they are engaged in a stimulating, interactive learning environment where there are hands on activities in an uninterrupted, relaxed environment.
- Play based learning is evident in the Early Childhood setting along with evidence based teaching and learning practices.
- Children learn in an environment that has clear expectations, defined boundaries and is at a developmentally appropriate level.
- Children learn best when the learning experiences are meaningful, relevant and background knowledge is considered and valued.
- Children need purposeful and rewarding feedback.
- Children learn best when there is a well planned, time managed program.
- Children learn best when the learning process is supported with adequate resources.
- Strong parent, teacher and student relationships are vital in developing an optimum learning environment.
- Children learn best when they have the opportunity to collaborate with peers and other stakeholders.
- Children learn best when we accommodate differences between learners and learning styles

OUR VALUES ARE ALIGNED WITH THE CORE VALUES OF THE DEPARTMENT OF EDUCATION

- Learning:** We have a positive approach to learning and encourage it in others; we advance students' learning based on the belief that all students have the capacity to learn.
- Excellence:** We have high expectations of our students and ourselves. We set standards of excellence and strive to achieve them.
- Equity:** We recognise the differing circumstances and needs of students and are dedicated to achieving the best possible outcomes for all.
- Care:** We treat all individuals with care. Our relationships are based on trust, mutual respect and the acceptance of responsibility.

THE PLANNING PROCESS

We view our school improvement in four priority areas. Excellence in each of these overlapping areas contributes to Lancelin being an effective school. Whole School planning for 2016 - 2019 is responsive to school needs and the Department of Education Directions for Schools. It incorporates the additional commitment made in the Focus 2019 document and the Classroom First Strategy for classrooms to be the centre of improvement. We aim to achieve the twin goals of excellence and equity and need to provide education programs that prepare each student with the skills, understandings and values to reach their academic potential and contribute to society. We will maintain our commitment to the mission of public schooling: for every child to be provided with a high quality school education - whatever their ability, wherever they live, whatever their background.

During 2016 –2019 staff gathered information relating to school performance ranging from teacher's anecdotal notes, On Entry Testing, KAT, RAT, NAPLAN results, SAIS data, SIS data and feedback from parents. This data was analysed over a number of staff meetings and areas of concern and strength were identified. Feedback was further sought from School Council. This information was collated and possible areas of focus for the school plan were identified. These were then refined using consensus voting processes. This information was fed back to the school community.

At the end of each year in the cycle staff developed focus outcomes and strategic plans in the four priority areas of Literacy, Numeracy, Health and Wellbeing and Pedagogy. Plans for these focus areas and all learning areas were completed and Operational plans for the 2016 - 2019 school years were completed. Committees have been formed to oversee each priority. Each committee has a coordinator and time will be allocated during early close for committees to meet to plan and monitor the progress of school priority areas ensuring that we, at all times strive to meet the high expectations set for our students and staff at the same time, recognising the different needs and circumstances of our students and adjust accordingly.

PRIORITY ONE

- Striving for success for all students

We will achieve this priority by:

- Full implementation of the expected level of the Western Australian Curriculum.
- The use of evidence based strategies ensuring continuity between phases of learning.
- The use of Synthetic Phonics program (K-3) (PLD) (Letters and Sounds)
- The use of Soundwaves spelling program (Year 4-6)
- Implementation of a whole school literacy and numeracy block
- Implement Talk 4 Writing across the school (PP—6)
- The use of a whole school Numeracy resource (Stepping Stones)(PP-6)
- Use baseline assessments in terms 1 and 3 to analyse performance and set teaching and learning goals
- Use KAT to assess Kindergarten students performance in Literacy.
- Maintain relationships with external support agencies to support students at risk.
- Ensure the focus on play based learning into the Early Childhood environment.
- Use NAPLAN data to analyse student performance and to influence forward planning.
- Consistently strive for 80% of students at or above like school achievement in NAPLAN
- Strive to achieve 80% of students to be making expected progress in Literacy and Numeracy from data (K— KAT assessment) (PP-2 On Entry) (Yr3&5 NAPLAN)(PP-6 Standardised testing—School based)
- Use of P.O.L.T leaders to drive school improvement through staff meetings
- Use of SAER coordinator to establish and implement IEP and GEP in consultation with external agencies
- Use of NBEN (Northern Beaches Education Network) for literacy moderation.
- Develop a cross curricular appreciation of Aboriginal studies, embedding this appreciation into the school culture.
- Integrate the teaching of Chinese in middle primary
- Integrate the instruction of STEM throughout the school
- Immerse student in the use of technology to ensure a rich ICT environment

PRIORITY TWO

- Striving for high quality educators

We will achieve this priority by:

- Full implementation of the Western Australian Curriculum as per SCASA requirements.
- The use of an induction process for newly appointed staff.
- To utilise the Staff Development Day at the beginning of each school year to discuss and establish the implementation of the School Priorities.
- Revisit and modify (as necessary) the LPS Operational Plan with ALL staff at the beginning of each year.
- Review the LPS Strategic Plan at the conclusion of each 3 year cycle, and modify as necessary.
- Use of performance management to set SMART goals for educators.
- Begin to implement a more reflective Performance Management process, using best practice models.
- Frequently revisit the SMART goals formally and informally at least three times a year
- Clarify the roles and responsibilities for staff.
- Provide ongoing Professional Learning for staff with identified areas of need.
- Review and implement moderation processes through the Northern Beaches Education Network.
- Engage Early childhood teachers in the audit of the National Quality Standard.
- Collaborate with the Early Childhood team to develop a Quality Improvement Plan in regards to the NQS
- Share school data with key school stakeholders.
- Identify the links between the Planning, Teaching and Assessment cycle through Performance management

PRIORITY THREE

- Striving for a safe and inclusive learning environment

We will achieve this priority by:

- Continue to model and lead expected behaviours and positive interactions with all members of our school and community.
- Utilise the Instant Rewards and Cool to be Kind program at weekly assemblies.
- Use our whole school approach to record positive and negative behaviours on Integris.
- Consistently reinforce and use the traffic light system for in class behaviour management.
- Implement the Good Standing Policy at Lancelin Primary School.
- Work towards having the GSP embedded into the culture of the school.
- Work alongside external agencies such as Child Health, CAMHS, and CPS to review individuals on a case by case basis.
- Induct staff in student behaviour and medical procedures and in school evacuation procedures.
- Ensure we have staff qualified in Senior First Aid.
- Ensure we have a OH&S representative on staff.
- Recognise the diversity of cultures in our school and ensure inclusivity.
- Develop a healthy school mindset through breakfast club, crunch and sip, daily fitness and being a sun safe school.
- Provide a safe and welcoming environment for all parents and community members.
- Promote Lancelin Primary School in the community
- Facilitate the opportunity for disadvantaged students to access camps, incursions and excursions.

PRIORITY FOUR

- Striving for effective and distributed leadership

We will achieve this priority by:

- Setting a clear vision for Lancelin Primary School through collaborative strategic planning using a three year cycle.
- Adapt and refine Lancelin Primary School's Operational plan at the beginning of each year, and reevaluate at the end of each year to ensure the needs of the students are being met and adjust accordingly.
- Develop a strong Leadership model, based on the Principal Improvement Tool, accessing PL as needed.
- Utilise the AITSL Leadership standards to guide Leadership practice.
- Use Performance Management to align school direction with teacher intent, revisit twice yearly.
- Communicate with Lancelin Primary Staff weekly through email and face to face meetings.
- Recognise and enable opportunities for potential leaders to develop in this area.
- Use a distributed leadership model to maximise use of staffs abilities and skills.
- Upskill staff and admin in leadership professional learning as required, allowing for staff to maximise their expertise in their area of strength, as well as the development of potential in other areas of need.
- Begin a whole school reflection of the Aboriginal Cultural Standards Framework, raising the awareness of the ACSF, moving towards embedding into the Lancelin Primary School culture.

PRIORITY FIVE

- **Striving for positive community partnerships**

We will achieve this priority by:

- Communicate clearly with the Lancelin Community through newsletters, emails and social media platforms.
- Continue to build on established partnerships within the community by attending events organised across the year and participating in volunteer activities.
- Continue the participation of the Student Councillors to attend community events and represent the school throughout the year.
- Acknowledge the involvement of community business and volunteer organisations through newsletters and social media.
- Ensure newsletters are distributed throughout the community through town businesses
- Continue to foster the partnerships developed with the LDCA, Coastal Courier, CWA, Lions, Police and volunteer organisations to maximise opportunities for all students.
- Continue the transition program to local intake High Schools.
- Encourage and foster relationships with parents to offer support in the classroom
- Encourage student led fundraising ideas that involve the whole school.
- Maintain the association with Foodbank WA to offer Breakfast Club daily.
- Maintain the relationship with the Northern Beaches Education Network (N.B.E.N) and utilise their expertise in regards to system and strategic policies.