

# **LAURIMAR PRIMARY SCHOOL**

## **5497**



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## **Annual Implementation Plan 2013**

Endorsement by School Principal	Signed..... (Principal's signature) Name..... Date.....
Endorsement by School Council	Signed..... (School Council President's signature) Name..... Date.....
Endorsement by Regional Director or nominee	Signed..... (Regional Director or nominee's signature) Name..... Date.....

## Strategic Intent

	Goals	Targets	One Year Targets
<b>Student Learning</b>	To maintain high standards of literacy and numeracy in a learning environment that promotes curiosity, creativity, problem solving, thinking and action based learning.	<p>By 2015</p> <ul style="list-style-type: none"> <li>75% of Year 3 students to be in NAP Bands 4-6 for English dimensions and Numeracy</li> <li>75% of Year 5 students to be in NAP Bands 6-8 for English dimensions and Numeracy</li> <li>Matched cohort growth in NAPLAN to be at or above state mean for reading, writing and numeracy</li> <li>95% of prep students will achieve at or above Level 5 for reading.</li> <li>75% of prep students will achieve at or above level 10 for Reading</li> <li>95% of Year 1 students will achieve at or above Level 15 for Reading.</li> <li>75% of Year 1 students will achieve at or above Level 20 for Reading.</li> <li>95% of Year 2 students will achieve at or above Level 20 for Reading.</li> <li>75% of Year 2 students will achieve at or above Level 25 for Reading.</li> <li>95% of Year 3 students will achieve at or above Level 30.</li> </ul> <p>Each student to demonstrate growth of at least 1 AusVELS level in twelve months in the strands of the English and Mathematics domains of learning.</p>	<p>By 2013</p> <ul style="list-style-type: none"> <li>75% of Year 3 students to be in NAP Bands 4-6 for English dimensions and Numeracy</li> <li>75% of Year 5 students to be in NAP Bands 6-8 for English dimensions and Numeracy</li> <li>Matched cohort growth in NAPLAN to be at or above state mean for reading, writing and numeracy</li> <li>85% of prep students will achieve at or above Level 5 for reading.</li> <li>65% of prep students will achieve at or above level 10 for Reading</li> <li>85% of Year 1 students will achieve at or above Level 15 for Reading.</li> <li>65% of Year 1 students will achieve at or above Level 20 for Reading.</li> <li>85% of Year 2 students will achieve at or above Level 20 for Reading.</li> <li>65% of Year 2 students will achieve at or above Level 25 for Reading.</li> <li>85% of Year 3 students will achieve at or above Level 30.</li> </ul> <p>Each student to demonstrate growth of at least 1 AusVELS level in twelve months in the strands of the English and Mathematics domains of learning.</p>

		90% of students across the school achieving a C or above in English and Mathematics.	85% of students across the school achieving a C or above in English and Mathematics
<b>Student Engagement and Wellbeing</b>	To develop students who are motivated, engaged, resilient, curious and willing to contribute to the wellbeing of others.	<p>Student Attitudes to School Survey scores to be at or above the following by 2015:</p> <ul style="list-style-type: none"> <li>Student Safety: 4.70</li> <li>Classroom Behaviour: 3.70</li> <li>School Connectedness: 4.90</li> <li>Connectedness to Peers: 4.75</li> <li>Stimulating Learning: 4.35</li> <li>Student Motivation: 5.00</li> <li>Learning Confidence: 4.55</li> </ul> <p>Maintain the whole school average student absence rate at 11 or below throughout the review period.</p>	<p>Student Attitudes to School Survey scores to be at or above the following by 2013:</p> <ul style="list-style-type: none"> <li>Student Safety: 4.65</li> <li>Classroom Behaviour: 3.50</li> <li>School Connectedness: 4.50</li> <li>Connectedness to Peers: 4.35</li> <li>Stimulating Learning: 4.00</li> <li>Student Motivation: 4.60</li> <li>Learning Confidence: 4.20</li> </ul> <p>Average student absences to be at 11 days or below.</p>
<b>Student Pathways and Transitions</b>	To ensure supportive transition practices operate at all points K-7 to enhance student wellbeing and learning.	Maintain current levels of parent satisfaction with the <i>transitions</i> programs at 6.00 or above.	Maintain current levels of parent satisfaction with the <i>transitions</i> programs at 6.00 or above.

## Implementation

Key improvement strategies	What	How	Who	When	Achievement milestones
<b>Student Learning</b>					
Promote Literacy and Numeracy as the foundation of learning and continue to set high expectations for all students.	Continue to provide significant daily explicit instruction in literacy and numeracy.	Distribution of 'Learning to Learn @ Laurimar' document	Curriculum Innovation Leader	Term 1 2013	Implement the "Learning to Learn @ Laurimar" document outlining consistent teaching and learning practices across the school.
	Continue to implement the school wide spelling program (Write to Read).	Timetabled into weekly planners	All classroom teachers	Ongoing	Train all new staff in Cert 1 of the Write to Read program.
	Identify, document and implement key strategies for the development of comprehension skills in Reading.	Coaching and Professional Learning sessions	Curriculum Innovation Leader and Teaching & Learning Coaches	Ongoing	Establish a consistent approach to the teaching of comprehension skills across the school.
	Use data (including NAPLAN) to identify areas of underperformance and develop strategies to improve teaching programs.	Collection and analysis of achievement data.	Data Interrogation Team	Ongoing	The Data Interrogation Team (DIT) to oversee the analysis of school wide achievement data using SPA.
	Continue to provide Enrichment (extension and intervention) programs in Literacy and Numeracy.	Enrichment program	Enrichment teachers	Ongoing	Develop a process to identify students and staff to be involved in the Enrichment program.
	Revise curriculum documentation to accommodate AusVELS.	Continue to revise and further develop English and Mathematics	Curriculum Innovation Leader	Ongoing	Introduce AusVELS into our curriculum planning.

	<p>Communicate curriculum to parents and provide opportunities for parents to gain an understanding of teaching strategies in use.</p>	<p>planning documents and scope and sequence</p> <p>Publish curriculum articles in school newsletter</p> <p>Curriculum Information sessions for parents</p>	<p>Curriculum Innovation Leader and/or English and Mathematics managers</p>	<p>Ongoing</p> <p>Terms 2 &amp; 3</p>	<p>Provision of more opportunities for parent understanding of our curriculum.</p>
<p>Provide innovative, challenging and authentic learning experiences across the curriculum.</p>	<p>Provide authentic opportunities for student voice in learning and assessment.</p> <p>Develop the vision of students as collaborators, self managers, communicators, thinkers and researchers.</p> <p>Maximise the use of technology in exploring, showcasing and sharing student learning.</p> <p>Continue to differentiate and personalise learning with the support of learning technologies.</p> <p>Embed Asian Literacy and Mandarin (LOTE) in the curriculum through authentic learning experiences</p>	<p>Embed AusVELS Speaking and Listening content descriptors into all learning areas.</p> <p>Coaching sessions around the Curiosity model.</p> <p>Embed the use of technology into all learning areas.</p> <p>Embed Asian Literacy connections into all planners and scope and sequence.</p>	<p>All teachers</p> <p>Curriculum Innovation Leader and Teaching &amp; Learning Coaches</p> <p>ICT Innovations Coach and all teachers</p> <p>Asian Literacy leader and managers.</p>	<p>Ongoing</p> <p>Terms 2 – 4</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Using the Curiosity model to allow opportunities for student voice in learning.</p> <p>To build the capacity in our students to become 21<sup>st</sup> century learners by developing curiosity and ownership of their own learning.</p> <p>Review the use of technology and resources and how they are embedded across the curriculum.</p> <p>Act on the review recommendations from the Asian Literacy committee. Mandarin program to be expanded into grade 6. Investigate the possibility of the program being expanded to grade 2.</p>

	<p>Replicate the model for developing Asian Literacy to develop whole school approaches in Sustainability.</p> <p>Continue to promote Expressive Education as a key strategy for optimising development and engagement for all students.</p>	<p>Develop an action plan and processes for the development of sustainability into the curriculum.</p>	<p>Sustainability leader and managers</p>	<p>Term 1 &amp; 2</p>	<p>Establish an action plan outlining how sustainability will be embedded into the curriculum as outlined in AusVELS.</p> <p>Expand the Expressive Education team and programs to reflect the growth of the student population.</p>
<p>Continue to build the capacity of staff to implement school priorities and address the learning needs of their students.</p>	<p>Provide ongoing professional learning for all staff in: teaching of literacy and numeracy curiosity and exploration across the curriculum the use of data within teaching teams to personalise learning for students leadership development ICT skills and the ability to use their knowledge to enhance student learning</p> <p>Continue to embed the coaching and peer observation programs in an environment of reflective ongoing development and appraisal.</p>	<p>Regular professional learning sessions.</p> <p>Coaching sessions</p> <p>PLT Meetings</p> <p>Regular coaching sessions for all staff.</p>	<p>Curriculum Innovation Leader, Teaching &amp; Learning Coaches and ICT Innovation Leader</p> <p>PLT Leaders</p> <p>Curriculum Innovation Leader, Teaching &amp; Learning Coaches and ICT Innovation Leader</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Staff Opinion Survey – Professional Learning</p> <p>Provide opportunities for staff to attend Professional Learning sessions outside of the school.</p> <p>Monitor the implementation of the coaching program.</p>

## Student Engagement and Wellbeing

Build opportunities for connectedness with the school and wider community that foster wellbeing and engagement for students.	Implementation of the Student Engagement policy.  You Can Do It! program and The Leader in Me program.	Weekly sessions	All staff  You Can Do It! and The Leader in Me teachers.	Ongoing	Whole school consistent approach to implementing behaviour management strategies in line with the Department of Education and Early Childhood Development's Student Engagement Policy Guidelines.
Expand opportunities for student voice and student leadership.	Implementation of Student Leadership modules.  Continue to build the JSC program 2-6	Modules to be delivered throughout the year  Teachers	Assistant Principals  JSC Leaders	Term 1 – Term 3  Ongoing	Student leadership / voice forum  Improved data from Attitudes to School Survey

## Student Pathways and Transition

Evaluate and refine the effectiveness of transition programs with particular attention to the needs of students entering the school beyond Prep.	Preschool – prep transition program.  Year 6 -7 transition program.  Students entering the school into all year levels throughout the year.	Preschool visits and Step into Prep  Secondary school visits and Year 6 Orientation Day  Student Induction manual	Prep PLT Leader  Year 5/6 PLT Leader  Assistant Principals	Ongoing  Ongoing  Ongoing	Contact and relationships with preschools and secondary schools.
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