

Laurimar Primary School



School Strategic Plan

2013 - 2016

<p>Endorsement by School Principal</p>	<p>Signed..... (Principal)</p> <p>Name: Darryl Furze</p> <p>Date: 15th November</p>
<p>Endorsement by School Council</p>	<p>Signed..... (School Council President)</p> <p>Name: Sabine Harrison</p> <p>Date: 15th November</p>
<p>Endorsement by Regional Director or nominee</p>	<p>Signed..... (Regional Director or nominee)</p> <p>Name.....</p> <p>Date.....</p>



School Profile



Purpose:

To create an innovative, high performing, learning environment that nurtures each student's personal, social, physical and academic development.

Laurimar Primary School believes in a co-operative approach between its students, staff and parents. Through working together, students will develop positive attitudes, skills and the abilities to confidently meet the challenges of the 21st Century.

The school presents itself to the local and wider community as a school with a primary purpose of *quality education* which is achieved by:

- Creating a safe, caring and respectful learning environment which is stimulating and challenging
- Developing each child's unique potential as a resilient and resourceful learner of the 21st century.

Values

The school's motto is, **‘Learning - Partnerships - Success’**

We value:

- respect - the respect of oneself, others and property
- a co-operative and friendly environment, where students share the responsibility for their own learning and behaviour
- the provision of a safe and secure learning environment
- the development of our students' self esteem, so they achieve their best through encouragement, recognising and rewarding their efforts and achievement
- teachers identifying and utilising varied learning styles and strategies to enable maximised growth of students' learning

Foundations for Student Success:

- Confidence
- Organisation
- Getting Along
- Resilience
- Persistence



Environmental Context:

Laurimar Primary School is a new primary school built by the Department of Education and Early Childhood (DEECD) in 2008. Laurimar is situated on 3.4 hectares of land, 30km in Melbourne's northern residential growth area.

Laurimar opened in February 2009 with a student enrolment of 113 and 9 staff. The school has a current population of 790 students and 68 staff. Growth of the school has been extremely rapid, with indications that the school will grow over 1000 students in the next few years. Ninety-five percent of students attending Laurimar live within 2 km from the school. Prep enrolments in 2009 were 49 and have risen to 179 in 2012. The Indigenous enrolment in 2011 was 0.9% and the enrolment of students with English as a Second Language was 2.1%. In 2011 1.6% of students were receiving disability funding. The school's Student Family Occupation (SFO) density in 2011 was 0.42 and the proportion of students from a Language Background Other than English (LBOTE) was 0.09.



It is the aim of all staff to help the children settle into their new school community and build those skills, attitudes and values they will need to fully participate in the rich educational life of our school.

The master planned community, along with the primary school, includes; construction of a town centre, supermarket, shops, childcare, kindergarten, sports fields and recreation facilities. The construction of a childcare /kinder /maternal health facility in close proximity to our P-2 Learning Centre has now created an exciting and innovative early childhood education precinct.

Laurimar Primary School enjoys outstanding physical resources that enable us to provide students with the best possible educational opportunities. The modern facilities and teaching and learning practice represent an exciting opportunity for students, staff and parents to establish the school's extremely positive culture.

The school master plan was revised in late 2011 in response to the unprecedented growth and the need for additional infrastructure. The school was designed and built to incorporate the latest facilities for engaging students and comprises five buildings:

- Two Learning Centres, each comprising eight general purpose classrooms that feature open plan working areas with ICT facilities throughout, resource/library centre, wet areas, withdrawal area, staff centre and indoor toilets.
- Arts Centre, (comprising, music room, visual arts room, breakout room and kitchen)
- Administration centre, Staffroom and main Resource / Library Centre
- Full size gymnasium with canteen facility and associated amenities
- Thirteen mod5 relocatables have been placed on the school site to date
- A Mod 9 has been refurbished to accommodate the OSHC program run by the school

Laurimar Primary School is committed to the academic and personal growth of every student.

A focused curriculum, dedicated to innovation and a culture of care, will help us meet this commitment. A balanced and comprehensive curriculum constantly challenges students to extend their learning.

Our aim will be to challenge students to be the very best they can be. Our role is to help every student reach their potential. The skills needed for the 21st century, which support a love of learning that goes beyond the classroom, are actively embraced by our school.

The school is committed to information and communications technology with flexibility to allow access to IT and communications equipment anywhere within the learning spaces.

Importantly, we aim to be leaders in education. This involves setting up and implementing innovative practices in the use of ICT in the curriculum. The school has been set up to showcase our school for innovative practices in the use of ICT can improve student learning. The use of interactive TVs, digital cameras and notebook program are features. An exciting one to one netbook / iPad program commenced in 2010/12. There is an extensive range of ICT resources available which are all integrated into the curriculum

programs with a focus on developing a digital learning environment. Children in the school have ‘Digital Portfolios’ and access to online curriculum materials.

The school places strong emphasis on literacy and numeracy. Expressive Education encapsulates the learning areas of Physical Education, Performing Arts, Visual Arts, Student Emotional Learning and Mandarin (LOTE). The school has been identified as an Engage Asia lighthouse school and embeds an Asian literacy focus throughout the curriculum as an integral aspect of 21st century learning.

Team teaching is an expectation throughout the school and allows for flexible grouping of students within the shared classroom. There are also instances of grouping (streaming of students) across an entire year level for specific purposes.

Learning - Partnerships - Success

Strategic Intent

	Goals	Targets	Key Improvement Strategies
Student Learning	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"> • 75% of Year 3 students to be in NAP Bands 4-6 for English dimensions and Numeracy • 75% of Year 5 students to be in NAP Bands 6-8 for English dimensions and Numeracy • Matched cohort growth in NAPLAN to be at or above state mean for reading, writing and numeracy • 95% of prep students will achieve at or above Level 5 for reading. • 75% of prep students will achieve at or above level 10 for Reading • 95% of Year 1 students will achieve at or above Level 15 for Reading. • 75% of Year 1 students will achieve at or above Level 20 for Reading. • 95% of Year 2 students will achieve at or above Level 20 for Reading. • 75% of Year 2 students will achieve at or above Level 25 for Reading. • 95% of Year 3 students will achieve at or above Level 30. <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>90% of students across the school achieving a C or above in English and Mathematics.</p>	<p>Promote Literacy and Numeracy as the foundation of learning and continue to set high expectations for all students.</p> <p>Provide innovative, challenging and authentic learning experiences across the curriculum.</p> <p>Continue to build the capacity of staff to implement school priorities and address the learning needs of their students.</p>

<p>Student Engagement and Wellbeing</p>	<p>To develop students who are motivated, engaged, resilient, curious and willing to contribute to the wellbeing of others.</p>	<p>Student Attitudes to School Survey scores to be at or above the following by 2015: Student Safety: 4.70 Classroom Behaviour: 3.70 School Connectedness: 4.90 Connectedness to Peers: 4.75 Stimulating Learning: 4.35 Student Motivation: 5.00 Learning Confidence: 4.55</p> <p>Maintain the whole school average student absence rate at 11 or below throughout the review period.</p>	<p>Build opportunities for connectedness with the school and wider community that foster wellbeing and engagement for students.</p> <p>Expand opportunities for student voice and student leadership.</p>
<p>Student Pathways and Transitions</p>	<p>To ensure supportive transition practices operate at all points K-7 to enhance student wellbeing and learning.</p>	<p>Maintain current levels of parent satisfaction with the <i>transitions</i> programs at 6.00 or above.</p>	<p>Evaluate and refine the effectiveness of transition programs with particular attention to the needs of students entering the school beyond Prep.</p>

School Strategic Planner 2013- 2016: Indicative Planner

Key Improvement Strategies (KIS across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
<p>Promote Literacy and Numeracy as the foundation of learning and continue to set high expectations for all students.</p>	Year 1	<ul style="list-style-type: none"> • Continue to provide significant daily explicit instruction in literacy and numeracy. • Continue to implement the school wide spelling program (Write to Read). • Identify, document and implement key strategies for the development of comprehension skills in Reading. • Use data (including NAPLAN) to identify areas of underperformance and develop strategies to improve teaching programs. • Continue to provide Enrichment (extension and intervention) programs in Literacy and Numeracy. • Revise curriculum documentation to accommodate AusVELS. • Communicate curriculum to parents and provide opportunities for parents to gain an understanding of teaching strategies in use. 	<ul style="list-style-type: none"> • Implement the “Learning to Learn @ Laurimar” document outlining consistent teaching and learning practices across the school. • Train all new staff in Cert 1 of the Write to Read program. • Establish a consistent approach to the teaching of comprehension skills across the school. • The Data Interrogation Team (DIT) to oversee the analysis of school wide achievement data using SPA. • Develop a process to identify students and staff to be involved in the Enrichment program. • Introduce AusVELS into our curriculum planning. • Provision of more opportunities for parent understanding of our curriculum.
	Year 2	<ul style="list-style-type: none"> • Continue to provide significant daily explicit instruction in literacy and numeracy. • Continue to implement the school wide spelling program (Write to Read). 	<ul style="list-style-type: none"> ▪ Review and implement the “Learning to Learn @ Laurimar” document outlining consistent teaching and learning practices across the school. ▪ Continue to train staff in Cert 1 and Cert 2 of the Write to Read program.

		<ul style="list-style-type: none"> • Identify, document and implement key strategies for the development of comprehension skills in Reading. ▪ Use data (including NAPLAN) to identify areas of underperformance and develop strategies to improve teaching programs. ▪ Continue to provide Enrichment (extension and intervention) programs in Literacy and Numeracy. ▪ Revise curriculum documentation to accommodate AusVELS. ▪ Communicate curriculum to parents and provide opportunities for parents to gain an understanding of teaching strategies in use. 	<ul style="list-style-type: none"> ▪ Consolidate a consistent approach to the teaching of comprehension skills across the school. ▪ The DIT to continue to oversee the analysis of school wide achievement data. ▪ Review the process of identifying students and staff to be involved in the Enrichment program. ▪ Continue to develop AusVELS into our curriculum planning. ▪ Evaluate and consolidate the provision of opportunities for parent understanding of our curriculum.
	Year 3	<ul style="list-style-type: none"> ▪ Continue to provide significant daily explicit instruction in literacy and numeracy. ▪ Continue to implement the school wide spelling program (Write to Read). ▪ Identify, document and implement key strategies for the development of comprehension skills in Reading. ▪ Use data (including NAPLAN) to identify areas of underperformance and develop strategies to improve teaching programs. ▪ Continue to provide Enrichment (extension and intervention) programs in Literacy and Numeracy. ▪ Revise curriculum documentation to accommodate AusVELS. 	<ul style="list-style-type: none"> ▪ Review and implement the “Learning to Learn @ Laurimar” document outlining consistent teaching and learning practices across the school. ▪ Continue to train staff in Cert 1 and Cert 2 of the Write to Read program. ▪ Review a consistent approach to the teaching of comprehension skills across the school. ▪ The DIT to continue to oversee the analysis of school wide achievement data. ▪ Review the process of identifying students and staff to be involved in the Enrichment program. ▪ Continue to implement AusVELS into our curriculum planning.

		<ul style="list-style-type: none"> Communicate curriculum to parents and provide opportunities for parents to gain an understanding of teaching strategies in use. 	<ul style="list-style-type: none"> Evaluate and consolidate the provision of opportunities for parent understanding of our curriculum.
	Year 4	<ul style="list-style-type: none"> Continue to provide significant daily explicit instruction in literacy and numeracy. Continue to implement the school wide spelling program (Write to Read). Identify, document and implement key strategies for the development of comprehension skills in Reading. Use data (including NAPLAN) to identify areas of underperformance and develop strategies to improve teaching programs. Continue to provide Enrichment (extension and intervention) programs in Literacy and Numeracy. Revise curriculum documentation to accommodate AusVELS. Communicate curriculum to parents and provide opportunities for parents to gain an understanding of teaching strategies in use. 	<ul style="list-style-type: none"> Review and implement the Learning to Learn @ Laurimar document outlining consistent teaching and learning practices across the school. Become an accredited training provider of the Write to Read program. Established a consistent approach to the teaching of comprehension skills across the school. The DIT oversees the analysis of school wide achievement data. Established process of identifying students and staff to be involved in the Enrichment program. Full implementation of the Australian Curriculum into our curriculum planning. An informed parent community with an understanding of our curriculum.
Provide innovative, challenging and authentic learning experiences across the curriculum.	Year 1	<ul style="list-style-type: none"> Provide authentic opportunities for student voice in learning and assessment. Develop the vision of students as collaborators, self managers, communicators, thinkers and researchers. Maximise the use of technology in 	<ul style="list-style-type: none"> Using the Curiosity model to allow opportunities for student voice in learning. To build the capacity in our students to become 21st century learners by developing curiosity and ownership of their own learning. Review the use of technology and

		<p>exploring, showcasing and sharing student learning.</p> <ul style="list-style-type: none"> ▪ Continue to differentiate and personalise learning with the support of learning technologies. ▪ Embed Asian Literacy and Mandarin (LOTE) in the curriculum through authentic learning experiences ▪ Replicate the model for developing Asian Literacy to develop whole school approaches in Sustainability. ▪ Continue to promote Expressive Education as a key strategy for optimising development and engagement for all students. 	<p>resources and how they are embedded across the curriculum.</p> <ul style="list-style-type: none"> ▪ 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. ▪ Establish an action plan outlining how sustainability will be embedded into the curriculum as outlined in AusVELS. ▪ Expand the Expressive Education team and programs to reflect the growth of the student population.
	Year 2	<ul style="list-style-type: none"> ▪ Provide authentic opportunities for student voice in learning and assessment. ▪ Develop the vision of students as collaborators, self managers, communicators, thinkers and researchers. ▪ Maximise the use of technology in exploring, showcasing and sharing student learning. ▪ Continue to differentiate and personalise learning with the support of learning technologies. ▪ Embed Asian Literacy and Mandarin (LOTE) in the curriculum through authentic learning experiences ▪ Replicate the model for developing Asian Literacy to develop whole school 	<ul style="list-style-type: none"> ▪ Reflect on the use of the Curiosity model to allow opportunities for student voice in learning. ▪ To continue to build the capacity in our students to become 21st century learners by developing curiosity and ownership of their own learning. ▪ Review the use of technology and resources and how they are embedded across the curriculum. ▪ Continue to embed Asian Literacy into the curriculum. Continue the Mandarin program in grades 3 – 6. ▪ Establish an action plan outlining how Aboriginal and Torres Strait Islanders will be embedded into the curriculum as outlined in AusVELS. ▪ Expand the Expressive Education team

		<p>approaches in Aboriginal and Torres Strait Islanders.</p> <ul style="list-style-type: none"> Continue to promote Expressive Education as a key strategy for optimising development and engagement for all students. 	<p>and programs to reflect the growth of the student population.</p>
	Year 3	<ul style="list-style-type: none"> Provide authentic opportunities for student voice in learning and assessment. Develop the vision of students as collaborators, self managers, communicators, thinkers and researchers. Maximise the use of technology in exploring, showcasing and sharing student learning. Continue to differentiate and personalise learning with the support of learning technologies. Embed Asian Literacy and Mandarin (LOTE) in the curriculum through authentic learning experiences. Replicate the model for developing Asian Literacy to develop whole school approaches to all Australian cross curricular priorities. Continue to promote Expressive Education as a key strategy for optimising development and engagement for all students. 	<ul style="list-style-type: none"> Allow opportunities for student voice in learning through appropriate forums. To monitor the capacity of students as 21st century learners. Monitor and continue the use of technology and resources and how they are embedded across the curriculum. Monitor how we embed Asian Literacy into the curriculum. Continue the Mandarin program. Monitor the implementation of the AusVELS cross curricular priorities in our programs. Evaluate the Expressive Education programs in our school.
	Year 4	<ul style="list-style-type: none"> Provide authentic opportunities for student voice in learning and assessment. 	<ul style="list-style-type: none"> Evaluate the opportunities for student voice in learning through appropriate forums.

		<ul style="list-style-type: none"> ▪ Develop the vision of students as collaborators, self managers, communicators, thinkers and researchers. ▪ Maximise the use of technology in exploring, showcasing and sharing student learning. ▪ Continue to differentiate and personalise learning with the support of learning technologies. ▪ Embed Asian Literacy and Mandarin (LOTE) in the curriculum through authentic learning experiences. ▪ Replicate the model for developing Asian Literacy to develop whole school approaches to all Australian cross curricular priorities. ▪ Continue to promote Expressive Education as a key strategy for optimising development and engagement for all students. 	<ul style="list-style-type: none"> ▪ Evaluate the processes used to build capacity of our students as 21st century learners. ▪ Monitor, evaluate and continue the use of technology and resources and how they are embedded across the curriculum. ▪ Evaluate the success of Asian Literacy embedded into the curriculum. Continue the Mandarin program. ▪ Evaluate the implementation of the AusVELS cross curricular priorities embedded in our programs. ▪ Evaluate the Expressive Education programs in our school.
<p>Continue to build the capacity of staff to implement school priorities and address the learning needs of their students.</p>	<p>Year 1</p>	<ul style="list-style-type: none"> ▪ Provide ongoing professional learning for all staff in: <ul style="list-style-type: none"> ➢ 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 	<ul style="list-style-type: none"> ▪ Staff Opinion Survey – Professional Learning ▪ Provide opportunities for staff to attend Professional Learning sessions outside of the school. ▪ Monitor the implementation of the coaching program.

		<ul style="list-style-type: none"> ▪ Continue to embed the coaching and peer observation programs in an environment of reflective ongoing development and appraisal. 	
Year 2	<ul style="list-style-type: none"> ▪ Provide ongoing professional learning for all staff in: <ul style="list-style-type: none"> ➢ teaching of literacy and numeracy ➢ embedding a culture of 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 ▪ Continue to embed the coaching and peer observation programs in an environment of reflective ongoing development and appraisal. 	<ul style="list-style-type: none"> ▪ Staff Opinion Survey – Professional Learning ▪ Evaluate the opportunities for staff to attend Professional Learning sessions outside of the school. ▪ Evaluate the implementation of the coaching program. 	
Year 3	<ul style="list-style-type: none"> ▪ Provide ongoing professional learning for all staff in: <ul style="list-style-type: none"> ➢ teaching of literacy and numeracy ➢ 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 	<ul style="list-style-type: none"> ▪ 	
Year 4	<ul style="list-style-type: none"> ▪ Provide ongoing professional learning for all staff in: <ul style="list-style-type: none"> ➢ teaching of literacy and 	<ul style="list-style-type: none"> ▪ 	

		<p>numeracy</p> <ul style="list-style-type: none">➤ 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	
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