

School Strategic Plan 2020-2024

Laurimar Primary School (5497)



Submitted for review by Jason McBean (School Principal) on 28 April, 2021 at 10:05 AM

Endorsed by Anthony Simone (Senior Education Improvement Leader) on 30 April, 2021 at 03:58 PM

Endorsed by Renee Kueffer (School Council President) on 30 April, 2021 at 04:28 PM

School Strategic Plan - 2020-2024

Laurimar Primary School (5497)

School vision	To lead as a collaborative team of educators at Laurimar Primary School, bringing together collective efficacy, an evidence based approach that engages, inspires and supports all students and key stakeholders on a journey of continuous improvement
School values	<p>Laurimar Primary School's learning, behaviour and attitude is based around the following values;</p> <ul style="list-style-type: none">-Excellence-Respect-Belonging-Integrity-Curiosity <p>We ask that every student, staff member, parent and stakeholder display these values every day.</p> <p>Our students also follow the 3 simple and powerful school rules;</p> <ul style="list-style-type: none">- Respect our School- Do Your Best- Help others succeed <p>At LPS we believe students learn best when they feel safe, valued and happy. Our staff are committed to providing an environment that nurtures personal growth and self-esteem. All members of the school community have rights and responsibilities and these are best ensured when agreed procedures are accepted and followed. Primary school students are developing appropriate ways to interact with others. The school and its community share the responsibility to assist students in learning appropriate behaviours.</p> <p>We believe that values education is an integral part of our school and as such needs to be clearly reflected in school policies, codes of conduct and school documentation. These core values are the cornerstone on which we build our vision and underpin all that we do. This is demonstrated through our Prep-6, You Can Do It! Education program that develops each young person's confidence, resilience, persistence, organisation and getting along skills.</p> <p>At LPS we have a commitment to provide a safe, caring and supportive environment that focuses on the needs and emotional well being of all students. Our Student Code of Conduct and welfare management practices, based on DET guidelines, aims to foster a whole school climate where personal responsibility and self-discipline are developed. This code acknowledges the Racial and Religious Tolerance Act 2001, which supports racial and religious tolerance and prohibits vilification on the ground of race or religion.</p>

	<p>Parents have an obligation to support the school in its efforts to implement the Student Code of Conduct. The Principal and staff have an obligation to implement the Student Code of Conduct in a fair and consistent manner.</p> <p>Students, staff and parents develop a clear understanding of the school's policies, expectations, rights and responsibilities and rules, all of which reflect the School Values. Students are empowered to assess their own behaviour and develop strategies to act in a responsible manner. They look at how their learning is going to make a difference and how it will affect other people.</p> <p>The foundation of resiliency is focused on how the child adapts and builds healthy relationships. A profile of resiliency includes social competence, problem solving skills, autonomy and a sense of purpose and future. Each of the school values is supported by the notion of protective factors, These include: care and support, positive expectations, participation and involvement.</p> <p>Shared Expectations LPS has developed shared expectations to ensure that the learning, safety and rights of all are respected. The expectations are intended to be positive in that they set out what is accepted and appropriate behaviours for our school community. Our shared expectations are intended to support individual students and families that come to our community from a diversity of backgrounds and experiences.</p>
<p>Context challenges</p>	<p>Laurimar Primary School Profile/ Context</p> <p>Laurimar Primary is now an established school in its 13th year of operation built by the Department of Education and Training (DET) opening in 2009. Laurimar is situated on 3.4 hectares of land, 30km from the CBD, in Melbourne's northern residential growth area. We are incredibly proud of our school and the many things that makes it so unique. We proudly celebrate a strong culture of inclusion, difference and diversity so that each individual can confidently reach their full potential.</p> <p>The school has a current population of 988.4 students. Growth within the school has been rapid over the past 12 years. The school continues to attract student enrolments due to our positive reputation within the Doreen and wider community and has a strong focus on excellence in Primary Education. It is the aim of all staff to help the children settle into their dynamic school community and build 21st Century Learning skills, attitudes, values and respect that they need to fully participate in the rich educational life of our school.</p> <p>The master planned community, along with the Primary School, includes; a town centre, supermarket, shops, childcare, kindergarten, sports fields, War Memorial and recreation facilities which have been opened over the past 10 years, create a dynamic setting for young children to be supported in their learning. The construction of a childcare, kinder and maternal health care facility in close proximity to our Prep Learning Centre creates an exciting and innovative Early Childhood Education precinct for the Laurimar Community to benefit from.</p>

Laurimar PS enjoys outstanding physical resources that enable us to provide students with the best possible educational opportunities and learning outcomes. The modern facilities and 21st Century teaching and learning pedagogy represent an exciting opportunity for students and parents, and have established the school's strong culture, values and nature. The school is committed to Information and Communication Technologies with flexibility to allow access anywhere within the learning spaces.

The school is designed and built to incorporate the latest facilities for engaging students and comprises six buildings:

- *Fully equipped STEM Centre that strongly engages students and develops a deep sense of curiosity
- *Two Learning Centres, each comprising ten general purpose classrooms that feature open plan teaching and learning, working areas with ICT facilities throughout, wet areas, withdrawal area and indoor toilets that cater for our Prep-2 students
- *Fifteen double, open plan relocatable classrooms with staff centre in each, all controlled by heating and cooling
- *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
- *Two bike sheds housing 400 spaces for bikes and scooters
- *Fully operational OSHC building incorporating Out of School Hours and Vacation Care, OSHC Demonstration program that caters for students with disabilities and school television studio with the capability to stream live broadcasts into all learning spaces. This building is also home to another large "Green Screen" to produce movies.
- *Japanese Zen Garden, Community Safety Space and Indonesian Tropical Garden that reflects our commitment to Asian Literacy and our Grade 5/6 trips to China each October

Expansive outdoor recreation areas include a full size synthetic grass soccer / hockey pitch, playground equipment and asphalt play areas. Access to two adjoining well maintained sport / football ovals and landscaped grounds add to the aesthetic appeal of the school environment.

Recent constructions include a Zen Garden, gazebo/BBQ area, outdoor coverway over the assembly area, additional playgrounds and an RSL endorsed Cenotaph/War Memorial which holds annual Remembrance & Anzac Day Services.

We recently opened our newly designed Prep Development & Play Area that incorporates many hands on activities.

Laurimar Primary School is committed to the academic, social & emotional learning and personal growth of every student. A focused curriculum, dedication to innovation and a culture of care from all staff will help us meet this commitment. Our school is well resourced in the Victorian curriculum.

A balanced, engaging and comprehensive curriculum constantly challenges students to extend their learning and cater for all individual needs through CAFÉ Reading, VOICES Writing, SOUNDWAVES spelling and comprehensive numeracy pedagogy.

Our aim is to challenge students to be the very best they can be. Our role is to help every student reach their full potential through setting personal goals. The skills needed for the 21st century, which support a love of learning that goes beyond the classroom, are

	<p>actively embraced by our school. A high emphasis is placed on the development of social/emotional learning of every child through a dedicated team.</p> <p>Teachers are highly valued and help to set the tone and culture within our educational institution. A strong coaching program has been developed and team teaching between classes is embraced. Importantly, we aim to be leaders in education and in social and emotional learning. This involves setting up and implementing innovative practices in the use of ICT in the curriculum. The school has been set up to showcase these innovative practices and how they enhance student learning. The use of interactive televisions, smart boards, digital cameras, note books and the 1:1 iPad program are features. There is an extensive range of ICT resources available which are integrated into the curriculum programs with a focus on developing a digital learning environment. Students in the school have access to a range of online curriculum resources to support learning both in the classroom and at home.</p> <p>The school has achieved a great deal over the past decade, however, as a school community, we all look to a bright future with great optimism and excitement and constantly strive to take the learning to higher levels. Laurimar PS has a strong focus on excellence in Primary Education for all and will constantly strive for ongoing improvement with our students in 2021 and beyond.</p> <p>What are our school's key challenges?</p> <p>Like all educational settings in 2021, we are yet to experience the full extent/ fallout of the impacts of COVID 19 on our students that dominated the 2020 school year and continues to define our programs in 2021. How can we continue to best identify and support those students in the tutoring program and other support settings within the school? Transient nature of enrolments in and out of our school Student absences (staff and students) Student behaviour(students from other settings from out of our DNS)</p>
<p>Intent, rationale and focus</p>	<p>What are we prioritising? How will the Strategic Plan unfold over 4 years?</p> <p>Goal 1 Empower students as engaged and independent learners</p> <p>Rationale The Panel found student voice and agency in learning was limited. Students indicated as part of focus group discussions that they had little input into their own learning and had limited opportunities to evaluate their own learning. The Panel noted that voice and agency beyond the classroom was evident through the student leadership program and the additional opportunities to engage in clubs and community interaction. The Panel therefore</p>

recommended a goal focused on empowering students as learners

Targets

1.1 By 2024, increase the percentage of students .

- student voice and agency from 76% (2019) to 81% (2024)
- motivation and interest from 85% (2019) to 90% (2024)
- sense of connectedness from 84% (2019) to 89% (2024)

1.2 By 2024 increase the percentage endorsement Parent Opinion Survey:

- student voice and agency from 82%(2019) to 87% (2024)
- stimulating learning from 83% in (2019) to 88% (2024)
- student motivation and support from 80% (2019) to 84% (2024)

1.3 By 2024, increase the percentage positive response in School Staff Survey factors:

- Collective efficacy from 71% (2019) to 75% (2024) (to be finalised)
- Academic emphasis from 62% (2019) to 67% (2024) (to be finalised)
- Use student feedback to improve practice from 72% (2019) to 76% (2024) (Teaching and learning module –evaluation) (to be finalised)

Key Improvement Strategies (KIS) FISO dimension

1a. Build a collective and consistent understanding of student voice and agency Intellectual engagement and self awareness

1b. Implement strategies to support students to be reflective, questioning and self- Empowering students and monitoring learners building school pride

1c. Develop student capability to set goals and monitor own learning progress Intellectual engagement and self awareness

Goal 2

Improve literacy growth for all students

Rationale

The Panel found that the percentage of students achieving at or above the benchmark growth levels in NAPLAN was less than similar and all state school while the percentage of students achieving low benchmark growth had increased. The Panel determined that a continuing focus on literacy was therefore recommended as a goal.

Targets

2.1 By 2024, increase the percentage of students achieving above NAPLAN benchmark growth in:

Reading from 11% (2019) to 15% (2024)

Writing from 16% (2019) to 21% (2024)

and reduce the percentage of students in achieving below NAPLAN benchmark growth in:

Reading from 45% in (2019) to 37% (2024)

- Writing from 36% in (2019) to 30% in (2024)

2.2 By 2024, increase the percentage of students achieving:

- at expected growth over 12 months each year in reading and viewing from in the Victorian Curriculum (teacher judgements) from 73% (2019) to 76%(2024)
- and above expected growth over 12 months each year in writing in the Victorian Curriculum (teacher judgements) from 7% (2019) to 12% (2024)

2.3 By 2024, increase the percentage of students achieving in the top 2 bands of NAPLAN in:

Reading Year 3: from 54% (2019) to 58% (2024)

Year 5: from 31% (2019) to 35% (2024)

Writing Year 3: from 54% (2019) to 58% (2024)

Year 5: from 15% (2019) to 19% (2024)

Key Improvement Strategies (KIS) FISO dimension

2a. Further refine and embed the whole-school instructional model for writing and reading

Building practice excellence

2b. Further develop teachers' curriculum knowledge and skill in delivering the literacy curriculum as a continuum of learning

Curriculum planning and assessment

2c. Build teacher capability to utilise data and differentiate teaching to enable challenge and progress for every student

Evaluating impact on learning

Goal 3

Improve student outcomes in numeracy

Rationale

The Panel determined that a focus on numeracy was necessary to ensure that learning outcomes improved. The percentage of students in Year 5 achieving in the top NAPLAN three bands and the percentage of students achieving at or above benchmark growth had decreased and was below that of similar and all state schools. The percentage of students in Year 3 achieving in the top three bands had also decreased in 2019.

Targets

3.1 By 2024, increase the percentage of students achieving:

- at expected growth over 12 months each year in number and algebra in the Victorian Curriculum (teacher judgements) from 65% (2019) to 68% (2024)

- and above expected growth over 12 months each year in number and algebra in the Victorian Curriculum (teacher judgements) from 8.5% (2019) to 12% (2024)

	<p>3.2 By 2024, increase the percentage of student achieving above NAPLAN benchmark growth in numeracy from 13% (2019) to 18% (2024)</p> <ul style="list-style-type: none"> • Decrease the percentage of students achieving below benchmark growth from 28% (2019) to 20% (2024) <p>3.3 By 2024, increase the percentage of students achieving in the top 2 bands in numeracy (NAPLAN) :</p> <ul style="list-style-type: none"> • Year 3 from 45% (2019) to 49% (2024)Year 5 from 27% (2019) to 30% (2024) <p>3.4 By 2024, increase the percentage positive responses in School Staff Survey Leadership for factors:</p> <ul style="list-style-type: none"> • Instructional leadership from 75% (2019) to 78% (2024) • Leaders support for change from 75% (2019) to 79% (2024) • Leading change from 68% (2019) to 71% (2024) <p>Key Improvement Strategies (KIS) FISO dimension</p> <p>3a. Strengthen staff capabilities to effectively use data to plan teaching to meet student point of need Curriculum planning and assessment</p> <p>3b. Further develop teachers' curriculum knowledge in mathematics as a continuum of learning Curriculum planning and assessment</p> <p>3c. Build the instructional leadership capabilities of all staff to develop a culture of continuous improvement Building leadership teams</p> <p>Appendix</p>
--	---

School Strategic Plan - 2020-2024

Laurimar Primary School (5497)

Goal 1	Empower students as engaged and independent learners
Target 1.1	<p>By 2024, increase the percentage of students:</p> <ul style="list-style-type: none"> • student voice and agency from 76% (2019) to 81% (2024) • motivation and interest from 85% (2019) to 90% (2024) • sense of connectedness from 84% (2019) to 89% (2024)
Target 1.2	<p>By 2024 increase the percentage endorsement Parent Opinion Survey:</p> <ul style="list-style-type: none"> • student voice and agency from 82%(2019) to 87% (2024) • stimulating learning from 83% in (2019) to 88% (2024) • student motivation and support from 80% (2019) to 84% (2024)
Target 1.3	<p>By 2024, increase the percentage positive response in School Staff Survey factors:</p> <ul style="list-style-type: none"> • Collective efficacy from 71% (2019) to XX% (2024) (to be finalised) • Academic emphasis from 62% (2029) to XX% (2024) (to be finalised) • Use student feedback to improve practice from 72% (2029) to XX% (2024) (Teaching and learning module – evaluation) (to be finalised)
Key Improvement Strategy 1.a	Build a collective and consistent understanding of student voice and agency

Intellectual engagement and self-awareness	
Key Improvement Strategy 1.b Empowering students and building school pride	Implement strategies to support students to be reflective, questioning and self-monitoring learners
Key Improvement Strategy 1.c Intellectual engagement and self-awareness	Develop student capability to set goals and monitor own learning progress
Goal 2	Improve literacy growth for all students
Target 2.1	<p>By 2024, increase the percentage of students achieving above NAPLAN benchmark growth in:</p> <ul style="list-style-type: none"> • Reading from 11% (2019) to 15% (2024) • Writing from 16% (2019) to 21% (2024) <p>and reduce the percentage of students in achieving below NAPLAN benchmark growth in:</p> <ul style="list-style-type: none"> • Reading from 45% in (2019) to 37% (2024) • Writing from 36% in (2019) to 30% in (2024)
Target 2.2	<p>By 2024, increase the percentage of students achieving:</p> <ul style="list-style-type: none"> • at expected growth over 12 months each year in reading and viewing from in the Victorian Curriculum (teacher judgements) from 73% (2019) to XX%(2024) (to be finalised) • and above expected growth over 12 months each year in writing in the Victorian Curriculum (teacher judgements) from 7% (2019) to XX% (2024) (to be finalised)

Target 2.3	<p>By 2024, increase the percentage of students achieving in the top 2 bands of NAPLAN in:</p> <ul style="list-style-type: none"> • Reading <ul style="list-style-type: none"> ○ Year 3: from 54% (2019) to XX% (2024) (to be finalised) ○ Year 5: from 31% (2019) to XX% (2024) (to be finalised) • Writing <ul style="list-style-type: none"> ○ Year 3: from 54% (2019) to XX% (2024) (to be finalised) ○ Year 5: from 15% (2019) to XX% (2024) (to be finalised)
Key Improvement Strategy 2.a Building practice excellence	Further refine and embed the whole-school instructional model for writing and reading
Key Improvement Strategy 2.b Curriculum planning and assessment	Further develop teachers' curriculum knowledge and skill in delivering the literacy curriculum as a continuum of learning
Key Improvement Strategy 2.c Evaluating impact on learning	Build teacher capability to utilise data and differentiate teaching to enable challenge and progress for every student
Goal 3	Improve student outcomes in numeracy
Target 3.1	<p>By 2024, increase the percentage of students achieving:</p> <ul style="list-style-type: none"> • at expected growth over 12 months each year in number and algebra in the Victorian Curriculum (teacher judgements) from 65% (2019) to XX% (2024) (to be finalised) • and above expected growth over 12 months each year in number and algebra in the Victorian Curriculum (teacher judgements) from 8.5% (2019) to XX% (2024) (to be finalised)

Target 3.2	<p>By 2024, increase the percentage of student achieving above NAPLAN benchmark growth in numeracy () from 13% (2019) to 20% (2024)</p> <ul style="list-style-type: none"> • Decrease the percentage of students achieving below benchmark growth from 28% (2019) to XX% (2024) (to be finalised)
Target 3.3	<p>By 2024, increase the percentage of students achieving in the top 2 bands in numeracy (NAPLAN) :</p> <ul style="list-style-type: none"> • Year 3 from 45% (2019) to XX (2024) (to be finalised) • Year 5 from 27% (2019) to XX (2024) (to be finalised)
Target 3.4	<p>By 2024, increase the percentage positive responses in School Staff Survey Leadership for factors:</p> <ul style="list-style-type: none"> • Instructional leadership from 75% (2019) to XX% (2024) (to be finalised) • Leaders support for change from 75% (2019) to XX% (2024) (to be finalised) • Leading change from 68% (2019) to XX% (2024) (to be finalised)
Key Improvement Strategy 3.a Curriculum planning and assessment	Strengthen staff capabilities to effectively use data to plan teaching to meet student point of need
Key Improvement Strategy 3.b Curriculum planning and assessment	Further develop teachers' curriculum knowledge in mathematics as a continuum of learning
Key Improvement Strategy 3.c Building leadership teams	Build the instructional leadership capabilities of all staff to develop a culture of continuous improvement

