



5497 Laurimar Primary School Strategic Plan 2017-2020

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Jason McBean..... [21/03/2017][name] [date][name] [date]
School Council: Adam Clarke [21/03/2017][name] [date][name] [date]
Delegate of the Secretary: David Kilmartin [21/3/2017][name] [date][name] [date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p><u>Our Vision</u></p> <p>Our vision as a team is; Everyone belongs at Laurimar Primary School where our consistent teaching and learning ensures outstanding growth.</p> <p><u>Our Motto</u></p> <p>Laurimar Primary is about driving and supporting opportunities for all students and staff to learn, grow and inspire a love of learning for themselves and others</p> <p><u>Mission Statement</u></p> <p>In order to achieve our vision for Laurimar Primary School, our team will;</p> <ul style="list-style-type: none">➤ Continue to focus on effective strategies of best teaching and learning practices for literacy and numeracy➤ Provide time and space for effective feedback, reflection and improvement of practice	<p><u>At Laurimar Primary School, all stakeholders value:</u></p> <ul style="list-style-type: none">➤ Respect➤ Belonging➤ Curiosity➤ Integrity➤ Excellence <p><i>These key values of our school are linked closely to our school rules of;</i></p> <p><u>Our 3 School Rules we stand by are:</u></p> <ul style="list-style-type: none">➤ <i>Respect our School</i>➤ <i>Do your best</i>➤ <i>Help others to succeed</i> <p><u>‘Learning Partnerships Success’</u></p>	<p>Laurimar Primary School is now in its 9th year, 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.</p> <p>The school has a current population of 1048 students. Growth within the school has been rapid. The school continues to grow due to our positive reputation and has a strong focus on excellence in Primary Education. It is the aim of all staff to help the children settle into their new 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 7 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 F-2 Learning Centre creates an exciting and innovative Early Childhood Education precinct for the Laurimar community to benefit from.</p> <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.</p> <p>The school is designed and built to incorporate the latest facilities for engaging students and comprises six buildings: *Two Learning Centres, each comprising ten general purpose classrooms that feature open plan working areas with ICT facilities throughout, wet areas, withdrawal area and indoor toilets *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 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 and Indonesian Tropical Garden that reflects our commitment to Asian Literacy</p> <p>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</p>	<p><u>Given your context and findings from your self-evaluation and review:</u></p> <p><u>What is Laurimar Primary trying to achieve?</u></p> <p><i>To lift student achievement in reading, writing, numeracy, spelling and grammar through consistency of practice in every classroom, a strong focus on specifically targeted teacher professional learning and students at the core of everything we do.</i></p> <p><i>To improve and encourage student voice and to empower students to take ownership of their learning and to fully and proudly immerse themselves in school life</i></p> <p><u>Why is this important?</u></p> <p><i>When students are active participants in their learning environment this leads to more powerful learning, deeper levels of thinking, higher levels of engagement and improved student outcomes. Every student can achieve their goals and fulfil their learning potential to maximise their academic achievement.</i></p> <p><u>What are we prioritising? How will the Strategic Plan unfold over 4 years?</u></p> <p><u>Year 1- 2017</u></p> <ul style="list-style-type: none">• <i>Engage Staff In the Framework for Improving student Outcomes: Building Practice Excellence and empowering students and building school pride</i>• <i>Introducing ‘Voices’ writing</i>• <i>Consolidate consistent teaching practice through embedding visible and meaningful learning intentions and success criteria in every classroom for every lesson</i>• <i>Continuing to engage educational consultant Lyn Watts to assist in developing the above programs</i>• <i>Professional learning around capabilities of the Victorian Curriculum delivered by Education Improvement Leader, Kaylene Kubeil</i>• <i>Whole staff professional Learning around effective writing of reports and Individual Learning Plans(ILPs)</i>• <i>Prioritising the effective staged implementation of COMPASS by introducing student attendance, student reporting, Parent/Teacher meetings, Individual Learning Plans(ILPS) and student achievement data</i>• <i>Develop an understanding of what throughlines are and how they underpin the LPS scope and sequence</i>• <i>Ongoing review of school data to reflect, review and develop our school's curriculum and teacher practice to ensure the best possible student growth</i>• <i>Continue to investigate the use of multiple sources of data to measure student achievement and growth</i>• <i>Improved communication to our parents and wider community through newsletter, Skool Bag APP, Compass Management System, Google Classroom, Google Communities, Electronic Screen assemblies, Laurimar Live (school produced weekly television program) and Parent Information Evenings.</i>• <i>Review the delivery of the health component of the Health and Physical Education curriculum to ensure a sequential, effective curriculum is delivered from Prep-6.</i> <p><u>Literacy:</u></p> <ul style="list-style-type: none">• <i>Consolidating CAFÉ by building teacher capacity to plan and implement effective Strategy Groups</i>• <i>Introducing ‘Voices’ writing</i>• <i>Continuing to engage educational consultant Lyn Watts to assist in developing the above programs</i>• <i>Extending Turn and Talk to the 1,2,4 Model. Rules for students conducting speaking and listening together. Building a bank of mentor texts to deliver Café reading and Voices writing</i>



		<p>of the school environment.</p> <p>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 Foundation Development Play Area.</p> <p>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 using the Victorian curriculum. A balanced, engaging and comprehensive curriculum constantly challenges students to extend their learning and cater for all individual needs.</p> <p>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 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 8-year period, 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 across every grade. Laurimar PS has a strong focus on excellence in Primary Education for all students and will constantly strive for ongoing improvement with teaching and learning.</p>	<p><i>and include shared and partner writing strategies in the writing curriculum. Consistent use of the 'Voices' 6 writing traits in our writing planning</i></p> <ul style="list-style-type: none">• <i>Teaching and learning leaders to visit other successful schools to focus on best practice in CAFE' Reading and 'Voices' Writing</i>• <i>Move spelling to 4 sessions per week as part of our writing planner</i> <p>Numeracy</p> <ul style="list-style-type: none">• <i>Developing excellence in numeracy through engaging numeracy expert Rob Vingerhoets to build teacher capacity and knowledge</i>• <i>Ensure consistent use of the maths wall in EVERY classroom to articulate numeracy vocabulary</i>• <i>Focus on analysing data to drive the teaching and learning program through consultant Kathy Palmer</i> <p>Year 2- 2018</p> <ul style="list-style-type: none">• <i>Teacher learning walks across multi -year level classrooms</i>• <i>Continue to build teacher understanding of the inquiry structure and develop units so that every unit culminates with authentic opportunities for students to take action with their learning</i>• <i>Continue the staged implementation of COMPASS by consolidating student attendance, student reporting, Parent/Teacher meetings, Individual Learning Plans(ILPS) and student achievement data and through introducing the analysis of student achievement data and student chronicles</i>• <i>No 'Opt Out' questioning strategy</i>• <i>Ongoing review of school data to reflect, review and develop our school's curriculum and teacher practice to ensure the best possible student growth</i>• <i>Review whole school assessment schedule to ensure data is used effectively to track student progress and improved teacher effectiveness</i>• <i>Implement the delivery of the health component of the Health and Physical Education curriculum to ensure a sequential, effective curriculum is delivered from Prep-6.</i> <p>Literacy</p> <ul style="list-style-type: none">• <i>Reviewing our whole school Scope and sequence for Spelling</i>• <i>Undertaking whole staff professional learning specifically around best practice in phonics and spelling investigations</i>• <i>Continuing to develop CAFÉ and "VOICES" writing</i>• <i>Review the Laurimar Primary School writing planner to reflect 'Voices' writing</i> <p>Numeracy</p> <ul style="list-style-type: none">• <i>Develop the use of rich assessment tasks and other forms of assessment to;</i>• <i>guide and inform teacher planning</i>• <i>assess student growth</i>• <i>measure teacher effectiveness</i>• <i>Consolidate the use of concrete and hands on materials to support all teaching and learning tasks</i>• <i>Build teacher capacity to explicitly plan for and address students misconceptions in mathematics</i> <p>Year 3- 2019</p> <ul style="list-style-type: none">• <i>Feedback: Continue to improve teacher's strategies in providing high quality student feedback through building teacher capacity and their knowledge of best practice</i>• <i>Teachers develop student capacity for students to give and receive feedback</i>• <i>Teachers ensure opportunities for students to engage in peer and self-assessments</i>• <i>Ongoing review of school data to reflect, review and develop our school's curriculum and teacher practice to ensure the best possible student growth</i>• <i>Continue to consolidate the use of compass for student data, reporting and parent communication</i>• <i>Continue to investigate the use of multiple sources of data to measure student achievement and growth</i>• <i>Build and expand upon the delivery of the health component of the Health and Physical Education curriculum to ensure a sequential, effective curriculum is delivered from Prep-6.</i> <p>Literacy</p> <ul style="list-style-type: none">• <i>Continue to implement the revised whole school spelling scope and sequence</i>• <i>Monitor and review CAFE reading and continue to develop 'Voices' Writing structure</i> <p>Numeracy</p>
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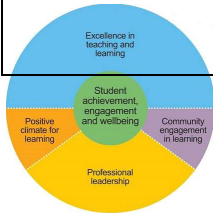


			<ul style="list-style-type: none"> Review numeracy scope and sequence to ensure breadth Extend teacher capacity to explicitly plan for and address students misconceptions in mathematics <p>Year 4-2020</p> <ul style="list-style-type: none"> For all students to have reached all data set targets to demonstrate that each child has achieved at least 12 months' growth for each year of learning Continue to provide high quality, targeted professional development to improve teacher capabilities and student outcomes Review the effectiveness of Compass as a means for reporting, student tracking and parent communication Seek feedback from all stakeholders on the effectiveness of student reporting practices Evidence of strong and effective growth in teacher curriculum knowledge and practice though our commitment to our teaching and learning leader model and investment in relevant professional educational consultants Building the process and capacity of teachers and leaders in the use of Compass to analyse school data to inform point of need teaching, consolidate parent relationships and connectedness and a strong sense of community Review whole school assessment schedule to ensure data is used effectively to track student progress and improved teacher effectiveness Ensure that the health component of the Health and Physical Education curriculum is providing for the delivery of a sequential, effective health curriculum from Prep-6. <p>Literacy</p> <ul style="list-style-type: none"> Review whole school spelling program Review 'Voices Writing' program across the school Revise and update CAFE reading approach <p>Numeracy</p> <ul style="list-style-type: none"> Develop teacher capacity to include an inquiry based model in numeracy units
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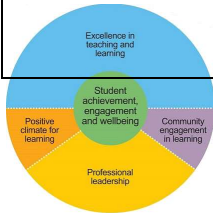
Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)
<p>[DN: Goals are SMART statements that define the outcomes your school is striving to achieve; expressed in terms of student achievement, engagement and/or wellbeing, and that are inclusive of all students.]</p> <p>Student Achievement: FISO Priority</p> <p>Building Practice Excellence</p> <p>For every student at Laurimar Primary School to achieve at least 12 months' growth for every 12 months of learning as measured by a range of data sources including teacher judgements against the Victorian Curriculum, NAPLAN, PAT MATHS, Mathematics Online Interview, On Demand testing and Fountas and Pinnell Benchmarking</p>	<p>[DN: Based on the key findings for improvement, what are your school's Improvement Priorities, and its one or two Improvement Initiatives for key focus?</p> <p>Excellence in teaching and learning</p> <p>Building practice excellence</p> <ul style="list-style-type: none"> Teacher clarity in the classroom around setting clear learning intentions for each and every lesson linking rich success criteria Using Data to monitor student progress and inform teaching practice Provide rich and powerful feedback, teacher to student, teacher to teacher and student to teacher and student to student Maintain and further develop high standards in literacy and numeracy A focus on achieving academic growth for every student, ensures 	<p>[DN: What are the high-level actions your school will undertake over the next four years to achieve your goals and targets? List chronologically from most immediate, short, medium to longer term strategies]</p> <p>Immediate Term (Semester 1,2017)</p> <ul style="list-style-type: none"> implementation and use of Whole School COMPASS Data base system (reporting, attendance, feedback to parents, welfare and tracking of student achievement data) enhancement of teacher curriculum content knowledge by engaging with experts in mathematics and literacy instruction providing whole school, team and individual professional learning consistent implementation of models of practice including learning Intentions, success criteria and student feedback support for teachers in planning and delivering effective teaching and learning systematic analysis of student data lead by Data Interrogation Team (DIT) Managers, to support teacher planning and generate opportunities for greater student voice in teaching and learning <p>Short Term (Semester 2, 2017)</p> <ul style="list-style-type: none"> strengthened staff capacity in data analysis and moderation of student learning further development and implementation of team planning, coaching and staff feedback models as part of our work to 'make data visible' in our school, data will be visible at team planning, staff professional learning and in staff common areas 	<ul style="list-style-type: none"> ALL students (Deemed capable) will achieve 12–months growth in 12 months, as measured by multiple sources of data, using PAT Mathematics, Fountas and Pinnell, NAPLAN, On Demand testing for Numeracy and Literacy, MOI and teacher judgements against the Victorian Curriculum, by 2020. 20% of students will achieve more than 12–months growth in 12 months, as measured by multiple sources of data, using PAT Mathematics, Fountas and Pinnell, NAPLAN, On Demand testing for Numeracy and Literacy, MOI and teacher judgements against the Victorian Curriculum, by 2020. <p>NAPLAN based targets</p> <ul style="list-style-type: none"> 75 percent of Year 3 students achieving in NAPLAN Bands 4-6 in Numeracy 75 percent of Year 5 students achieving in NAPLAN Bands 6–8 for English dimensions and Numeracy Matched cohort growth in NAPLAN is at or above the state mean for reading, writing and numeracy eg more than 75% with high or medium growth <p>Growth from year 3-5 in reading</p> <p>Target an average of 85 points of growth from year 3-5 NAPLAN in reading</p> <p>Growth from year 3-5 in spelling</p> <p>Target an average of 85 points of growth from year 3-5 NAPLAN in spelling</p> <p>Growth from year 3-5 in writing</p> <p>Target an average of 70 points of growth from year 3-5 NAPLAN in writing</p> <p>Growth from year 3-5 in Grammar and Punctuation</p> <p>Target an average of 70 points of growth from year 3-5 NAPLAN in grammar and punctuation</p> <p>Growth from year 3-5 in Numeracy</p>



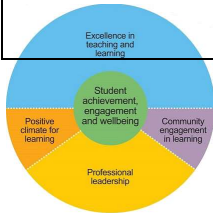
	<p>that outcomes are lifted and learning extended for every child, and ultimately achievement gaps can be closed.</p>	<ul style="list-style-type: none">Professional Learning Teams (PLTs) lead by Curriculum Leaders and Teaching and Learning Leaders (TLLs) meet weekly to collaboratively analyse data and plan curriculum and instruction <p>Medium term (Semester 2, 2017)</p> <ul style="list-style-type: none">enhancement of teacher curriculum content knowledge by engaging with experts on the Victorian Curriculum (Education Improvement Leader)communication of curriculum to parents and provide opportunities for parents to gain an understanding of teaching strategies in usecontinued development of whole school scope and sequence continuum <p>Long Term (Years 3 and 4 of SSP)</p> <ul style="list-style-type: none">enhancement of teacher practice and knowledge by engaging with experts around the effective use of Dataprovide authentic opportunities for student voice in learning and assessmentReview reporting practices to ensure we meet our community needsFurther develop our moderation practices to ensure accurate student achievement and consistent judgement against the Victorian Curriculum <p>Provide professional development opportunities for staff to:</p> <ul style="list-style-type: none">use multiple sources of data to identify individual student learning needs and inform differentiated teaching programs and practicemonitor, assess and report student learning and development, including the effective use of feedbackdevelop staff capacity to enhance student understanding of Writingbuild staff knowledge and skills in teaching the craft and conventions of Writingleverage learning from implementation of CAFE to inform improved approaches to teaching of Writingcontinue to prioritise professional learning in English and Mathematics	<p>Target an average of 85 points of growth from year 3-5 NAPLAN in Numeracy</p> <p>Reading targets based on Fountas and Pinnell</p> <ul style="list-style-type: none">95 percent of prep students will achieve at or above the expected Level C for reading75 percent of prep students will achieve at or above level E for reading95 percent of Year 1 students will achieve at or above the expected Level I for reading75 percent of Year 1 students will achieve at or above Level J for reading95 percent of Year 2 students will achieve at or above the expected Level L for reading75 percent of Year 2 students will achieve at or above Level M for reading95 percent of Year 3 students will achieve at or above the expected Level O for reading75 percent of Year 3 students will achieve at or above Level P for reading95 percent of Year 4 students will achieve at or above the expected Level R for reading75 percent of Year 4 students will achieve at or above Level S for reading95 percent of Year 5 students will achieve at or above the expected Level U for reading75 percent of Year 5 students will achieve at or above Level V for reading95 percent of Year 6 students will achieve at or above the expected Level X for reading75 percent of Year 6 students will achieve at or above Level Y for reading <p>As identified through our Parent Opinion Survey data percentage ranks against Primary school means;</p> <p>Reporting measure currently at 15.8</p> <p>50% of students connected</p> <p>64% of staff connected</p> <p>90% parent satisfaction</p> <p>By the end of 2020 our target is 40.0</p>
<p><i>Student Achievement: FISO Priority</i> <i>Building Practice Excellence</i> <i>To develop our students as highly motivated and engaged partners in their learning</i></p>	<p><i>Building Practice excellence and empowering students and building school pride</i></p> <ul style="list-style-type: none">To develop a level of connectedness through active involvement in our school through their individual learning and within the broader communityIncrease Laurimar Primary School House system profile linking it to Baird, Donaldson, Martin, Roberts-Smith, Allen and Kenna houses	<p>Immediate Term</p> <ul style="list-style-type: none">class meetings to be conducted to allow for student empowerment and student voice which in every classroom generates ownership in decision making across the schoolprovide opportunities for students to take ownership to assess their peersContinue to provide a highly engaging Social and Emotional Learning program from P-6 with a focus on YCDI! Education and 7 habits of Highly effective peopleprovide student voice through Junior School Council presentations at School Council meetingsIntroduction of Google Communities as a platform between home and school to showcase up to date student learning and communicate relevant information to parentsContinue to develop the use of Google Classroom in year 5/6 as a platform for student learning portfolio's and learning tasks	<p><i>[DN: Associated four-year targets for measuring the successful achievement of your goal. Targets should describe impact on student achievement, engagement and/or wellbeing. This could include specific targets for student cohorts within the school, including high ability, Koorie and refugee.]</i></p> <p><i>As identified through our Attitudes to School Data in school connectedness</i></p> <ul style="list-style-type: none">School Connectedness to be at or above state mean of 4.36 and regional mean of 4.35. School Target of 4.40 and aboveStimulating learning to be at or above state mean of 4.09 and regional mean of 4.08. School Target of 4.10Student Motivation to be at or above state mean of 4.55 and regional mean of 4.55. School Target of 4.60 <p>As identified through our Parent Opinion Survey data percentage ranks against Primary school means;</p> <p>Currently(2016)</p>



		<ul style="list-style-type: none"> ➤ provides opportunities for students to feedback on the teaching and learning program through PMI(Plus, Minus, Delta) or feedback stations(Parking Lot) or other appropriate quality tools ➤ introduce a house rewards system that is presented at assembly each week ➤ effective use of information and communications technology to create, communicate and collaborate in ways that would be impracticable without technology ➤ communicate curriculum to parents and provide opportunities for parents to gain an understanding of teaching strategies in use <p><i>Short Term</i></p> <ul style="list-style-type: none"> ➤ Students set realistic learning goals, reflect on their progress in partnership with their teachers on an ongoing basis ➤ Lift the profile of our House system at all sporting and whole school carnivals(Cross- Country, Swimming, Athletics, Walkathon and walk/ride to school days) ➤ Hold an annual Community Safety Day (Day For Daniel) that reinforces community awareness for students around their safety <p><i>Medium Term</i></p> <ul style="list-style-type: none"> ➤ teacher capacity is developed to provide learning opportunities that reflect student interest, student choice and real life context ➤ sustain efforts to increase participation in the annual parent opinion survey <p><i>Long Term</i></p> <ul style="list-style-type: none"> ➤ continuing to develop and refine our inquiry scope and sequence plan through feedback from Professional Learning teams and professional learning around Victorian Curriculum ➤ continuing to develop an inquiry teaching and learning model across all curriculum areas ➤ ongoing monitoring, evaluation, development and implementation of the school organizational design, including team planning, coaching and staff feedback models ➤ increased problem solving and inquiry approaches across all curriculum areas 	<p>Connectedness to Peers 44.8 Student Motivation 41.7 School Connectedness 52.8 Student Safety 38.1</p> <p>Target by the end of 2020;</p> <p>Connectedness to Peers 55.0 Student Motivation 50.0 School Connectedness 60.0 Student Safety 50.0</p> <p>As identified through our Staff Opinion Survey data Collective focus on student learning: Module component scores for;</p> <p>School Climate:</p> <p>2016: Our School 77.92% of staff compared with 86.39 for ALL school</p> <p>By the end of 2020 our target is 87.0% or above</p>
<p><i>[DN: Goals are SMART statements that define the outcomes your school is striving to achieve, expressed in terms of student achievement, engagement and/or wellbeing, and that are inclusive of all students.]</i> Engagement and wellbeing: FISO priority; Empowering Students and building school pride</p> <p>To foster highly connected, happy and resilient students displaying the Laurimar Primary School values of:</p> <ul style="list-style-type: none"> - Respect - Belonging - Curiosity - Integrity - Excellence 	<p><i>[DN: You may also wish to identify another Dimension from the Improvement Model, if appropriate and aligned to your goals.</i> <i>Engagement and wellbeing: FISO priority; Empowering Students and building school pride</i></p> <ul style="list-style-type: none"> • Improve outcomes in student ATSS with a focus on strategies to enhance positive student relationships and connectedness • Enhance student engagement by facilitating greater student agency and participation in decision making in their own learning • Expand opportunities for student leadership development F–6, and facilitate the engagement of student leaders in more 	<p><i>[DN: What are the high-level actions your school will undertake over the next four years to achieve your goals and targets? List chronologically from most immediate, short, medium to longer term strategies]</i></p> <p><i>Immediate Term</i></p> <ul style="list-style-type: none"> • Continue to develop and expand student leadership program in 2017 and beyond by providing opportunities to become <ul style="list-style-type: none"> - House Captain Program - Sports Captains - School Captains and Vice Captains - Junior School Council - Junior Environmental Council - Student eLearning Leaders - Class Captains and Leaders <ul style="list-style-type: none"> • A range of school activities that formally provide students with leadership opportunities including the School Showcase Night, participation in the RACV Energy Breakthrough Program, State School Spectacular, ANZAC Day Commemoration, Clubs Program, school camps and excursions <p><i>Short Term</i></p> <ul style="list-style-type: none"> • Continue to develop and expand student leadership program beyond 2017 and beyond by providing 	<p><i>[DN: Associated four–year targets for measuring the successful achievement of your goal. Targets should describe impact on student achievement, engagement and/or wellbeing. This could include specific targets for student cohorts within the school, including high ability, Koorie and refugee.]</i> The student Attitude to School Survey (ATSS) targets were not met:</p> <ul style="list-style-type: none"> • 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>The target to maintain the whole school average student absence rate at 11 days or below.</p> <ul style="list-style-type: none"> • To grow Learning Confidence, School Connectedness and Student Motivation as measured by the student ATSS, to at or above the state mean by 2020; <ul style="list-style-type: none"> - 75% of students feeling connected to their school - Learning confidence to be at or above state mean of 4.13 and regional mean of 4.14. School Target of 4.20 and above



	<p>active roles within the school community</p> <ul style="list-style-type: none">• Development of assessment and reporting practices to allow for greater transparency and celebration of student achievement	<p>opportunities to become a trained member of the Peer Mediation Program</p> <p><i>Medium Term</i></p> <p><i>Long Term</i></p> <p>Internationalising Education</p> <ul style="list-style-type: none">• Develop processes to explore the place of internationalising dimensions across the curriculum.• Develop a range of learning activities and projects to promote interaction and collaboration with students/adults from other geographic cultures and locations. <ul style="list-style-type: none">- Teaching and Learning <p>Explore new initiatives designed to complement the internationalising dimensions of the curriculum.</p> <ul style="list-style-type: none">- Community Engagement <p>Examine ways in which the internationalising dimensions of the curriculum can be publicised and promoted in the school community.</p> <ul style="list-style-type: none">- Monitoring and Evaluation <p>Develop processes for monitoring and evaluating the internationalising dimensions of our school programs and the learning outcomes of our students.</p> <p>Build upon our accreditation as an eSmart School by ensuring that students at Laurimar Primary School are safe, active and aware cyber citizens. Embed the explicit teaching of cyber safety into our curriculum as a part of our start-up program and as a component of student learning in every class each term. Engage with outside experts to lead conversations and establish common understandings and expectations with all members of the school community. Empower students to lead conversations and learning around cyber safety (through the leadership of our eLearning Leaders).</p> <p>Improved communication to our parents and wider community through newsletter, Skool Bag APP, Compass Management System, Google Classroom, Google Communities, Electronic Screen, assemblies, Laurimar Live (our weekly, school produced live television program) and Parent Information Evenings.</p> <p>Student voice and student leadership development—</p> <ul style="list-style-type: none">- the <i>Social and Emotional Learning (SEL)</i> program for Years P–6 that focuses on You Can Do It! Education, <i>7 Habits of Highly Effective People</i> and supports students in identifying their individual core leadership values and skills- the <i>PEERS</i> (Positive behaviour, Empowerment, Equality, Relationships, Safety) program introduced at Year 5 to develop student understanding of family violence and develop skills to form and maintain healthy relationships- commitment to be an accredited Ambassador school for the White Ribbon Foundation <p>Student wellbeing and welfare—</p> <ul style="list-style-type: none">- A team of Operations and Welfare Leaders (OWLS) operates to ensure an integrated approach that offers engagement and wellbeing support for individual students- Breakfast with the Stars program provides a healthy meal to students in need and promotes understanding of nutrition- Intervention programs for students identified as requiring additional support, and Program for Students with a Disability (PSD) recipients are supported by a team of 11 ES/Integration aides	<ul style="list-style-type: none">- School Connectedness to be at or above state mean of 4.36 and regional mean of 4.35. School Target of 4.40 and above- Stimulating learning to be at or above state mean of 4.09 and regional mean of 4.08. School Target of 4.10- Student Motivation to be at or above state mean of 4.55 and regional mean of 4.55. School Target of 4.60
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Framework for Improving Student Outcomes

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