

School Strategic Plan for **Laburnum PS** **4863** **2014-2017**

Endorsements

Endorsement by School Principal	Signed..... Name..... Date.....
Endorsement by School Council	Signed..... Name..... Date..... School Council President's endorsement represents endorsement of School Strategic Plan by School Council
Endorsement by the delegate of the Secretary	Signed..... Name..... Date.....
[Empty shaded area for additional endorsements]	

School Profile

Purpose	<p>Laburnum Primary School seeks to actively engage students in experiences that inspire life-long learning, so that they embrace their futures as optimistic, resilient and contributing members of their local and global communities. Laburnum Primary School is committed to a culture of learning that:</p> <ul style="list-style-type: none"> • Provides a safe and happy environment • Ensures all students achieve their optimal academic performance • Promotes inquiry-based learning to engage all students • Fosters mutual respect, responsibility, integrity, optimism and passion • Promotes positive working relationships between all members of the school community
Values	<p>The following core values reflect the beliefs that we hold about the ways in which we relate to each other and the ways our school will operate most effectively. These values also reflect our belief in the importance of a supportive learning environment that provides children with the best learning opportunities.</p> <p><i>The values are:</i></p> <p>RESPECT</p> <ul style="list-style-type: none"> • Care about yourself, others and the environment • Treat everyone with tolerance, acceptance and understanding <p>RESPONSIBILITY</p> <ul style="list-style-type: none"> • Be accountable for your actions and words • Actively contribute to your school <p>INTEGRITY</p> <ul style="list-style-type: none"> • Be trustworthy and honest with each other • Be honest to everyone <p>OPTIMISM AND PASSION</p> <ul style="list-style-type: none"> • Be confident, persistent and resilient • Be positive and strive for your personal best

Environmental Context	<p>Laburnum Primary School was established in 1964. Situation in Janet Street, Blackburn, the school is set in an attractive bushland setting that flows naturally into the parkland of Black's Walk – part of the Blackburn Creeklands. The grounds are approximately 2.8 hectares in area. The current enrolment is 785, organised into 34 grade groups.</p> <p>We strive to deliver an inclusive curriculum where all students reach their full academic potential across all domains, ensuring that all students demonstrate improved academic achievement in Reading, Writing, Speaking and Listening, Number and Measurement.</p> <p>Laburnum PS has a strong focus on the enhancement of teaching and learning strategies, which has resulted in innovative classroom programs that incorporate inquiry- based learning through an integrated curriculum, an increased use of technology as a tool for learning and a strong staff commitment. The implementation of inquiry- based learning, with a focus on questioning, thinking and research skills, is designed to support students in taking more responsibility for their learning, reflection and goal setting.</p> <p>The main classroom and administration building incorporates recently upgraded facilities, a community centre and classrooms. Our strong co-curricular programs are enhanced with our separate Performing Arts Centre, sports hall, large playing areas and art/craft room. All students attend Physical Education, Art, Music, Italian and Library sessions. We also provide reading recovery and literacy support programs.</p> <p>Our ICT program is highly regarded with an iPad program in Year Prep and One and a one to one netbook program in Year 4,5 and 6.</p> <p>The Social and Demographic factors that impact on our community include a SFO index of 0.22, while the EMA index is 14%.EAL students make up 13% of the population. The age profile of our staff has changed considerably in recent years with approximately one third of our teachers being in the first four years of their teaching careers.</p>
Service Standards	<p>With a valued reputation for offering stimulating and challenging teaching and learning programs, Laburnum PS both enjoys and appreciates a high level of community satisfaction and support, with parental involvement and participation being encouraged across all aspects of the school program. It is this very real sense of community that makes Laburnum an excellent school for students, parents and teachers alike.</p>

Strategic Direction

	Goals	Targets	Key Improvement Strategies																					
Achievement	To develop self-motivated learners with strong core academic skills in literacy and numeracy as well as the capabilities to enable students to connect with the wider globalised community.	<ol style="list-style-type: none"> Increase the percentage of students receiving an A rating against AusVELS in English and Mathematics by 5%. <table border="1" data-bbox="1178 884 1574 1046"> <thead> <tr> <th>A Rating</th> <th>2013</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>English</td> <td></td> <td></td> </tr> <tr> <td>Mathematics</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table> Increase the percentage of students in the top two NAPbands in Writing and Numeracy in Year 5. <table border="1" data-bbox="1178 1230 1574 1331"> <thead> <tr> <th>Year 5</th> <th>2013</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>Numeracy</td> <td>36</td> <td>41</td> </tr> <tr> <td>Writing</td> <td>38</td> <td>43</td> </tr> </tbody> </table> 	A Rating	2013	2017	English			Mathematics						Year 5	2013	2017	Numeracy	36	41	Writing	38	43	<ol style="list-style-type: none"> Develop, document and embed a shared and evidenced based teaching and learning vision in English, Mathematics and the other domains of AusVELS Build and strengthen quality teacher practice and develop a professional learning community within the school Enhance physical and online connections with local, national and global partners through the school's current learning focuses.
A Rating	2013	2017																						
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		<p>3. Increase the percentage of students achieving high growth on NAPLAN relative growth reports in Reading and Numeracy</p> <table border="1" data-bbox="1178 408 1518 507"> <tr> <td></td> <td>2013</td> <td>2017</td> </tr> <tr> <td>Numeracy</td> <td>19.5</td> <td>28</td> </tr> <tr> <td>Reading</td> <td>18.3</td> <td>28</td> </tr> </table>		2013	2017	Numeracy	19.5	28	Reading	18.3	28																
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<p>Engagement</p>	<p>To motivate inquisitive learners within a rich learning community.</p>	<p>4. Improvement on Student Attitudes to School survey variables</p> <table border="1" data-bbox="1131 815 1572 1072"> <tr> <td>Teacher Effectiveness</td> <td>2013</td> <td>2017</td> <td></td> </tr> <tr> <td>Year 5</td> <td>4.46</td> <td>4.60</td> <td></td> </tr> <tr> <td>Year 6</td> <td>4.49</td> <td>4.60</td> <td></td> </tr> <tr> <td>Stimulating Learning</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Year 5</td> <td>4.28</td> <td>4.40</td> <td></td> </tr> <tr> <td>Year 6</td> <td>4.35</td> <td>4.40</td> <td></td> </tr> </table> <p>Increase the number of students receiving an A against AusVELS in Science by 5%.</p>	Teacher Effectiveness	2013	2017		Year 5	4.46	4.60		Year 6	4.49	4.60		Stimulating Learning				Year 5	4.28	4.40		Year 6	4.35	4.40		<ol style="list-style-type: none"> 1. Refine and implement inquiry learning units and the use of eLearning tools to motivate students. 2. Develop and implement a school community communication strategy 3. Develop a partnership in Science to motivate inquisitive learners through enhanced connections with local, national and global partners
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Increase the number of students receiving an A against AusVELS in Information and Communication technology by 5%

%of students with A against Teacher Judgements	2013	2017
Science		
ICT		

Improvement in Parent Opinion Survey in communication variables

Parent Opinion Survey	2013	2017
Extra Curricular	5.2	
Student motivation	5.69	

<p>Wellbeing</p>	<p>To foster a supportive school community that nurtures positive relationships and enhanced student wellbeing</p>	<p>Improvement on Student Attitudes to School survey variables</p> <table border="1" data-bbox="1131 343 1572 603"> <tr> <td>Classroom Behaviour</td> <td>2013</td> <td>2017</td> </tr> <tr> <td>Year 5</td> <td>2.80</td> <td>3.30</td> </tr> <tr> <td>Year 6</td> <td>3.49</td> <td>3.54</td> </tr> <tr> <td>Connectedness to Peers</td> <td></td> <td></td> </tr> <tr> <td>Year 5</td> <td>4.47</td> <td>4.51</td> </tr> <tr> <td>Year 6</td> <td>4.56</td> <td>4.59</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table>	Classroom Behaviour	2013	2017	Year 5	2.80	3.30	Year 6	3.49	3.54	Connectedness to Peers			Year 5	4.47	4.51	Year 6	4.56	4.59				<p>Review current school programs and processes that are designed to enhance student wellbeing and behaviour management.</p> <p>Implement a whole school approach to student wellbeing</p> <p>Develop strategies to enhance home school partnerships and those within the wider community</p>
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<p>Productivity</p>	<p>To enhance the allocation of resources (human, financial, time, space and materials) to maximise learning outcomes for students</p>	<p>Improvement on staff opinion Variables. Benchmark to be set in 2014 using new survey data</p> <table border="1" data-bbox="1176 805 1550 1120"> <tr> <td>%of students with A against Teacher Judgements</td> <td>2013</td> <td>2017</td> </tr> <tr> <td>English</td> <td></td> <td></td> </tr> <tr> <td>Mathematics</td> <td></td> <td></td> </tr> <tr> <td>Science</td> <td></td> <td></td> </tr> <tr> <td>ICT</td> <td></td> <td></td> </tr> </table> <p>Maintain a school council surplus of \$10,000 per 100 students for each year of the strategic plan</p>	%of students with A against Teacher Judgements	2013	2017	English			Mathematics			Science			ICT			<p>Review and plan school wide resourcing to ensure it supports the strategic plan and enhances student learning outcomes</p> <p>Revise organisational procedures in order to streamline communication between parents, teachers and administration staff</p>						
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School Strategic Plan 2014- 2017: Indicative Planner

Purpose: the purpose of the indicative planner is to assist the school to prioritise key improvement strategies to support resource allocation and to describe the changes in practice and behavior that might be observable at the school if the key improvement strategies are being implemented as intended.		
Key Improvement Strategies	Actions	Achievement Milestone
	Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.	Achievement milestones are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Achievement milestones often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of achievement milestones should be set.
<p>Achievement</p> <p>Develop, document and embed a shared and evidenced based teaching and learning vision in English, Mathematics and the other domains of AusVELS</p> <p>Build and strengthen quality teacher practice and develop a professional learning community within the school</p> <p>Through the school's current learning focus enhance connections with local, national and global partners</p>	<p>Year 1</p> <ul style="list-style-type: none"> ▪ Progressively document sequential approaches to explicit teaching of P-6(8) English (writing) (incl. WALT, WILF, TIB) ▪ Refine English (writing) assessment, moderation and planning processes. ▪ Investigate and commence implementation of a school wide data management system (i.e. Sentral). ▪ Review, redefine, document and implement Laburnum PS goal setting (ILIP/ILG) and negotiated teaching & learning approaches for students. ▪ Build Teaching and Learning Leader capacity around instructional leadership. ▪ Provide a sequential professional learning program for aspirant leaders through the Journey into Leadership program. ▪ Implement induction program for graduate, new and returning staff. ▪ Development of class blogs to support teacher learning and connections beyond the classroom 	<ul style="list-style-type: none"> • A Laburnum PS scope and sequence in Writing • All teams using the writing planner devised in conjunction with Teaching and Learning Leaders and Literacy working party • Journey into Leadership (JIL) program offered and implemented with two other schools. • Two Induction days completed for all new and returning staff • Teaching and Learning leaders participate in an ongoing professional learning program to enhance instructional leadership-led by Julie Symons

	Year 2	<ul style="list-style-type: none"> ▪ Progressively document sequential approaches to explicit teaching of P-6(8) mathematics (incl. WALT, WILF, TIB) ▪ Refine mathematics assessment, moderation and planning processes. ▪ Implement school wide data management system including reporting and assessment. (Sentral) ▪ Implement Laburnum PS goal setting (ILIP/ILG) with an increased focus on improving communication with parents ▪ Investigate negotiated teaching & learning approaches with an increased focus on demystifying the curriculum for Grades 5-6 students. ▪ Continue to build Teaching and Learning Leader capacity around instructional leadership.. ▪ Build staff skills in giving and receiving feedback and facilitate opportunities for team teaching, observation and collegiate visits. ▪ Refine and implement induction program for graduate, new and returning staff. 	<ul style="list-style-type: none"> ▪ A Laburnum PS scope and sequence in Mathematics ▪ All teams using the mathematics planner devised in conjunction with Teaching and Learning Leaders and Mathematics working party ▪ JIL program offered and implemented. Experienced JIL participants complete a BASTOW or similar program ▪ Two Induction days completed for all new and returning staff ▪ Teaching and Learning leaders participate in an ongoing professional learning program to enhance instructional leadership
	Year 3	<ul style="list-style-type: none"> ▪ Progressively document sequential approaches to explicit teaching of P-6(8) English (reading and speaking and listening) and Science of AusVELS. ▪ Refine English (reading) assessment, moderation and planning processes. ▪ Implement school wide data management system including curriculum and welfare links. (Sentral) ▪ Implement Laburnum PS goal setting (ILIP/ILG) and negotiated teaching & learning approaches for students. ▪ Build Grade Co-ordinator capacity around leadership. ▪ Continue facilitating opportunities for team teaching, observation and collegiate visits. Investigate opportunities for constructing classrooms that support team teaching and flexible learning environments. 	<ul style="list-style-type: none"> ▪ A Laburnum PS scope and sequence in English (reading) and science ▪ All teams using the reading and science planner devised in conjunction with Teaching and Learning Leaders and mathematics working party ▪ JIL program offered and implemented. Experienced JIL participants complete a BASTOW or similar program ▪ Two Induction days completed for all new and returning staff ▪ Teaching and Learning leaders participate in an ongoing professional learning program to enhance instructional leadership

	Year 4	<ul style="list-style-type: none"> ▪ Review, consolidate and continue to reinforce whole school sequential approaches to explicit teaching of P-6(8) English (reading and speaking and listening) and other domains of AusVELS. ▪ Consolidate documentation of English and mathematics assessment, moderation and planning processes. ▪ Implement school wide data management system including parent and student links. ▪ Review and document processes that support for team teaching, observation and collegiate visits. 	<ul style="list-style-type: none"> ▪ A Laburnum PS scope and sequence in Mathematics ▪ All teams using the writing, reading, mathematics and science planner devised in conjunction with Teaching and Learning Leaders and domain working parties ▪ JIL program reviewed ▪ Two Induction days completed for all new and returning staff ▪ Teaching and Learning leaders participate in an review the ongoing Professional Learning program to enhance instructional leadership
<p>Engagement</p> <ol style="list-style-type: none"> 1. Refine and implement inquiry learning units, science and the use of eLearning tools to motivate students. 2. Develop and implement a school community communication strategy. 3. Develop a partnership in Science to motivate inquisitive learners through enhanced connections with local, national and global partners. 	Year 1	<ul style="list-style-type: none"> ▪ Develop inquiry units in preparation for full Australian curriculum implementation in 2015 (incl. Geog, Civics, H&PE, The Arts and general capabilities). ▪ Train staff in the implementation of the Digital Excellence assessment. Implement P-6. ▪ Provide for and document a wide range of optional activities for all students P -6 ▪ Introduce the AusVELS Science continuum and implement a science focus inquiry unit for each grade. ▪ Introduce a levelled approach to all communication that is known and understood by all stakeholders. Blogs, website, app, newsletter, email etc 	<ul style="list-style-type: none"> ▪ From the LPS scope and sequence of Inquiry Units each grade level has written and implemented four units including one with a science focus. ▪ All staff have attended 4 PL sessions led by Dr John Ingram or Joanne Blainin ▪ All students received at least 4 badges from the DEA program ▪ Parent opinion survey demonstrates increase in communication ▪ Establish a well-equipped and accessible Science room for all classes

	Year 2	<ul style="list-style-type: none"> ▪ Teams to plan for and implement inquiry units in line with full Australian curriculum implementation. ▪ Implement the Digital Excellence Awards assessment program (DEA) P-6. Review student achievement. ▪ Build teacher eLearning skills (against individual TICTAP profiles). ▪ Provide and document a report to all parents of optional activities which their child participates. (Sentral) 	<ul style="list-style-type: none"> ▪ Each grade level has written and implemented the four units from the LPS Scope and sequence of Inquiry Units including a science focus ▪ All staff have attended four professional learning sessions led by Dr John Ingram or Jo Blain ▪ All students received at least three badges from the DEA program ▪ Parent opinion survey demonstrates increase in satisfaction with extracurricular activities
	Year 3	<ul style="list-style-type: none"> ▪ Teams to plan for and implement inquiry based units in line with full Australian curriculum implementation. Revisit Inquiry approach with all teachers. ▪ Implement the DEA P-6. Review student achievement. ▪ Build teacher eLearning skills (against individual TICTAP profiles). 	<ul style="list-style-type: none"> ▪ Each grade level has written and implemented the four units from the LPS Scope and sequence of Inquiry Units including a science focus ▪ Staff with TICTAP scores of 175+ are supporting the induction of new staff into the DEA program. ▪ 50%+ of staff have a TICTAP score of 150+ ▪ All students received at least three badges from the DEA program ▪ Parent opinion survey demonstrates increase in satisfaction with extracurricular activities

	Year 4	<ul style="list-style-type: none"> ▪ Teams to plan for and implement inquiry based units in line with full Australian curriculum implementation. Revisit Inquiry approach with all teachers. ▪ Implement the DEA P-6. ▪ Review DEA program. ▪ Build teacher eLearning skills (against individual TICTAP profiles). Review. ▪ 'Review optional activities for all students to ensure there is a range of choices available within and across year levels 	<ul style="list-style-type: none"> ▪ Implementation of science and eLearning programs are reviewed as part of the school peer review process ▪ Staff with TICTAP scores of 175+ review the DEA program. ▪ 60%+ of staff have a TICTAP score of 150+ ▪ All students received at least three badges from the DEA program ▪ Implementation of extracurricular activities/programs are reviewed as part of the school peer review process
<p>Wellbeing</p> <p>Review current school programs and processes that are designed to enhance student wellbeing and behaviour management.</p> <p>Implement a whole school approach to student wellbeing</p> <p>Build strategies to enhance home school partnerships and those within the wider community</p>	Year 1	<ul style="list-style-type: none"> ▪ Implement handover meetings at the start of each year ▪ Develop a set of practical policies to support student wellbeing including student engagement policy. ▪ Enhanced range of optional lunchtime activities available for students ▪ Improve readiness for students' next stage of learning with an enhanced process for end of year transition implemented ▪ Development of common behaviour management processes and plans. ▪ Meeting with parents and Buildings and grounds representatives to improve school grounds 	<ul style="list-style-type: none"> ▪ Handover meetings held and PMI completed to enable refinement for following year ▪ Student Engagement and student wellbeing policies developed from working party, published and implemented ▪ A working party has developed processes for the end of year transition. ▪ These processes are implemented at the end of the year ▪ List of lunchtime activities publicised to all staff and parents ▪ Students actively participate in activities. ▪ Plans developed for Janet St entrance and Art deck area

	Year 2	<ul style="list-style-type: none"> ▪ Review current school processes and research behaviour management best practice ▪ Develop and document consistent beliefs and understandings re student wellbeing. ▪ Enhanced range of optional lunchtime activities available to students ▪ Improve readiness for the next stage of learning with an enhanced process for end of year P-1, 1-2, 2-3, 3-4, 4-5, 5-6 transition implemented ▪ Individual behaviour management plans linked to student support services 	<ul style="list-style-type: none"> ▪ Staff Booklet to include whole school approach to student wellbeing ▪ Building of Janet Street garden area ▪ Building of Amphitheatre and Friendship circle ▪ List of student optional activities across school publicised in all community communication forums. Eg: website, newsletter, parent information booklet
	Year 3	<ul style="list-style-type: none"> ▪ Implement revised behaviour management processes ▪ Review home school communication including newsletters, blogs, app, parent teacher meetings ▪ Improve readiness for the next stage of learning with an enhanced process for end of year K-P, internal and 6-7 transition implemented ▪ Develop processes for tracking of student support P-6 including communication with parents and other stakeholders 	<ul style="list-style-type: none"> ▪ Documented transition processes for K-P and 6 -7 ▪ Education committee reviews use of Sentral ▪ Communication committee reviews home school communication
	Year 4	<ul style="list-style-type: none"> ▪ Review policies that support student wellbeing ▪ Review extracurricular activities available to students ▪ Review transition K-7 ▪ Review student support and behaviour management P-6 	<ul style="list-style-type: none"> ▪ Committee comprising parents teachers and students completes self-evaluation of wellbeing actions
<p>Productivity</p> <p>Review and plan school wide resourcing to ensure it supports the strategic plan and enhances student learning outcomes.</p> <p>Revise organisational procedures in order to streamline communication between parents, teachers and administration staff.</p>	Year 1	<ul style="list-style-type: none"> ▪ Office team to meet on a fortnightly basis to look at procedures to prioritise ▪ Office team to attend staff conference and use Quality Management procedures to assist in refining office procedures ▪ All school based events placed on School App ▪ Finance budget to be altered to reflect new priorities. 	<ul style="list-style-type: none"> ▪ Three office Procedures clearly outlined and communicated. Excursion Levy, New Students and >>>>>>>>>> ▪ Push notifications to school community for all whole school events ▪ Newsletter changes adopted based on Communication Committee recommendations ▪ 2015 budget planned and presented in November 2014

	Year 2	<ul style="list-style-type: none"> ▪ Office team to meet on a fortnightly basis to look at procedures to prioritise ▪ School communication methods to be reviewed for effectiveness ▪ Strategic plan budget priorities to be reported against at school council meetings 	<ul style="list-style-type: none"> ▪ Professional Learning budget reflects priority areas being supported ▪ Maintain a school Council surplus of \$10,000 per 100 students for each year of the strategic plan ▪ Communication Committee reviews communication methods ▪ School Website reflects school processes and procedures
	Year 3	<ul style="list-style-type: none"> ▪ Business manager and Admin Assistant Principal to attend Langford training in Quality management procedures ▪ Processes, policies and documents to be collated into an admin team induction handbook on an ongoing basis ▪ All school based events placed on School App ▪ Strategic plan budget priorities to be reported against at school council meetings 	<ul style="list-style-type: none"> ▪ Maintain a school Council surplus of \$10,000 per 100 students for each year of the strategic plan ▪ Two new procedures prioritise and presented to community using Quality Management Processes
	Year 4	<ul style="list-style-type: none"> ▪ Second ES office team member to be trained in Langford quality management ▪ Review of admin processes, policies and documents to be completed as part of the School peer review process ▪ DEECD admin program training to be provided to inductee staff (if req.) ▪ Review of use of the school App to be completed as part of the school peer review process. ▪ Strategic plan budget priorities to be reviewed and new budget to be developed in line with the school peer review recommendations 	<ul style="list-style-type: none"> ▪ Maintain a school Council surplus of \$10,000 per 100 students for each year of the strategic plan