

School Strategic Plan for Launching Place Primary School 2599 Eastern Metropolitan Region 2011-2014

Endorsement by School Principal	Signed..... Name..... Date.....
Endorsement by School Council	Signed..... Name..... Date..... School Council President signs indicating that the School Strategic Plan has been endorsed by School Council
Endorsement by Regional Network Leader	Signed..... Name..... Date.....

School Profile

<p>Purpose</p>	<p>Launching Place Primary School strives for our students to become motivated and independent learners through the provision of a wide range of learning choices for students to demonstrate their understandings. We consistently encourage students to become lifelong learners who value themselves, others and learning. We promote a social responsibility, resilience, perseverance and independence to capably prepare our students for an ever changing world.</p>
<p>Values</p>	<p>Our five core values guide the decisions and behaviours of all members of the school community.</p> <p><i>Excellence</i> - High expectations are set to ensure the achievement of individual and team goals.</p> <p><i>Respect</i> - Developing a sense of pride, self- esteem and personal identity while demonstrating consideration for people and property.</p> <p><i>Responsibility</i> - Accountable for one’s actions and accepting individual and collective responsibility.</p> <p><i>Resilience</i> - Developing self management, self confidence and self respect while nurturing optimism and perseverance.</p> <p><i>Honesty</i> - Being truthful and trustworthy at all times.</p>
<p>Environmental Context</p>	<p>Launching Place Primary School is a community united by a commitment to learning, built upon the fundamental core values. Launching Place aims to create a caring and co-operative teaching and learning environment, enabling each student to reach his or her full academic, social and physical potential. Student, staff and parent contributions are recognised, valued and essential to the success of our school. The school maintains an excellent reputation in the wider community for its educational provision and close-knit, supportive school community.</p> <p>Social</p> <ul style="list-style-type: none"> • Launching Place Primary School is located in the Upper Yarra Valley, 64 kilometers east of Melbourne. The school is situated in a residential estate in a semi-rural area.

- 40% of families are entitled to receive Educational Maintenance Allowance (EMA). This is expected to remain similar over the next four years.
- 1% of our students are LBOTE.
- SFO density is .5876.
- Our current enrolment is 215, showing a steady increase over the past three years. It is expected that enrolments will remain steady or increase slightly over the next four years.
- The school has a very professional staff team of teachers and ESOs who work together in teams to provide engaging and challenging learning opportunities for students.
- The staffing profile reflects an excellent balance of experienced and graduate teachers.
- An active School Council and Parents and Friends Committee work collaboratively across the school community.
- Many children travel by car to attend school and do not necessarily live in Launching Place.

Environmental

- A flexible learning centre, funded through the Federal Government BER program, is currently near completion and will be ready for occupancy at the start of the 2011 school year.
- All rooms are well-equipped and conducive to effective learning.
- All spaces are heated and air-conditioned.
- School grounds are spacious, well maintained and provide for a mix of active and passive activities for student and community use.
- Play spaces include a grass oval, synthetic turf basketball and netball courts and four adventure playgrounds.
- Large undercover sails/ shade areas are situated in various areas of the playground.

Educational:

- Curriculum is formed in line with the Victorian Essential Learning Standards (VELS) with a strong emphasis on student learning with current technologies.
- A whole school focus on learning and teaching pedagogy and practice in line with the Effective Schools Model.
- A strong Performance and Development Culture based on distributed leadership, strong teamwork and innovative practice.
- Structured school professional learning teams: Student Learning, Student Engagement and Wellbeing and ICT.
- Student voice is encouraged as a tool to understand and inform learning.

- A wide range of assessment techniques, (including portfolios and VCAA OnDemand testing), are continually audited and updated.
- Implementation of the e5 instructional model.
- Diversity of programs.

Technological

- The school is equipped with computers at a ratio of 1:3.
- All classes have access to the computer lab which maintains 24 state of the art computers for classroom instruction.
- Interactive whiteboards are utilised by all grades.
- Continual improvement in ICT to improve student access and integration of ICT into the curriculum.
- Implementation of the Ultranet.
- The school currently has a website which will continue to be reviewed and upgraded.
- Students access varying levels of ICT / technology at home.
- The school is in the formulative stages of transferring to portable devices i.e. netbooks/ laptops.

Strategic Intent

	Goals	Targets	Key Improvement Strategies
Student Learning	To achieve high quality educational outcomes for all students, demonstrating consistent learning growth through the school, with a particular focus on Literacy and Numeracy.	<p>By 2014:</p> <ul style="list-style-type: none"> Expected cohort growth per VELs level to be at least 1.0 for Prep to Year 6 in VELs teacher judgements in English and Maths. Expected cohort growth in Years 3 and 5 of at least one level over two years in NAPLAN data. The percentage of students deemed capable at Year 3 and Year 5 to increase by 10% in the bands at and above the expected level. <ul style="list-style-type: none"> Year 3 <ul style="list-style-type: none"> 90% above Band 3 30% above Band 4 Year 5 <ul style="list-style-type: none"> 90% above Band 5 30% above Band 6 By 2014, teacher assessment against VELs will indicate 90% of students to be at or above the expected levels in Reading, Writing, Speaking and Listening and Number. 	<ul style="list-style-type: none"> Build the capacity of teachers to implement a cohesive school wide approach to teaching and learning, to explicitly develop the foundational skills in Literacy and Numeracy while challenging and engaging all students.

<p>Student Engagement and Wellbeing</p>	<p>To have a high level of student wellbeing whereby students are socially competent, motivated and engaged with a strong sense of connectedness to their peers, the school and their teachers.</p>	<p>By 2014:</p> <ul style="list-style-type: none"> • To improve the variable scores on the <i>Staff Opinion Survey</i>: Student Misbehaviour (1.8 down to < 1.4), Classroom Misbehaviour (13.3 down to < 9.3). • To improve the variable scores on the <i>Attitudes to School Survey</i>: Student Motivation (4.34 to > 4.64), School Connectedness (4.36 to > 4.56), Teacher Empathy (4.3 to > 4.63). • To improve the variable scores on the <i>Parent Opinion Survey</i>: Connectedness to Peers (5.83 to > 6.00). • To increase average student attendance rates by at least 3 days by 2014 	<p>Implement programs, processes and practices to maintain a learning environment capable of significantly reducing absences and sustaining enhanced engagement and well being outcomes for all students.</p>
<p>Student Pathways and Transitions</p>	<p>To ensure that all students have a smooth, planned and logical progression through all stages of schooling.</p>	<p>By 2014:</p> <ul style="list-style-type: none"> • The proportion of parents reporting satisfaction with the quality of student transitions to be at or above (5.5 to 6.0). 	<p>Maintain high expectations of students as they progress through the school and enhance the engagement of students and parents in the learning journey.</p>

School Strategic Planner 2011- 2014: Indicative Planner

Key Improvement Strategies (KIS across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
<p style="text-align: center;">Student Learning</p> <p>Build the capacity of teachers to implement a cohesive school wide approach to teaching and learning, to explicitly develop the foundational skills in Literacy and Numeracy while challenging and engaging all students.</p>	2011	<ul style="list-style-type: none"> • Establish, communicate and document an agreed view of what makes effective teaching and learning and what it looks like in practice for the learner and the teacher. Use this model as the basis for instructional rounds. • Develop a resource bank on the staff network of key planning templates, purposeful teaching planners and practices consistent with VELs progression points. • Incorporate NAPLAN assessment strategies into the classroom program e.g. writing criteria. • Moderate across VELs levels and as appropriate, with a secondary school and another primary school. • Extend the use of metacognitive language to challenge students in their learning. • Explicit development of core literacy and numeracy skills with the support of programs such as Quicksmart Numeracy and Literacy. • Foster extension and enrichment 	<ul style="list-style-type: none"> • Curriculum documentation and work plans throughout the school show the differentiation of English and Mathematics programs. • By the end of Term 4, all teachers will routinely reflect on and discuss their classroom practice in light of the e5 Instructional Model. • All teachers are using the 'SREAMS' student performance analyser to enhance their understanding of individual and collective data. • Effective team processes are developed for Performance and Development reviews. • Increased participation by staff in decision-making. • Moderation within and across levels supported by regular moderation meetings at VELs levels. • All teachers are using the standards and progression point accurately to map student progress in all relevant VELs domains. • Teacher teams are demonstrating

	<p>opportunities with a focus on literacy and numeracy.</p> <ul style="list-style-type: none"> • Utilise the e5 Instructional Model to enhance teacher practice. Incorporate PoLT. Embed teaching and learning strategies that engage students in the thinking curriculum, reflection and personal goal setting. • Introduce e5 reflection journals for teachers that record reflections on practice and observations of individual student progress. • Develop a more consistent commitment to ICT and e-learning, to build an innovative ICT environment. • Develop an e-learning strategy: professionally develop all staff to deliver this. • Implement a whole-school program (SREAMS), to track and analyse student data. • Extend the implementation of UNSW assessments. • Increase engagement with network schools to improve sharing and access to resources and expertise. • Align the performance review process with the strategic plan: tie targets to student outcomes and team performance. • Further develop the Performance and Development Culture to attain Level 3 of 	<p>extended and regular ICT use in their classrooms.</p> <ul style="list-style-type: none"> • All teachers are using the Ultraset as a tool to enhance communication and pedagogy. • The meeting structure demonstrates a sustained focus on professional learning. • Open learning spaces are utilised by all students with a focus on Levels 1 and 4. • e5 reflection journals are utilized by teachers.
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	<p>the revised framework.</p> <ul style="list-style-type: none"> • Enable staff to view best practice within the school and at other schools by conducting focused learning walks/instructional rounds. • Review current practices and showcase best practice regarding differentiation with an emphasis on catering for more able students. • Clarify roles, share responsibilities and provide opportunities for distributive leadership. • Further develop leadership capacity through access to relevant leadership professional learning, mentoring and coaching, peer observation and Teacher Professional Leave. • Collaborative learning and teaching is encouraged through the use of open learning spaces. 	
	<p>2012</p> <ul style="list-style-type: none"> • Utilise the e5 Instructional Model to enhance teacher practice. Embed teaching and learning strategies that engage students in the thinking curriculum, reflection and personal goal setting. • Develop a resource bank on the Ultranet of key planning templates, purposeful teaching planners and practices consistent with VELs progression points. 	<ul style="list-style-type: none"> • Teachers participate in peer visits in a coordinated school wide approach. • Continued use of e5 reflection journals by teachers. • By the end of Term 2, staff across all levels share practice with colleagues to enhance a deeper understanding of the e5 Instructional Model. • All teachers become confident in interpreting NAPLAN data and making

	<ul style="list-style-type: none"> • Adopt an action research approach. Implement, share and review. Encourage the use of data to inform and develop action plans to address identified issues. • Explicit development of literacy and numeracy skills. • Enable staff to view best practice within the school and at other schools by conducting focused learning walks/instructional rounds • Continue to explore ways of aligning teacher judgements of student achievement using common assessment tasks. • Embed processes for teachers to observe learning in different contexts. 	<p>school based assessment comparisons.</p> <ul style="list-style-type: none"> • All teachers use the Ultranet to enhance pedagogical effectiveness.
	<p>2013</p> <ul style="list-style-type: none"> • Explicitly teach to the point of need. Utilise a differentiated planning proforma, review timetabling and class schedules. • Utilise the e5 Instructional Model to enhance teacher practice. Embed teaching and learning strategies that engage students in the thinking curriculum, reflection and personal goal setting. • Encourage the identification of a team purpose, the regular use of data to inform and the development of action plans to address identified issues. • Explicit development of literacy and numeracy skills. 	<ul style="list-style-type: none"> • Differentiation occurring regularly in classrooms and evidenced in planning and assessment. • Tracking sheets used to inform student progress from year to year. • Investigate processes for monitoring student social competencies in Personal Learning and Interpersonal Development.

		<ul style="list-style-type: none"> • Enable staff to view best practice within the school and at other schools by conducting focused learning walks/instructional rounds • Monitor, track and analyse students' development in academic competencies. • Monitor students' development in social competencies. 	
	<p>2014</p>	<ul style="list-style-type: none"> • Revise and refine the whole school assessment schedule to ensure common assessment tools accurately reflect the intention of VELS and enable students to demonstrate their abilities (especially those above the expected cohort achievement level). • Audit and amend where necessary, all curriculum units. • Utilise the e5 Instructional Model to enhance teacher practice. Embed teaching and learning strategies that engage students in the thinking curriculum, reflection and personal goal setting • Encourage the identification of a team purpose, the regular use of data to inform and the development of action plans to address identified issues. • Develop strategies to increase student participation in school decision making – at classroom and whole school levels. 	<ul style="list-style-type: none"> • Planning demonstrates the increased inclusion of higher order thinking skills into classroom practice. • New assessment schedule in place. • Audit results will inform planning and curriculum development.

<p style="text-align: center;">Student Engagement and Wellbeing</p> <p>Implement programs, processes and practices to maintain a learning environment capable of significantly reducing absences and sustaining enhanced engagement and well being outcomes for all students.</p>	<p style="text-align: center;">2011</p>	<p>Adopt a preventative approach to student wellbeing</p> <ul style="list-style-type: none"> • Sustain a focus on the explicit teaching of social competencies, including cooperative learning. • Plan and implement additional activities to further build community support and to engage parents in school life. • Review school values. Develop a school vision statement based on the school's values. • Diversify lunchtime activities for students including a 'sustainability club'. • Embed restorative practices. Include this program in staff induction booklet. • Raise teachers', parents' and students' understanding of bullying. • Develop a consistent response to reported bullying issues. • Monitor data from the Attitudes to School Survey and Staff Opinion Survey in regard to Student Motivation, Teacher Empathy, School Connectedness and Student Misbehavior. Also classroom observations, student forums and specific programs. <p>Enhance student participation in learning</p> <ul style="list-style-type: none"> • Continue to be proactive in regards to student absences. 	<ul style="list-style-type: none"> • Agreement on a school wide process for students to develop and monitor personal learning goals. • Junior School Council involvement in developing a school wide approach to learning goals. • Evidence of regular class meetings/ actions taken in classrooms as a response to the Student Attitudes to School Survey. • School wide student wellbeing processes developed and implemented, including regular whole school discussions targeting student wellbeing. • School vision statement established and displayed on school website.
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	<ul style="list-style-type: none">• Build the effectiveness of inquiry learning to increase the level of challenge and student engagement.• Review Level 1 - 4 integrated units and the level of inquiry appropriate for Prep – Year 2.• Enable all students to experience (and celebrate) success.• Ensure learning experiences are clearly linked to the purpose of the learning task.• Review the use of homework journals. Collaboratively (with students and parents) develop an effective homework program.• Engage students in setting learning goals, self reflection and evaluation of their learning. Use rubrics, graphic organisers and self reflection journals. <p>Give every student a voice</p> <ul style="list-style-type: none">• Explore opportunities to enhance the expression of the student voice especially in assessment 'as' learning and classroom programs.• Establish regular student forums to discuss student issues and provide feedback, especially to the DEECD student survey.• Extend the opportunities for students to undertake authentic leadership roles.• Elect school leaders for 2011 at the end	
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		of 2010.	
	2012	<ul style="list-style-type: none"> • Implement student bullying surveys at a team level and follow up with a collaborative action plan. • Research programs that build student social skills and resilience e.g. MPower, Rock and Water, Bully Busters. • Engage students in setting learning goals, self reflection and evaluation of their learning. Use rubrics, graphic organisers, self reflection journals. • Implement three-way student led conferences as part of the parent reporting processes. • Extend the opportunities for students at all levels to undertake authentic leadership roles. 	<ul style="list-style-type: none"> • Surveys implemented and analysed to inform planning and address areas of need. • Student leadership roles are established with clearly defined roles. • Programs in place to support Restorative Practices.
	2013	<ul style="list-style-type: none"> • Engage students in setting learning goals, self reflection and evaluation of their learning. Use rubrics, graphic organisers, self reflection journals. • Extend the opportunities for students to undertake authentic leadership roles and extend parent and community involvement to showcase student's competencies. • Increase engagement of families in supporting high expectations for student learning and behavior. • Identify core policies and practices and 	<ul style="list-style-type: none"> • All level planning shows the application of student engagement initiatives in place. • Increased parent involvement in school forums and community based activities.

		an agreed framework for action.	
	2014	<ul style="list-style-type: none"> • Engage students in setting learning goals, self reflection and evaluation of their learning. Use rubrics, graphic organizers, self reflection journals. • Review of student data relating to wellbeing, teaching and learning and student relationships. Utilise data to review the Student Engagement Policy. 	<ul style="list-style-type: none"> • All staff are consistent in their application of student management. • Updated Student Engagement Policy.
<p>Student Pathways and Transitions</p> <p>Maintain high expectations of students as they progress through the school and enhance the engagement of students and parents in the learning journey.</p>	2011	<ul style="list-style-type: none"> • Strengthen the links between Launching Place Primary School and local preschools and secondary colleges. Continue involvement with the local kinder network. • Maintain a focus on the improvement of the 6/7 transition program and promotion of the school in the local community. • Prepare students for the transition Years 2 -3 and Years 4 -5 by engaging staff in professional discussions about expectations and teaching and learning. • Continue to implement an in-school transition program during Term 4, to introduce students to their new class, teacher and classroom. • Formal handover and sharing of information between teachers about students for the next year. • Track students' progress (academic, attendance, programs, behaviour etc) through the school, using student 	<ul style="list-style-type: none"> • Network processes for Prep transition implemented. • Transition programs implemented for all incoming students. • Incoming student checklists completed on arrival at school. • Time and procedures used by teachers to exchange information about students during end of year handover is formalised. • Student cumulative files are updated and analysed.

	<p>cumulative files and SREAMS.</p> <ul style="list-style-type: none"> • Early determination of the academic entry point of all students transferring into the school so their learning journey is initiated. • Communicate with parents and develop appropriate interventions if student progress slows. 	
2012	<ul style="list-style-type: none"> • Include parents in the identification of their child's learning goals – academic, organisational, personal – and the achievement of these with, where appropriate, the development of an ILP program. • Teacher visits to schools, pre-schools and secondary schools to strengthen networks and discuss transition issues. • Explore the use of digital portfolios to track students' progress (academic, attendance, programs, behaviour etc), through the school. • Develop a survey instrument for ex students and conduct parent, teacher and ex-student forums to inform the year 5 and 6 program and the post primary school transition processes. 	<ul style="list-style-type: none"> • Prep transition processes including timeline are established in term one. • An electronic tracking program to track students' progress through the school is utilised by all staff. • Surveys of ex students are conducted during term 1.
2013	<ul style="list-style-type: none"> • Review the pre-school to prep transition processes and implement improvements. • Continue the tracking of student 	<ul style="list-style-type: none"> • All staff have input into the transition program. • A student survey is conducted to

		<p>progress through the school.</p> <ul style="list-style-type: none"> • Compile a survey to monitor student feedback. 	<p>monitor present transition practices.</p> <ul style="list-style-type: none"> • Critical movement points (between VELS levels), documented and understood by teachers.
	2014	<ul style="list-style-type: none"> • Review school wide transition practices. • Review the pre-school to prep transition processes including timeline and recommendations and implement improvements. • Review organisation and practices at Year 6 to prepare students for Year 7. • Strengthen and broaden school community partnerships. 	<ul style="list-style-type: none"> • Increased staff discussions regarding student needs to support transition across the school. • All transition programs evaluated.