

School Strategic Plan 2022-2026

Laburnum Primary School (4863)



Submitted for review by Kim Dray (School Principal) on 19 October, 2022 at 10:14 AM

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Endorsed by Matt Hall (School Council President) on 25 October, 2022 at 10:04 AM

School Strategic Plan - 2022-2026

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School vision	<p>Learn, Thrive, Contribute.</p> <p>Laburnum Primary School's vision is to have everyone actively learning, thriving and contributing.</p>
School values	<p>Laburnum Primary School's values are respect, integrity, curiosity and resilience.</p> <p>Respect - We care for ourselves, others and the environment. - We are kind, accepting and understanding</p> <p>Integrity - We are honest and trustworthy - We are fair to everyone</p> <p>Curiosity - We are eager to know and learn - We inquire, question and challenge</p> <p>Resilience - We have a positive attitude - We learn from our experiences and move forward</p>
Context challenges	<p>As a result of the Pre-review Self Evaluation and Review Report, the following areas are highlighted as challenges:</p> <ol style="list-style-type: none">1. Continuing provision for an increasing percentage of students who have English as an Additional Language.2. Understanding and supporting the diverse nature of the school community.3. With a new building program soon to be underway, that will encompass open learning spaces and new facilities, it is appropriate that there be a focus on renewing curriculum emphases, and further strengthening the capabilities of all staff to embed effective pedagogy that focuses on authentic and purposeful planning for learning, with a focus on High Impact Teaching Strategies (HITS). As a significant proportion of students are academically above their year level, this includes catering for high-ability students.4. Catering for students' social and emotional needs post-lockdowns, as evidenced in the Australian Early Development Census (AEDC) and Student Attitudes to School data.5. Increasing student voice and agency, in relation to learning in classrooms, curriculum and across school programs.6. A focus on a post-lockdown renewal of whole school events and opportunities for community engagement, as well as communication strategies.

Intent, rationale and focus

Laburnum Primary School aims to be a school that lives our vision of Learn, Thrive, Contribute.

The school's intent over the next four years is to:

1. Maintain our reputation as a high-performing school, with a continued emphasis on Literacy and Numeracy within a High Impact Teaching Strategies (HITS) focus.
2. Continue the use of Professional Learning Community (PLC) teams, to promote consistency in high-quality teaching and learning.
3. Develop and implement an action plan to embed student voice and agency; empowering students, building school pride and developing learner engagement. The inquiry curriculum will become a focus for this work.
4. Give consideration to Personal and social and Intercultural learning capabilities and to Citizenship, Identity and Diversity in the Humanities curriculum, which all have strong connections to student wellbeing and understanding of diverse communities. Additionally, the Health and Physical Education learning area for Foundation to Year 6 is framed explicitly around the core concepts: Being healthy, safe and active, communicating and interacting for health and wellbeing, and contributing to healthy and active communities. There could be a strong connection developed between empowering students and building a positive climate for learning through the implementation of these elements of the curriculum for Foundation to Year 6 and integrating the content and achievement standards expected with the literacy and numeracy focus.
5. Develop strategies that encourage the whole school community to support the wellbeing of all students through re-building programs and partnerships with families/carers, school leaders, teachers and students. This is in response to the school becoming increasingly diverse, with more than 25 language groups contributing to the diverse nature of the school community.

By achieving this intent, the rationale is that the school can sustain and further its vision of Learn, Thrive, Contribute.

In considering how the School Strategic Plan will unfold over the next four years, actions in each Annual Implementation Plan will need to align with progress and directions that become evident in the Capital Works program. As this project replaces traditional classrooms with contemporary learning spaces, it is anticipated that the ways in which students, teachers and carers Learn, Thrive and Contribute can evolve. The school will need to plan ways of supporting and communicating this evolution.

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Goal 1	Maximise the achievement and learning growth of every student.
Target 1.1	By 2026, increase the percent positive responses score on AtoSS for <i>stimulated learning</i> from 49% in 2021 to 80%.
Target 1.2	By 2026, increase the percentage of Year 5 students in the top two NAPLAN bands: <ul style="list-style-type: none"> • Writing from 35% in 2021 to 55% • Numeracy from 59% in 2021 to 65%
Key Improvement Strategy 1.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop and implement engaging inquiry-based curriculum that stimulates students' learning.
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build teacher capacity to implement HITS with a focus on differentiation, feedback and metacognitive strategies.
Key Improvement Strategy 1.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Continue to embed PLCs as the structure to support teachers to develop consistent use of student data to evaluate and modify teaching practice.

Goal 2	Improve all students' health and wellbeing.
Target 2.1	<p>By 2026, increase the percent positive responses score on AtoSS for the following factors:</p> <ul style="list-style-type: none"> • Teacher concern from 59% in 2021 to 70% • Sense of confidence (Years 5 and 6) from 65.9% in 2021 to 80% • Emotional awareness and regulation from 65% in 2021 to 75% • Respect for diversity from 66% in 2021 to 75%
Target 2.2	By 2026, improve the percentage positive endorsement in the Parent Opinion Survey for <i>respect for diversity</i> from 66% in 2021 to 80%.
Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop a coherent and consistent whole school approach to improving student social, emotional and physical health and wellbeing.
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Build students' sense of connectedness, confidence and identity.
Key Improvement Strategy 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop strategies focused on increasing students' respect for diversity.

Goal 3	Improve student engagement.
Target 3.1	By 2026, increase the percent positive responses score on AtoSS for <i>student voice and agency</i> from 49% in 2021 to 70%.
Target 3.2	By 2026, improve the percentage positive endorsement in the Parent Opinion Survey for the following measures: <ul style="list-style-type: none"> • School communication from 52% in 2021 to 70% • General satisfaction from 54% in 2021 to 75%
Target 3.3	By 2026, increase the participation rate in the Parent Opinion Survey from 15% in 2021 to 30%.
Key Improvement Strategy 3.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Strengthen a whole school understanding and approach to student voice and agency in learning.
Key Improvement Strategy 3.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop students' understanding of themselves as learners and increase agency in their learning.
Key Improvement Strategy 3.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Review and renew communication, partnerships and community engagement with all stakeholders.