

School Strategic Plan for

Langwarrin Primary School

Southern Metropolitan Region

2012-2015



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School Reviewer: Bronwyn van Amerongen

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| Endorsement by School Principal | Signed……………………………………….  Name…Ann Maclachlan………………….  Date…………………………………………… |
| Endorsement by School Council | Signed……………………………………….  Name…Damien Pepper…………………  Date……………………………………………  School Council President signs indicating that the School Strategic Plan has been endorsed by School Council |
| Endorsement by Regional Network Leader | Signed……………………………………….  Name…Dennis Pratt…………………….  Date…………………………………………… |

## School Profile

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| Purpose | **Langwarrin Primary School in partnership with its families will develop ‘Life Long Learners’.**  **VISION for Langwarrin Primary School**  To provide a safe, positive and supportive learning environment, creating opportunities for individual students to develop into constructive members of the community.  **MOTTO: *Great School, Great Community, Great Future!***  Langwarrin Primary has achieved a strong sense of purpose, optimism and community connectedness and it is reflected in our school’s motto ‘Great school, Great community, Great future’. The school aims for a warm, interactive and invitational environment, both inside and outside the buildings. We take pride in our commitment to the statement, “Every child every opportunity”.  Effective strategies to support student learning have been the adoption of the PoLT and e5 methodology. Processes and Practices to work toward Level 4 and 5 of the Performance and Development Culture Accreditation have been supportive of sustained improvement and ongoing learning.  In our commitment to and use of Learning Technologies we maintain a 1:4 computer hardware ratio by leasing new computers. We also have a staged leasing program of interactive whiteboards. All children have access to the latest programs and internet networks. All teaching staff have notebook computers and regularly participate in Professional Development to continue skill development. **The eLearning policy and plan provides the school with future goals and strategies, while the facility upgrade will herald a new and exciting approach to multi-media cross the school.**  Langwarrin uses the ‘Effective Schools Model’ in the operations and to focus on teaching and learning, linking curriculum and assessment to student learning needs and building the capacity of staff for sustained improvement in student achievement. |
| Values  The Langwarrin Junior School Council has developed values and written appropriate statements for those values. They are adhered to by all the community – published on the website , through the newsletter and on posters around the school. | **Confidence**  *Believe in yourself.*  *Try something new even if you think it’s too hard.*  *Stand in front of your school to speak.*  *Don’t be afraid and ‘have a go’.*  *Try with one hundred percent effort.*  **Resilience**  *Stand up for yourself, controlling your emotions when you are angry, sad or frustrated.*  *Keep trying and don’t give up.*  *Build a bridge and ‘get over it’.*  *Show you can ignore things and don’t fight back.*  **Respect**  *Treat others the way you would like to be treated.*  *Always be polite and courteous.*  *Look after everyone.*  *Take care of people’s things and look after them.*  **Responsibility**  *Make a promise and keep it.*  *Look after your belongings at school.*  *Don’t blame others for your actions.*  *If you are given a job do it to the best of your ability*.  **Honesty**  *Tell the truth.*  *Be trustworthy and reliable.*  *Own up if you’ve broken rules.*  **Teamwork**  *Be co operative.*  *Work together to achieve the best you can.*  *Get along with everyone.*  **Tolerance**  *Have patience and accept differences.*  *Accept things that you can’t change or things you wish were different.*  *You ‘put up’ with differences because you care for the person.*  **Pride**  *Try your best and celebrate your achievement.*  *Take credit for what you do.*  *Take care of your school environment.*  *Feel special when you wear our Langwarrin uniform.* |
| Environmental Context | Langwarrin Primary School has an interesting history. The original school, Langwarrin North opened in1907 in the Methodist church building located on North Road. A new school was built in Warrandyte Road in 1913 with further buildings added as enrolments increased. The school was officially renamed Langwarrin in 1955 and was relocated to its current site further south on Warrandyte Road in 1970. The school is now situated on a large site in a semi rural area, on the fringe of the south-eastern growth corridor, between Frankston and Cranbourne, approximately forty five kilometres from Melbourne.  The school is housed in three brick buildings, two of which are light timber construction (LTC), seven portable buildings (three purchased by School Council), a locally built multi-media facility and a recently built Art/Physical Education Complex under the BER funding program. In addition to classroom learning areas there is an art/technology room, ICT lab, multimedia facility, wellbeing room, stand-alone library/computer complex, small group teaching spaces, sick bay, administration and staff facilities, a canteen and store rooms. The multi-media facility accommodates performing arts and the after school care program and incorporates a functional stage providing access for indoor and outdoor performances. Our buildings have under gone an extensive up grade which will encourage an exciting review of pedagogy as we move to the future.  All community members contribute to our attractive gardens, three adventure playgrounds, fitness track, extensive hard courts and a grassed oval area. The locally built and maintained ‘Farm and Barn’ is a wonderful addition to school programs. Our grounds link with the neighbouring secondary school Elisabeth Murdoch College and we share ownership of two facilities: the Langwarrin Basketball Complex and Performing Arts Centre.  Langwarrin Primary was a part of the Frankston Network of Schools but there has been a restructure and we are now a member of the Central Peninsula Network. We have continued to be active participants of the ‘Langwarrin Township Committee’ and are part of the ‘International School to School Experience’ (ISSE) program, which resulted in Langwarrin developing a Sister School relationship with a KL school and piloting our own ‘International School Exchange Program’ (ISEP) along similar lines.  The majority of the students are drawn from the local neighbourhood, with a notable proportion coming from surrounding suburbs. Our Prep students enrol from over 20 Pre-school and Child Care Centres within the surrounding district. Enrolments have steadily increased to 484 at the 2011 census. Curriculum is organised according to the requirements of VELS and an integrated approach is undertaken at the school.  The staff, diverse in terms of experience and gender representation, is enthusiastic and committed to teaching and learning and the wellbeing of all school community members. The staffing profile includes the Principal, a Deputy Principal and an Assistant Principal (acting position for 2007/2008 and appointed 2009/2010), 28.6 full time teachers (including two leading teachers, two acting leading teachers) and three 0.6 classroom teachers who share in two grades. Specialist teachers provide Visual Arts, Physical Education and Performing Arts and Multi-Media. Five integration aides support the 22 funded students enrolled under the program for students with disabilities. Additional support is provided from a psychologist, three visiting teachers and a speech pathologist who visit weekly. The office is staffed by a full time business manager and two full time administration assistants. Recently a school maintenance/groundsman was also employed.  Class sizes have been kept low where possible to support the individual learning needs of all students. The majority of grades have been structured in straight year levels – community preference. Classes are organized into two sub-schools, junior school (P-2) and senior school (3-6). Each sub-school has its own leadership team and is divided into learning units; the junior school comprises of learning units 1 and 2 and the senior school, learning units 3 and 4. A Leading Teacher or Acting Leading Teacher coordinates each learning unit.  ‘Quality in Schools’ program tools are utilised to streamline administrative and classroom organisation. Staff work productively in teams and are currently in five cross-school Professional Learning Teams (PLT’s): Student Learning, Pathways and Transitions, Engagement and Wellbeing, eLearning and e5.  Parents support the school in a number of ways including an active School Council and a very strong Parents and Friends Association (PFA). Learning is seen as a partnership between the school and the home.  School Council will continue to follow priorities as determined in the School’s comprehensive **Buildings and Grounds Master Plan.** |

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| Strategic Intent | | | |
|  | **Goals** | **Targets** | **Key Improvement Strategies** |
| **Student Learning** | To improve student learning outcomes in Numeracy and Literacy across the school. | The percentage of students above expected standards against the VELS (A & B) will increase from an average of 13% in 2010 to 20% in 2015. | Build capacity of leadership to lead improvement in teaching and learning across the school.  Enhance teacher practice through the development of an agreed school-wide pedagogy. |
| **Student Engagement and Wellbeing** | To ensure students feel safe, happy and stimulated and enable them to take responsibility for their own learning. | To reduce average student absence to below the State Benchmark [2010 LPS: 14.8, State: 13.9] between 2012 and 2015.  Student Motivation as measured by the ATS, PO, SO Surveys to increase from the second quartile in 2011 to the third quartile or over by 2015 | Promote improved levels of student attendance through the implementation of strategies and programs that target levels of absence and late coming.  Develop meta-cognition as a step towards personalising learning and increasing student engagement across the school.  Strengthen the capacity of teachers to differentiate curriculum in order to move towards personalised learning. |
| **Student Pathways and Transitions** | To strengthen the student learning journey into, through and from the school. | The proportion of parents reporting satisfaction with the preschool-to-school transition and orientation program to continue to be above the State Benchmark [2010 LPS: 6.20, State: 5.81] between 2012 and 2015.  The proportion of staff reporting satisfaction with Professional Interaction and Curriculum improve from the second quartile in 2010 to the third quartile or above by 2015. | Enhance transition processes and programs to ensure the transition process is a positive experience for all involved and supports students in their continued learning.  Improve levels of professional communication throughout the school, particularly between units. |

## School Strategic Planner 2012- 2015: Indicative Planner

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| Key Improvement Strategies  (KIS across the three student outcomes areas) |  | Actions | Achievement Milestones  (Changes in practice and behaviours) |
| **Student Learning**  Embed a culture of ambition and high expectations of learning outcomes among students, staff and parents.  Build capacity of leadership to lead improvement in teaching and learning across the school.  Enhance teacher practice through the development of an agreed school-wide pedagogy | **Year 1** | Review of Timetable to cater for Literacy and Numeracy Blocks  Review team leadership –composition, roles, responsibilities – and establish Professional Learning Teams with focus on teacher assessment practices and data analysis, curriculum, eLearning and pedagogy   * *PLT’s to conduct PD with all staff* * *PLT’s to conduct Professional Discussions with all staff* * *Data analysis by all staff as whole school, units and levels* * *Investigate tracking systems / (SMaRT /Wannik) that ensure monitoring of students* * *Audit of individual & Targeted PD requirements via Feb/Mar Performance reviews* * *Support staff in further development of the e5 Instructional model* * *Review co-curricular program to ensure that core areas are not being compromised* * *Review assessment and moderation of assessment to ensure accuracy and consistency*   Develop Literacy team to undertake a Major Program Evaluation   * *Audit of Literacy Program* * *Policy revue* * *Develop program statement specific to area including Whole School Pedagogy policy* * *Review program intent* * *Conduct resource audit* * *Review assessment and reporting related to area* * *Evaluate current : writing , spelling, and comprehension* programs & practices * *Review current support /Intervention programs throughout the school* * *Investigate student peer mentoring*   Develop Numeracy team to undertake a Major Program Evaluation   * *Audit of Numeracy Program* * *Policy revue* * *Develop program statement specific to area including Whole School Pedagogy policy* * *Review program intent* * *Conduct resource audit* * *Review assessment and reporting related to area* * *Review current support /Intervention programs throughout the school* * *Strengthen the use of data and analysing of data in the area of Mathematics*.   Strengthen organisational capacity and structures to coach staff in best practice using team teaching, instructional rounds, modelling and mentoring.  Include instructional leadership within the roles of Principal class officers  Involve staff in the development of a School Wide Policy on Pedagogy   * *Use e5 as basis for staff discussion of teaching and learning approaches focused of improving teacher practice* * *Provide teachers with professional development in*   *Differentiated Curriculum, Maths 300, Personalised Learning, Meta Cognitive Learning, Learning in Open Spaces and best learning / teaching practices.* | Time table adjustments to continue to  embed Early Years Literacy and Numeracy  recommendations and practices  Professional Learning Teams established and  meeting regularly with discussion focused on  pedagogical issues; with peer feedback sessions established.  Maintain a focus on moderation of results in level areas  Develop a clear assessment schedule from P-6  School Council approval of ‘Major Evaluation of Literacy at LPS’ Report  Support of Literacy Team  Focus on Expressive and Receptive language in Early  Years  Evidence of Literacy Block in Work Programs and  classroom practice.  Staff trialling new understandings of VELS  assessment approaches in classrooms  Each team planning session having a link to  student performance data  School Council approval of ‘Major Evaluation of Numeracy’ at LPS Report  Support of Numeracy Team  Evidence of Numeracy Block in Work Programs and  classroom practice.  Staff trialling new understandings of VELS  assessment approaches in classrooms  Each team planning session having a link to  student performance data  \_ Curriculum level planning documents and classroom  delivery to reflect an agreed approach to the teaching  of numeracy and literacy  Meeting structure and time release for leadership team to work closely with Learning Units  Staff demonstrating involvement in ‘coaching’ program  Established timeline for Instructional Rounds within LPS  Evidence of the e5 Instructional Model in unit planners with an emphasis on engagement and evaluation  Evidence (Work Programs ) of the Differentiated  Curriculum ideas being trialled in classrooms.  Evidence of Personalised Learning strategies being trialled in classrooms  Evidence of Professional Development in Meta Cognitive Learning  Evidence of Professional Development in Open Spaces Learning |
| Year 2 |  |  |
| Year 3 |  |  |
| Year 4 |  |  |
| **Student Engagement and Wellbeing**  Promote improved levels of student attendance through the implementation of strategies and programs that target levels of absence and late coming.  Develop meta-cognition as a step towards personalising learning and increasing student engagement across the school.  Strengthen the capacity of teachers to differentiate curriculum in order to move towards personalised learning. | **Year 1** | Continue to provide a safe, nurturing environment.  Develop initiatives which give students an increased input into managing and monitoring their own learning.  Continue to embed the school values into all facets of the school.  Conduct staff professional development to focus discussions on student engagement in their  learning  Include students in a three-way conversation at Parent/Teacher interviews.  Professional Development – The Enquiry Process  Investigate the Smart Tracking Program  Staff development sessions built around e5  with strong focus on engagement and  evaluation, and linking to teaching and  learning practice  Staff development sessions on ‘Differentiated Curriculum’  Review student opinion data trends related to  student engagement and conduct issues  forums with student groups  Review parent opinion data trends related to  student engagement and conduct issues  forums with parents  Each year level to develop and pilot an  ICT project enhancing the use and application  of ICT in the classroom |   Improved level of student attendance  All year level planning documents to include strategies to provide student input in their learning  School Values displayed around school  Values program = values presented at each assembly and in newsletters  Documentation of Increased student involvement in their own learning.  Students involved in Parent/Teacher interview in Senior School  Initial investigation of the capacities of the Smart  Tracking Program  Professional Development Whole School Overview detailing all activities  Collate issues from student and parent forums  Teaching units demonstrating extended ICT  use in their classrooms |
| Year 2 |  |  |
| Year 3 |  |  |
| Year 4 |  |  |
| **Student Pathways and Transitions**  Enhance transition processes and programs to ensure the transition process is a positive experience for all involved and supports students in their continued learning.  Improve levels of professional communication throughout the school, particularly between units. | Year 1 | Review of existing programs (surveys).  Encourage continued links between our Yr 6s and Mt Erin  /EMC Yr 7s  Investigate Wannik student mapping tool  Review processes involved in entry & exit of students  during the year – all grades.  Continued participation in the Mulberry Hill Kinder/Prep  Transition Cluster  Teachers to receive further Professional Development in the use of the Ultranet.  Analysis of student perceptions =  Buddy programs  Establish Professional Learning Team (PLT)  with focus on student transition – staff/team  meeting sessions, curriculum day focus,  parent & student forums  \_ Review the current processes for student  transition into, through and out of the school  \_ Visit other schools to see transition programs,  visit local pre-schools and secondary schools  to strengthen networks and discuss transition  issues  \_ Revise current school entry program and  develop and implement pilot pre-school to   * prep transition program * Introduce a student mapping program to record academic and social progress. * Restructure unit meetings to focus on student learning.   Develop a closer and more effective relationship with Elisabeth Murdoch College | Collective responsibility by all areas to understand the  problems at each key point.  Continued participation in the Mulberry Hill  Kinder/Prep Transition Cluster  Use student self evaluations as a guide  Utilise local pre-school staff as a resource.  Invite ex-students to talk at Graduation.  Actively involved in Mt Erin/ EMC 5/7 & 6/7 transition opportunities.  Visit other schools at various levels when possible.  Critical movement points in VELS recognised and catered for in planning.  Checklists for students enrolled and transferred during the school year. Re. files, details, medicines, ICT,  library, reports, etc  Use Yr 6 / Prep Orientation Day in December 2010 to run our Cultural Awareness Day. This will allow  children to move around the school visiting next year’s room & teachers. Prep Teachers will have their new Preps in for the morning.  Networks between school and local preschools  and secondary schools established  \_ Pre-school to prep transition program  implemented for all incoming prep students |
| Year 2 |  |  |
| Year 3 |  |  |
| Year 4 |  |  |

Pedagogical teaching activities linked to new BER .