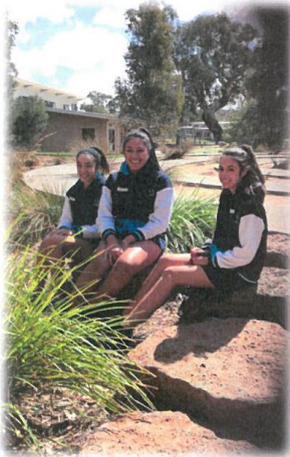




**School Strategic Plan for
The Lakes South Morang P – 9 School
School Number 8846
2015 -2018**



Endorsements

<p>Endorsement by School Principal</p>	<p>Signed..... Name..... Date.....</p> <p><i>K. Heenan</i> KERRIE HEENAN 17/3/15</p>
<p>Endorsement by School Council</p>	<p>Signed..... Name..... Date.....</p> <p><i>Sarah Gattorna</i> Sarah Gattorna 20/3/15</p> <p>School Council President's endorsement represents endorsement of School Strategic Plan by School Council</p>
<p>Endorsement by the delegate of the Secretary</p>	<p>Signed..... Name..... Date.....</p>

School Profile

<p>Purpose</p>	<p>The Lakes South Morang P-9 Schools purpose is to challenge and empower all students to strive for personal excellence and ongoing growth and development. The school motto “Aspire to Inspire” drives our school purpose. The school prides itself on the care it gives to all members of our community which are reflected in our school values; Learning, Teamwork, Leadership and Respect. Our powerful statements of belief guide our practice and include:</p> <ul style="list-style-type: none"> • All students can learn and become confident lifelong learners. • All students are unique individuals to be equally valued and nurtured. • Teachers teach best when they are able to build positive relationships based on mutual respect and trust. • Teachers are adult role models and can teach students many skills and social competencies that apply beyond the normal classroom. • Students learn best when they are actively involved and have a voice in their learning. • Teachers are generalist teachers first, with responsibility for the whole development of their students and a commitment to the entire school, and as specialist subject teachers second. <p>At the Lakes Powerful Learning strategies are employed to encourage curiosity and build capacity while the school purpose reflects high expectations and the right to dream big.</p>
<p>Values</p>	<p>In 2104 The Lakes South Morang P-9 School employed School Wide Positive Behaviour Supports (SWPBS) to enhance our positive school culture. Through this, four core values were selected via extensive consultation and collaboration with all members of the school community including students, parents and teachers. The four core values are Learning, Teamwork, Leadership and Respect. These values underpin all that we aim to achieve at The Lakes and represent the views and expected behaviours of our school community.</p> <p><u>Learning</u> <i>Be a learner by:</i></p> <ul style="list-style-type: none"> • Challenging ourselves and aiming high • Taking responsibility for your own learning • Taking risks and learning from mistakes • Taking pride in our achievements • Seeing problems as opportunities • Asking questions and finding answers • Thinking creatively • Understanding that we all learn differently • Making positive contributions to the learning environment

Teamwork

Be a team player by:

- Showing belonging by cooperating with others
- Supporting others with their learning
- Supporting each other in a common goal
- Working collaboratively with a variety of others
- Sharing responsibility and ownership
- Being a part of something bigger than ourselves
- Committing to team spirit and school pride
- Helping, encouraging and caring
- Being inclusive and fair to all

Leadership

Be a leader by:

- Showing our personal best at all times
- Always trying our hardest and believing in ourselves
- Being willing to take risks and try new things
- Feeling proud of our achievements and successes
- Setting examples for others in our work, effort and behaviour
- Taking responsibility for our actions
- Leading by example
- Being a positive role model

Respect

Be respectful by:

- Considering and caring for ourselves and others
- Being responsible for our environment
- Treating others the way we would like to be treated
- Valuing all within our community
- Listening to others and using manners when communicating
- Taking care of our property and other people's belongings
- Showing honesty

	<ul style="list-style-type: none"> • Accepting others for who they are • Considering the learning needs of others
<p>Environmental context</p>	<p>The Lakes South Morang P-9 School is a dual campus school of approximately 1000 students located in the northern growth corridor of Melbourne and the City of Whittlesea.</p> <p>Our school is culturally diverse with a representative mix of many cultures. On any given day you can see learning groups composed of students from Europe, the Middle East, Africa, Asia and the Pacific region sharing different experiences and strengthening their knowledge. There are 36 languages spoken by our families and 180 students from EAL backgrounds. The School Family Occupation (SFO) index score of .5866 on the Early Years Campus (EY) and .5904 on the Middle Years Campus.</p> <p>School facilities are outstanding with each campus having multiple spaces that are purposely designed to allow for a range of learning experiences and choices. The learning spaces are flexible in design, allowing for adaptable internal and external learning. The school's 21st century learning landscape includes specialist facilities in the performing and creative arts spaces, science, technology, physical education together with multiple outdoor learning centres. The school's ICT rich infrastructure enables programs that operate in single year neighbourhoods to drive curiosity through an integrated inquiry approach.</p> <p>The Leadership Team consists of the School Principal, three Assistant Principals and nine Leading Teachers. The team has worked tirelessly to establish a consultative and transparent model of shared responsibility and distributive leadership structure. This Leadership Team has been strategically devised to equally cater for and address: Curriculum, Wellbeing and Engagement. The Lakes believes this approach provides a strong foundation for improving student learning and learning opportunities across the school. The staffing mix has evolved over the eight years of operation to have increased capacity and professional maturity which is reflected in a more balanced mix of teacher experience and expertise. The energy and commitment of the staff is extraordinary and acknowledged by the school community.</p> <p>Organised across two campuses, the grade structure is vertical and there is a strong emphasis on literacy and numeracy. Programs are differentiated to cater for all elements and levels of student learning across the school. The innovation and dedication to improved student outcomes demonstrated by The Lakes ensures that we continue being a talking point and exemplar for local, interstate and international schools that regularly tour our facilities and inquire about our programs with the intent to explore different models of learning that they may apply in their own unique communities.</p> <p>We have a commitment to fostering student wellbeing through a range of support programs across the school, including but not limited to: Breakfast Club; Hands on Learning; and a suite of other targeted wellbeing/welfare initiatives. Equal to this is the range of student leadership opportunities we provide through Young Leaders, Advance, SRC and our Academies. As a cornerstone of our local community, we strive to build partnerships with local organisations, agencies and local government to further enhance opportunities for students and their families.</p>

Service**Communication**

The school promotes and fosters an inclusive, consultative and collaborative approach to communication with all members of the school community. The leadership structure of our school provides informal and formal opportunities for all members of the school community to actively participate in decision making processes. All teachers provide timely and targeted feedback to students on their work, specifically through continuous feedback to students and their parents.

Continuous feedback to parents is provided in a variety of forms:

- Parent information sessions that are held across P -9 to allow for students to highlight their learning and progress in the form of a Celebration of Learning Evening, Expos, and Medieval and Ancients celebrations etc.
- Meet and Greet sessions are held at the beginning of each year and more regularly on demand
- Student progress reports are provided at the end of Terms 1, 2 and 3.
- End of semester reports are provided at the end of Terms 2 and 4.
- Cohort information is uploaded on the website and highlighted in the fortnightly newsletter.
- Individual student success is celebrated as part of the weekly assemblies on Early Years and the end of term assemblies on Middle Years.

We believe that feedback on student progress should not be a surprise to parents and that feedback to students is ongoing. We present this to students (and parents) in the form of rubrics, video analysis, test results and verbal discussions. Involving students in discussions around their results allows for negotiated learning tasks and meaningful future goal setting.

When a relationship within our school community has been damaged we seek to repair relationships Through the use of restorative practices. Restorative practices underpin the relationships of all members of the school community and management of student behaviours is made transparent through prompt communication with parents and carers of any issues or areas of concern. Flowcharts and expectations of student, parent and school behaviours and responsibilities are actively communicated and are also in student diaries.

Teaching and Learning

The Lakes South Morang P – 9 school follows the AusVELS curriculum. As a school we are committed to integrating curriculum domains to allow for an integrated inquiry approach towards effective and engaging teaching and learning. The Powerful Learning Model and the Theories of Action underpin the framework of what we teach and how we address teaching and learning within our learning spaces and year level cohorts. As part of our wellbeing and welfare approach, we model and teach the Lakes values through targeted home group sessions and a suite of programs / initiatives such as PATHS, SWPB,HPL and others.

Specifically, there is a continuous focus on student learning with clearly articulated and implemented curriculum outlines and processes to support team teaching and open classroom practices. Differentiation of student learning tasks is imperative and the allocation of student groupings and explicit programs is determined by the structured and timely use of accurate student data and team moderation. It is the intention of each team to maximise the use of the school facilities, in particular the usage of ICT, to support student achievement and improved student outcomes.

As part of the Powerful Learning Model, the demand for high expectations and the implementation of Higher Order Thinking skills and strategies from P-9, across all domains, lead to the achievement of improved student outcomes. Through the allocation of targeted Professional Development, access to immediate student data via SPA and Professional Learning Teams (PLT) the Lakes have developed a shared understanding of best practices that improve teaching strategies, teacher capacity and what reduces the barriers to learning.

Student voice and negotiated tasks in various areas of the curriculum supports student engagement and the development of curiosity and inquiry. Access to a range of diverse elective subjects in Year 8 and 9 allows students with more opportunities to create their own learning pathways and continue to build meaningful relationships with staff. A positive, respectful and collaborative approach towards teaching and learning provides a strong framework for how we teach.

The tracking and monitoring of student outcomes is vital to informing purposeful teaching and allowing for student progress and scaffolded learning. Teaching staff at The Lakes South Morang P -9 School collect ongoing data in a variety of forms such as pre and post-tests, rubrics, student performance and presentation. Middle and end of year AusVELs data is tracked and student groupings, topics and tasks are reviewed and realigned based on this information. Students are able to goal set and reflect on their learning outcomes and at times will re-negotiate their own learning goals and targets so that they are able to achieve success. The use of On-Demand testing, English and Maths online interviews and PAT tests also give staff an instant and clear picture of student learning needs, progress and achievement. The *Attitude to School Survey* provides data on student engagement and gives staff a clear picture of their cohort and the NAPLAN results provides an overall snapshot of student learning as compared to National standards.

Strategic Direction

Areas of focus	Goals	Targets	Key improvement strategies
Student achievement	<ul style="list-style-type: none"> • <i>To promote the achievement of high quality educational outcomes for all students.</i> • <i>To develop students to be literate, numerate and curious.</i> 	<ul style="list-style-type: none"> • <i>By 2018 increase the proportion of students assessed as being at or above the expected AusVELS levels, with 20% or more of students assess at 6 to 12 months ahead.</i> • <i>Reduce to 10% or lower the number of students assessed in AusVELS as being 6 to 12 months behind.</i> • <i>All students improve AusVELS level by 1 each year</i> 	<ul style="list-style-type: none"> • <i>Build leading teacher capacity to sustain the whole school culture of learning and collaborative teamwork in a 21st century learning environment</i> • <i>Enhance teacher capacity based on an understanding of what we teach (curriculum content), how we teach (best practice), and how we know that learning has occurred (assessment and feedback).</i> • <i>To develop and embed digital learning into effective teaching and learning practice.</i> • <i>Ensure a continued whole of school focus on developing curious and engaged learners</i>

Area of focus	Goals	Targets	Key improvement strategies
Student engagement	<ul style="list-style-type: none"> • <i>For all students to have an opportunity to lead their learning in an inclusive and contemporary educational environment</i> • <i>Strengthen school community connections and develop a better understanding of the school's teaching and learning approach</i> 	<ul style="list-style-type: none"> • <i>By 2018 the Sentral software system is used to profile each student's history of achievement and wellbeing.</i> • <i>By 2018 each student will have a Personal Learning Plan.</i> • <i>By 2018 each child will have built an authentic relationship with a member of the school community</i> 	<ul style="list-style-type: none"> • <i>To implement a fully integrated student management system</i> • <i>Implement Personal Learning Plans for all students.</i> • <i>Continue to provide and strengthen the range of student leadership enrichment programs beyond the school.</i> • <i>Develop and implement school marketing and communications plan.</i>
Student wellbeing	<ul style="list-style-type: none"> • <i>To develop learning through collaborative and student driven processes that will support students' health, safety and wellbeing in an safe, orderly and stimulating environment.</i> 	<ul style="list-style-type: none"> • <i>That every student participates in at least one of the enrichment programs based on their learning pathway</i> • <i>The majority of student and parent survey results are above the 75th percentile</i> • <i>Consistent strategies implemented across the school to support wellbeing</i> 	<ul style="list-style-type: none"> • <i>Implement and evaluate a School Wide Positive Behaviour Program</i> • <i>Enhance curriculum programs based on the needs and interests of our students.</i> • <i>Annually review all aspects of our student support services to meet the changing needs of our community.</i>

Area of focus	Goals	Targets	Key Improvement Strategies
Productivity	<ul style="list-style-type: none"> • <i>To acquire and distribute resources (broadly conceived) to support the school's strategic direction, goals and identified improvement areas.</i> 	<ul style="list-style-type: none"> • <i>That Professional development budgets enable capacity building of staff and leadership team</i> • <i>That the budget enable the exploration and development of sustainable community partnership</i> • <i>To improve the accountability of program leaders in program budget</i> 	<ul style="list-style-type: none"> • <i>Teacher professional learning Audit Documentation of the impact of teacher professional learning</i> • <i>To strengthen the school community through partnerships, marketing and branding opportunities</i> • <i>To Maximise the budgets to enhance student learning</i>

School Strategic Plan 2014- 2017: Indicative Planner

Key improvement strategies		Actions	Achievement milestone
<p>Student achievement</p> <ul style="list-style-type: none"> To promote the achievement of high quality educational outcomes for all students. To develop students to be literate, numerate and curious. 	Year 1	<ul style="list-style-type: none"> Introduce the AITSL Teacher Observation Standards Align Powerful Learning Theories of Action with the Performance and Development process and the AITSL Teacher Observation process Curriculum Leading Teachers to drive and support teams to moderate and act on student data during specified planning and PLT sessions To provide a rich and differentiated curriculum to support student inquiry, negotiated learning and curiosity which results in improved student outcomes Develop agreed whole school curriculum auditing tool to support teams and domains to successfully implement National Curriculum requirements. Support staff to work collaboratively to complete auditing / editing, that ensures consistent curriculum documentation and classroom implementation 	<ul style="list-style-type: none"> Agreed observation protocols and school based proformas Agreed 'Lakes School Approach' that supports the Powerful Learning model Leading Teacher timetables and focus of sessions are accessible and transparent Staff are able to consistently moderate student outcomes using a range of assessment samples Forms of presentation are differentiated and support the learning needs of a range of diverse Learners (EAL, students with a disability, gifted & talented) All curriculum reflects content based on AUSVELS/National Curriculum and is consistent in format and content style with key concepts and skills clearly articulated A range of student assessment and feedback options are provided to allow for choice in assessment style. Curriculum documents are used to inform Learning Focus statements that reflect updated curriculum requirements. Resources are created to support student use of correct technical vocabulary in each learning area Handbooks are up to date and reflect current curriculum requirements.

	Year 2	<ul style="list-style-type: none"> • Establish 'best practice' in teaching areas (year and domain specific) and engage in observations of others to continue to build vision of what great teaching looks like. • Audit and align student assessment tools and resources to allow for greater negotiation and differentiation • Leading Teachers to drive the auditing of the AITSL teaching continuum and establish a baseline of current practice and set goals for improvement. • Leading Teachers to build capacity in teaching staff to support whole school Performance and Development goals and targets • Consolidate AITSL observational rounds using agreed set of protocols around observations and feedback. • Develop an eLearning framework to be included within the curriculum program planning and implementation • To develop an F–9 eLearning scope and sequence that supports digital learning across all curriculum Domains • To develop an F-9 ICT reporting guideline package • Develop a digital library of resources to support the eLearning implementation within programs 	<ul style="list-style-type: none"> • All staff have opportunities to undertake observations and moderate their findings within PLTs or Observation teams • Staff have a clear understanding of 'best practice' in their domains and are able to use this information to support Performance and Development goal setting • Student assessment tools have been updated and are consistent throughout learning areas. • Student feedback data is collected, analysed and used to improved teacher performance • A clear set of articulated goals to enhance professional development and growth are developed which consider AITSL teaching Standards and the Powerful Learning Theories of Action • Agreed protocols and procedures around observational rounds are embedded • Staff are developing knowledge and usage of digital learning tools to enhance student engagement and outcomes. • An eLearning framework document is created and is accessible to all Domains • Relevant digital learning resources are used to support student learning and enhance student engagement • An F-9 ICT reporting guideline package is developed •
--	--------	--	---

	Year 3	<ul style="list-style-type: none"> • Establish 'best practice' in assessment and feedback through a focus on gathering examples e.g. school visits, professional reading, domain organisations • Review assessment sequence to reflect best practice and updated data gathering tools • Review student feedback resources to support improved teacher capacity • Engage in AITSL teaching continuum auditing. Establish baseline of current practice, with a focus on assessment and staff / student feedback and set goal for improvement. • Leading teachers to drive PLT discussion to regularly include moderation of students work and learning outcomes • Establish cross campus/year level moderating sessions and opportunities. • Implement F-9 ICT reporting guidelines • Provision of eLearning Professional Development that enhances teacher capacity and creative usage of digital learning tools 	<ul style="list-style-type: none"> • Individual reflection upon current teaching practice which is clearly articulated in Performance and Development goals to enhance personal and professional growth. • Consistent use of NILPS/LILPS In literacy and numeracy. • Consistent use of student feedback proformas • Moderation is embedded into PLT structure. • Cross campus/year level moderation supports student growth, identifies at risk students during periods of transition and builds teacher capability. • Assessment sequence completed in literacy and numeracy with agreed KEY common assessment tasks that provide formative and summative assessment. • An accessible and relevant eLearning and digital database available to staff and located on school website • Ongoing and consistent use of digital tools to support student engagement and learning • Staff reporting against ICT within relevant Domains • A digital library of resources is available and accessible to all staff
	Year 4	<ul style="list-style-type: none"> • Review practice to determine next Strategic Plan 	<ul style="list-style-type: none"> • As Above

<p>Student Engagement</p> <ul style="list-style-type: none"> • <i>For all students to have an opportunity to lead their learning in an inclusive and contemporary educational environment</i> • <i>Strengthen school community connections and develop a better understanding of the school's teaching and learning approach</i> 	<p>Year 1</p>	<ul style="list-style-type: none"> • Plan for the use of the Sentral system • Building wellbeing student profile templates on Sentral • PLP – transferring of information from One Note to Sentral • Review of current ILPs – Funded; Interest based and select entry programs; students 'at risk' • Catalogue and review current programs that support student leadership • Seek opportunities to introduce community programs beyond the school • Access the expertise of parents/families to strengthen school programs and curriculum • Engage a professional organisation to assist in developing a marketing and branding approach and materials for the school 	<ul style="list-style-type: none"> • Interim and end of year reports generated through Sentral • Student welfare/wellbeing frameworks set up on Sentral • ILP setup for funded students on Sentral • Set up of Community Marketing Working Party with scheduled meetings throughout the year • Set up of Student Leadership and House Leaders Working Parties with scheduled meetings throughout the year • A "Yellow Pages" of parent/families expertise and skills • Developed a clearly defined marketing and branding strategy for the school
	<p>Year 2</p>	<ul style="list-style-type: none"> • Continue to expand the use of the Sentral system in relation to the school's procedures and processes – eg transfer of student data from eCases to Sentral, timetables and the school calendar • Roll marking to be piloted and tested for use through Sentral • Construct and formalise ILPs or ILIPs in homogenous groups • Extend student leadership programs to be community inclusive • Implement a marketing plan that clearly demonstrates our school's philosophy and practices 	<ul style="list-style-type: none"> • Parent portal to be utilised for logging on and using the system to make interview times and access reports • PD program on the use of Sentral to mark the rolls and other uses • Rolls being marked on Sentral • 'group' ILPs to support 'like needs' • Catalogue of clearly defined student leadership programs • Set of promotional materials that market and brand the achievements of the school

	Year 3	<ul style="list-style-type: none"> Fully implemented roll marking Review of other sections of Sentral system Refining the ILPs toward more personalised and individualised structures Embedded programs that ensure the sharing of community resources Review and refine the market and branding process in light of enrolment data 	<ul style="list-style-type: none"> ILPs are being changed and modified by students/teachers as goals are reached and extended Evidence of school use of community and its resources and vice versa Increased enrolments affected by marketing the school
	Year 4	<ul style="list-style-type: none"> Monitor and Refine as necessary 	<ul style="list-style-type: none"> As Above
Student Wellbeing <ul style="list-style-type: none"> <i>To develop learning through collaborative and student driven processes that will support students' health, safety and wellbeing in an safe, orderly and stimulating environment.</i> <i>Continue to review all aspects of our student support services to meet the changing needs of our community.</i> 	Year 1	<ul style="list-style-type: none"> Introduce Tier One of the SWPBS approach including positive reinforcement; consistent consequences; effective instruction and classroom management Review current practice in welfare referral processes Document and create awareness of mental health support providers that work within The Lakes Work within the parameters of the DET health resources Allocate resources within the school to meet the specific demands of our community (Breakfast Club) 	<ul style="list-style-type: none"> SWPBS launch SWPBS teacher materials SWPBS student induction day SWPBS working party Set of lesson plans for teaching appropriate behaviour based on data collection and analysis Introduction of rewards system Documented flowchart of welfare processes List of agency providers and the corresponding processes that are accessed by the school Aide timetables Employment of specific Welfare roles
	Year 2	<ul style="list-style-type: none"> Consolidate Tier One Introduce Tier Two of the SWPBS approach including targeted social skills instruction; simple behaviour plans; school based mentors 	<ul style="list-style-type: none"> Behaviour plans link to ILPs within the Sentral software system Established small social groups catering to selected student needs Improved social positive behaviours

		<ul style="list-style-type: none"> • Introduce Tier Three of the SWPBS approach including functional behaviour assessment; parent collaboration and education; collaboration with physicians and mental health professionals • Collect and analyse data in terms of the types of referrals 	<ul style="list-style-type: none"> • Set of lesson plans for teaching appropriate behaviour based on data collection and analysis • Increase parent participation • Data base of reasons for referral to health professionals • Involvement of school community in welfare related programs
	Year 3	<ul style="list-style-type: none"> • Consolidate the SWPBS approaches • Development of programs that target specific issues arising from referral data analysis 	<ul style="list-style-type: none"> • Set of lesson plans for teaching appropriate behaviour based on data collection and analysis • Behaviour plans link to ILPs within the Sentral software system • Increased parent participation • Involvement of school community in welfare related programs
	Year 4	<ul style="list-style-type: none"> • Make changes as necessary • Review 	<ul style="list-style-type: none"> • As above
Productivity <ul style="list-style-type: none"> • <i>Acquire and distribute resources (broadly conceived) to support the school's strategic direction, goals and improvement areas.</i> 	Year 1	<ul style="list-style-type: none"> • To identify and implement a leadership development program to support LT • Sourcing grants and external sources to support programs • Identifying and clarifying allocation of SGB to increase impact on outcomes 	<ul style="list-style-type: none"> • Feedback of LT and evidence incorporated in PDP • PD for program leaders at critical times • Increased external sponsorship/support for programs • Sponsors Launch • Revised budgets and trial documentation
	Year 2	<ul style="list-style-type: none"> • Consolidating, applying and refining new skills and strategies • Visible external contributors, awards, uniforms advertising 	<ul style="list-style-type: none"> • Learning filtered to next level of influence via LT learning • Evidence of growing partnerships

		<ul style="list-style-type: none"> Monitoring and documenting budgets to include review are justification for resourcing 	<ul style="list-style-type: none"> New Program Budget model implemented
	Year 3	<ul style="list-style-type: none"> Monitoring and expansion of above 	<ul style="list-style-type: none"> Professional Learning reflected strongly in PDP and in student outcomes through greater value adding Strong sense of partnerships and community confidence and active participation Less \$ returned to consolidated funds and greater use of budgets
	Year 4	<ul style="list-style-type: none"> Review and refine 	<ul style="list-style-type: none"> Review and Refine