

School Context

The vision of the Lalor Gardens PS community has been to create an entirely new type of School, one that is designed to facilitate the implementation of a new pedagogy that encourages flexibility in teaching and learning styles and encourages collaborative learning involving teachers to students; students to teachers; students to students; peer groups; and varying age groups. The new school has a variety of spaces to accommodate a variety of learning styles; to provide for a variety of group sizes; and to allow for individual and self-directed learning as well. The facilities provide flexibility for the customisation of the curriculum to meet individual students' needs and increased staff collaboration

Students, Teachers and support staff are all beneficiaries from the shared spaces. They are able to remain in closer contact, can learn and support each other. Staff meet informally to discuss student progress and plan together to provide individual learning opportunities for students. All staff have collective responsibility for every student within each learning community. Professional interaction, cooperative learning, team work, mentoring and coaching are now the foundation of our dynamic and effective staff team.

Creativity and problem solving skills in children and adults are stimulated by the new building's bright, interesting spaces and décor; vivid and continually changing displays, ready access to resources such as books, art & craft materials and other age-specific learning tools.

Each learning community has easy access to school resources including information technology, wet areas, art and project areas, library resources, and large outdoor covered learning areas immediately adjacent to their internal learning areas. Each has their own toilets, which are directly and visually accessible by the student and sense of ownership and respect for "their" facilities.

The new School is a bright, light environment with impressive features such as the clerestories over the collaborative areas and the coloured glass in the windows providing a unifying theme throughout the school, while internal colour themes identify junior, senior and staff zones in the school.

In addition to providing the spacial requirement for curriculum provision and providing for a sense of identity for each learning community a unifying connection between these communities was paramount. As such the building's structure defines separate Junior and Senior sub-schools but inherently connected via the administration wing at the centre of the school. The mirrored, connected plan enables easy legibility of the building for users and visitors, better management and supervision and most importantly, very convenient internal access and communication. The welcoming entrance invites exploration by the wider community and the forms and colours speak of optimism.

Lalor Gardens PS is committed to providing excellence in educational provision to ensure improved student learning outcomes. The school's Student Family Occupation Index is 0.6232 with 60% of families in receipt of the Educational Maintenance Allowance. This

SFO index determines that student achievement will generally fall within the lowest 10 – 20% of the state population. The student population in both schools over the past 10 years has continued to change from second generation European migrant families to Arabic and Asian families with an increasing number of Pacific Islander families as well as an increasing number of refugee families. Given that these families are first generation migrants, the majority of students who enrol in Prep year have little or no English and many have not had any pre-school education. The community in general does not become involved within the life of the school, however, they maintain high expectations of success for their children and will readily attend whole school and/or grade level extra-curricular activities.

Within the scope of the Department of Education initiative *Towards Victoria as a Learning Community*, the school has aligned our pedagogical practices to the implement AusVELS all students regardless of background who are deemed capable make one year's progress for a commensurate years schooling. We also implement programs to ensure that EAL students (78%), students who have family mobility issues and students with disabilities and impairments achieve significant learning outcomes. As such the school's equity funding allocation in from the school's global budget specifically supports improved student learning and achievement. This includes the provision of excellent educational opportunities for our students with disabilities and impairments through a comprehensive support program for these students. The school enrolment of 375 is expected continue to increase with the new students enrolling from the newly established estates of Carlingford and Mosaic. Staffing at the school reflects a mix between young and more experienced teachers and support staff in both Administration and the disabilities and impairments program.