

Strategic Intent

	Goals	Targets	One Year Targets
Student Learning	<p>To improve student achievement in literacy Prep – 6</p> <p>To improve student achievement in numeracy Prep – Year 6</p>	<p>To have all students deemed capable make at least one year's VELs progress annually in literacy and numeracy</p> <p>To decrease the number of students performing below the expected levels (NAPLAN & VELs) within the school by at least 10 percentage points</p> <p>To increase the percentage of students performing at the top two bands in NAPLAN by at least 5 percentage points</p>	<p>To have all students deemed capable make at least one year's AusVELs progress annually in Literacy and Numeracy. To decrease the number of students performing below the expected levels (NAPLAN and AusVELs) within the school by at least 2 percentage points. To increase the percentage of students performing in the top two bands</p> <p>NAPLAN by at least 2 percentage points</p> <p>(2013 Baseline data: LGPS 100% attained the national benchmarks in Year 5 Reading)</p> <p>(2013 Baseline data: LGPS 92% attained the national benchmarks in Year 5 Writing)</p> <p>(2013 Baseline data: LGPS 98% attained the national benchmarks in Year 5 Mathematics)</p> <p>(2013 Baseline data: LGPS 100% attained the national benchmarks in Year 3 Reading)</p> <p>(2013 Baseline data: LGPS 96% attained the national benchmarks in Year 3 Writing)</p> <p>(2013 Baseline data: LGPS 98% attained the national benchmarks in Year 3 Mathematics)</p> <p>(2013 Baseline Data Matched Cohort 3-5)</p>

Year 3 – 5 Matched Cohort Growth
in NAPLAN will exceed the mean for
Government schools

To continue school achievement in NAPLAN Reading and Writing
about state mean and reach State mean in Numeracy

Year 3 – 5 Matched Cohort growth in NAPLAN will exceed the
mean for Government Schools

(NAPLAN Growth 2011- 2013)

	National	State	School
Reading	86	76	93
Writing	62	66	82
Spelling	88	82	86
G&P	80	73	86
Numeracy	88	81	81

To improve medium to high matched cohort growth from Years 3 –
5 in

Reading: To 80%

Writing: To 85%

Spelling: To 85%

G&P To 65%

2011 – 2013 Medium to High Growth Baseline data:

Reading: 75%, Writing: 78%, Spelling: 79%, G&P 61% Numeracy:
64%

To improve low achievement matched cohort data from Years 3 – 5
in

Reading: To 20%

Writing: To 15%

Spelling: To 15%

G&P To 35%

Numeracy: To 30%

2011 – 2013 Low Growth Baseline data:

Reading: 23%, Writing: 20%, Spelling: 20%, G&P 35% Numeracy:
35%

<p>Student Engagement and Wellbeing</p>	<p>To improve student engagement in learning Years Prep - 6</p> <p>To improve students' sense of safety and morale in Years 5 - 6</p> <p>To monitor the social, emotional and behavioural development status of students who enter school in Prep through to Year 6</p>	<p><u>Student Absence:</u></p> <p>To reduce student the overall absence rate of Students Prep - 6</p> <p>To reduce the level of Unexplained Absences</p> <p><u>Attitudes to School:</u></p> <p>To Improve:</p> <p>Mean Factor Score for Student Morale above Region and State means</p> <p>Mean Factor Score for Student Distress to be equivalent to Region and State means</p> <p>Mean Factor Score for Student Safety to be equivalent to Region and State means</p> <p>To monitor the social, emotional and behavioural development status of students who enter school in Prep identified as at high risk in one or more factors using the SEHQ analysis</p>	<p>To reduce the overall absence rate for students Prep – 6 to below 16.0 (Baseline data for 2013 – overall absence rate 16.17 days per student)</p> <p>To reduce the overall unexplained absence rate per student to 4.0 days (2013 Baseline data for overall unexplained absence rate per student: 5.78)</p> <p>To improve Mean Factor Score for Student Moral to 5.90 (2013 Baseline data: School: 5.86, Region: 5.77, Sate: 5.75)</p> <p>To improve the Mean Factor Score for Student Distress to 5.90 (2013 Baseline data: School: 5.85, Region: 5.96, State: 5.95)</p> <p>To improve the Mean Factor Score for Classroom Behaviour to 4.40 (2013 Baseline date: School: 4.35, Region: 4.39, State: 4.38)</p> <p>To decrease the number of students identified at high risk of issues with peers through the implementation of social wellbeing programs and psychological assessments where required (2012 Baseline data: 7 students)</p>
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<p>Student Pathways and Transitions</p>	<p>To monitor student transition processes from K-P and 6 – 7.</p>	<p><u>Parent Opinion:</u> To improve transitions to 5.9 or better</p>	<p>To improve transitions to 5.70 or better (Baseline data LGPS POS 2013 5.61)</p>
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Implementation

Key Improvement Strategies and Significant Projects	What (Actions) the activities and programs required to progress the key improvement strategies	How (Resources) the budget, equipment, IT, learning time, learning space	Who the individuals or teams responsible for implementation	When the date, week, month or term for completion	Achievement milestones the changes in practice or behaviours
STUDENT LEARNING Teaching and Learning programs in Literacy and Numeracy Focussed on Differentiation of Curriculum and its Implementation at Students' ZPR	<p>Implementation of AusVELS across all grade levels</p> <p>Weekly and term curriculum planning sessions</p> <p>Team teaching within and across teams</p> <p>Flexible Targeted Teaching groupings based on student learning needs</p> <p>Curriculum Implementation Projects:</p> <ul style="list-style-type: none"> - PALL program implementation P-2 - Ongoing Assessment processes and 	<p>PL Sessions – weekly</p> <p>APT times/PLT meetings</p> <p>All learning areas in literacy and numeracy with 10 sessions for literacy and 5 for numeracy</p> <p>Team Planning/PLT Sessions</p> <p>PL Budget</p> <p>Bastow et al PL programs</p> <p>Team Leaders</p>	<p>All Classroom teachers and teams</p> <p>All teaching teams</p> <p>All teaching teams</p> <p>All teaching teams</p> <p>Principal</p> <p>AP and</p> <p>Team Leaders</p>	<p>Ongoing throughout 2014</p> <p>Ongoing throughout 2014</p> <p>Ongoing throughout 2014</p> <p>Weekly</p> <p>Ongoing throughout 2014</p>	<p>Learning intentions and success criteria utilised throughout school for all lessons</p> <p>Staff implementation of AusVELS in Literacy and Numeracy</p> <p>Improvement in student achievement evident at the end of each semester noted from testing processes including NAPLAN growth in Years 3 and 5 and 3 to 5</p> <p>Implementation of specific Oral Language program in Prep - 2</p> <p>Ongoing assessments used to group students into flexible groupings</p>

	<p>procedures 3 – 6</p> <ul style="list-style-type: none"> - Mathematics Problem Solving in 5-6 <p>Implementation of High reliability strategies P-6</p> <p>Associated Assessment linked directly to student learning needs:</p> <ul style="list-style-type: none"> - Implementation of revised Assessment Schedule - Running Records twice termly - English and Maths Online - PAT Reading/Maths - Probe - On Demand - Pre and Post Test - Writing Moderation 	<p>Meetings</p> <p>Team weekly planning and PLT sessions & Whole School PL sessions</p> <p>Team Leaders Meetings</p> <p>APT sessions</p> <p>PL Budget</p>	<p>AP, Team Leaders and all teachers</p> <p>Principal, AP and Team Leaders</p> <p>All team members</p>	<p>Ongoing throughout 2014</p> <p>Ongoing throughout 2014</p>	<p>Student interest and skills exhibited in mathematic problem solving</p> <p>Teachers utilising testing results to group students and plan teaching lessons to differentiate teaching</p> <p>Implementation of procedures by all teachers</p> <p>Consistency of teacher judgements against AusVELS</p>
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<p>STUDENT ENGAGEMENT AND WELLBEING</p> <p>Continue to support student engagement and wellbeing through the implementation of a consistent approach to student social and emotional development, student voice, behaviour management and student feedback</p>	<p>Continued implementation of “Blooming Great Kids” program</p> <p>Continued implementation of “Restorative Practices” approach to behaviour management</p> <p>Continued implementation of JSC</p> <p>Implementation of Peer Mediators</p> <p>Continued implementation of Breakfast Club</p> <p>Implementation of School vegetable garden, mini orchard and Chook pen operated by students</p> <p>Use of ancillary staff and organisations to assist students/families identified as at risk</p> <p>Implementation of daily/weekly class meetings for feedback to teachers</p> <p>Revision of Playground data book for students into “My Wellbeing Book”</p>	<p>Weekly focus at each level of the school</p> <p>PL for new staff and school code of conduct</p> <p>Student Voice Program & JSC Program Budget</p> <p>B&G Program Budget</p> <p>SOCS</p> <p>Home group/team areas</p> <p>Individual booklet for each child per term</p>	<p>All Teachers</p> <p>All Teachers</p> <p>JC Coordinator</p> <p>5/6 Teacher</p> <p>Assistant Principal</p> <p>Home group teachers</p> <p>Principal</p>	<p>Throughout 2014</p> <p>Throughout 2014</p> <p>Throughout 2014</p> <p>Term 3</p> <p>Throughout 2014</p> <p>Throughout 2014</p> <p>Throughout 2014</p>	<p>Student attendance data</p> <p>Student Attitude to School Survey data</p> <p>Number of school yard behaviour incidences</p> <p>Student involvement in the upkeep of the garden</p> <p>Number of students with positive outcomes</p> <p>Parent Opinion Survey & Student Attitude Survey Results</p> <p>Results from collation of student data</p>

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Student Pathways and Transitions	<p>Enhancement of school's transition programs at Lalor Gardens PS</p> <p>Implement transition program from Year P-1, 1-2, 2 – 3, 4-5, 5-6, 6-7 including:</p> <ul style="list-style-type: none"> • Focus on literacy comprehension within Early Years Approach • Use of NAPLAN type testing in Year 2 to enable children to become familiar with the type of testing they will experience • Formal transition days in conjunction with Year 6 transition • Use of NAPLAN type testing in Year 2 to enable children to become familiar with the type of testing they will experience • Formal transition days in conjunction with Year 6 – 7 transition 	<p>CRT replacement days for Prep Coordinator Transition Program Budget</p> <p>Learning Area Teaching programs</p> <p>Appropriate tests</p> <p>School Timetable</p> <p>Classroom Teaching programs</p> <p>Previous Years NAPLAN tests</p> <p>Literacy/Numeracy Intervention programs</p> <p>School Timetable</p>	<p>Team Leaders</p> <p>Team Leaders and teachers</p> <p>Assistant Principal</p>	<p>All Ongoing throughout 2014</p>	<p>Parent Opinion of Transitions in Parent Opinion Survey demonstrates understanding of school based procedures</p> <p>Teaching practice particularly at Year 2 will demonstrate greater understanding and insight into teaching skills related to the three levels of comprehension</p> <p>Students in Year 5 demonstrate improved connectedness to the school and peers consistent with results in Attitude to School Survey for Student Safety</p>