Australia (Victoria)

The Lakes South Morang P-9 School

Learners at this school (Prep to Year 9, age 5 -15) work in technology-rich open learning spaces with teaching teams. Student groupings are organized in several ways: Into sub-schools that stay together for three years, into pastoral care groups which meet each day with a pastoral care teacher, and into cohorts that can be streamed or of mixed ability and are taught by teaching teams. Teaching teams are cross-curricular, with team members planning and teaching together, and coaching each other. A collaborative data storage system is available for the sharing of documentations, assessments, etc., among teachers. ICT resources include various electronic tools from Lego robotics to interactive whiteboards. Community resources contribute to daily activities at school.

Main focus of innovation: TEACHERS, CONTENT, RESOURCES

Other keywords: learningspace, technology-rich

General Information

Name of the ILE: The Lakes South Morang P-9 School

Location/Address: 80 Jardier Terrace, South Morang, Victoria, Australia 3752

Website: www.thelakes.edu.au

ILE submitted by: The Lakes South Morang P-9 School

Rationale
Why do you suggest that it should be included in the project? How does it respond to 21st century learning challenges?

The Lakes school is a vibrant learning environment, comprising a diverse community with a representative mix of cultures, with an innovative approach to curriculum. The school enjoys facilities purpose built for 21st century learning and the key purpose is to challenge and empower all students to strive for personal excellence and ongoing growth and development. Our learning spaces, fused with our teaching teams and innovative use of ICT, enable rich personalised learning to capitalise on a networking world - places and spaces for everyone to connect.

We have creative and purpose designed external environments to build on the learning experiences of students.

The Lakes South Morang P-9 would like to participate in an international research study and promote our school on an international scale. We would like to further engage with and learn from experts, innovators and reformers.

Learning Aims / Intended Learning Outcomes of the ILE
What are the core learning aims and which knowledge, skills or attitudes are to be acquired? (These may include outcomes related to learners' social, interpersonal, or meta-cognitive development)

Our school is still developing but has in place the structures, people, plans and curriculum to ensure that there are quality relationships between all school members and that our students are happy, safe and able to achieve extraordinary things.

The core learning aims we hope to achieve through our involvement in this ILE environment are –
- The opportunity to share, consult and collaborate on new learning and ideas
- To continue to build capacity in our young educators to provide them with the appropriate skill set to maintain the intensity of the challenge
- Extending and enabling our students to ensure outcomes are at the peak level
- Elucidating specific learning goals/outcomes for all tasks. Explicit teaching that builds on meta-language and encourages the students to verbalise their learning.

Learners
Which group(s) of learners is it aiming at? Who is eligible to take part? How many learners are there? What are their ages?

All groups from of learners from Prep to Year 9 are included in the ILE. There are 900 students, aged between 5 and 15 years of age, and their respective families, in addition to 80 staff, ranging from 18 to 60 years old, within the school community.

We've identified the learning needs of Gen Z students as thinking, strategic and instantaneous learning. These students are technological savvy and our teachers need to be prepared to 'switch them on' with creative, innovative and engaging curriculum.

Facilitators
Who are the teachers/facilitators? Who are the leaders? What are their professional backgrounds? What are their roles?

There are 80 trained educators with a range of specialism areas including literacy, numeracy, ICT, PE/Health and Science/Technology.

Everyone is a leader in their learning space. We have professional learning leaders, student managers/wellbeing leaders, and curriculum leaders; however, all are educational leaders.

Each teacher is fully trained, having completed a degree in their various fields of study. Professional coaches are also engaged to build the skill set of teachers in an ongoing professional relationship.

The roles of leaders in their learning spaces are to up skill, facilitate learning, set high expectations and enable individualised learning programs for all students, which in turn will improve student outcomes.

Organization of the ILE
How is learning organised? How do learners and facilitators interact? What kind of pedagogy do they follow? What curriculum is used?

The learning program is broken down in the following manner –
- Year levels Prep to 6 have five one hour learning sessions per day
- Year levels 7 to 9 have four 75 minute sessions which are focused on literacy, numeracy and inquiry. The Arts, PE/Health and Technology are specialist subjects, increasing in focus higher in school
- Teams of teachers share large cohorts of students – 5:100. Students groupings can be streamed or of mixed ability
- The whole-part-whole method of learning a skill is used in most areas, where the learning tries to perform the whole skills from time to time after practising parts of the skill, particularly those parts which are difficult
- A range of teacher practices are used based on student data
- Rich tasks, fertile questions, thinking tools and rubrics are all commonly used by teachers
- Deep learning is the objective of our program, and engagement is the key. Teachers aim to provide skills and knowledge in the use of learning tools to enable students to learn anytime, anywhere
- The curriculum is structured in themes and are negotiated and resourced from the school global budget.

Learning Context
In which context does learning take place? What does the physical learning environment look like? Are community resources used to facilitate learning and how?

Learning takes place everywhere in our school. Purpose built 21st century flexible, open plan internal and external spaces provide for learning to be experiences anywhere the mood or style takes us.

http://www.education.vic.gov.au/management/infrastructure/schooldesign.htm#H2N10053

Large learning streets provide a technology rich learning scape to provide stimuli for various age and stages of learning. Natural light together with soft furnishings and mobile ICT units ignite curiosity and eagerness to learn.
ICT is integral to the learning at our school. Students use tools ranging from Desktops, Notebooks, Netbooks to Hand HeldsDevices: DSi's, ITouchs, Digital Flip, Still and Video Cameras through to specialized Lego Robotics, Laser Cutters , IJam music tools, Zoom Recorders and Interactive Whiteboards. Supported by a Wireless Network and Edustar software for all students from Year P -9 together with specialised packages, Autocad, Indesign, Photshop, and Kidpix and Ziptales students progressively develop a skill set to enhance learning, promote curiosity and become discerning users of our 21st century tools.

 In our Early Years these tools are used to stimulate thinking and build knowledge in both Literacy and Numeracy rotations; for publishing and celebrating success (portfolios), to sparking curiosity in writing and reading using Itouch devices. In Year 3 &4 students and teacher access a 1:1 Netbook program which is incorporated into the daily program across all domains. At the Middle Years level Nintendo DSi are used to focus students prior to Mathematics classes, green screen movie making is introduced and the Musical Futures Technologies are explored. Our Year 7, 8 and 9 students together with our staff use a range of handheld devices to press the buttons to switch on learning across the domains it is in these Year levels that high end software and more specialist tools are explored.

Purposeful Teaching is supported by professional development of teachers through peer coaching student mentoring and on line learning. It is expected that staff use their Notebooks as learning tools, collaborative spaces are being designed by teams, documentation and assessment and reporting are all stored on the central system to ensure maximum access to data.

Students and staff have 24/7 access through the website and portal and with the Ultranet rollout this will be extended.

Community resources through services (CFA, Police, Shopping Centres and Local Government) all contribute to the daily activities of the school. Community projects are a feature of the school with Age Care, sporting clubs and parent helpers all being involved.

History of ILE
Who initiated it? For what reasons was it started and with what purpose? Have these changed since?

The buildings were initiated by a local planning committee together with the Northern Metropolitan Region and Oaten Stanistreet Architects. The learning environment is the vision of the leadership team in unison with the teachers, parents, students and community.

The project was started to meet the needs of next generation learners and teachers; to engage and enable the switches to new age learning to be plugged in.

We are three years into the project and it continues to evolve, with an increasing emphasis on teams of educators facilitating learning, student voice, ownership, ICT and social networking.

In 2007 our student enrolment was 250 students. This has expanded in 2010 to approximately 900 students. We attract tours from all over the world; architects, teachers, and principals – seeing really is believing. The school community continues to reflect and redesign, take risks and stretch the boundaries.

Funding of the ILE
How is it funded?

The innovative learning environment is funded through the school's global budget and though locally raised funds within the community.

Within the Department of Education and Early Childhood Development, the School Council and Principal are responsible for successfully administering the global budget.

Learning Outcomes
What are the learning outcomes achieved by the ILE, including academic, social, interpersonal and meta-cognitive outcomes? How is learning assessed?

A range of data regarding student outcomes has been gathered including a mixture of formative and summative assessments. Assessment is ongoing and woven into the daily learning program. A structured testing schedule is in place which ensures the stipulation of assessment of, as and for learning.

Collaborative teaching and learning sees the development of aligned assessment and data gathering/recording with the ability for more experienced teachers to support to others in their team.

Moderation is ongoing and supportive, ensuring student centred, personalised goals are being met.

The use of embedded thinking tools enables self realisation and self assessment by the students, developing supportive metacognition.