

2018 Annual Implementation Plan

for improving student outcomes

Lara Lake Primary School (0769)



Submitted for review by Steve Durkin (School Principal) on 18 December, 2017 at 01:10 PM
Endorsed by Robyn Hollis (Senior Education Improvement Leader) on 02 January, 2018 at 12:21 PM
Endorsed by Charlene Eaton (School Council President) on 01 February, 2018 at 12:32 PM

Self-evaluation Summary - 2018

Lara Lake Primary School (0769)

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Embedding
	Curriculum planning and assessment	Embedding
	Evidence-based high-impact teaching strategies	Embedding
	Evaluating impact on learning	Embedding
Professional leadership	Building leadership teams	Embedding
	Instructional and shared leadership	Embedding
	Strategic resource management	Embedding
	Vision, values and culture	Embedding
Positive climate for learning	Empowering students and building school pride	Embedding
	Setting expectations and promoting inclusion	Embedding
	Health and wellbeing	Embedding
	Intellectual engagement and self-awareness	Embedding
Community engagement in learning	Building communities	Embedding
	Global citizenship	Embedding
	Networks with schools, services and agencies	Embedding
	Parents and carers as partners	Embedding
Enter your reflective comments		The school had some changes to leadership earlier in the year and there was a period where AIP implementation stalled. Consequently, the staff and new leadership have agreed that the rate of implementation did not meet school expectations.

Considerations for 2019	Due to the interruptions on AIP implementation during 2017, many of the initiatives will continue into 2018 to complete the processes.
Documents that support this plan	

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Lara Lake Primary School (0769)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target Outline what you want achieve in the next 12 months against your Strategic Plan target.	FISO initiative
<ul style="list-style-type: none"> To improve student achievement in key areas of Numeracy and Literacy 	<p>In each individual year (2016-19) in the key areas of Reading, Writing and Numeracy, increase the proportion of students in the top 3 bands in Years 3 and 5 as measured by Naplan</p> <p>In each individual year (2016-19) increase the proportion of students achieving high growth on NAPLAN Relative Growth Reports (matched cohort)</p> <p>In each individual year (2016-19) decrease the proportion of students achieving low growth on NAPLAN Relative Growth Reports (matched cohort)</p> <p>In each individual year (2016-19) increase the proportion of students achieving above expected level (A or B) in Reading, Writing and Maths (Number) according to Teacher Judgement at the end of Semester 2. Target increase of 10% across all subjects and grade levels.</p> <p>In each individual year (2016-19) decrease the proportion of students achieving below expected level (D or E) in Reading, Writing and Maths (Number) according to Teacher Judgement at the end of Semester 2. Target decrease of up to 5% across all subjects and grade levels where possible)</p>	Yes	<p>In the key areas of Reading, Writing and Numeracy, increase the proportion of students in the top 3 bands in Years 3 and 5 as measured by Naplan</p> <p>Increase the proportion of students achieving high growth on NAPLAN Relative Growth Reports (matched cohort)</p> <p>Decrease the proportion of students achieving low growth on NAPLAN Relative Growth Reports (matched cohort)</p> <p>Increase the proportion of students achieving above expected level (A or B) in Reading, Writing and Maths (Number) according to Teacher Judgement. Target increase of 10% across all subjects and grade levels.</p> <p>Decrease the proportion of students achieving below expected level (D or E) in Reading, Writing and Maths (Number) according to Teacher Judgement. Target decrease of up to 5% across all subjects and grade levels.</p>	Building practice excellence
<ul style="list-style-type: none"> Improve student engagement across the school so that every child is connected and challenged in their learning. 		Yes	<p>Attitudes to school variable:</p> <p>School Connectedness 0.75</p> <p>Stimulating Learning 0.75</p> <p>Student motivation 0.75</p> <p>Parent Opinion Variable</p> <p>School Connectedness 0.6</p>	Empowering students and building school pride

	<div>In each individual year (2016-19) improve percentile rankings within the Student Attitudes to School Survey variables as outlined below:</div> <table><tr><td>Attitudes to school variable:</td><td>2016 – 19 SSP Targets</td></tr><tr><td>School Connectedness</td><td>0.75</td></tr><tr><td>Stimulating Learning</td><td>0.75</td></tr><tr><td>Student motivation</td><td>0.75</td></tr></table> <div>In each individual year (2016-19) improve percentile rankings within the Parent Opinion Survey variables as outlined below:</div> <table><tr><td>Parent Opinion Variable</td><td>2016 – 19 SSP Targets</td></tr><tr><td>School Connectedness</td><td>0.6</td></tr><tr><td>Stimulating Learning</td><td>0.6</td></tr><tr><td>Student Motivation</td><td>0.6</td></tr><tr><td></td><td></td></tr></table>	Attitudes to school variable:	2016 – 19 SSP Targets	School Connectedness	0.75	Stimulating Learning	0.75	Student motivation	0.75	Parent Opinion Variable	2016 – 19 SSP Targets	School Connectedness	0.6	Stimulating Learning	0.6	Student Motivation	0.6				<div>Stimulating Learning 0.6</div> <div>Student Motivation 0.6</div>	
Attitudes to school variable:	2016 – 19 SSP Targets																					
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<div>• To optimize individual student development and growth through the provision of a safe and supportive environment.</div>	<div>In each individual year (2016-19) improve percentile rankings within the Student Attitudes to School Survey variables as outlined below:</div> <table><tr><td>Attitudes to school variable:</td><td>2016 – 19 SSP Targets</td></tr><tr><td>Student Morale</td><td>0.6</td></tr><tr><td>Student Distress</td><td>0.65</td></tr><tr><td>Student Safety</td><td>0.65</td></tr></table> <div>In each individual year (2016-19) improve percentile rankings within the Parent Opinion Survey variables as outlined below:</div> <table><tr><td>Parent Opinion Survey</td><td>2016 – 19 SSP Targets</td></tr><tr><td>Social Skill</td><td>0.45</td></tr><tr><td>Student Safety</td><td>0.55</td></tr></table>	Attitudes to school variable:	2016 – 19 SSP Targets	Student Morale	0.6	Student Distress	0.65	Student Safety	0.65	Parent Opinion Survey	2016 – 19 SSP Targets	Social Skill	0.45	Student Safety	0.55	Yes	<div>Attitudes to school variable:</div> <div>Student Morale 0.6</div> <div>Student Distress 0.65</div> <div>Student Safety 0.65</div> <div>Parent Opinion Survey</div> <div>Social Skill 0.45</div> <div>Student Safety 0.55</div>	Health and wellbeing				
Attitudes to school variable:	2016 – 19 SSP Targets																					
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Improvement Initiatives Rationale

These initiatives are all based on the 2015 School Review that identified these improvement areas as high priority for the school

Goal 1

- To improve student achievement in key areas of Numeracy and Literacy

12 month target 1.1	<p>In the key areas of Reading, Writing and Numeracy, increase the proportion of students in the top 3 bands in Years 3 and 5 as measured by Naplan</p> <p>Increase the proportion of students achieving high growth on NAPLAN Relative Growth Reports (matched cohort)</p> <p>Decrease the proportion of students achieving low growth on NAPLAN Relative Growth Reports (matched cohort)</p> <p>Increase the proportion of students achieving above expected level (A or B) in Reading, Writing and Maths (Number) according to Teacher Judgement. Target increase of 10% across all subjects and grade levels.</p> <p>Decrease the proportion of students achieving below expected level (D or E) in Reading, Writing and Maths (Number) according to Teacher Judgement. Target decrease of up to 5% across all subjects and grade levels.</p>
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	Target specific areas of the school to enhance Literacy and Numeracy outcomes.

Goal 2	<ul style="list-style-type: none"> Improve student engagement across the school so that every child is connected and challenged in their learning.
12 month target 2.1	<p>Attitudes to school variable:</p> <p>School Connectedness 0.75</p> <p>Stimulating Learning 0.75</p> <p>Student motivation 0.75</p> <p>Parent Opinion Variable</p> <p>School Connectedness 0.6</p> <p>Stimulating Learning 0.6</p> <p>Student Motivation 0.6</p>
FISO Initiative	Empowering students and building school pride
Key Improvement Strategies	
KIS 1	Implement and track student survey data (Pivot/ATSS)

Goal 3	<ul style="list-style-type: none"> To optimize individual student development and growth through the provision of a safe and supportive environment.
12 month target 3.1	<p>Attitudes to school variable:</p> <p>Student Morale 0.6</p>

	<p>Student Distress 0.65</p> <p>Student Safety 0.65</p> <p>Parent Opinion Survey</p> <p>Social Skill 0.45</p> <p>Student Safety 0.55</p>
FISO Initiative	Health and wellbeing
Key Improvement Strategies	
KIS 1	Continue to implement a school wide approach to Student Wellbeing using a selected program such as 'Play Is The Way'

Define Evidence of Impact and Activities and Milestones - 2018

Lara Lake Primary School (0769)

Goal 1	<ul style="list-style-type: none"> To improve student achievement in key areas of Numeracy and Literacy
12 month target 1.1	<p>In the key areas of Reading, Writing and Numeracy, increase the proportion of students in the top 3 bands in Years 3 and 5 as measured by Naplan</p> <p>Increase the proportion of students achieving high growth on NAPLAN Relative Growth Reports (matched cohort)</p> <p>Decrease the proportion of students achieving low growth on NAPLAN Relative Growth Reports (matched cohort)</p> <p>Increase the proportion of students achieving above expected level (A or B) in Reading, Writing and Maths (Number) according to Teacher Judgement. Target increase of 10% across all subjects and grade levels.</p> <p>Decrease the proportion of students achieving below expected level (D or E) in Reading, Writing and Maths (Number) according to Teacher Judgement. Target decrease of up to 5% across all subjects and grade levels.</p>
FISO Initiative	Building practice excellence
Key Improvement Strategy 1	Target specific areas of the school to enhance Literacy and Numeracy outcomes.
Actions	<p>#1 ORAL LANGUAGE</p> <p>Development and implementation of an Oral Language intervention strategy within the Prep team. Include a diagnostic assessment tool for gauging the capability of students oral language skills (Insight)</p> <p>Teachers will:</p> <ul style="list-style-type: none"> -Reference Oral Language data in PLT's -Plan explicitly for the teaching of Oral Language -Maintain Oral Language data <p>Leadership will:</p> <ul style="list-style-type: none"> -Research best practice and provide professional learning (via PLT)

	<ul style="list-style-type: none"> -Engage in Prep Oral Language data analysis -Facilitate PLT discussions <p>#2 LITERACY SPECIALIST</p> <p>Literacy Specialist to provide professional learning and coaching to year 3 & 4 teachers, with an emphasis on Reading.</p> <p>Teachers will:</p> <ul style="list-style-type: none"> -Engage in professional reading -Group students according to point of need -Engage in a coaching model -Share professional learning to whole staff <p>Leadership will:</p> <ul style="list-style-type: none"> -Analyse and track data -Resource (time, money) <p>#3 GROWTH POTENTIAL PILOT</p> <p>Implement the Growth Potential Pilot with the 2018 Year Five (top two bands from 2016 Reading Year Three NAPLAN)</p> <p>Teachers will:</p> <ul style="list-style-type: none"> -Engage in professional reading -Group students according to point of need -Engage in a coaching model (AP-AP-teachers) -Share professional learning to whole staff <p>Leadership will:</p> <ul style="list-style-type: none"> -Analyse and track data <p>#4 NUMERACY SPECIALIST</p> <p>Numeracy Specialist to provide professional learning and coaching to year 1 & 2 teachers, with an emphasis on enhancing pedagogy.</p> <p>Teachers will:</p> <ul style="list-style-type: none"> -Engage in professional reading -Group students according to point of need -Engage in a coaching model -Share professional learning to whole staff <p>Leadership will:</p> <ul style="list-style-type: none"> -Analyse and track data -Resource (time, money)
Evidence of impact	<p>#1 ORAL LANGUAGE</p> <p>Diagnostic assessment implemented. Increased number of students displaying age appropriate speech. PDP goal Planning (work-program)</p> <p>#2 LITERACY SPECIALIST</p> <p>PDP goal evident Coaching observations/notes PLT minutes Improved reading data Change in classroom practice</p>

<p>#3 GROWTH POTENTIAL PILOT</p> <p>Improved NAPLAN growth data (year 3 (2016)- year 5 (2018)) Change in classroom practice</p> <p>#4 NUMERACY SPECIALIST</p> <p>PDP goal evident Coaching observations/notes PLT minutes Improved Numeracy data Change in classroom practice</p>				
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
By the end of Term 1, each Prep student will have engaged in a diagnostic test. Team meeting minutes will reflect professional learning around Oral Language. Leadership/Prep to research best practice (visits to other school, online course etc.)	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$4,000.00 <input checked="" type="checkbox"/> Equity funding will be used
<p>Literacy Leader to provide professional learning and coaching to year 3 & 4 teachers, with an emphasis on Reading.</p> <p>Teachers engage in professional reading Students grouped according to point of need Year Three & Four teachers engaged in a coaching model Whole staff professional learning completed</p> <p>Leadership will -analyse and track data, -resource adequately(time, money)</p>	Learning Specialist(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$16,000.00 <input checked="" type="checkbox"/> Equity funding will be used
<p>Numeracy Leader to provide professional learning and coaching to year 1 & 2 teachers, with an emphasis on pedagogy.</p> <p>Teachers engage in professional reading Students grouped according to point of need Year One & Two teachers engaged in a coaching model Whole staff professional learning completed</p> <p>Leadership will -analyse and track data, -resource adequately(time, money)</p>	Learning Specialist(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$8,000.00 <input checked="" type="checkbox"/> Equity funding will be used
<p>Continued involvement in the Growth Potential Pilot with the 2018 Year Five (top two bands from 2016 Reading Year Three NAPLAN)</p> <p>Teachers engage in professional reading and in the coaching model (AP-AP-teachers) Year Five teachers engaged in a GPP Whole staff professional learning completed</p> <p>Leadership will: -Analyse and track data -resource adequately(Time. \$ from regional funding)</p>	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$10,000.00 <input type="checkbox"/> Equity funding will be used

Goal 2	<ul style="list-style-type: none"> Improve student engagement across the school so that every child is connected and challenged in their learning.
12 month target 2.1	<p>Attitudes to school variable:</p> <p>School Connectedness 0.75</p> <p>Stimulating Learning 0.75</p> <p>Student motivation 0.75</p> <p>Parent Opinion Variable</p> <p>School Connectedness 0.6</p> <p>Stimulating Learning 0.6</p> <p>Student Motivation 0.6</p>
FISO Initiative	Empowering students and building school pride
Key Improvement Strategy 1	Implement and track student survey data (Pivot/ATSS)
Actions	<p>#1 Develop a whole school understanding of Student Agency</p> <p>Leaders will:</p> <ul style="list-style-type: none"> -Run staff workshops around Student Voice (Using the PLC Maturity Matrix) <p>Teachers will:</p> <ul style="list-style-type: none"> -Engage in 2017 data -Engage in workshops around student agency <p>#2 Development of a Student Focus Group</p> <p>Leaders will:</p> <ul style="list-style-type: none"> -Establish the scope of work for this group including; data review, survey development, student led initiatives. -Chair meetings -Establish whole school focus area (i.e. connectedness) <p>Teachers will:</p> <ul style="list-style-type: none"> -Select a cross section of students to participate in the focus group -Engage in data arising from the SFG. <p>#3 Establish a whole school approach to measuring and monitoring student engagement/morale.</p> <p>Leaders will:</p> <ul style="list-style-type: none"> -Research best practice student feedback data. -Visit local schools with high ATSS and Pivot data -Develop a basic survey for lower year levels <p>Teachers will:</p> <ul style="list-style-type: none"> -Implement surveys with their grades

Evidence of impact	<p>#1 Whole school understanding of Student Agency agreed -Workshop completed by all staff - Student goals based on data developed</p> <p>#2 Student Focus Group developed -Students are aware of whole school data -Improvement of whole school focus area (i.e. connectedness)</p> <p>#3 Whole school approach to measuring and monitoring student engagement/morale is established. -All students (3-6) at Lara Lake take part in student agency surveys</p>			
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Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
<p>Whole staff meetings & workshops held to develop a whole school understanding of Student Agency -Establish the scope of work for this group including; data review, survey development, student led initiatives. -Establish whole school focus area (i.e. connectedness) -Select a cross section of students to participate in the Student Focus Group (SFG). -Engage in data arising from the SFG.</p> <p>Establish a whole school approach to measuring and monitoring student engagement/morale by researching best practice student feedback data, visitng local schools with high ATSS and Pivot data. Develop a basic survey for lower year levels.</p> <p>Teachers implement surveys with their grades.</p>	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	<p>\$500.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

Goal 3	<ul style="list-style-type: none"> To optimize individual student development and growth through the provision of a safe and supportive environment.
12 month target 3.1	<p>Attitudes to school variable:</p> <p>Student Morale 0.6</p> <p>Student Distress 0.65</p> <p>Student Safety 0.65</p> <p>Parent Opinion Survey</p> <p>Social Skill 0.45</p> <p>Student Safety 0.55</p>
FISO Initiative	Health and wellbeing
Key Improvement Strategy 1	Continue to implement a school wide approach to Student Wellbeing using a selected program such as 'Play Is The Way'

Actions	<p>Continued professional development for staff around the Play Is The Way Student Wellbeing program</p> <p>Continued to communicate to parents relevant learning around the program.</p> <p>JSC and student leadership team to develop the profile of the program amongst students.</p> <p>Staff and students adhere to agreed Trademark behaviours around interactions within the school community</p>			
Evidence of impact	<p>Student Wellbeing Program fully implemented P-6</p> <p>Evidence of program communicated to community through all available avenues</p> <p>PD staff on program as required.</p> <p>Information regarding Trade mark behaviours and Wellbeing programs is communicated to parents through Facebook, Newsletters, Assemblies, Department Newsletters.</p> <p>Relevant wellbeing information on parent portal available to parents.</p> <p>Some access to Sentral Continuum available to parents.</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
<p>Professional development for staff around the Play Is The Way Student Wellbeing program is completed</p> <p>Communication with parents about the program.</p> <p>JSC and student leadership team promote the profile of the program amongst students.</p> <p>Staff and students adhere to agreed Trademark behaviours around interactions within the school community</p>	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 3	<p>\$4,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

Professional Learning and Development Plan - 2018

Lara Lake Primary School (0769)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
By the end of Term 1, each Prep student will have engaged in a diagnostic test. Team meeting minutes will reflect professional learning around Oral Language. Leadership/Prep to research best practice (visits to other school, online course etc.)	Teacher(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> External consultants Speech Therapists	<input checked="" type="checkbox"/> On-site
<p>Literacy Leader to provide professional learning and coaching to year 3 & 4 teachers, with an emphasis on Reading.</p> <p>Teachers engage in professional reading Students grouped according to point of need Year Three & Four teachers engaged in a</p>	Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site

<p>coaching model</p> <p>Whole staff professional learning completed</p> <p>Leadership will</p> <ul style="list-style-type: none"> -analyse and track data, -resource adequately(time, money) 						
<p>Numeracy Leaderto provide professional learning and coaching to year 1 & 2 teachers, with an emphasis on pedagogy.</p> <p>Teachers engage in professional reading</p> <p>Students grouped according to point of need</p> <p>Year One & Two teachers engaged in a coaching model</p> <p>Whole staff professional learning completed</p> <p>Leadership will</p> <ul style="list-style-type: none"> -analyse and track data, -resource adequately(time, money) 	Learning Specialist(s)	from: Term 1 to: Term 4	<ul style="list-style-type: none"> ✓ Planning ✓ Peer observation including feedback and reflection ✓ Formalised PLC/PLTs 	<ul style="list-style-type: none"> ✓ Formal School Meeting / Internal Professional Learning Sessions ✓ PLC/PLT Meeting 	<ul style="list-style-type: none"> ✓ Primary Mathematics and Science specialists ✓ Internal staff 	<ul style="list-style-type: none"> ✓ On-site
<p>Continued involvement in the Growth Potential Pilot with the 2018 Year Five (top two bands from 2016 Reading Year Three NAPLAN)</p> <p>Teachers engage in professional reading and in the coaching model (AP-AP-teachers)</p> <p>Year Five teachers engaged in a GPP</p> <p>Whole staff professional learning completed</p> <p>Leadership will:</p> <ul style="list-style-type: none"> -Analyse and track data -resource adequately(Time. \$ from regional funding) 	Assistant Principal	from: Term 1 to: Term 2	<ul style="list-style-type: none"> ✓ Planning ✓ Preparation ✓ Peer observation including feedback and reflection 	<ul style="list-style-type: none"> ✓ Formal School Meeting / Internal Professional Learning Sessions ✓ PLC/PLT Meeting 	<ul style="list-style-type: none"> ✓ SEIL ✓ Literacy expertise ✓ Internal staff 	<ul style="list-style-type: none"> ✓ Off-site <p>Regional Office appointed venues</p>
<p>Professional development for staff around the Play Is The Way Student Wellbeing program is completed</p> <p>Communication with parents about the program.</p> <p>JSC and student leadership team promote the profile of the program amongst students.</p> <p>Staff and students adhere to agreed Trademark behaviours around interactions within the school community</p>	Assistant Principal	from: Term 1 to: Term 3	<ul style="list-style-type: none"> ✓ Planning ✓ Preparation ✓ Curriculum development 	<ul style="list-style-type: none"> ✓ Professional Practice Day ✓ Formal School Meeting / Internal Professional Learning Sessions 	<ul style="list-style-type: none"> ✓ External consultants <p>Play Is The Way Coordinators</p>	<ul style="list-style-type: none"> ✓ Off-site <p>Play Is The Way venue</p>

Documents that support the plan

The school has uploaded the following documents to support the self-evaluation.