

# 2019 Annual Implementation Plan

## for improving student outcomes

Lara Lake Primary School (0769)



Submitted for review by Steve Durkin (School Principal) on 18 December, 2018 at 11:35 AM  
Endorsed by Robyn Marr (Senior Education Improvement Leader) on 05 March, 2019 at 01:24 PM  
Endorsed by Charlene Eaton (School Council President) on 05 March, 2019 at 04:07 PM

## Self-evaluation Summary - 2019

	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	Goals have been broadly achieved. Ownership and buy-in by staff very effective.
Considerations for 2019	Emphasis on Reading and the maths pedagogy.
Documents that support this plan	

## SSP Goals Targets and KIS

<b>Goal 1</b>	<ul style="list-style-type: none"> <li>To improve student achievement in key areas of Numeracy and Literacy</li> </ul>
<b>Target 1.1</b>	<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>
<b>Key Improvement Strategy 1.a</b> Building practice excellence	Target specific areas of the school to enhance Literacy and Numeracy outcomes.
<b>Goal 2</b>	<ul style="list-style-type: none"> <li>Improve student engagement across the school so that every child is connected and challenged in their learning.</li> </ul>

<b>Target 2.1</b>	<p>In each individual year (2016-19) improve percentile rankings within the Student Attitudes to School Survey variables as outlined below:</p> <table border="1" data-bbox="685 236 1117 496"> <tr> <th>Attitudes to school variable:</th><th>2016 – 19 SSP Targets</th></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> <p>In each individual year (2016-19) improve percentile rankings within the Parent Opinion Survey variables as outlined below:</p> <table border="1" data-bbox="685 560 1124 826"> <tr> <th>Parent Opinion Variable</th><th>2016 – 19 SSP Targets</th></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		
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<b>Key Improvement Strategy 2.a</b> Empowering students and building school pride	Implement and track student survey data (Pivot/ATSS)																		
<b>Goal 3</b>	<ul style="list-style-type: none"> <li>To optimize individual student development and growth through the provision of a safe and supportive environment.</li> </ul>																		
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		0.6
	Student Distress	0.65
	Student Safety	0.65
	In each individual year (2016-19) improve percentile rankings within the Parent Opinion Survey variables as outlined below:	
	Parent Opinion Survey	2016 – 19 SSP Targets
	Social Skill	0.45
	Student Safety	0.55
<b>Key Improvement Strategy 3.a</b> Health and wellbeing	Continue to implement a school wide approach to Student Wellbeing using a selected program such as 'Play Is The Way'	

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<ul style="list-style-type: none"> <li>To improve student achievement in key areas of Numeracy and Literacy</li> </ul>	Yes	<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>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>To reduce the number of students in the bottom 2 bands of Year three Naplan Reading to below 10%</p> <p>To increase the number of students in the top 2 bands of Year five Naplan Numeracy to above 35%</p> <p>Improved percentage of students (matched cohort - from Term 4 2018 to Term 4 2019) achieving at or above expected level in Reading and Writing, based on teacher judgement.</p> <p>Improved percentage of students (matched cohort - from Term 4 2018 to Term 4 2019) achieving at or above expected level in Number and Algebra based on teacher judgement.</p>

<ul style="list-style-type: none"><li>Improve student engagement across the school so that every child is connected and challenged in their learning.</li></ul>	Yes	<div><p>In each individual year (2016-19) improve percentile rankings within the Student Attitudes to School Survey variables as outlined below:</p><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> <div><p>In each individual year (2016-19) improve percentile rankings within the Parent Opinion Survey variables as outlined below:</p><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></div>	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			Reduced percentage of negative yard incidents from 2018 - 2019
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<b>Goal 1</b>	<ul style="list-style-type: none"> <li>To improve student achievement in key areas of Numeracy and Literacy</li> </ul>	
<b>12 Month Target 1.1</b>	<p>To reduce the number of students in the bottom 2 bands of Year three Naplan Reading to below 10%</p> <p>To increase the number of students in the top 2 bands of Year five Naplan Numeracy to above 35%</p> <p>Improved percentage of students (matched cohort - from Term 4 2018 to Term 4 2019) achieving at or above expected level in Reading and Writing, based on teacher judgement.</p> <p>Improved percentage of students (matched cohort - from Term 4 2018 to Term 4 2019) achieving at or above expected level in Number and Algebra based on teacher judgement.</p>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Building practice excellence	Target specific areas of the school to enhance Literacy and Numeracy outcomes.	Yes

Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Numeracy and Literacy are core learning subjects that are central to the school's four year strategic plan..	
<b>Goal 2</b>	<ul style="list-style-type: none"> <li>Improve student engagement across the school so that every child is connected and challenged in their learning.</li> </ul>	
<b>12 Month Target 2.1</b>	Reduced percentage of negative yard incidents from 2018 - 2019	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Empowering students and building school pride	Implement and track student survey data (Pivot/ATSS)	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	While the attitude to school survey reported 79% of students not being bullied and 80% feeling connected to their school, the school would like to see those numbers further improve.	

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	<ul style="list-style-type: none"> <li>To improve student achievement in key areas of Numeracy and Literacy</li> </ul>
<b>12 Month Target 1.1</b>	<p>To reduce the number of students in the bottom 2 bands of Year three Naplan Reading to below 10%</p> <p>To increase the number of students in the top 2 bands of Year five Naplan Numeracy to above 35%</p> <p>Improved percentage of students (matched cohort - from Term 4 2018 to Term 4 2019) achieving at or above expected level in Reading and Writing, based on teacher judgement.</p> <p>Improved percentage of students (matched cohort - from Term 4 2018 to Term 4 2019) achieving at or above expected level in Number and Algebra based on teacher judgement.</p>
<b>KIS 1</b> Building practice excellence	Target specific areas of the school to enhance Literacy and Numeracy outcomes.
<b>Actions</b>	<p>Employ and utilise Literacy Specialists</p> <p>Staff to engage in Literacy Coaching.</p> <p>PLTs fora for professional learning around teaching of Reading and Writing</p> <p>PLTs fora for professional learning around teaching of Spelling</p> <p>Support high achieving students in Reading (yrs 4 and 5)</p> <p>Upskill staff in developing an understanding on the Victorian Teaching and Learning Model.</p> <p>Improve Mathematics pedagogical content knowledge of staff</p> <p>Provide professional learning for staff around exemplary Mathematics teaching</p>
<b>Outcomes</b>	<p>Improved percentage of students (matched cohort - from Term 4 2018 to Term 4 2019) achieving at or above expected level in Reading and Writing, N umber &amp; Algebra, based on teacher judgement.</p> <p>Leaders will:</p>

	<p>-Have a deeper understanding of quality practice in Literacy and Numeracy</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>-Have improved Literacy and Numeracy skills</li> <li>-Improved metacognition through specific explicit teaching practices</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>-Have delivered an agreed lesson structure that caters for all individuals</li> <li>-Have a deeper understanding of quality teaching in Literacy and Numeracy</li> </ul> <p>Community will:</p> <ul style="list-style-type: none"> <li>-Have a deeper understanding of how children learn to read</li> </ul>			
<b>Success Indicators</b>	<p>Fountas and Pinnell Data PAT Reading Data Anecdotal records</p> <p>Writing Measures: Teacher Judgement Data Writing Moderation Sessions Australian Curriculum Work Samples Student Performance Analyser Essential Assessment Data Year 3 Naplan data Student Performance Analyser</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Literacy Specialists will work in classrooms P-6 targeting students achieving below expectation in Reading</p> <p>Literacy Specialists will coach year levels P-6 around the effective teaching of Reading (incorporating the Vic Teaching and Learning Model).</p>	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

<p>Literacy Specialists will lead professional learning at PLT level around the teaching of Reading and Writing (including Spelling)</p> <p>Literacy Growth Program to continue to operate to support high achieving students in Reading</p> <p>Leadership Team will lead professional learning at staff level around the Victorian Teaching and Learning Model, focussing on HITS and Practice Principles in the context of teaching Mathematics.</p> <p>Staff to engage in professional learning around the Victorian Teaching and Learning Model and apply this to classroom practice in Mathematics</p> <p>Leadership Team will timetable classroom visits (5 hours per principal class member) to look at teaching practice in Mathematics</p> <p>Leadership Team will feedback around their classroom visits through Team Leaders meeting. Team leaders to follow up and debrief teachers as required.</p> <p>Rob Vingerhoets PD will take place early in 2019 to support teacher practice around teaching of Mathematics</p>				
<p>Employment of a Welfare Officer (0.6) to support students at social / emotional risk</p>	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$65,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p>
<p><b>Goal 2</b></p>	<p>• Improve student engagement across the school so that every child is connected and challenged in their learning.</p>			
<p><b>12 Month Target 2.1</b></p>	<p>Reduced percentage of negative yard incidents from 2018 - 2019</p>			
<p><b>KIS 1</b></p>	<p>Implement and track student survey data (Pivot/ATSS)</p>			

Empowering students and building school pride	
<b>Actions</b>	<p>Leadership to monitor yard duty effectiveness</p> <p>Leadership to monitor the number of 'White Slips' each term.</p> <p>Leadership to support teachers to identify students at social and emotional risk and follow up with students / families / Welfare Officer as appropriate</p> <p>Leadership + staff to implement approaches as outlined in Student Engagement and Wellbeing Policy</p> <p>Welfare officer to support identified students via counselling and specific welfare based programs.</p> <p>Leadership to implement and support the learning of the Play is the Way initiative.</p> <p>Teachers to use strategies such as Community Circles and PITW games.</p> <p>Develop a survey to account for provision of SEL in classrooms and its effectiveness.</p> <p>Provide PD to staff at Staff PD sessions</p>
<b>Outcomes</b>	<p>Reduced percentage of negative yard incidents from 2018 - 2019</p> <p>All children access the Personal and Social Capabilities (Victorian Curriculum) via PITW</p> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>-Have developed a deeper understanding of the personal and social capabilities.</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>-Better able to resolve social/emotional issues</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>-Have developed a deeper understanding of the teaching of personal and social capabilities through the Play is the Way initiative.</li> </ul> <p>Community will:</p> <ul style="list-style-type: none"> <li>-Be aware of the engagement and wellbeing policy</li> </ul>

<b>Success Indicators</b>	2019 White Slip data PITW Survey data			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

## Equity Funding Planner

### Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$65,000.00	\$65,000.00
Additional Equity funding	\$115,000.00	\$65,000.00
<b>Grand Total</b>	<b>\$180,000.00</b>	<b>\$130,000.00</b>

### Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Employment of a Welfare Officer (0.6) to support students at social / emotional risk	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$65,000.00	\$65,000.00
<b>Totals</b>			<b>\$65,000.00</b>	<b>\$65,000.00</b>

### Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
A additional support/services appointed in 2018 on a three year contract to coordinate engagement & wellbeing	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$115,000.00	\$65,000.00
<b>Totals</b>			<b>\$115,000.00</b>	<b>\$65,000.00</b>



## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
<p>Literacy Specialists will work in classrooms P-6 targeting students achieving below expectation in Reading</p> <p>Literacy Specialists will coach year levels P-6 around the effective teaching of Reading (incorporating the Vic Teaching and Learning Model).</p> <p>Literacy Specialists will lead professional learning at PLT level around the teaching of Reading and Writing (including Spelling)</p> <p>Literacy Growth Program to continue to operate to support high achieving students in Reading</p> <p>Leadership Team will lead professional learning at staff level around the Victorian Teaching and Learning Model, focussing on HITS and Practice Principles in the context of teaching Mathematics.</p>	<p>✓ All Staff</p>	<p>from: Term 1 to: Term 4</p>	<p>✓ Collaborative Inquiry/Action Research team</p> <p>✓ Peer observation including feedback and reflection</p> <p>✓ Formalised PLC/PLTs</p>	<p>✓ Whole School Pupil Free Day</p> <p>✓ Formal School Meeting / Internal Professional Learning Sessions</p> <p>✓ PLC/PLT Meeting</p>	<p>✓ Literacy expertise</p> <p>✓ PLC Initiative</p> <p>✓ Internal staff</p> <p>✓ Learning Specialist</p>	<p>✓ On-site</p>

<p>Staff to engage in professional learning around the Victorian Teaching and Learning Model and apply this to classroom practice in Mathematics</p> <p>Leadership Team will timetable classroom visits (5 hours per principal class member) to look at teaching practice in Mathematics</p> <p>Leadership Team will feedback around their classroom visits through Team Leaders meeting. Team leaders to follow up and debrief teachers as required.</p> <p>Rob Vingerhoets PD will take place early in 2019 to support teacher practice around teaching of Mathematics</p>						
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