School Strategic Plan for Lara Lake Primary School - 769
South Western Region 2016 - 2019

Endorsements

Endorsement by School Principal	Signed……………………………………… Name………………………………………. Date………………………………………
Endorsement by School Council	Signed……………………………………… Name………………………………………. Date……………………………………… School Council President's endorsement represents endorsement of School Strategic Plan by School Council
Endorsement by the delegate of the Secretary	Signed……………………………………… Name………………………………………. Date………………………………………

School Profile

Purpose	Lara Lake Primary School exists to care for and educate children
Values	LEARNING – we strive to become inquisitive, lifelong learners RESPECT - for ourselves, others and the environment RESPONSIBILITY - accept responsibility for our own choices and actions
Environmental Context	**Introduction:** Lara Lake Primary School first opened its doors in 1865 and has a long and proud history of quality education and care for all students. It celebrated its 150th birthday in 2015 by paying respect to all of the good work that had come before. Our school vision is for each and every child to be **literate, numerate, curious and caring** and we actively promote friendliness, teamwork and skillfulness amongst all staff who influence our children. We are constantly striving to improve and place the needs of the students and the care for each other at the centre of what we do. **History:** The original building was constructed in 1864 for 40 students and, upon opening, was attended by 51 pupils. Mrs. Watson was the school's first teacher. Our name is derived from the nearby lakes, however, an underground tank and pump was requested, "…as the lake is quite dry and there is no fit water for the children to drink within a mile of the school house". In 1869, a water tank was completed which sated the thirsty throng. In 1873, a new teacher's residence and school building with space for up to 120 pupils were added to the existing timber building. The school progressed strongly over the next 100 years. In its centenary year of 1965, Lara Lake Primary School had a student population of 237. A significant event occurred in 1966 which helped define our school, its values and its emblem. At approximately 9.15am on Friday 21st October, Merthyr Vale colliery tip, situated on the mountainside overlooking the village of Aberfan in South Wales, United Kingdom, slipped and descended upon Pantglas Junior School like an avalanche; destroying both the school and 20 nearby houses which lay in its path. It rendered other houses in the vicinity unsafe for habitation. Half a million tonnes of coal waste, in a tidal wave 40 feet high, levelled the unsuspecting village. Being the last day before term break; school was in session. One hundred and forty four children and adults died – 116 of whom were schoolchildren at Pantglas, which represented half of its total student population, together with 5 of their teachers. This was a tragedy of monstrous proportion and it rocked the entire country. Upon hearing of this horrific tragedy, Lara Lake Primary School students provided assistance to the community of Aberfan. We raised money, wrote letters of empathy and encouragement, and generally offered much-needed moral support for the beleaguered Aberfan School and its survivors. As a result of these efforts, the residents of Aberfan sent over letters of thanks, as well as pictures of the Welsh dragon – the symbol on the flag of Wales. Subsequently, we adopted the emblem of Wales for our official school insignia; and it remains to this day. In a tragic twist of irony, a large grass fire destroyed the main Lara Lake school building, along with much of the township, in 1969. Students began the new year with classes in the local hall and in the nearby Methodist Sunday School building. The community of Aberfan donated money to our school which was used to purchase an electric clock for each classroom. The two towns have forevermore been inextricably linked. **Modern Day** In June 1970, a new brick building, an administration area and 7 permanent classrooms for 190 pupils were all opened. Continuing our history of benevolence in tough times, in 1983, the pupils of Lara Lake sent money to a small western district school destroyed in the Ash Wednesday bushfires. In 2001, the Royal Australian Mint held a nation-wide competition for their Centenary of Federation celebrations. The competition was open to school students to design a 20c or 50c coin. Lara Lake Primary School students Ryan and Mark jointly designed the winning Victorian entry. In 2004, the main buildings were upgraded and in 2009 a synthetic, all-weather oval and a gymnasium were added. In 2011, a new $3.1 million gymnasium was opened. This building included a Music Room, a Canteen and a full size Gymnasium. In 2015, our proud school celebrated 150 years and currently holds our highest ever enrolment of 660 students. **Facts and Figures** Lara Lake Primary School serves the growing area of Lara, a township with both the personalities and the needs of a rural and a commuter community. Lara's population is around 13,000 and is expected to continue its steady growth. Lara lies in the Windermere Ward within the Local Government Area of the City of Greater Geelong, the State Government electorate of Lara, and the Federal Government seat of Corio. It sits approximately sixty kilometres south-west of Melbourne and fifteen kilometres north of Geelong. Lara Lake Primary School has Student Family Occupation (SFO) Index of 0.4618 with most families having a regular income derived from paid work. Our enrolments have steadily increased over the last few years, though the long-term forecast is for this to level out at around 550 students. We expect that the nearby Grand Lakes Estate, on the doorstep of our school, will continue to feed enrolments into the medium-term future. There is a long-term plan for a government school to be built at 'Lara West', but this is only tagged land at this stage, with no serious planning slated at the time of writing this report. The school's staffing profile has changed dramatically over the last few years, with many staff either retiring or moving onto other opportunities. In their place, graduate teachers have

predominantly filled the void and the school is very proud of the strong mentoring program which has been established to ensure our lovely school tone and robust culture is maintained during the change period.

In 2015 we have 28 classrooms which are managed in seven grade units, each led by a dedicated Team Leader. We have appointed Leading Teachers to facilitate Professional Learning Teams; with one Leading Teacher taking care of the Prep-2 area and another Leading Teacher facilitating the learning in the Grade 3-6 area.

Our facilities are modern and bright; with new spending occurring through the Conditions Assessment Report which will see the whole school painted top-to-toe over the last few months of the year as well as major refurbishments to our toilets and 'old hall'. We have Interactive Whiteboards/Flat Screen TV's in every classroom and iPads for all students in Grades 3-6. Our buildings and features provide a safe and attractive learning environment, which we will continue to develop. We moved to straight grades in 2015 in order to accommodate for Professional Learning Teams.

Professional Learning Teams operate at all year levels and meet on a weekly basis. The school has adopted an evidence based professional learning cycle to support teams to measure the impact of professional learning on teacher practice and on students learning. This cycle is based on the work of Dufour and Dufour.

A fundamental purpose of our school is to ensure that all students learn at high levels. In order to bring this idea to life, we work together within PLT's to explore the following four key questions:

What do we expect our students to learn?
How will we know they are learning?
How will we respond when they don't learn?
How will we respond if they already know it?

If we are to help all students learn it requires us to work collaboratively, in a collective effort, to meet the needs of each student. We work interdependently to achieve common goals for which we are mutually accountable. Regular times for our collaboration is embedded into our school's routine practices. We are clear on the purpose and priorities of our collaboration and stay focused on 'The Right Work'.

From the curriculum aspect, we contracted the ICT specialist program and supplanted it with Specialist Science. Classroom programs are offered alongside a comprehensive specialist program consisting of: Visual Arts, Performing Arts, Physical Education and Science.

We have a proud reputation for quality curriculum programs, embedded in the Australian Standards. We also have a whole school focus on the You Can Do It! foundations of resilience, getting along, confidence, organisation and persistence.

The government withdrew support for statewide mandated reporting software, so the school invested in a new, exciting online program called Sentral and we are currently reporting inside this software.

We have an active School Council and a Parent Group (KidsLinks) who both support the school incredibly well. Parents are valued contributors to the school program and play an active role in making Lara Lake Primary School a vibrant, stimulating and positive place to be. Parents participate in a range of subcommittees and working parties, as well as helping out in many classrooms. The Grounds Master Plan developed through a comprehensive consultation process has provided a strategic framework for environmental projects over the last few years.

The change in school size, expectations and staff demographics over the last four years has presented the school with a range of factors to consider during the strategic plan period. The School Staff are to be congratulated for responding swiftly and comprehensively to the changing needs of the school to improve student learning outcomes.

We have a great school, and, as our school motto says: *We are Learning and Growing Together.*

Strategic Direction

Achievement	Key Improvement Strategies

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Goal

To improve student achievement in the key areas of Numeracy and Literacy.

Targets:

1. 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.

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LLPS: Proportion of Students in Top 3 Bands (NAPLAN)

Year 3	Yr 3 Reading	Yr 3 Writing	Yr 3 Numeracy
2015	0.77	0.85	0.71
2014	0.88	0.85	0.74
2013	0.81	0.94	0.78
2012	0.86	0.92	0.76
Ave Proportion over SSP	0.83	0.89	0.75
2016-19 SSP Target	**0.9**	**0.9**	**0.9**
Year 5	Yr 5 Reading	Yr 5 Writing	Yr 5 Numeracy
2015	0.64	0.60	0.64
2014	0.62	0.59	0.69
2013	0.64	0.55	0.61
2012	0.53	0.59	0.53
Ave proportion over SSP	0.61	0.58	0.62
2016-19 SSP Target	**0.75**	**0.75**	**0.75**

2. In each individual year (2016-19) increase the proportion of students achieving high growth on NAPLAN Relative Growth Reports (matched cohort)

NAPLAN Relative Growth Averages 2012 - 15

Proportion of Students	READING	WRITING	NUMERACY
High growth	0.23	0.23	0.26
Low Growth	0.25	0.27	0.18
Medium Growth	0.52	0.51	0.56

Proportion of Students	READING	WRITING	NUMERACY
High growth Targets:	**0.30**	**0.30**	**0.30**

3. In each individual year (2016-19) decrease the proportion of students achieving low growth on NAPLAN Relative Growth Reports (matched cohort)

Proportion of Students	READING	WRITING	NUMERACY
Low growth Targets:	**0.2**	**0.2**	**0.1**

Key Improvement Strategies

Embed a consistent, whole school approach to Professional Learning Teams across the school by using a cyclic model of teacher inquiry and knowledge building (adapted from Dufour and Marzano)

Engage the support of Literacy Consultants and expert staff from within the school to maximize the capacity of all teachers to deliver high quality teaching and learning in the area of Reading.

Through professional learning within PLT's and whole staff forums as appropriate, maximize the capacity of all teachers to deliver high quality teaching and learning by embedding highly effective instructional practices in Reading, Writing, Spelling and Numeracy.

Strengthen data processes to ensure accurate assessment and measurement of learning and growth of every student.

Review and consolidate school instructional model and pedagogy – ensure understanding and message is consistent – build and develop school wide vision (PLT)

4. 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.

Grade Level	2013 and 2014 Average proportion of students who achieved A or B			2016 – 2019 Targets (end of year data)		
	ENGREA	ENGWRI	MATNUM	ENGREA	ENGWRI	MATNUM
6	0.49	0.31	0.32	0.59	0.41	0.42
5	0.49	0.27	0.31	0.59	0.37	0.41
4	0.36	0.18	0.28	0.46	0.28	0.38
3	0.33	0.15	0.21	0.43	0.25	0.31
2	0.30	0.16	0.30	0.40	0.26	0.40
1	0.27	0.14	0.17	0.37	0.24	0.27
P	0.34	0.21	0.29	0.44	0.31	0.39

5. 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)

Average proportion of students below expected level (D and E) Years 2013 + 2014				**TARGET** proportion of students below expected level (D and E) Years 2016-2019			
	ENGREA	ENGWRI	MATNUM		ENGREA	ENGWRI	MATNUM
6	0.14	0.19	0.15	6	0.09	0.14	0.10
5	0.13	0.18	0.14	5	0.08	0.13	0.09
4	0.07	0.10	0.08	4	0.02	0.05	0.03
3	0.06	0.12	0.08	3	0.01	0.07	0.03
2	0.05	0.08	0.05	2	0.00	0.03	0.00
1	0.05	0.08	0.05	1	0.00	0.03	0.00
P	0.01	0.01	0.01	P	0.00	0.00	0.00
Subject Averages	0.07	0.11	0.08				

Theory of action (taken from Peer Review of prior Strategic Plan)

PLT's:
Over the strategic period, P-6 Professional Learning Teams (PLT's) teams have been introduced to better support teacher development, collegiate practice and student learning. All teachers are part of these teams, and share common planning time where possible. Conversations with staff revealed that the PLT's have allowed richer discussions of, and analysis of student data. The panel noted the considerable time and resources that have been allocated to the development of these teams. The school acknowledged that there is considerable scope to expand the model of PLT's, allowing for further attention for the development of staff capacity to analyse and use data for effective instruction, possibly referencing the cycle of inquiry and knowledge-building was derived from research undertaken by Professor Helen Timperley.
It will also be critical to provide additional professional learning for teachers to fully understand the model of Professional Learning Communities (PLT's) ensuring the development of a common vocabulary and consistent understanding of key PLC concepts. Reviewing the model of a PLC within the school vision will continue to be a high priority focus for the new strategic period.

Reading:
The combined AusVELS TJ data from Years P-6 showed most students in Years P-6 achieving at or above the expected level. The school implemented a Reading initiative at the beginning of 2015, employing external consultants to provide professional learning and coaching support, and there is some anecdotal evidence to suggest this is having a positive impact on Reading achievement. Teachers have embraced the initiative enthusiastically and comments from parents have also been positive. Panel discussion suggested further implementation and embedding of this model is recommended across the school.

Writing:
Writing, whilst showing some improvement is as an area that has been generally lower than other domains over the strategic period, particularly in the upper grades. Across the school, student outcomes show most students achieving at or above the state, although SSP targets were not always met. However, the combined AusVELS teacher judgement data (TJ) from Years P-6 showed most students achieving at or above the expected level. Panel recommended professional learning in the area of Writing to be a priority in the next Strategic Plan.

Instructional Model:
The school has worked hard to develop agreed practices across the school, however the panel recognized the need to further develop consistent teaching approaches and strategies, combined with coaching, and explicit regular feedback to support teachers in Literacy and Numeracy improvement. The panel recommended professional learning to develop knowledge of agreed pedagogical approaches using supporting research such as Gradual Release of responsibility (GRR), and the development of effective Learning Intentions and Success criteria

Data:
Teachers are required to track students regularly; Teachers record student achievements and ongoing progress, tracking the student from Foundation through to Year 6. All staff members are accountable for this data, and are encouraged to view the students as *our students* rather than *my students.* The school has implemented a software tool to more effectively track and record student data from all formal assessments.
The relative gain and matched cohort NAPLAN data indicate that many students are making growth between Year 3 and year 5, with the strongest matched cohort data in Numeracy with growth exceeding the state in 2012-2014. Writing matched cohort growth matched the state growth, whilst Reading, Grammar and Punctuation and Spelling growth did not match state growth, indicating targets set in the new strategic plan should be focused on all students making growth.
There is some variation in both how teachers analyse data and teachers' understanding of how to use assessment in a consistent way to inform instruction at the point of student need. Staff members have worked hard to improve the way they use data to inform practice, although the school acknowledged this is an area where further work is required. The assessment schedule assists in streamlining the assessments the school conducts and assists teachers to prioritise the relevant assessment data. Ensuring this is regularly reviewed and updated will continue to be a priority in the new SSP. Writing moderation is used within grades and across the whole school; however the school would benefit from further expansion of this practice to better inform planning and to allow for more consistency in differentiation of instruction in Literacy and Numeracy.

	Actions	Achievement Milestones
Year 1	**PLT's:** Through a team based action research and feedback cycle, deepen staff understanding of working in PLT's. Further investigate PLT models through referencing the work of Timperley, Dufour etc. **Reading Curriculum:** Continue to embed the Reading Curriculum through a structured professional learning plan and the use of consultants as appropriate. **Spelling:** Within PLT's conduct regular professional learning to facilitate a consistent approach to best practice in Spelling using Diane Snowball's 'Spelling K-8' as the key resource. **Numeracy:** Continue to maintain strengths in the teaching of Numeracy - embed best practice in Numeracy across all year levels and involving staff new to the school. Numeracy coaching to occur according to point of need. **Instructional Model:** Audit current school practices around different aspects of the Gradual Release of Responsibility model. i.e. When (and why) does an aspect occur? What does it look like in Reading, Writing, Numeracy? Provide professional learning to develop knowledge of an agreed instructional approach using Gradual Release of Responsibility model (GRR), and the development of effective Learning Intentions and Success Criteria **Data:** Explore and strengthen knowledge and understanding of differentiation and the use of data to target student needs e.g. use of Student Performance Analyser to triangulate data.	A documented model for PLT's exists at LLPS All teachers can articulate an understanding of the PLT process as adopted at LLPS Consultants engage in termly visits to LLPS to engage staff in professional learning around Reading Curriculum. Understanding of Reading Curriculum (e.g. Classroom Libraries, Independent Reading) evident in PLT minutes, Team Planning Documents and through notes made during coaching / classroom visits. Minutes of PLT's reflect regular professional reading around Spelling K-8. New staff / staff requiring support are engaged in Numeracy Coaching Program. Audit of staff understanding of an instructional model using the Marzano audit for High Reliability Schools. Gradual Release of Responsibility Model is being trialled and is evident in use in classroom planning across all learning domains, PLT discussions and classroom practice. Staff use Student Performance Analyser at least once per term to view triangulated data and how it informs a differentiated approach to Teaching and Learning.

Year 2	**PLT's:**
	Implement Strategic Plan goals through Action Inquiry Cycles within PLT's using the following Action Cycle:
	    o Analyse Data first and identify student needs
	    o Team to decide together 'where to next'
	    o Build teacher knowledge / capacity e.g. use research articles
	    o Design Curriculum
	    o Implement and Commit to trial new approaches / content
	    o Evaluate and assess impact of new practices and knowledge and bring evidence (artefacts)
	
	Reading Curriculum:
	Continue to embed the Reading Curriculum and during curriculum planning. Through PLT's and whole staff forums as appropriate, provide professional learning to staff around components of the Reading Curriculum
		The work of PLT's centre around the 4 critical questions:
		   - What do we expect our students to learn?
		   - How will we know they are learning?
		   - How will we respond when they don't learn?
		   - How will we respond if they already know it?
		
		Understanding of Reading Curriculum (e.g. Classroom Libraries, Independent Reading) evident in PLT minutes, Team Planning Documents and through classroom visits.

	Writing: Begin to investigate development of a Writing Curriculum and approaches around how to effectively teach Writing using Regie Routman's 'Writing Essentials' as an anchor text for professional learning at both staff and PLT level. **Spelling:** Continue to provide regular professional learning to all staff, including those new to the school or year level, in understanding and implementing a consistent approach to best practice in Spelling using Diane Snowball's 'Spelling K-8' as the key resource. **Numeracy:** Continue to maintain strengths in the teaching of Numeracy - embed best practice in Numeracy across all year levels and involving staff new to the school. Numeracy coaching to occur according to point of need. **Instructional Model:** Use the GRR model as the basis for instruction in Literacy and Numeracy. **Guaranteed and Viable Curriculum:** Begin to develop understanding of the purpose of a Guaranteed and Viable Curriculum and begin to develop a G and V for Numeracy. **Data:** Increase and expand teacher understanding of moderation in Literacy/Numeracy to ensure that teacher judgments are increasingly consistent within grades (e.g. within PLT, all teachers 'score' the one Running Record, then compare results using an evidence base – e.g. F and P table)	Professional Learning occurs, centred around best practice / strategies for the teaching of Writing and the structure of Writing lessons. Teaching of Spelling occurs each week within classrooms as part of the Literacy Block. New staff / staff requiring support are engaged in Numeracy Coaching Program. Gradual Release of Responsibility Model is evident in use in classroom planning across all learning domains, PLT discussions and classroom practice. Essential Learnings for Mathematics have been identified and documented across all year levels. Vertical alignment of Essential Learnings P-6 through an audit to avoid omissions of essential content. Key Common Assessment Tasks have been created and documented for Essential Learnings. Moderation of Literacy and Numeracy evident through PLT minutes.

Year 3	**PLT's:**
	Continue to implement Strategic Plan goals through Action Inquiry Cycles within PLT's using the following Action Cycle:
	   o Analyse Data first and identify student needs
	   o Team to decide together where to next
	   o Build teacher knowledge / capacity e.g. use research articles
	   o Design Curriculum
	   o Implement and Commit to trial new things
	   o Evaluate and assess impact of new practices and knowledge and bring evidence (artefacts)
	
	Reading Curriculum:
	Continue to embed the Reading Curriculum. Through PLT's and whole staff forums as appropriate, provide professional learning to staff around components of the Reading Curriculum.
	
	Writing:
	Continue to develop a Writing Curriculum and approaches around how to effectively teach Writing using Regie Routman's 'Writing Essentials' as an anchor text for professional learning at both staff and PLT level.
		As in year 2, the work of PLT's centre around the 4 critical questions:
		  - What do we expect our students to learn?
		  - How will we know they are learning?
		  - How will we respond when they don't learn?
		  - How will we respond if they already know it?
		
		Understanding of Reading Curriculum (e.g. Classroom Libraries, Independent Reading) evident in PLT minutes, Team Planning Documents and through classroom visits.
		
		An agreed approach to teaching Writing (within the framework of the Gradual Release Model) is evident through PLT minutes, classroom planning and through classroom visits.

	Spelling: Continue to provide regular professional learning to all staff, including those new to the school or year level, in understanding and implementing a consistent approach to best practice in Spelling using Diane Snowball's 'Spelling K-8' as the key resource. **Numeracy:** Continue to maintain strengths in the teaching of Numeracy - embed best practice in Numeracy across all year levels and involving staff new to the school. Numeracy coaching to occur according to point of need. **Instructional Model:** Use the GRR model as the basis for instruction in Literacy and Numeracy. **Guaranteed and Viable Curriculum:** Embed work around Numeracy G and V and begin work around developing a Guaranteed and Viable Curriculum for Reading. **Data:** Investigate further ways to identify the strengths and areas of need for higher and lower achieving students through the development of evidence based approaches. Use the Action Inquiry Cycle (see above) to plan a sequence of teaching and learning to best cater for their needs. E.g. Identify a higher achieving cohort in an area of Mathematics and during PLT, design curriculum to target point of need.	Teaching of Spelling occurs each week within classrooms as part of the Literacy Block. New staff / staff requiring support are engaged in Numeracy Coaching Program. Gradual Release of Responsibility Model is evident in use in classroom planning across all learning domains, PLT discussions and classroom practice. Essential Learnings for Reading have been identified and documented across all year levels. Vertical alignment of Reading Essential Learnings P-6 through an audit to avoid omissions of essential content. A common approach to assessment through Conferring during reading sessions is evident. Moderation of Literacy and Numeracy evident through PLT minutes. Differentiated planning for higher and lower achieving cohorts is evident in the action inquiry cycle during PLT's through use of the 4 key questions (see above).
Year 4	**PLT's:** Continue with PLT process. Review and evaluate the effectiveness of the PLT Cycle. **Reading Curriculum:** Review and evaluate the impact of the Reading Curriculum on student learning outcomes. Use triangulated data sources (e.g. Naplan, PAT Reading, F&P Benchmarking, Teacher Judgement) to ascertain effectiveness of improvement strategies. **Writing:** Investigate the extent to which the approach outlined in 'Writing Essentials' is embedded in classrooms. Use this audit to inform future planning **Spelling:** Review and evaluate the impact of a consistent approach to best practice in Spelling using Diane Snowball's 'Spelling K-8' as the key resource. Use SA Spelling data and Naplan to inform future planning. **Numeracy:** Review and evaluate the impact of professional learning in Numeracy on student learning outcomes. Use triangulated data sources (e.g. Naplan, PAT Mathematics, On Demand, Essential Assessment, Teacher Judgement) to ascertain effectiveness of improvement strategies.	Audit of PLT practices and evaluation of PLT Cycle. Previous work around the PLT Cycle, GRR Instructional Model, Reading and Writing Curriculum and Numeracy coaching results in improved student outcomes as per Strategic Plan Targets in – - Reading - Writing - Numeracy

Instructional Model: Monitor and evaluate the impact of the Gradual Release of Responsibility Model on teacher practice. Use data collected to inform future planning.	
Guaranteed and Viable Curriculum: Embed work around Numeracy and Reading G and V and begin work around developing a Guaranteed and Viable Curriculum for Writing.	Essential Learnings for Writing have been identified and documented across all year levels. Vertical alignment of Writing Essential Learnings P-6 through an audit to avoid omissions of essential content.
Data: Continue to implement, refine and review strategies into use of data to monitor measurement of learning and growth of every student.	Previous work around data literacy and differentiation results in improved student outcomes as per Strategic Plan Targets.

Engagement	Key Improvement Strategies

Goal

Improve student engagement across the school so that every child is connected and challenged in their learning.

Targets

In each individual year (2016-19) improve percentile rankings within the Student Attitudes to School Survey variables as outlined below:

Attitudes to school variable:	2012	2013	2014	2015	Ave 2012-15	2016 – 19 SSP Targets
School Connectedness	0.85	0.51	0.29	0.53	0.54	0.75
Stimulating Learning	0.92	0.51	0.48	0.68	0.64	0.75
Student motivation	0.89	0.53	0.48	0.48	0.60	0.75

In each individual year (2016-19) improve percentile rankings within the Parent Opinion Survey variables as outlined below:

Parent Opinion Variable	2012	2013	2014	2015	Ave 2012-15	2016 – 19 SSP Targets
School Connectedness	0.62	0.28	0.42	0.70	0.50	0.6
Stimulating Learning	0.48	0.53	0.48	0.49	0.49	0.6
Student Motivation	0.52	0.27	0.56	0.51	0.46	0.6

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Review and evaluate You can Do it Program– Investigate further models for Engagement and Wellbeing programs such as School Wide Positive behaviours or similar.

Continue to evaluate and build consistency of transitions and pathways into through and beyond the school.

Increase opportunities for student voice (student leadership), which may involve participation in student decision making, goal setting, and increased articulation about learning.

Investigate further ways to communicate with parents/school community

Theory of action (taken from Peer Review of prior Strategic Plan)

Student Connectedness:
Student survey results for the *Student Relationship* and *Teaching and Learning* measures indicate all variables have fluctuated over the strategic period, and have shown a general decline since 2011. However in 2014 and 2015 the student survey showed some positive trends across all variables, although the two target variables of School Connectedness and Student Motivation, did not meet the targets set in 2014 and 2015 indicating these are areas for the school to continue to address in the new strategic period.

Over the strategic period, the school's absentee data has been consistently better than the state and below the state mean.   During the Strategic period, the school had a wide focus on the importance of attendance, developing a common approach to tracking and reacting to attendance data. The school continued to utilise proactive strategies such as 'It's Not Okay to Be Away' to instill a consistent message across the school. The SSP had several targets around absenteeism designed to target those students who were absent on a regular basis, and has introduced an online tracking tool to assist with this. The school regularly promotes the importance of starting each school day promptly in order to maximise learning opportunities; this should continue to be an ongoing focus.

The panel noted that Transition processes at Prep and Year 6 were extensive and the strong links with the local secondary school and kindergartens were very established, with many parents choosing LLPS because of the curriculum, enrichment programs and facilities offered. An extensive action plan outlines processes and protocols for all transition programs in the school. There are several initiatives and activities designed to enhance transitions within the school and across grade levels. The school has developed a clear plan to provide detailed student summaries to new teachers, supporting the transition of students from one year level to the next, including sharing of information, reports and specific student data, and informal and formal student transition visits and teacher visits at the end of the school year. This should remain a priority to continue to build consistency of transitions within the school.

Stimulating Learning / Student Motivation
Various initiatives have helped to build student voice with increased opportunities for students to construct their own learning. Discussion through our review period suggested there might be scope to explore further opportunities for student choice in the curriculum, within the Inquiry units of work to further differentiate student learning. It was felt this would be particularly advantageous for those students in need of further support and extending students that are more able.

Many initiatives and programs have been implemented in the area of eLearning as tools for teaching and learning and to boost student engagement. The school continues to look at best practice to maintain the enthusiasm of both teachers and students in the use of technology by updating hardware and software accordingly. Interactive whiteboards in classrooms enhance daily teaching and learning and provide teachers with online resources for classroom instruction. Computers, iPads for classroom use have contributed to the availability of eLearning resources. The school has also introduced a Parent Portal (Sentral) to provide effective information to parents of student progress.

The panel noted some variation in the levels of expertise amongst staff to use technology effectively and this should be a focus for future learning. Introducing a model for future improvement to effectively implement eLearning as a teaching and learning tool, which will assist teachers to increasingly improve eLearning approaches and skills.

Actions	Achievement Milestones
Year 1 **School Connectedness:** Continue to implement effective transition practices (transition lunches; 'speed dating' across P-6) Continue to implement effective transition processes and protocols between kindergartens and Prep. Explore potential shared activities between Feeder Kindergartens and LLPS. Continue to communicate with local Secondary Schools (including Lara Secondary College) to facilitate smooth transition of students from year 6 to year 7. Follow an agreed schedule of visits and transition events outlined in the Lara Learning Community Strategic Plan. Use Sentral as a means to track and communicate across year levels in regards to student needs. Ensure ILIPS are stored on Sentral. Utilize proactive strategies such as 'It's Not Okay to Be Away' to instil a consistent message across the school regarding student attendance. Utilize 'Sentral' to target those students who are absent on a regular basis. Continue to promote the importance of starting each school day promptly in order to maximise learning opportunities.	Documentation of transition processes (K-7) exist, to ensure all staff have a clear understanding of what is required. Transition leaders exist to coordinate transition at key stages. Continue implementation of established end of year processes between current and new teachers to ensure academic, social and welfare information is passed on. Sentral is used in combination with student files to pass on relevant information to next year's teachers. ILIPS stored on Sentral Student attendance records are regularly monitored and analysed and the attendance flowchart is followed in cases where students are at risk of poor attendance. Regular discussions of student attendance records are evident during PLT's and staff follow the attendance flowchart.

Stimulating Learning / Student Motivation Investigate across teams current practices that allow for student voice and leadership within the school. Investigate opportunities to expand student voice P-6 Investigate practices that involve students in making informed decisions about their learning. Communicate eLearning vision across school so all staff members aware of the plan for digital technologies to support student learning. Plan professional learning around digital technologies and pedagogical approaches that support student learning. Continue to expand the iPad program to encompass years P-6. (BYOD 3-6). Investigate current approaches to differentiation across key curriculum areas including Literacy and Numeracy as well as Specialist areas (Art, PE etc.) Investigate student goal setting in key curriculum areas including Literacy and Numeracy as well as Specialist areas (Art, PE etc.)	Data is gathered around student voice and decision making and a plan for next steps is evident by year's end. The eLearning vision is revised, clearly articulated and shared across the school community. Identification of staff personal goals in relation to their ICT needs and capabilities. Policies and protocols exist to ensure the safe, equitable and responsible use of ICT both at school and at home. Creation of school based ICT survey to measure confidence and attitudes. Data is gathered around student goal setting and a plan for next steps is evident by year's end.
Year 2 **School Connectedness:** Continue to implement effective transition practices (transition lunches; 'speed dating' across P-6) Continue to implement effective transition processes and protocols between kindergartens and Prep. Develop some shared activities between Feeder Kindergartens and LLPS. Continue to communicate with local Secondary Schools (including Lara Secondary College) to facilitate smooth transition of students from year 6 to year 7. Follow an agreed schedule of visits and transition events outlined in the Lara Learning Community Strategic Plan. Use Sentral as a means to track and communicate across year levels in regards to student needs. Ensure ILIPS are stored on Sentral. Utilize proactive strategies such as 'It's Not Okay to Be Away' to instil a consistent message across the school regarding student attendance. Utilize 'Sentral' to target those students who are absent on a regular basis. Continue to promote the importance of starting each school day promptly in order to maximise learning opportunities. **Stimulating Learning / Student Motivation** Initiate opportunities that allow for increased student voice P-6 Initiate practices that involve students in making informed decisions about their learning. Continue to expand the iPad program to encompass years P-6. (BYOD 3-6). Continue to provide professional learning around digital technologies and pedagogical approaches that support student learning. Implement strategies for differentiation across key curriculum areas including Literacy and Numeracy as well as Specialist areas (Art, PE etc.) Implement strategies for student goal setting in key curriculum areas including Literacy and Numeracy as well as Specialist areas (Art, PE etc.)	Documentation of transition processes (K-7) exist, to ensure all staff have a clear understanding of what is required. Transition leaders exist to coordinate transition at key stages. Continue implementation of established end of year processes between current and new teachers to ensure academic, social and welfare information is passed on. Sentral is used in combination with student files to pass on relevant information to next year's teachers. ILIPS stored on Sentral Student attendance records are regularly monitored and analysed and the attendance flowchart is followed in cases where students are at risk of poor attendance. Regular discussions of student attendance records are evident during PLT's and staff follow the attendance flowchart. Opportunities for student voice exist through a range of forums P-6 which may include: JSC, House Captains, Year Level Captains, Class Captains as appropriate. The eLearning vision is revised, clearly articulated and shared across the school community. Staff personal goals in relation to their ICT needs and capabilities form the basis of professional development opportunities. Policies and protocols exist to ensure the safe, equitable and responsible use of ICT both at school and at home. ICT is used as a tool within classrooms P-6. Plan for student goal setting implemented in classrooms P-6.

Year 3 **School Connectedness:** Continue to implement effective transition practices (transition lunches; 'speed dating' across P-6) Continue to implement effective transition processes and protocols between kindergartens and Prep. Continue shared activities between Feeder Kindergartens and LLPS. Continue to communicate with local Secondary Schools (including Lara Secondary College) to facilitate smooth transition of students from year 6 to year 7. Follow an agreed schedule of visits and transition events outlined in the Lara Learning Community Strategic Plan. Use Sentral as a means to track and communicate across year levels in regards to student needs. Ensure ILIPS are stored on Sentral. Utilize proactive strategies such as 'It's Not Okay to Be Away' to instil a consistent message across the school regarding student attendance. Utilize 'Sentral' to target those students who are absent on a regular basis. Continue to promote the importance of starting each school day promptly in order to maximise learning opportunities. **Stimulating Learning / Student Motivation** Expand and monitor opportunities that allow for increased student voice P-6 Expand and monitor practices that involve students in making informed decisions about their learning. Continue to expand and monitor the iPad program to encompass years P-6. (BYOD 3-6). Continue to provide professional learning around digital technologies and pedagogical approaches that support student learning. Expand and monitor strategies for differentiation across key curriculum areas including Literacy and Numeracy as well as Specialist areas (Art, PE etc.) Expand and monitor strategies for student goal setting in key curriculum areas including Literacy and Numeracy as well as Specialist areas (Art, PE etc.)	Documentation of transition processes (K-7) exist, to ensure all staff have a clear understanding of what is required. Transition leaders exist to coordinate transition at key stages. Continue implementation of established end of year processes between current and new teachers to ensure academic, social and welfare information is passed on. Sentral is used in combination with student files to pass on relevant information to next year's teachers. ILIPS stored on Sentral Student attendance records are regularly monitored and analysed and the attendance flowchart is followed in cases where students are at risk of poor attendance. Regular discussions of student attendance records are evident during PLT's and staff follow the attendance flowchart. Opportunities for student voice exist through a range of forums P-6 which may include: JSC, House Captains, Year Level Captains, Class Captains as appropriate. The eLearning vision is revised, clearly articulated and shared across the school community. Staff personal goals in relation to their ICT needs and capabilities form the basis of professional development opportunities. Policies and protocols exist to ensure the safe, equitable and responsible use of ICT both at school and at home. High levels of teacher collaboration focused on improvising the effectiveness of learning and teaching with ICT evident in PLT minutes. ICT is used as a tool within classrooms P-6. Plan for student goal setting implemented in classrooms P-6.
Year 4 **School Connectedness:** Review and evaluate transition process and practices P-6, K-P and Year 6 – 7 Continue to use Sentral as a means to track and communicate across year levels in regards to student needs. Continue to ensure ILIPS are stored on Sentral. Review and evaluate attendance processes used across the school. Stimulating Learning / Student Motivation Review and evaluate practices around student ownership of learning and student voice P-6 Review and evaluate the iPad program P-6. As appropriate, continue to provide professional learning around digital technologies and pedagogical approaches that support student learning. Review differentiation practices across the school. Review approaches to student goal setting across the school.	Review of policies programs and practices including: - Transition (K-7) - Student Voice - Student Leadership - eLearning Plan (including BYOD) - Student goal setting to ensure that the needs of the students and the school are met. Strategic Plan targets are met as evidenced in an audit undertaken for the School Review.

Wellbeing	Key Improvement Strategies

Wellbeing

Goal

To optimize individual student development and growth through the provision of a safe and supportive environment.

Key Improvement Strategies

Create a positive and consistent framework to manage and monitor the learning environment and develop processes and programs that support the health and wellbeing of our students.

Targets

In each individual year (2016-19) improve percentile rankings within the Student Attitudes to School Survey variables as outlined below:

Attitudes to school variable:	2012	2013	2014	2015	Ave 2012-15	2016 – 19 SSP Targets
Student Morale	0.77	0.33	0.25	0.40	0.44	0.6
Student Distress	0.78	0.41	0.37	0.58	0.53	0.65
Student Safety	0.84	0.60	0.43	0.33	0.55	0.65

In each individual year (2016-19) improve percentile rankings within the Parent Opinion Survey variables as outlined below:

Parent Opinion Survey	2012	2013	2014	2015	Ave 2012-15	2016 – 19 SSP Targets
Social Skill	0.43	0.21	0.53	0.29	0.36	0.45
Student Safety	0.64	0.13	0.50	0.46	.43	0.55

Theory of action (taken from Peer Review of prior Strategic Plan)

Student Wellbeing:

There is a strong wellbeing presence at LLPS and the school has a consistent approach to student wellbeing, focusing on the school values. Student wellbeing is regularly addressed and staff members have a strong sense of collective responsibility toward all students. The school provides support for all staff to identify and respond to the needs of students *at risk* and addresses all learning, welfare and health needs for students. High levels of support are provided for students and effective links between the school and outside agencies such as speech pathologists, psychologists and social workers are maintained. The school has the support of a full-time wellbeing coordinator and a part-time Chaplain to provide a further forum for student wellbeing.

The *student wellbeing* measures on the student survey, fluctuated over the strategic period. Whilst dropping in 2014, from 2013 levels the *wellbeing* measures have improved in 2015 although they are still below the state median. The school has supported teachers to implement whole school approaches to student behaviour and wellbeing across the school, through programs and initiatives aimed at ensuring the wellbeing of all students and building students' sense of responsibility for their own learning. Panel discussion noted that a greater emphasis on shared understandings and approaches to a range of student social and emotional needs between teachers, students and their families has helped to provide higher levels of wellbeing, and will continue to be a future focus.

Over the last strategic period the school has implemented aspects of the *You Can Do It!* program. This program aims to identify the social and emotional capabilities that all young people need to reach their academic potential in school, and to experience wellbeing and create positive relationships with others. Panel discussion noted there is scope to revisit this program or to investigate alternative programs such as *School Wide Positive Behaviours* to ensure a solid framework is in place to develop the capacity, confidence and repertoire of all staff for dealing with challenging behaviours. Further support to promote positive and resilient social skills and ensuring that learning environments are stimulating is a focus area for the future.

The school offers an increasingly wide range of extra-curricular activities including many sporting options, camps, excursions, Choir, band and swimming programs. These add to the richness of the school experience for students and assist the school to create a positive, caring community.

Actions	Achievement Milestones
Year 1 **Student Wellbeing:** Conduct an evaluation of You Can Do It and research other Student Wellbeing programs (for example: 'Play Is The Way' to ensure effective and proactive teaching of social and emotional skills. Begin to implement a school wide approach to student welfare using a pro-social program such as 'Play Is The Way' Link Wellbeing programs to school values - review regularly and ensure parents know about the programs. Trademark behaviours (staff and students) are identified. Survey the parents to see how they could support the school in further ways - Use the Parent Opinion survey to dig deeper into parent perceptions around student wellbeing Investigate the use of Sentral to provide information to parents regarding Student Wellbeing.	Evaluation completed and LLPS Student Wellbeing program identified Student Wellbeing program documented in LLPS Discipline and Welfare policy. Create a timeline for implementation including expectations for staff Purchase relevant resources Communicate program to community through all available avenues PD staff on program Staff and students are aware of Trademark "micro-behaviours" and these behaviours are documented. Increased whole school understanding of consistent practice and language around Student Wellbeing and Trademark behaviours. Information regarding Wellbeing programs is communicated to parents through Facebook, Newsletters, Assemblies, Department Newsletters. LT's design, implement, collate and evaluate a survey that investigates parent perceptions around Student Wellbeing. Relevant wellbeing information on parent portal available to parents. Some access to Sentral Continuum available to parents.
Year 2 Continue to implement a school wide approach to Student Wellbeing using a selected program such as 'Play Is The Way' Continue professional development for staff around the selected Student Wellbeing program Continue to communicate to parents relevant learning around the Student Wellbeing program. JSC and student leadership team to develop the profile of the program amongst students. Staff and students adhere to agreed Trademark behaviours around interactions within the school community.	Student Wellbeing Program fully implemented P-6 Communicate program to community through all available avenues PD staff on program as required. Information regarding Trade mark behaviours and Wellbeing programs is communicated to parents through Facebook, Newsletters, Assemblies, Department Newsletters. LT's design, implement, collate and evaluate a survey that investigates parent perceptions around Student Wellbeing. Relevant wellbeing information on parent portal available to parents. Some access to Sentral Continuum available to parents.
Year 3 Continue to drive the Student Wellbeing Program and Trademark behaviours and embed into school culture. JSC and student leadership team continue to develop the profile of the program amongst students.	Student Wellbeing Program fully implemented P-6 Communicate program to community through all available avenues New / returning staff are aware of practices around Student Wellbeing and Trademark Behaviours.

	Information regarding Trade mark behaviours and Wellbeing programs is communicated to parents through Facebook, Newsletters, Assemblies, Department Newsletters. Data from previous year's survey is used to inform decision making regarding parent involvement around Student Wellbeing Relevant wellbeing information on parent portal available to parents. Some access to Sentral Continuum available to parents.
Year 4 Investigate the extent to which the Student Wellbeing Program and Trademark behaviours are embedded across the school. Compare student survey data over the 2019 school year compared to the average figures collated from previous strategic plan to gauge the impact of the pro-social approach. Compare parent survey data over the 2019 school year compared to the average figures collated from previous strategic plan to gauge the impact of the pro-social approach.	Review of policies programs and practices including: - Student Wellbeing - Trademark Behaviours to ensure that the needs of the students and the school are met. Strategic Plan targets are met as evidenced in an audit undertaken for the School Review.

Productivity	Key Improvement Strategies
Goals To effectively allocate and use resources to the best possible effect and in the best possible combination to support improved student outcomes and achieve the goals and targets of the SSP (2016-19) To enhance whole school planning and program delivery, particularly through improved staff capacity and efficacy of Professional Learning Teams (PLTs).	
Targets Whole school processes, procedures and practices are documented, resourced and embedded in the practice of all staff as evidenced by school policies and curriculum planning documents as well as staff performance and development reviews throughout the duration of the Strategic Plan. Equitable, effective allocation of resources across all budget areas in relation to School Strategic Plan priorities.	Principal Team and Leadership Team to refer to SSP and AIP as appropriate when making resourcing decisions to ensure resourcing connects to the school's improvement agenda. Establish clear goals for professional learning that enable staff to connect their learning to the school's improvement agenda. Build the instructional capacity of teachers through PLT's, teacher observation, use of student achievement data, strong and ongoing induction, mentoring and coaching and the PDP process. Build teacher leadership capacity across the school to support professional growth and improve student learning outcomes for all children

Theory of action (taken from Peer Review of prior Strategic Plan)

The school has invested considerable time and resources to improve the levels of Literacy and Numeracy. This has included additional staffing and time allowance for planning, and professional learning. The introduction of PLT's has also required budgeting and time commitment. It is acknowledged that shared professional learning time and expert assistance underpins success, and should continue. The allocation of resources to the wellbeing coordinator position has also been a positive move for the school. The panel agreed succession planning; building levels of distributive leadership ensuring sustainable work models will need to be managed carefully in the new strategic period.

The staff profile reflects a balance of experience and newer graduate staff. In 2015 the staff consists of two principal class, including school principal and an Assistant principal. In 2015, there are 37.7 full time equivalent (FTE) teaching staff, 4 specialist teachers and the school employs 8.2 Education Support (ES) staff.

Classrooms and teaching spaces are well equipped and resourced. A synthetic oval Gymnasium, Music Room, Canteen, Multi-Purpose facility and Art room allow for an extensive range of daily activities and programs. Inter-Active White-Boards, netbooks and iPads are used across all classrooms. Staffing allocation also supports and complements the classroom programs, with the provision of specialist programs in the areas of Performing and Visual Arts, Languages other than English (LOTE Indonesian), Science and Health and PE.

Currently there are sufficient classroom teaching spaces to meet the school's needs. The schools' enrolments have steadily increased over the last few years, with the expectation that the nearby Grand Lakes Estate, will continue to feed enrolments into the medium-term future. Projected enrolments are predicted to increase, but the school believes this estimate may change to be lower than that. The school will explore options to plan for future enrolments if needed.

Over the last strategic period, the school used federal and state government funding to improve the school buildings and grounds. The school is actively engaged with its community and has developed very effective partnerships with community groups and organisations over time. Parents are actively involved through sporting programs, attending camps and excursions, fundraising and working bees. Informal parent feedback also suggested that parents were generally enthusiastic about the facilities, programs and initiatives provided by the school.

The school has also significantly increased funds to support the expansion of ICT in the school allowing for the introduction of iPads, and Interactive Whiteboards. The specialist area of ICT was discontinued over the strategic period, allowing for greater access to eLearning devices within classrooms and the school continues to look at best practice in the use of technology by updating hardware and software accordingly. Expanding the use of further technology into all grades will be a significant consideration in resource allocation in the new SSP. A wide range of extracurricular programs is also offered to improve and focus on student engagement and wellbeing.

Over the strategic period the school has worked hard to improve the school and has a comprehensive plan for improvement. This has included; well established grounds with attractive gardens, student and community artwork, and maintaining the school grounds. The school has worked collaboratively to create a school facility that meets individual learning needs, with flexibility to provide for the future.

Productivity is supported by the consistent evaluation of practices and structures, e.g. planning teams and performance and development teams. Recommendations, key improvement strategies and actions made in Achievement, Engagement and Wellbeing will impact on school resources and productivity, and the new SSP should reflect best use of resources to support improved student outcomes and to achieve set goals and targets.

	Actions	Achievement Milestones
Year 1	Continue to build and support Professional Learning Teams across each year level and specialist team. Use PLT and whole school meeting structures to support teamwork towards greater consistency in pedagogy, planning and implementation of student learning programs. Continue to succession plan by building proficiency of leaders across the school. Continue to provide professional learning to staff that aligns with SSP priorities.	• PLT's scheduled within timetable • Meeting schedules reflect specific allocation of time to professional learning in key areas as identified in SSP • Forums and professional learning opportunities exist for leadership development • Regular time allowance allocated for staff to work with coaches, consultants, peers and experts to develop pedagogical content knowledge.
Year 2	Continue to build and support Professional Learning Teams across each year level and specialist team. Continue to use PLT and whole school meeting structures to support teamwork towards greater consistency in pedagogy, planning and implementation of student learning programs.	• PLT's scheduled within timetable. • Meeting schedules reflect specific allocation of time to professional learning in key areas as identified in SSP. • Team level planning documentation reflects greater consistency in classroom programs planned across year levels. • Individual class planning documentation shows consistency with

	Continue to succession plan by building proficiency of leaders across the school.	the whole level planning and aligns with the school instructional model • Forums and professional learning opportunities exist for leadership development • Regular time allowance allocated for staff to work with coaches, consultants, peers and experts to develop pedagogical content knowledge.
	Continue to provide professional learning to staff that aligns with SSP priorities.	
Year 3	Continue to build and support Professional Learning Teams across each year level and specialist team. Continue to use PLT and whole school meeting structures to support teamwork towards greater consistency in pedagogy, planning and implementation of student learning programs. Continue to succession plan by building proficiency of leaders across the school. Continue to provide professional learning to staff that aligns with SSP priorities.	• PLT's scheduled within timetable. • Meeting schedules reflect specific allocation of time to professional learning in key areas as identified in SSP. • Team level planning documentation reflects consistency in classroom programs planned across year levels. • Individual class planning documentation shows consistency with the whole level planning and aligns with the school instructional model • Forums and professional learning opportunities exist for leadership development • Regular time allowance allocated for staff to work with coaches, consultants, peers and experts to develop pedagogical content knowledge.
Year 4	Through Review process, investigate the extent to which resourcing for Professional Learning Teams have impacted upon student learning outcomes for all students. Through Review process, investigate the extent to which resource allocation has provided teacher leadership opportunities. Through Review process, investigate the extent to which resource allocation to staff professional learning has impacted upon teacher pedagogical content knowledge.	• PLT's scheduled within timetable. • Meeting schedules reflect specific allocation of time to professional learning in key areas as identified in SSP. • Team level planning documentation reflects consistency in classroom programs planned across year levels. • Individual class planning documentation shows consistency with the whole level planning and aligns with the school instructional model • Forums and professional learning opportunities exist for leadership development • Regular time allowance allocated for staff to work with coaches, consultants, peers and experts to develop pedagogical content knowledge.