

2019 Annual Implementation Plan

for improving student outcomes

The Lake Primary School (3581)



Submitted for review by Rodney Pearce (School Principal) on 06 December, 2018 at 10:34 AM
Endorsed by Andrew Ough (Senior Education Improvement Leader) on 07 December, 2018 at 10:31 AM
Endorsed by Bruce Symes (School Council President) on 10 December, 2018 at 11:34 AM

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	Excelling

Enter your reflective comments	<p>Building Practice Excellence has been a major improvement initiative in 2018. Considerable progress has been achieved. The Coaching program and a large percentage of our Professional Learning has focused on Building Practice Excellence and in particular Reading. Continued Unit planning, incorporating the 4 Professional Practice Days in accordance with the new Agreement, has led to consistency in curriculum delivery. Throughout 2018 there has been an extensive focus on data recording and analysis supported by the introduction of SPA as a central data collection point.</p> <p>Building Leadership Teams remains a major improvement initiative this year. We have further enhanced our focus on developing improved communication throughout the school. In general, units and teams have functioned purposefully and cohesively throughout 2018. (2018 Staff Opinion Survey: Teacher Collaboration has increased from 67.31 in 2017 to 70.67 in 2018. The strengthening of PLT's in English, Mathematics and ICT has contributed to collaborative decision-making processes in each area.</p> <p>Setting expectations and promoting inclusion is our third improvement initiative for 2018. Our 2018 Attitudes to School data indicates that students feel connected to school. Stimulated Learning (88%) , Teacher Empathy (83%) and Student Behaviour (83%) remains very positive in Years 4-6.</p>
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Considerations for 2019	<p>In 2019 our Improvement Initiatives will focus upon Building Practice Excellence continuing to focus upon Reading as well as developing a strategic whole-school focus on Mathematics in consideration of our acceptance into the Specialist Mathematics Initiative. Building Leadership Teams has been an existing focus but it is recommended that we continue to strengthen and develop this area. Thirdly it has been identified that an improvement in parent/carers involvement has the potential to improve student learning, health and well-being. As a consequence Community Engagement in Learning is recommended as the third focus area.</p>
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	To fully align with the Framework For Improving Student Outcomes (FISO) to collectively build the capacity of the school to deliver more effective teaching, improved learning and improved schooling outcomes.
Target 1.1	NAPLAN: • To increase the proportion of students in the top two bands in Reading and Numeracy. (2016 benchmark data) Yr 3 Numeracy- Increase the top two bands to 30% by 2020. (22.0%) Yr 3 Reading- Increase the top two bands at or above 50% by 2020 (46%) Yr 5 Numeracy- Increase the top two bands to 20% by 2020. (13.8%) Yr 5 Reading- Increase the top two bands to 25% by 2020. (17.2%) Teacher Judgements: • To increase the proportion of students achieving the top two levels (A&B) in English and Mathematics to 10% by 2020.
Key Improvement Strategy 1.a Building practice excellence	To strengthen Professional Learning Teams and collaboration with a specific ongoing focus on the delivery of the Reading curriculum throughout the school.
Goal 2	To strengthen whole-school capacity for distributed and accountable leadership.
Target 2.1	School Staff Survey: • Maintain the Collective Efficacy factor at or above 83% • Increase the Academic Emphasis factor from 73% to 80% • Increase the School Climate – Viable Curriculum factor from 70% to 80%.
Key Improvement Strategy 2.a Building leadership teams	To provide staff with access to mentoring, leadership development and coaching programs, both internally and externally, in order to successfully undertake leadership roles.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
To fully align with the Framework For Improving Student Outcomes (FISO) to collectively build the capacity of the school to deliver more effective teaching, improved learning and improved schooling outcomes.	Yes	<p>NAPLAN: • To increase the proportion of students in the top two bands in Reading and Numeracy. (2016 benchmark data) Yr 3 Numeracy- Increase the top two bands to 30% by 2020. (22.0%) Yr 3 Reading- Increase the top two bands at or above 50% by 2020 (46%) Yr 5 Numeracy- Increase the top two bands to 20% by 2020. (13.8%) Yr 5 Reading- Increase the top two bands to 25% by 2020. (17.2%) Teacher Judgements:</p> <p>• To increase the proportion of students achieving the top two levels (A&B) in English and Mathematics to 10% by 2020.</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <ul style="list-style-type: none"> •To increase the proportion of students in the upper two bands in Literacy and Numeracy against the 2018 benchmark data. •Increase the proportion of students achieving Levels A and B using teacher judgements against the 2018 benchmark data. •To increase the NAPLAN relative high growth totals in Reading in 2019 from 20.00% to 25.00% and in Numeracy 34.00% to 36.00%.
To strengthen whole-school capacity for distributed and accountable leadership.	Yes	<p>School Staff Survey: • Maintain the Collective Efficacy factor at or above 83% • Increase the Academic Emphasis factor from 73% to 80% • Increase the School Climate – Viable Curriculum factor from 70% to 80%.</p>	<p>School Staff Survey:</p> <ul style="list-style-type: none"> • Increase the 2018 School Climate – Viable Curriculum factor from 73.33 to 78.00 • Increase the 2018 Staff Trust in colleagues from 63.21 back up to 75.00 • Increase the 2018 Teacher Collaboration from 76.67 to 80.00.

Goal 1	To fully align with the Framework For Improving Student Outcomes (FISO) to collectively build the capacity of the school to deliver more effective teaching, improved learning and improved schooling outcomes.
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12 Month Target 1.1	<ul style="list-style-type: none"> •To increase the proportion of students in the upper two bands in Literacy and Numeracy against the 2018 benchmark data. •Increase the proportion of students achieving Levels A and B using teacher judgements against the 2018 benchmark data. •To increase the NAPLAN relative high growth totals in Reading in 2019 from 20.00% to 25.00% and in Numeracy 34.00% to 36.00%.
Key Improvement Strategies	Is this KIS selected for focus this year?
KIS 1 Building practice excellence	To strengthen Professional Learning Teams and collaboration with a specific ongoing focus on the delivery of the Reading curriculum throughout the school.
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.	Building Practice Excellence was a major improvement initiative in 2018. Considerable progress has been achieved. The Coaching program and a large percentage of our Professional Learning has focused on Building Practice Excellence and in particular Reading. At the end of Semester 1, 2018 a greater focus on Reading was adopted to align with the specific AIP goal. This subsequently resulted in all coaching and mentoring focusing on the delivery of the Reading curriculum school-wide. Continued Unit planning, incorporating the 4 Professional Practice Days in accordance with the new Agreement, has lead to consistency in curriculum delivery. Throughout 2018 there has been an extensive focus on data recording and analysis supported by the introduction of SPA as a central data collection point. Our 2018 goals were not fully achieved hence the decision to consolidate and build upon the progress by continuing with Reading as a KIS focus in 2019. In 2018 PLT's were established but it is recommended that additiional time is afforded to strengthening Literacy and Numeracy PLT's on a weekly basis. The NAPLAN relative growth in Reading remained at 20% from 2017 to 2018. This identifies that a continued focus is required.
Goal 2	To strengthen whole-school capacity for distributed and accountable leadership.
12 Month Target 2.1	School Staff Survey: <ul style="list-style-type: none"> • Increase the 2018 School Climate – Viable Curriculum factor from 73.33 to 78.00 • Increase the 2018 Staff Trust in colleagues from 63.21 back up to 75.00 • Increase the 2018 Teacher Collaboration from 76.67 to 80.00.
Key Improvement Strategies	Is this KIS selected for focus this year?
KIS 1 Building leadership teams	To provide staff with access to mentoring, leadership development and coaching programs, both internally and externally, in order to successfully undertake leadership roles.

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.

Building Leadership Teams remains a major improvement initiative in 2019. The strengthening of PLT's in English, Mathematics and ICT in 2018 has contributed to collaborative decision-making processes in each area. The need for ongoing mentoring, leadership development and coaching programs both internally and externally has been identified as an ongoing priority for 2019. This KIS is particularly relevant in line with the school's acceptance into the Primary Mathematics Specialist Initiative for 2019/2020 with 2 x 0.5 Mathematic Specialist roles being introduced for 2019.

Define Actions, Outcomes and Activities

Goal 1	To fully align with the Framework For Improving Student Outcomes (FISO) to collectively build the capacity of the school to deliver more effective teaching, improved learning and improved schooling outcomes.			
12 Month Target 1.1	<ul style="list-style-type: none"> •To increase the proportion of students in the upper two bands in Literacy and Numeracy against the 2018 benchmark data. •Increase the proportion of students achieving Levels A and B using teacher judgements against the 2018 benchmark data. •To increase the NAPLAN relative high growth totals in Reading in 2019 from 20.00% to 25.00% and in Numeracy 34.00% to 36.00%. 			
KIS 1 Building practice excellence	To strengthen Professional Learning Teams and collaboration with a specific ongoing focus on the delivery of the Reading curriculum throughout the school.			
Actions	<ul style="list-style-type: none"> * To prioritise weekly opportunities for PLT's to analyse data (Literacy & Numeracy) and assess intervention strategies. * To establish a schedule to facilitate regular 'Peer Observations' and 'Learning Walks.' * To continue the 'Coaching' program to further enhance the delivery of the school-wide Reading curriculum. * To create an effective storage space to house all Reading materials. 			
Outcomes	<ul style="list-style-type: none"> * The change in mindset across the school will involve an increase in collaborative work habits. * All teachers will be actively involved in the regular analysis of Reading data utilising the SPA data storage site and formative assessment. * Evidenced-based practices will be implemented school-wide. Teachers and leaders will be regularly participating in Peer Observations and Learning Walks. * The Leading Teacher and Learning Specialist will continue to coach and support classroom teachers with their Reading practices. * All Reading Resources will be stored centrally and accessed by all classroom teachers. 			
Success Indicators	<ul style="list-style-type: none"> * On Demand, Running Records, Essential Assessment, NAPLAN, WRAP and TORCH data demonstrating student achievement growth. * An increase in the number of students being assessed as achieving Levels A & B in Reading. * An increase in the NAPLAN Relative High Growth in Reading. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

Teachers complete On Demand, Running Records, Essential Assessment, WRAP and TORCH Assessments each term and regularly analyse data sets.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Leading Teacher and Learning Specialist to conduct a regular Literacy Coaching program focusing on enhancing teaching practices in Reading across the school.	<input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$10,000.00 <input type="checkbox"/> Equity funding will be used
Goal 2	To strengthen whole-school capacity for distributed and accountable leadership.			
12 Month Target 2.1	School Staff Survey: <ul style="list-style-type: none"> • Increase the 2018 School Climate – Viable Curriculum factor from 73.33 to 78.00 • Increase the 2018 Staff Trust in colleagues from 63.21 back up to 75.00 • Increase the 2018 Teacher Collaboration from 76.67 to 80.00. 			
KIS 1 Building leadership teams	To provide staff with access to mentoring, leadership development and coaching programs, both internally and externally, in order to successfully undertake leadership roles.			
Actions	<ul style="list-style-type: none"> * To build the leadership capacity of Unit Coordinators, Maths Specialists, Leading Teacher, Learning Specialist, Assistant Principal and Principal through professional learning and mentoring etc. * To build the capacity of the newly appointed Maths Specialists through external professional development and opportunities to regularly lead whole-school professional learning. * To build the capacity of every teacher to deliver high interest, evidenced-based, consistently implemented programs (Via The Lake Primary's participation in the 2019 School Improvement Mathematics partnership with Nichols Point Primary and Merbein P-10 College) 			
Outcomes	<ul style="list-style-type: none"> * With the introduction of the 2 x 0.5 Maths Specialists all staff will adopt a growth mindset focusing on renewed practices in the delivery of the Numeracy curriculum. * Maths Specialists will undertake 10 days of external professional development in Melbourne and be expected to share this new knowledge with all classroom teachers and build the confidence to provide explicit feedback. * Unit Coordinators to lead with confidence and demonstrate alignment to the prescribed role expectations and to positively promote all agreed decisions made at the leadership level. 			

	<ul style="list-style-type: none"> * Leaders in our school undertake their roles with clarity, confidence and a growth mindset. * Teachers differentiating the Numeracy curriculum so that all students experience success at their point of need. 			
Success Indicators	<ul style="list-style-type: none"> * Evidence of the transfer of effective leadership skills into practice. * Staff taking the opportunity to lead teams and demonstrating enhanced leadership understanding and confidence. * Consistency of practice with the delivery of the Numeracy curriculum. * Positive feedback via a half yearly survey completed by all unit/curriculum coordinators. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
* Facilitate Aspirant Principal mentoring program on a regular basis.	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
* Participate in Leadership programs such as Primary Mathematics Specialist Initiative, School Improvement Partnership (Numeracy) and Bastow.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used
* Participate in weekly PLT's (Literacy & Numeracy) at the unit and curriculum level.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" 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	\$0.00	\$0.00
Additional Equity funding	\$83,630,000.00	\$83,630,000.00
Grand Total	\$83,630,000.00	\$83,630,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Totals			\$0.00	\$0.00

Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Intervention P-4	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$83,630,000.00	\$83,630,000.00
Totals			\$83,630,000.00	\$83,630,000.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Teachers complete On Demand, Running Records, Essential Assessment, WRAP and TORCH Assessments each term and regularly analyse data sets.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Leading Teacher and Learning Specialist to conduct a regular Literacy Coaching program focusing on enhancing teaching practices in Reading across the school.	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
* Facilitate Aspirant Principal mentoring program on a regular basis.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
* Participate in Leadership programs such as Primary Mathematics Specialist Initiative, School	<input checked="" type="checkbox"/> Leadership Team	from: Term 1	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists	<input checked="" type="checkbox"/> Off-site The Lake Primary has been

Improvement Partnership (Numeracy) and Bastow.		to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Bastow program/course	accepted into both the Bastow Primary Mathematics Specialist Initiative for 2019/2020 and the Bastow School Improvement (Numeracy) Partnership in conjunction with Nichols Point Primary and Merbein P-10 College for 2019.
* Participate in weekly PLT's (Literacy & Numeracy) at the unit and curriculum level.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site