2019 Annual Implementation Plan

for improving student outcomes

Langwarrin Primary School (3531)

Submitted for review by Mark Moorhouse (School Principal) on 11 December, 2018 at 11:42 AM
Endorsed by Graham Broadbent (Senior Education Improvement Leader) on 12 December, 2018 at 09:52 AM
Endorsed by Emma Boag (School Council President) on 17 December, 2018 at 04:30 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 moving towards Excelling
	Curriculum planning and assessment	Evolving moving towards Embedding
	Evidence-based high-impact teaching strategies	Embedding
	Evaluating impact on learning	Embedding moving towards Excelling

Professional leadership	Building leadership teams	Embedding moving towards Excelling
	Instructional and shared leadership	Embedding
	Strategic resource management	Excelling
	Vision, values and culture	Excelling

Positive climate for learning		
	Empowering students and building school pride	Evolving moving towards Embedding
	Setting expectations and promoting inclusion	Embedding moving towards Excelling
	Health and wellbeing	Evolving moving towards Embedding
	Intellectual engagement and self-awareness	Evolving moving towards Embedding

Community engagement in learning		
	Building communities	Excelling
	Global citizenship	Evolving
	Networks with schools, services and agencies	Embedding
	Parents and carers as partners	Excelling

| Enter your reflective comments | The engagement of a literacy consultant, Julie Shepherd, has helped to develop consistency and improve teaching practice. Members of our leadership team attended a Professional Learning Communities PD throughout the year, completing a reading inquiry challenge, reflecting on the current state of our PLCs and identifying areas for future improvement and development. Our literacy leader has attended the Leading Literacy Bastow PD, bringing back a range of strategies that we will implement throughout the next year. These steps will allow us to continue to maintain high growth rates in NAPLAN reading and a higher percentage of students working above the minimum expected level in reading.

Through our participation in the THRIVE positive education program we have been improving well being at a school and community level. This has led to a small increase in student voice at our school, however this is an area we have identified as being one which we need to make a larger part of our school. We have also had positive results in reducing our rates of absenteeism across each year level.We have also introduced a number of events to our school calendar that recognise and celebrate diversity and inclusion in our community.

Across the year we have worked in a number of settings to develop teacher understanding and utilisation of the high impact |
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	teaching strategies. This has included identifying which strategies we are using successfully and which strategies we need to develop further. Year levels have participated in a term long project to investigate and implement one of the HITS that they identified as an area that could grow. Classroom walkthroughs have identified some HITS that could be further refined. We also feel that there are more opportunities for discussion of HITS in our year level PLCs as well as more work that can be done in the area of student feedback. Continuing and improving on this work will allow the school to continue to improve teacher practice.
Considerations for 2019	- 11 new and returning staff in classrooms - New building (Prep learning centre) - Steady improvement in most areas of NAPLAN - Outstanding results in writing over the past 3 years - Community feedback and expectations - Learning Specialist roles - Julie Shepherd (Literacy consultant) - Introduction of new reading assessment across the school - Continued development of our 2018 AIP goals and KIS - Restructuring of LOTE - Acting Principal and Acting Assistant Principal - 2019 Leadership Structure - Budget - Equity funding - Surplus - Sustainability
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	To maximize Student Achievement levels and growth rates on a whole school basis in Literacy and Numeracy.
Target 1.1	○ Student high growth levels in years 3-5 exceed national mean scores in all areas of literacy and numeracy and improve annually ○ 20% of students working above the expected level in literacy and numeracy F-6 for teacher judgments against Victorian Curriculum ○ The percentage of students being assessed at or above in Science is to be improved annually
Key Improvement Strategy 1.a Curriculum planning and assessment	Develop and implement an agreed approach to the effective teaching of reading to ensure progress for every student
Goal 2	To provide a Teaching and Learning framework which maximizes student, parent and staff involvement and engagement within a vibrant educational environment.
Target 2.1	Increasing variable means in the following areas of the student attitudes to school survey: Learning Confidence – 3.89 to 4.25 Teacher effectiveness - 4.27 to 4.5 School connectedness - 4.04 to 4.5

Stimulating Learning - 3.85 to 4.2

Student Motivation - 4.39 to 4.6

Teacher Effectiveness - 4.17 to 4.5

Increasing variable means in the following areas of the parent opinion survey:

Stimulating learning – 5.30 to 5.75

Parent Input – 4.64 to 5.3

Student motivation – 4.85 to 5.6

Classroom Behaviour – 2.66 to 3.85

Student Safety – 4.17 to 4.5

Student Morale – 5.44 to 5.8

Learning Confidence – 3.89 to 4.25

Student Distress- 5.57 – 5.9

School connectedness 4.04 to 4.5

Student Motivation 4.39 to 4.6

Reduce average days off from 17.62 in 2015 to under the state average of 14 by 2019

Key Improvement Strategy 2.a Health and wellbeing	To build the capacity of every teacher to implement a whole school health and well being program
Key Improvement Strategy 2.b Empowering students and building school pride	Support student agency by increasing student led health promotion initiatives
Goal 3	To provide a safe, stimulating, orderly and inclusive learning environment for all students.
Target 3.1	For variable mean in areas that enhance the wellbeing of students to improve as reflected in the Attitudes to School Survey. Classroom Behavior – 2.66 to 3.85 Student Safety – 4.17 to 4.5 Student Morale – 5.44 to 5.8 Learning Confidence – 3.89 to 4.25 Student Distress- 5.57 – 5.9 School connectedness 4.04 to 4.5 Student Motivation 4.39 to 4.6 Reduce average days off from 17.62 in 2015 to under the state average of 14 by 2019

Key Improvement Strategy 3.a Evidence-based high-impact teaching strategies	Develop and implement a plan to ensure all teachers have the capability to utilize the HITS
Key Improvement Strategy 3.b Curriculum planning and assessment	To develop an environmentally conscious school culture at LPS that integrates sustainability into the curriculum to develop skills and values related to environmental care, responsibility and improvement.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
To maximize Student Achievement levels and growth rates on a whole school basis in Literacy and Numeracy.	Yes	o Student high growth levels in years 3-5 exceed national mean scores in all areas of literacy and numeracy and improve annually o 20% of students working above the expected level in literacy and numeracy F-6 for teacher judgments against Victorian Curriculum o The percentage of students being assessed at or above in Science is to be improved annually	Year 3 Reading: 55% top 2 bands up to 60% (equal with network schools and above similar schools) Year 5 Reading: maintain 30% high growth Low growth to be reduced from 29% to 24%
To provide a Teaching and Learning framework which maximizes student, parent and staff involvement and engagement within a vibrant educational environment.	No	Increasing variable means in the following areas of the student attitudes to school survey: Learning Confidence – 3.89 to 4.25 Teacher effectiveness - 4.27 to 4.5	

	School connectedness - 4.04 to 4.5 Stimulating Learning - 3.85 to 4.2 Student Motivation - 4.39 to 4.6 Teacher Effectiveness - 4.17 to 4.5 Increasing variable means in the following areas of the parent opinion survey: Stimulating learning – 5.30 to 5.75 Parent Input – 4.64 to 5.3 Student motivation – 4.85 to 5.6 Classroom Behaviour – 2.66 to 3.85 Student Safety – 4.17 to 4.5 Student Morale – 5.44 to 5.8 Learning Confidence – 3.89 to 4.25 Student Distress- 5.57 – 5.9 School connectedness 4.04 to 4.5 Student Motivation 4.39 to 4.6	

		Reduce average days off from 17.62 in 2015 to under the state average of 14 by 2019	
To provide a safe, stimulating, orderly and inclusive learning environment for all students.	Yes	For variable mean in areas that enhance the wellbeing of students to improve as reflected in the Attitudes to School Survey.	Maintain 20% of students working above level F-6 for teacher judgments in Literacy and Numeracy. Maintain student high growth levels in Reading, Writing and Numeracy
		Classroom Behavior – 2.66 to 3.85 Student Safety – 4.17 to 4.5 Student Morale – 5.44 to 5.8 Learning Confidence – 3.89 to 4.25 Student Distress- 5.57 – 5.9 School connectedness 4.04 to 4.5 Student Motivation 4.39 to 4.6 Reduce average days off from 17.62 in 2015 to under the state average of 14 by 2019	

Goal 1	To maximize Student Achievement levels and growth rates on a whole school basis in Literacy and Numeracy.	
12 Month Target 1.1	Year 3 Reading: 55% top 2 bands up to 60% (equal with network schools and above similar schools) Year 5 Reading: maintain 30% high growth Low growth to be reduced from 29% to 24%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Develop and implement an agreed approach to the effective teaching of reading to ensure progress for every student	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.	* 11 New and returning staff so we need to redevelop the consistency in our reading instructional models. Some staff will need to be trained whilst others are refining their practice * Developing student reading abilities positively impacts other subject areas * LPS sits below state and network schools (students in top 2 bands) year 3 and 5. * Students achieving low growth in year 5 reading is too high * Students performing above level in grade 3 are not necessarily performing above level in grade 5 reading * Action research conducted in 2018 suggests that students don't know their reading goals and have little input into setting their own goals * Ensure students of all levels are being catered for in the classroom * Assist us to purchase high quality resources * Common language being used among students and teachers * Reflects the Education State target (2020) - 25% more Year 5 students will reach the highest levels of achievement in reading	

Goal 2	To provide a safe, stimulating, orderly and inclusive learning environment for all students.	
12 Month Target 2.1	Maintain 20% of students working above level F-6 for teacher judgments in Literacy and Numeracy. Maintain student high growth levels in Reading, Writing and Numeracy	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Evidence-based high-impact teaching strategies	Develop and implement a plan to ensure all teachers have the capability to utilize the HITS	Yes
KIS 2 Curriculum planning and assessment	To develop an environmentally conscious school culture at LPS that integrates sustainability into the curriculum to develop skills and values related to environmental care, responsibility and improvement.	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.	In 2018 we did a staff self-evaluation on HITS and staff addressed an area for improvement in the Professional Development Plan. Throughout 2018 Level Leaders have worked with teams to utilize HITS in their classrooms. The leadership team participated in the PLC workshops to develop deepen our knowledge and understandings of the PLC process and to build the capacity of middle leaders effectively leading teams. Our 2018 evaluation demonstrated that teachers were stating clear learning intentions and success criteria; however when students were questioned they were unable to articulate their own learning goal and reasons for it. Following on from the introduction of CAFE reading conferences in mid 2018, teachers will support students to use learning goals to monitor and progress their learning. They encourage students to review and set their own learning goals. Using the VCOP criteria, students will set writing goals and review them regularly with their teacher. Using Essential Assessment, students will set number and algebra goals and will review them regularly with their teacher. Teachers will provide structured timely feedback from a variety of sources. Students will monitor and self-regulate their learning. Our students have a limited understanding and knowledge of sustainability. We need to broaden our students and broader community in sustainable and responsible practices as we have a direct impact on our environment. LPS staff will conduct and audit of current inquiry and science units to assess current practises. We will seek input from all stakeholders including students, teachers, parents	

Define Actions, Outcomes and Activities

Goal 1	To maximize Student Achievement levels and growth rates on a whole school basis in Literacy and Numeracy.
12 Month Target 1.1	Year 3 Reading: 55% top 2 bands up to 60% (equal with network schools and above similar schools) Year 5 Reading: maintain 30% high growth Low growth to be reduced from 29% to 24%
KIS 1 Curriculum planning and assessment	Develop and implement an agreed approach to the effective teaching of reading to ensure progress for every student
Actions	- Employ reading coach Julie Shepherd for coaching, mentoring , modelling high level literacy practices across the school - Employ reading intervention teacher - Learning Specialist of Literacy - Whole school approach to reading assessment - Regular professional development around high level teaching strategies - Formalized peer observations and feedback - Improve student feedback on reading lessons - Updated reading resources
Outcomes	- Students are set own reading goals based on CAFE - All teachers implementing individual reading conferences and setting goals - All teachers using Fountas & Pinnell assessment for a whole school approach - All teachers using the Julie Shepherd reading instructional model - Differeniated learning evident in all planners - Student reading goals documented and visible in the classroom - Daily reading with parent helpers and/or teachers
Success Indicators	- Reading target data - Reading conference records/documents - NAPLAN data 2019 - Reading observation checklists

	- Reading intervention data - Reading planners documented instructional model and differentiated learning.				
Activities and Milestones	**Who**	**Is this a PL Priority**	**When**	**Budget**
Julie Shepherd (Literacy Consultant)	☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$36,000.00 ☑ Equity funding will be used
Reading Intervention Teacher 0.8	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$83,382.00 ☑ Equity funding will be used
Updating Literacy resources and assessment - Literacy teaching toolkit	☑ Learning Specialist(s)	☐ PLP Priority	from: Term 1 to: Term 2	$4,000.00 ☑ Equity funding will be used
Literacy learning specialist - coaching, modelling, in school PD	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$110,000.00 ☐ Equity funding will be used

Goal 2	To provide a safe, stimulating, orderly and inclusive learning environment for all students.
12 Month Target 2.1	Maintain 20% of students working above level F-6 for teacher judgments in Literacy and Numeracy. Maintain student high growth levels in Reading, Writing and Numeracy

KIS 1 Evidence-based high-impact teaching strategies	Develop and implement a plan to ensure all teachers have the capability to utilize the HITS				
Actions	Provide Professional Learning for staff on staff on the Higher Impact Teaching Strategies Conduct survey on which areas of HITS teachers would like PD on Develop a Model for Feedback. - Instructional rounds - Peer coaching - Principal Feedback - Student Feedback Provide Professional learning for teachers on Coaching and feedback				
Outcomes	Planning documents reflect HITS Data protocol documents discussion of HITS Students set and reflect on own learning goals Worked examples of task expectations evident in classrooms Students receiving documented and verbal feedback from peers and teacher regularly Student self and peer assessments Planning reflects differentiated teaching Individualized interventions occurring based on student IEP/ILP Leadership team observing teachers and providing feedback Peer coaching occurring across the school Staff PD calendar reflects HITS				
Success Indicators	HITS self assessment shows growth for all teachers Instructional rounds data shows growth Data protocol documents student growth School wide targets documents students growth				
Activities and Milestones		**Who**	**Is this a PL Priority**	**When**	**Budget**

Learning specialists extra release time	☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$20,000.00 ☐ Equity funding will be used

KIS 2 Curriculum planning and assessment	To develop an environmentally conscious school culture at LPS that integrates sustainability into the curriculum to develop skills and values related to environmental care, responsibility and improvement.
Actions	Joined the resource smart school program aiming to provide a 5 star school over the next 5 years Professional development for all staff on sustainability with a particular focus on waste Working towards achieving the 1st star by completing the first module Working towards achieving the 2nd star by completing the waste module Auditing the curriculum to incorporate sustainability throughout the school Developing student voice and agency to promote sustainability in the school and community
Outcomes	Knowledge of what is recyclable and what is not for teachers, students and the community How students waste effects the environment and empower them to take action and make change Increase in the amount of Nude food lunchboxes and healthier eating Introduce recycling bins around the school and in all classrooms (paper, landfill , organic waste and soft plastic bins) Develop sustainable garden beds at the Farm and to be used by the whole school to support the learning of sustainability providing authentic learning experiences for students All students, teachers and community members work collaboratively to improve the school environment, question and evaluate how they are progressing and make necessary modifications
Success Indicators	Nude food lunchboxes in all classrooms by the end of term 1 2019 Auditing the amount of waste Range of waste bins within the school Using recycled photocopying paper and a reduction in photocopying 1st star for sustainability by the end of term 1 2019 2nd star for sustainability by the end of term 4 2019 Teacher planners demonstrate teaching of sustainability with appropriate waste reduction activities

	Established garden beds at the farm by the end of term 1 2019 Environmental student and parent leadership team				
Activities and Milestones	**Who**	**Is this a PL Priority**	**When**	**Budget**	
Leading Teacher - STEM (sustainability)	☑ Leading Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$110,000.00 ☑ Equity funding will be used	

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget ($)	Spend ($)
Equity funding associated with Activities and Milestones	$233,382.00	$69,549.00
Additional Equity funding	$294,899.00	$85,101.00
Grand Total	$528,281.00	$154,650.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget ($)	Equity Spend ($)
Julie Shepherd (Literacy Consultant)	from: Term 1 to: Term 4	☑ Professional development (excluding CRT costs and new FTE)	$36,000.00	$12,549.00
Reading Intervention Teacher 0.8	from: Term 1 to: Term 4	☑ School-based staffing	$83,382.00	$44,000.00
Updating Literacy resources and assessment - Literacy teaching toolkit	from: Term 1 to: Term 2	☑ Teaching and learning programs and resources	$4,000.00	$3,000.00
Leading Teacher - STEM (sustainability)	from: Term 1 to: Term 4	☑ School-based staffing	$110,000.00	$10,000.00

Totals				$233,382.00	$69,549.00

Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget ($)	Equity Spend ($)
Languages	from: Term 1 to: Term 4	☑ Teaching and learning programs and resources	$2,500.00	$1,000.00
science	from: Term 1 to: Term 4	☑ Teaching and learning programs and resources	$2,000.00	$1,000.00
numeracy	from: Term 1 to: Term 4	☑ Teaching and learning programs and resources	$10,000.00	$500.00
Sustainability	from: Term 1 to: Term 4	☑ Teaching and learning programs and resources	$3,216.00	$3,216.00
Chaplain	from: Term 1 to: Term 4	☑ School-based staffing	$27,000.00	$7,000.00
Welfare	from: Term 1 to: Term 4	☑ Teaching and learning programs and resources ☑ Support services	$12,000.00	$12,000.00

breakfast club	from: Term 1 to: Term 4	☑ Support services	$2,000.00	$2,000.00
Student transition	from: Term 4 to: Term 4	☑ Teaching and learning programs and resources	$3,000.00	$3,000.00
Grounds	from: Term 3 to: Term 4	☑ Other grounds	$29,063.00	$13,500.00
Professional Development	from: Term 1 to: Term 4	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE)	$66,235.00	$34,000.00
Casual Relief Teachers	from: Term 1 to: Term 4	☑ CRT	$136,885.00	$6,885.00
Extension programs	from: Term 2 to: Term 4	☑ Teaching and learning programs and resources	$1,000.00	$1,000.00
Totals			$294,899.00	$85,101.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Julie Shepherd (Literacy Consultant)	☑ Principal	from: Term 1 to: Term 4	☑ Curriculum development ☑ Peer observation including feedback and reflection ☑ Demonstration lessons	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Literacy expertise	☑ On-site
Learning specialists extra release time	☑ Learning Specialist(s)	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Peer observation including feedback and reflection ☑ Formalised PLC/PLTs	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Communities of Practice	☑ Learning Specialist ☑ Literacy Leaders	☑ On-site
Leading Teacher - STEM (sustainability)	☑ Leading Teacher(s)	from: Term 1 to: Term 4	☑ Moderated assessment of student learning ☑ Peer observation including feedback and reflection ☑ Student voice, including input and feedback	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Learning Specialist ☑ Maths/Sci Specialist	☑ On-site