

2019 Annual Implementation Plan

for improving student outcomes

Lancefield Primary School (0707)



Submitted for review by Joanne Emond (School Principal) on 23 January, 2019 at 09:34 AM
Endorsed by Leonie Roberts (Senior Education Improvement Leader) on 24 January, 2019 at 11:51 PM
Endorsed by Paige Ricci (School Council President) on 27 February, 2019 at 11:19 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	Emerging moving towards Evolving
	Curriculum planning and assessment	Emerging
	Evidence-based high-impact teaching strategies	Emerging moving towards Evolving
	Evaluating impact on learning	Emerging moving towards Evolving
Professional leadership	Building leadership teams	Evolving moving towards Embedding
	Instructional and shared leadership	Evolving
	Strategic resource management	Evolving
	Vision, values and culture	Emerging

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

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

Enter your reflective comments	The school is headed on a positive path towards much improvement. The teachers have been very focused in the past year on improving the delivery of writing and spelling with further work to be done in the area of numeracy.
Considerations for 2019	We will continue with support of students at high risk (learning and behaviour). We are providing extra support for the Prep/One classes to provide support for incoming range of students (trauma, ASD, learning difficulties) SAKG program will continue and we are looking forward to working with Cara Zenner - Inclusion coach from Macedon Ranges Specialist School throughout 2019 to build teacher capacity and understandings when working with ASD students.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	1To ensure students achieve at least one year's growth for one year's learning by building staff capacity, implementing a consistent viable curriculum and assessment practices and an agreed instruction model of explicit instruction.																														
Target 1.1	<p>By the end of 2019, the percentage of students with relative NAPLAN growth will have increased to a greater percentage of students with medium and high growth.</p> <p>Students will demonstrate one year's growth for one year's learning 80% of year 3 students at or above Band 3 and 40% at or above band 4. 80% of year 5 students at or above Band 5 and 40% at or above band 6.</p> <table border="1" data-bbox="651 718 2123 1382"> <thead> <tr> <th data-bbox="651 718 840 821">NAPLAN</th> <th data-bbox="840 718 929 821">2016</th> <th data-bbox="929 718 996 821">2017</th> <th data-bbox="996 718 1131 821">2018 Target</th> <th data-bbox="1131 718 1265 821">2018 Actual</th> <th data-bbox="1265 718 1377 821">2019 Target</th> </tr> </thead> <tbody> <tr> <td data-bbox="651 901 840 1013">Year 3 above band 3 (Writing)</td> <td data-bbox="840 901 929 1013">68</td> <td data-bbox="929 901 996 1013">64</td> <td data-bbox="996 901 1131 1013">70</td> <td data-bbox="1131 901 1265 1013">51</td> <td data-bbox="1265 901 1377 1013">80</td> </tr> <tr> <td data-bbox="651 1013 840 1125">Year 3 above band 3 (Numeracy)</td> <td data-bbox="840 1013 929 1125">59</td> <td data-bbox="929 1013 996 1125">52</td> <td data-bbox="996 1013 1131 1125">70</td> <td data-bbox="1131 1013 1265 1125">58</td> <td data-bbox="1265 1013 1377 1125">80</td> </tr> <tr> <td data-bbox="651 1125 840 1236">Year 3 above band 4 (Writing)</td> <td data-bbox="840 1125 929 1236">45</td> <td data-bbox="929 1125 996 1236">44</td> <td data-bbox="996 1125 1131 1236">45</td> <td data-bbox="1131 1125 1265 1236">23</td> <td data-bbox="1265 1125 1377 1236">40</td> </tr> <tr> <td data-bbox="651 1236 840 1348">Year 3 above band 4 (Numeracy)</td> <td data-bbox="840 1236 929 1348">27</td> <td data-bbox="929 1236 996 1348">8</td> <td data-bbox="996 1236 1131 1348">30</td> <td data-bbox="1131 1236 1265 1348">25</td> <td data-bbox="1265 1236 1377 1348">40</td> </tr> </tbody> </table>	NAPLAN	2016	2017	2018 Target	2018 Actual	2019 Target	Year 3 above band 3 (Writing)	68	64	70	51	80	Year 3 above band 3 (Numeracy)	59	52	70	58	80	Year 3 above band 4 (Writing)	45	44	45	23	40	Year 3 above band 4 (Numeracy)	27	8	30	25	40
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By the end of 2018, essential assessment post test data in Number will show 30% of tests below, 40% at expected level and 30% above expected level.

	Below	At	Above
Essential Assessment- number	41%	31%	28%

Increase ATSS results in Effective teaching Time and Differentiated Learning Challenge

Increase Staff Opinion Survey results - Teacher collaboration 2018 88%; Academic emphasis 66.3% and Seeking Feedback to Improve Practice 77.8%

Key Improvement Strategy 1.a Building practice excellence	Ensure a whole school focus on best practice in literacy and numeracy with a whole school focus on improving spelling and writing.
Key Improvement Strategy 1.b Building practice excellence	Build a professional learning community culture, which will build the capabilities of teachers and teams to lead and implement change to improve student outcomes.
Key Improvement Strategy 1.c Building practice excellence	Consistently implement an agreed school wide pedagogical model
Key Improvement Strategy 1.d Curriculum planning and assessment	Develop a viable school curriculum based on the Victorian Curriculum using a consistent approach to planning and documentation
Key Improvement Strategy 1.e Building practice excellence	Build staff capacity in understanding, analysing and using data to identify and teach to each students point of need.
Goal 2	Build a whole school focus on the promotion of positive relationships, resilience and behaviour
Target 2.1	ATTS survey variables, classroom behaviour, student morale, student safety and student distress to remain at or above the state median for the life of the strategic plan.
Key Improvement Strategy 2.a Setting expectations and promoting inclusion	Ensure a whole school focus on the promotion of positive relationships, resilience and behaviour.
Key Improvement Strategy 2.b Vision, values and culture	Enhance a positive culture through the implementation and agreed vision and values

Goal 3	To allocate the appropriate level of resourcing to ensure the school achieves the School Improvement Plan.
Target 3.1	The SSP does not list any targets - for discussion
Key Improvement Strategy 3.a Strategic resource management	Align resource allocation with the directions in the strategic plan to optimise student outcomes for the life of the strategic plan
Key Improvement Strategy 3.b Strategic resource management	Continue to create opportunities for all members of the community to increase their knowledge, improve their practice and engage with their colleagues

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target																																																												
<p>1To ensure students achieve at least one year's growth for one year's learning by building staff capacity, implementing a consistent viable curriculum and assessment practices and an agreed instruction model of explicit instruction.</p>	<p>Yes</p>	<p>By the end of 2019, the percentage of students with relative NAPLAN growth will have increased to a greater percentage of students with medium and high growth.</p> <p>Students will demonstrate one year's growth for one year's learning 80% of year 3 students at or above Band 3 and 40% at or above band 4. 80% of year 5 students at or above Band 5 and 40% at or above band 6.</p> <table border="1" data-bbox="790 890 1491 1294"> <thead> <tr> <th>NAPLAN</th> <th>2016</th> <th>2017</th> <th>2018 Target</th> <th>2018 Actual</th> <th>2019 Target</th> </tr> </thead> <tbody> <tr> <td>Year 3 above band 3 (Writing)</td> <td>68</td> <td>64</td> <td>70</td> <td>51</td> <td>80</td> </tr> <tr> <td>Year 3 above band 3 (Numeracy)</td> <td>59</td> <td>52</td> <td>70</td> <td>58</td> <td>80</td> </tr> </tbody> </table>	NAPLAN	2016	2017	2018 Target	2018 Actual	2019 Target	Year 3 above band 3 (Writing)	68	64	70	51	80	Year 3 above band 3 (Numeracy)	59	52	70	58	80	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>NAPLAN 2016 2017 2018</p> <p>Target</p> <p>2018</p> <p>Actual</p> <p>2019</p> <table border="1" data-bbox="1615 975 2101 1394"> <tbody> <tr> <td>Year 3 above band 3 (Writing)</td> <td>68</td> <td>64</td> <td>70</td> <td>51</td> <td>80</td> </tr> <tr> <td>Year 3 above band 3 (Numeracy)</td> <td>59</td> <td>52</td> <td>70</td> <td>58</td> <td>80</td> </tr> <tr> <td>Year 3 above band 4 (Writing)</td> <td>45</td> <td>44</td> <td>45</td> <td>23</td> <td>40</td> </tr> <tr> <td>Year 3 above band 4 (Numeracy)</td> <td>27</td> <td>8</td> <td>30</td> <td>25</td> <td>40</td> </tr> <tr> <td>Year 5 above band 5 (Writing)</td> <td>36</td> <td>25</td> <td>50</td> <td>18</td> <td>80</td> </tr> <tr> <td>Year 5 above band 5 (Numeracy)</td> <td>65</td> <td>32</td> <td>50</td> <td>45</td> <td>80</td> </tr> <tr> <td>Year 5 above band 6 (Writing)</td> <td>7</td> <td>13</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Year 3 above band 3 (Writing)	68	64	70	51	80	Year 3 above band 3 (Numeracy)	59	52	70	58	80	Year 3 above band 4 (Writing)	45	44	45	23	40	Year 3 above band 4 (Numeracy)	27	8	30	25	40	Year 5 above band 5 (Writing)	36	25	50	18	80	Year 5 above band 5 (Numeracy)	65	32	50	45	80	Year 5 above band 6 (Writing)	7	13			
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		<p>Increase ATSS results in Effective teaching Time and Differentiated Learning Challenge</p> <p>Increase Staff Opinion Survey results - Teacher collaboration 2018 88%; Academic emphasis 66.3% and Seeking Feedback to Improve Practice 77.8%</p>	
Build a whole school focus on the promotion of positive relationships, resilience and behaviour	Yes	<p>ATTS survey variables, classroom behaviour, student morale, student safety and student distress to remain at or above the state median for the life of the strategic plan.</p>	<p>reduce POS regarding experience of bullying by 25%</p> <p>ATTS domain - experience of bullying increase 67 to 80 (positive) in managing bullying</p>
To allocate the appropriate level of resourcing to ensure the school achieves the School Improvement Plan.	No	The SSP does not list any targets - for discussion	

Goal 1	1To ensure students achieve at least one year's growth for one year's learning by building staff capacity, implementing a consistent viable curriculum and assessment practices and an agreed instruction model of explicit instruction.
12 Month Target 1.1	<p>NAPLAN 2016 2017 2018</p> <p>Target</p>

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Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Ensure a whole school focus on best practice in literacy and numeracy with a whole school focus on improving spelling and writing.	Yes
KIS 2 Building practice excellence	Build a professional learning community culture, which will build the capabilities of teachers and teams to lead and implement change to improve student outcomes.	Yes
KIS 3 Building practice excellence	Consistently implement an agreed school wide pedagogical model	No
KIS 4 Curriculum planning and assessment	Develop a viable school curriculum based on the Victorian Curriculum using a consistent approach to planning and documentation	No
KIS 5 Building practice excellence	Build staff capacity in understanding, analysing and using data to identify and teach to each students point of need.	No

<p>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.</p>	<p>Much work has been progress around this goal throughout 2018 which will be further embedded in 2019. When looking at Naplan data sets related to Goal 1, the school has had mixed results. Numeracy data is showing much stronger percentage of the students in the top 2 bands when compared to the writing data. The school has strategically focused on writing. The school revisited the agreed whole school instructional model and common planning templates for writing. The staff have been provided with professional learning through a consultant and have developed planning documents. The school reports there is now a consistent approach to teaching writing across the school. The school has shared much of this journey with Malmsbury PS. This has also included the moderation of work between the schools using a common stimulus for the writing task. It is hoped this relationship can be further progressed in 2019. The school has implemented an instructional model which is reflective of the components of the “workshop” model which was presented in the Bastow Literacy leaders’ course, which two staff attended. There has been a positive shift in the use of data as a compliance task to now being used to inform planning for teaching. However the school will need to continue to focus of this area to ensure they further embed the use of data as a basis for differentiation. We will be joining with Malmsbury to enable to the staff professional learning with George Booker mathematical practices around diagnosis to intervention.</p>	
<p>Goal 2</p>	<p>Build a whole school focus on the promotion of positive relationships, resilience and behaviour</p>	
<p>12 Month Target 2.1</p>	<p>reduce POS regarding experience of bullying by 25% ATTS domain - experience of bullying increase 67 to 80 (positive) in managing bullying</p>	
<p>Key Improvement Strategies</p>		<p>Is this KIS selected for focus this year?</p>
<p>KIS 1 Setting expectations and promoting inclusion</p>	<p>Ensure a whole school focus on the promotion of positive relationships, resilience and behaviour.</p>	<p>Yes</p>
<p>KIS 2 Vision, values and culture</p>	<p>Enhance a positive culture through the implementation and agreed vision and values</p>	<p>Yes</p>

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.

We have implemented Respectful relationships into the classroom program across all areas of the school. We have a range of structural supports for teachers around Berry Street and the refreshed You can Do It program. We have commenced working with embedding SWPBS in term 3 2018 with a highly motivated team of staff and parents. In 2019 the team will progress the work and a staff member will be allocated additional responsibility in overseeing the program.

Define Actions, Outcomes and Activities

Goal 1	1To ensure students achieve at least one year's growth for one year's learning by building staff capacity, implementing a consistent viable curriculum and assessment practices and an agreed instruction model of explicit instruction.																																																
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KIS 1 Building practice excellence	Ensure a whole school focus on best practice in literacy and numeracy with a whole school focus on improving spelling and writing.																																																
Actions	<p>Develop teacher capacity and understanding to understand and apply mathematical content within their teaching.</p> <ul style="list-style-type: none"> •Develop teacher capacity and understanding to analyse and use student data to plan for effective teaching in Writing/Spelling and word study •Develop teacher knowledge and capacity to plan for and implement differentiated teaching practices in Writing/Spelling and word study 																																																

	<ul style="list-style-type: none"> •Develop teacher knowledge and capacity to work as effective teams utilising a PLC process, to improve writing outcomes through collaborative planning and assessment practices, including moderation. Engage all staff with the pre review self evaluation (PRSE)
Outcomes	<p>Students will</p> <ul style="list-style-type: none"> •Be able to explain their learning in mathematics, be confident in discussing and demonstrating their understandings and reflect on their learning goals. Be able to demonstrate effective writing skills and growth in vocabulary skills and spelling strategies. <p>Teachers will</p> <ul style="list-style-type: none"> •display explicit evidence of daily maths sessions in weekly planners in line with whole school planning and the Vic Curriculum. have evidence of explicit learning intentions, success criteria and teacher reflection of practice. •Make learning goals and intentions explicit in every lesson •Regularly record evidence/data of achievement for every student in maths and writing Display an improved disposition towards teaching mathematics and content knowledge and teacher confidence will increase reflected in planners/personal work programs and PDPs. Display increased confidence and capability when analysing and using data to drive improved teacher performance and student outcomes. <p>Leaders will</p> <ul style="list-style-type: none"> •See learning intentions in every classroom during walk throughs •work with teachers on analysing and utilising data sets
Success Indicators	<p>Daily numeracy session in teachers weekly planners in line with whole school planning documents with explicit learning intention, success criteria and teacher reflection on practice.</p> <p>Students improved level of engagement and number skills will be reflected in improved outcomes in NAPLAN and Essential Assessments data.</p> <p>Development of a whole school scope and sequence of mathematical language to be explicitly taught across the school at each year level.</p> <p>Whole school maths instructional model will be evident in all classes.</p> <p>All staff will confidently participate in the review process throughout 2019.</p>

Activities and Milestones	Who	Is this a PL Priority	When	Budget
All teachers to participate in professional learning with consultant/maths expert (George Booker) with Malmsbury and Newham PS to improve teacher mathematical content knowledge,	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,500.00 <input type="checkbox"/> Equity funding will be used
Create a numeracy team to ensure collective responsibility and collaboration of planning - adjust meeting structure to allow for effective teams to collaborate and work together	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Continuing work on Data collection/wall	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop a shared understanding of the teaching components of a strong mathematics instructional model	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Continue to provide in house professional learning for literacy especially in writing and spelling	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Curriculum teams will be responsible for consistency in planning and documentation across all year levels in literacy and numeracy	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Building practice excellence	Build a professional learning community culture, which will build the capabilities of teachers and teams to lead and implement change to improve student outcomes.			
Actions	Develop a whole school culture that will focus on the data cycle and inquiry challenges to build collective responsibility for improving student outcomes and teacher practice.			
Outcomes	Teachers will fully participate in PLC training throughout 2019 and will build effective teaching practices.			
Success Indicators	<p>The PLC team and meeting schedule will support the implementation of strategies that develop whole school collaborative learning, involving reflection and feedback informed by the evaluation of student data. Consistent instructional model in teaching literacy and numeracy across the school will be evident. Success indicators in relation to students, teachers, leaders:</p> <ul style="list-style-type: none"> • Observable behaviours “What will we see?” eg Walk throughs, observational feedback, students setting learning goals, students providing teacher feedback, a change in the way in which staff plan together • Artefacts “How can we capture what is happening? eg video, newly developed docs, journals. • Outcomes: “What data and evidence can be used?” eg NAPLAN and school deprived data. • Learning Architecture “How will the time allocations, space resources etc be used?” 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Adjust structure to allow for effective teams which will include PLC and curriculum teams	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
For teachers at LPS to participate in PLC training throughout 2019 to build effective teaching practices and improve student outcomes.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

<p>Staff will be regularly briefed and trained in PLC strategies, processes and protocols in staff PL sessions during and after the PLC leaders training has been undertaken. A PLC team will be formed and meet regularly each fortnight. This team will form the leadership team for 2019</p>			to: Term 4	<input type="checkbox"/> Equity funding will be used
Goal 2	Build a whole school focus on the promotion of positive relationships, resilience and behaviour			
12 Month Target 2.1	<p>reduce POS regarding experience of bullying by 25% ATTTS domain - experience of bullying increase 67 to 80 (positive) in managing bullying</p>			
KIS 1 Setting expectations and promoting inclusion	Ensure a whole school focus on the promotion of positive relationships, resilience and behaviour.			
Actions	Ensure the rigorous implementation of School Wide Positive Behaviour Support.			
Outcomes	<p>The completion of SWPB tier 1 by the end of 2019. Students will be explicitly taught behaviours and demonstrate these behaviours across the school.</p>			
Success Indicators	<p>Establishment of new values, vision and mission with all stakeholders. Behaviour matrix will be developed and being explicitly taught. Students will demonstrate a commitment to the school values and strategies and processes taught throughout the wellbeing program and the SWPB approach Staff capacity and understanding in expected behaviours will be consistent across all areas of the school</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Work with school council, parents, students and staff to establish school vision and mission and revisit values	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 2	<input type="checkbox"/> Equity funding will be used
Development of behaviour matrix	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
SWPBS coordinator to have 4x50minute sessions per week to support wellbeing and implementation of SWPB	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Scope and sequence if wellbeing program developed and trialed across the year incorporating You Can Do It , Berry Street Educational Model and Respectful relationships, including possible professional learning modules or training days for SWPBS team	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
SWPBS team to meet fortnightly	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
SWPBS signage will become evident around the school	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
SWPBS report at each School Council meeting	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
SWPBS coordinator to support teachers in classes providing coaching and modelling with a focus on graduate teachers	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
SWPBS survey for students and parents term 1 and 3	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Continued implementation of SAKG program for years p-6	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$6,500.00 <input checked="" type="checkbox"/> Equity funding will be used
Support students with ASD/Challenging behaviours and learning difficulties	<input checked="" type="checkbox"/> Education Support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Support for early years classrooms	<input checked="" type="checkbox"/> Education Support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Materials and programs to support the inclusion of all students and reasonable adjustments to programs and activities	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$4,043.37

			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
SWPB coach will work closely with SWPB team on a regular basis to help assist in analysis of data and plan direction for the school.	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
SWPB will be a focus for staff learning throughout the year	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
The school will engage with an Inclusion coach (Cara Zenner) provided through Sunbury and Macedon Ranges Specialist school. This was made available due to our participation in the Professional Learning for School Leaders on Inclusive Practice – Autism in 2018.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Vision, values and culture	Enhance a positive culture through the implementation and agreed vision and values			
Actions	Survey students, parents and teachers to gain feedback on current school values and vision. Determine new school values and vision with feedback from students, parents, school council and teachers			
Outcomes	Students, teachers and parents will know the new school values and vision. Values and vision will be taught will be visible throughout the school and form a part of our wellbeing program.			
Success Indicators	Students will be able to explain the values and vision and give examples of these being reflected throughout the school			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

Survey parents, students and teachers	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
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Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$25,543.37	0.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$25,543.37	\$0.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Continued implementation of SAKG program for years p-6	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$6,500.00	
Support students with ASD/Challenging behaviours and learning difficulties	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$5,000.00	
Support for early years classrooms	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$10,000.00	

Materials and programs to support the inclusion of all students and reasonable adjustments to programs and activities	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$4,043.37	
Totals			\$25,543.37	

Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Totals			\$0.00	\$0.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
All teachers to participate in professional learning with consultant/maths expert (George Booker) with Malmsbury and Newham PS to improve teacher mathematical content knowledge,	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists	<input checked="" type="checkbox"/> On-site
Create a numeracy team to ensure collective responsibility and collaboration of planning - adjust meeting structure to allow for effective teams to collaborate and work together	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Develop a shared understanding of the teaching components of a strong mathematics instructional model	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Continue to provide in house professional learning for literacy especially in writing and spelling	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

		to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting		
Adjust structure to allow for effective teams which will include PLC and curriculum teams	<input checked="" type="checkbox"/> All Staff	from: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
For teachers at LPS to participate in PLC training throughout 2019 to build effective teaching practices and improve student outcomes. Staff will be regularly briefed and trained in PLC strategies, processes and protocols in staff PL sessions during and after the PLC leaders training has been undertaken. A PLC team will be formed and meet regularly each fortnight. This team will form the leadership team for 2019	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> Off-site To be determined
Materials and programs to support the inclusion of all students and reasonable adjustments to programs and activities	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site