2019 Annual Implementation Plan
for improving student outcomes

Lancefield Primary School (0707)
# Self-evaluation Summary - 2019

<table>
<thead>
<tr>
<th>FISO Improvement Model Dimensions</th>
<th>Self-evaluation Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Excellence in teaching and learning</strong></td>
<td></td>
</tr>
<tr>
<td>Building practice excellence</td>
<td>Emerging moving towards Evolving</td>
</tr>
<tr>
<td>Curriculum planning and assessment</td>
<td>Emerging</td>
</tr>
<tr>
<td>Evidence-based high-impact teaching strategies</td>
<td>Emerging moving towards Evolving</td>
</tr>
<tr>
<td>Evaluating impact on learning</td>
<td>Emerging moving towards Evolving</td>
</tr>
<tr>
<td><strong>Professional leadership</strong></td>
<td></td>
</tr>
<tr>
<td>Building leadership teams</td>
<td>Evolving moving towards Embedding</td>
</tr>
<tr>
<td>Instructional and shared leadership</td>
<td>Evolving</td>
</tr>
<tr>
<td>Strategic resource management</td>
<td>Evolving</td>
</tr>
<tr>
<td>Vision, values and culture</td>
<td>Emerging</td>
</tr>
<tr>
<td>Positive climate for learning</td>
<td>Setting expectations and promoting inclusion</td>
</tr>
<tr>
<td>------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------</td>
</tr>
<tr>
<td>Empowering students and building school pride</td>
<td>Evolving moving towards Embedding</td>
</tr>
<tr>
<td>Setting expectations and promoting inclusion</td>
<td></td>
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</tr>
<tr>
<td>Setting expectations and promoting inclusion</td>
<td>Evolving moving towards Embedding</td>
</tr>
<tr>
<td>Community engagement in learning</td>
<td>Building communities</td>
</tr>
<tr>
<td>Building communities</td>
<td></td>
</tr>
<tr>
<td>Global citizenship</td>
<td>Emerging moving towards Evolving</td>
</tr>
<tr>
<td>Networks with schools, services and agencies</td>
<td>Embedding</td>
</tr>
<tr>
<td>Parents and carers as partners</td>
<td>Embedding</td>
</tr>
</tbody>
</table>

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**

<table>
<thead>
<tr>
<th>Goal 1</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target 1.1</td>
<td>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. 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.</td>
</tr>
</tbody>
</table>

<table>
<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>
<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>
</tbody>
</table>
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  20  0  40
Year 5 above band 6 (Numeracy)  14  13  20  22  40

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.

<table>
<thead>
<tr>
<th>Essential Assessment-number</th>
<th>Below</th>
<th>At</th>
<th>Above</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>41%</td>
<td>31%</td>
<td>28%</td>
</tr>
</tbody>
</table>

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%
<table>
<thead>
<tr>
<th>Key Improvement Strategy 1.a</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building practice excellence</td>
</tr>
<tr>
<td>Ensure a whole school focus on best practice in literacy and numeracy with a whole school focus on improving spelling and writing.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Improvement Strategy 1.b</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building practice excellence</td>
</tr>
<tr>
<td>Build a professional learning community culture, which will build the capabilities of teachers and teams to lead and implement change to improve student outcomes.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Improvement Strategy 1.c</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building practice excellence</td>
</tr>
<tr>
<td>Consistently implement an agreed school wide pedagogical model</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Improvement Strategy 1.d</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum planning and assessment</td>
</tr>
<tr>
<td>Develop a viable school curriculum based on the Victorian Curriculum using a consistent approach to planning and documentation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Improvement Strategy 1.e</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building practice excellence</td>
</tr>
<tr>
<td>Build staff capacity in understanding, analysing and using data to identify and teach to each student's point of need.</td>
</tr>
</tbody>
</table>

**Goal 2**

<table>
<thead>
<tr>
<th>Goal 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Build a whole school focus on the promotion of positive relationships, resilience and behaviour</td>
</tr>
</tbody>
</table>

**Target 2.1**

<table>
<thead>
<tr>
<th>Target 2.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Improvement Strategy 2.a</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting expectations and promoting inclusion</td>
</tr>
<tr>
<td>Ensure a whole school focus on the promotion of positive relationships, resilience and behaviour.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Improvement Strategy 2.b</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vision, values and culture</td>
</tr>
<tr>
<td>Enhance a positive culture through the implementation and agreed vision and values</td>
</tr>
<tr>
<td><strong>Goal 3</strong></td>
</tr>
<tr>
<td>-----------</td>
</tr>
<tr>
<td><strong>Key Improvement Strategy 3.a</strong></td>
</tr>
<tr>
<td>Strategic resource management</td>
</tr>
<tr>
<td><strong>Key Improvement Strategy 3.b</strong></td>
</tr>
<tr>
<td>Strategic resource management</td>
</tr>
</tbody>
</table>
### Select Annual Goals and KIS

<table>
<thead>
<tr>
<th>Four Year Strategic Goals</th>
<th>Is this selected for focus this year?</th>
<th>Four Year Strategic Targets</th>
<th>12 month target</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Yes</td>
<td>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. 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.</td>
<td>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set. NAPLAN 2016 2017 2018 Target 2018 Actual 2019 Target</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NAPLAN</th>
<th>2016 Target</th>
<th>2017 Target</th>
<th>2018 Actual</th>
<th>2019 Target</th>
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<tbody>
<tr>
<td>Year 3 above band 3 (Writing)</td>
<td>68</td>
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<tr>
<td>Year 3 above band 3 (Numeracy)</td>
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<td>52</td>
<td>70</td>
<td>58</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 44 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
<table>
<thead>
<tr>
<th></th>
<th>Below</th>
<th>At</th>
<th>Above</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential Assessment</td>
<td>41%</td>
<td>31%</td>
<td>28%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

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.
| Build a whole school focus on the promotion of positive relationships, resilience and behaviour | Yes | 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. |
| 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** |
| **12 Month Target 1.1** |
| 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. |
| NAPLAN 2016 2017 2018 |
| Target |
### Key Improvement Strategies

<table>
<thead>
<tr>
<th>KIS</th>
<th>Description</th>
<th>Is this KIS selected for focus this year?</th>
</tr>
</thead>
<tbody>
<tr>
<td>KIS 1</td>
<td>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.</td>
<td>Yes</td>
</tr>
<tr>
<td>KIS 2</td>
<td>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.</td>
<td>Yes</td>
</tr>
<tr>
<td>KIS 3</td>
<td>Building practice excellence: Consistently implement an agreed school wide pedagogical model</td>
<td>No</td>
</tr>
<tr>
<td>KIS 4</td>
<td>Curriculum planning and assessment: Develop a viable school curriculum based on the Victorian Curriculum using a consistent approach to planning and documentation</td>
<td>No</td>
</tr>
<tr>
<td>KIS 5</td>
<td>Building practice excellence: Build staff capacity in understanding, analysing and using data to identify and teach to each students point of need.</td>
<td>No</td>
</tr>
</tbody>
</table>

### 2018 Actual

<table>
<thead>
<tr>
<th></th>
<th>2018</th>
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</tr>
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</tr>
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<td>14</td>
<td>13</td>
</tr>
</tbody>
</table>
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.

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.

### Goal 2

**Build a whole school focus on the promotion of positive relationships, resilience and behaviour**

| 12 Month Target 2.1 | reduce POS regarding experience of bullying by 25%  
| ATTS domain - experience of bullying increase 67 to 80 (positive) in managing bullying |

**Key Improvement Strategies**

| KIS 1 Setting expectations and promoting inclusion | Ensure a whole school focus on the promotion of positive relationships, resilience and behaviour. |
| Is this KIS selected for focus this year? |
| Yes |

| KIS 2 Vision, values and culture | Enhance a positive culture through the implementation and agreed vision and values |
| 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. | 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

<table>
<thead>
<tr>
<th>Goal 1</th>
<th>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.</th>
</tr>
</thead>
</table>
| 12 Month Target 1.1                                                    | NAPLAN 2016 2017 2018  
Target  
Actual  
2018  
Year 3 above band 3 (Writing) 68 64 70 51 80  
Year 3 above band 3 (Numeracy) 59 52 70 58 80  
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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 20 0 40  
Year 5 above band 6 (Numeracy) 14 13 20 22 40  |
| 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                                                               | Develop teacher capacity and understanding to understand and apply mathematical content within their teaching.  
• 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 |
### Outcomes

- 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)

**Students will**
- 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.

**Teachers will**
- 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.

**Leaders will**
- See learning intentions in every classroom during walk throughs.
- Work with teachers on analysing and utilising data sets.

### Success Indicators

- 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.
- Students improved level of engagement and number skills will be reflected in improved outcomes in NAPLAN and Essential Assessments data.
- Development of a whole school scope and sequence of mathematical language to be explicitly taught across the school at each year level.
- Whole school maths instructional model will be evident in all classes.
- All staff will confidently participate in the review process throughout 2019.
<table>
<thead>
<tr>
<th>Activities and Milestones</th>
<th>Who</th>
<th>Is this a PL Priority</th>
<th>When</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers to participate in professional learning with consultant/maths expert (George Booker) with Malmsbury and Newham PS to improve teacher mathematical content knowledge,</td>
<td>Teacher(s)</td>
<td>PLP Priority</td>
<td>from: Term 1 to: Term 4</td>
<td>$1,500.00</td>
</tr>
<tr>
<td>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</td>
<td>School Improvement Team</td>
<td>PLP Priority</td>
<td>from: Term 1 to: Term 4</td>
<td>$0.00</td>
</tr>
<tr>
<td>Continuing work on Data collection/wall</td>
<td>School Improvement Team</td>
<td></td>
<td>from: Term 1 to: Term 4</td>
<td>$0.00</td>
</tr>
<tr>
<td>Develop a shared understanding of the teaching components of a strong mathematics instructional model</td>
<td>All Staff</td>
<td>PLP Priority</td>
<td>from: Term 1 to: Term 4</td>
<td>$0.00</td>
</tr>
<tr>
<td>Continue to provide in house professional learning for literacy especially in writing and spelling</td>
<td>School Improvement Team</td>
<td>PLP Priority</td>
<td>from: Term 1 to: Term 4</td>
<td>$0.00</td>
</tr>
</tbody>
</table>
Curriculum teams will be responsible for consistency in planning and documentation across all year levels in literacy and numeracy

<table>
<thead>
<tr>
<th>Who</th>
<th>Is this a PL Priority</th>
<th>When</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Staff</td>
<td>PLP Priority</td>
<td>from: Term 1</td>
<td>$0.00</td>
</tr>
</tbody>
</table>

School Improvement Team

Priority from: Term 1 to: Term 4

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**

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:

- 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**

<table>
<thead>
<tr>
<th>Who</th>
<th>Is this a PL Priority</th>
<th>When</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Staff</td>
<td>PLP Priority</td>
<td>from: Term 1</td>
<td>$0.00</td>
</tr>
</tbody>
</table>

Adjust structure to allow for effective teams which will include PLC and curriculum teams

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.

<table>
<thead>
<tr>
<th>Goal 2</th>
<th>Build a whole school focus on the promotion of positive relationships, resilience and behaviour</th>
</tr>
</thead>
</table>
| 12 Month Target 2.1 | reduce POS regarding experience of bullying by 25%  
ATTS domain - experience of bullying increase 67 to 80 (positive) in managing bullying |
| 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 | The completion of SWPB tier 1 by the end of 2019.  
Students will be explicitly taught behaviours and demonstrate these behaviours across the school. |
| Success Indicators | 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 |

<table>
<thead>
<tr>
<th>Activities and Milestones</th>
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<th>Is this a PL Priority</th>
<th>When</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work with school council, parents, students and staff to establish school vision and mission and revisit values</td>
<td>All Staff</td>
<td>PLP Priority</td>
<td>from: Term 1</td>
<td>$0.00</td>
</tr>
<tr>
<td>Description</td>
<td>Responsible Party</td>
<td>Priority</td>
<td>From: Term 1</td>
<td>To: Term 2</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
<td>-------------------</td>
<td>----------</td>
<td>--------------</td>
<td>------------</td>
</tr>
<tr>
<td>Development of behaviour matrix</td>
<td>All Staff</td>
<td>PLP Priority</td>
<td>Term 1 to Term 3</td>
<td>Term 2</td>
</tr>
<tr>
<td>SWPBS coordinator to have 4x50 minute sessions per week to support wellbeing and implementation of SWPB</td>
<td>Student Wellbeing Coordinator</td>
<td>PLP Priority</td>
<td>Term 1 to Term 4</td>
<td>Term 2</td>
</tr>
<tr>
<td>Scope and sequence if wellbeing program developed and trialled 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</td>
<td>School Improvement Team</td>
<td>PLP Priority</td>
<td>Term 1 to Term 4</td>
<td>Term 2</td>
</tr>
<tr>
<td>SWPBS team to meet fortnightly</td>
<td>School Improvement Team</td>
<td>PLP Priority</td>
<td>Term 1 to Term 4</td>
<td>Term 2</td>
</tr>
<tr>
<td>SWPBS signage will become evident around the school</td>
<td>School Improvement Team</td>
<td>PLP Priority</td>
<td>Term 1 to Term 4</td>
<td>Term 2</td>
</tr>
<tr>
<td>SWPBS report at each School Council meeting</td>
<td>Student Wellbeing Coordinator</td>
<td>PLP Priority</td>
<td>Term 1</td>
<td>Term 2</td>
</tr>
<tr>
<td>Action Description</td>
<td>Priority</td>
<td>From: Term</td>
<td>To: Term</td>
<td>Priority Used</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------------</td>
<td>----------------------</td>
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<td>---------------</td>
</tr>
<tr>
<td>SWPBS coordinator to support teachers in classes providing coaching and modelling with a focus on graduate teachers</td>
<td>Student Wellbeing Co-ordinator</td>
<td>1</td>
<td>4</td>
<td>No</td>
</tr>
<tr>
<td>SWPBS survey for students and parents term 1 and 3</td>
<td>School Improvement Team</td>
<td>1</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>Continued implementation of SAKG program for years p-6</td>
<td>Curriculum Co-ordinator(s)</td>
<td>1</td>
<td>4</td>
<td>Yes</td>
</tr>
<tr>
<td>Support students with ASD/Challenging behaviours and learning difficulties</td>
<td>Education Support</td>
<td>1</td>
<td>4</td>
<td>Yes</td>
</tr>
<tr>
<td>Support for early years classrooms</td>
<td>Education Support</td>
<td>1</td>
<td>4</td>
<td>Yes</td>
</tr>
<tr>
<td>Materials and programs to support the inclusion of all students and reasonable adjustments to programs and activities</td>
<td>All Staff</td>
<td>1</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>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.</td>
<td>Student Wellbeing Coordinator</td>
<td>PLP Priority</td>
<td>Term 4</td>
<td>$0.00</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>SWPB will be a focus for staff learning throughout the year</td>
<td>Student Wellbeing Coordinator</td>
<td>PLP Priority</td>
<td>Term 4</td>
<td>$0.00</td>
</tr>
<tr>
<td>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.</td>
<td>All Staff</td>
<td>PLP Priority</td>
<td>Term 4</td>
<td>$0.00</td>
</tr>
</tbody>
</table>

**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**

<table>
<thead>
<tr>
<th>Who</th>
<th>Is this a PL Priority</th>
<th>When</th>
<th>Budget</th>
</tr>
</thead>
</table>

Lancefield Primary School (0707) - 2019 - AIP - Actions Outcomes and Activities
Page 9
<table>
<thead>
<tr>
<th>Survey parents, students and teachers</th>
<th>☑ Student Wellbeing Coordinator</th>
<th>☐ PLP Priority</th>
<th>from: Term 1 to: Term 2</th>
<th>$0.00</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>☐ Equity funding will be used</td>
</tr>
</tbody>
</table>
## Equity Funding Planner

### Equity Spending Totals

<table>
<thead>
<tr>
<th>Category</th>
<th>Total proposed budget ($)</th>
<th>Spend ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equity funding associated with Activities and Milestones</td>
<td>$25,543.37</td>
<td>0.00</td>
</tr>
<tr>
<td>Additional Equity funding</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>$25,543.37</strong></td>
<td><strong>$0.00</strong></td>
</tr>
</tbody>
</table>

### Activities and Milestones

<table>
<thead>
<tr>
<th>Activities and Milestones</th>
<th>When</th>
<th>Category</th>
<th>Total proposed budget ($)</th>
<th>Equity Spend ($)</th>
</tr>
</thead>
</table>
| Continued implementation of SAKG program for years p-6                   | from: Term 1 to: Term 4                    | ✓ School-based staffing  
✓ Teaching and learning programs and resources  
✓ 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                    | ✓ School-based staffing  
✓ Teaching and learning programs and resources  
✓ Professional development (excluding CRT costs and new FTE) | $5,000.00                              |                  |
| Support for early years classrooms                                       | from: Term 1 to: Term 4                    | ✓ 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 | ☑ Teaching and learning programs and resources  
☑ Professional development (excluding CRT costs and new FTE) | $4,043.37 |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Totals</td>
<td></td>
<td></td>
<td>$25,543.37</td>
</tr>
</tbody>
</table>

### Additional Equity spend

<table>
<thead>
<tr>
<th>Outline here any additional Equity spend for 2019</th>
<th>When</th>
<th>Category</th>
<th>Total proposed budget ($)</th>
<th>Equity Spend ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totals</td>
<td></td>
<td></td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
</tbody>
</table>
## Professional Learning and Development Plan

<table>
<thead>
<tr>
<th>Professional Learning Priority</th>
<th>Who</th>
<th>When</th>
<th>Key Professional Learning Strategies</th>
<th>Organisational Structure</th>
<th>Expertise Accessed</th>
<th>Where</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers to participate in professional learning with consultant/maths expert (George Booker) with Malmsbury and Newham PS to improve teacher mathematical content knowledge,</td>
<td>☑ Teacher(s)</td>
<td>from: Term 1 to: Term 4</td>
<td>☑ Curriculum development</td>
<td>☑ Whole School Pupil Free Day</td>
<td>☑ Primary Mathematics and Science specialists</td>
<td>On-site</td>
</tr>
<tr>
<td>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</td>
<td>☑ School Improvement Team</td>
<td>from: Term 1 to: Term 4</td>
<td>☑ Planning ☑ Design of formative assessments ☑ Collaborative Inquiry/Action Research team</td>
<td>☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Communities of Practice</td>
<td>☑ Internal staff</td>
<td>On-site</td>
</tr>
<tr>
<td>Develop a shared understanding of the teaching components of a strong mathematics instructional model</td>
<td>☑ All Staff</td>
<td>from: Term 1 to: Term 4</td>
<td>☑ Planning ☑ Collaborative Inquiry/Action Research team</td>
<td>☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Communities of Practice</td>
<td>☑ Primary Mathematics and Science specialists ☑ Internal staff</td>
<td>On-site</td>
</tr>
<tr>
<td>Continue to provide in house professional learning for literacy especially in writing and spelling</td>
<td>☑ School Improvement Team</td>
<td>from: Term 1</td>
<td>☑ Curriculum development</td>
<td>☑ Timetabled Planning Day ☑ Communities of Practice</td>
<td>☑ Internal staff</td>
<td>On-site</td>
</tr>
<tr>
<td>To: Term 4</td>
<td>Peer observation including feedback and reflection</td>
<td>PLC/PLT Meeting</td>
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</tr>
<tr>
<td><strong>Adjust structure to allow for effective teams which will include PLC and curriculum teams</strong></td>
<td>All Staff</td>
<td>Planning</td>
<td>Formal School Meeting / Internal Professional Learning Sessions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>from: Term 1</td>
<td>Formalised PLC/PLTs</td>
<td>PLC Initiative</td>
<td>Internal staff</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>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</strong></td>
<td>All Staff</td>
<td>Formalised PLC/PLTs</td>
<td>PLC Initiative</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>from: Term 1</td>
<td>PLC/PLT Meeting</td>
<td>On-site</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>to: Term 4</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Materials and programs to support the inclusion of all students and reasonable adjustments to programs and activities</strong></td>
<td>All Staff</td>
<td>Preparation</td>
<td>Formal School Meeting / Internal Professional Learning Sessions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>from: Term 1</td>
<td>Collaborative Inquiry/Action Research team</td>
<td>PLC Initiative</td>
<td>Internal staff</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>to: Term 4</td>
<td>Curriculum development</td>
<td>On-site</td>
<td></td>
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</tr>
</tbody>
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Lancefield Primary School (0707) - 2019 - AIP - Professional Learning Plan