

Annual Implementation Plan: for Improving Student Outcomes

School name: Laurimar Primary School

Year: 2017

School number: 5497

Based on strategic plan: 2017-2020

Endorsement:

Principal Jason McBean 30/04/2017

Senior Education Improvement Leader David Kilmartin 30/04/2017

School council Adam Clarke

31/03/2017

Section 1: The school's Improvement Priorities and Initiatives

Report here the goals identified in the current School Strategic Plan and tick the Improvement Initiative/s that your school will address in this Annual Implementation Plan: for Improving Student Outcomes.

School Strategic Plan goals	Improvement Priorities	Improvement Initiatives		
<p>Student Achievement: FISO Priority</p> <p>1) Building Practice Excellence</p> <ul style="list-style-type: none"> For every student at Laurimar Primary School to achieve at least 12 months' growth for every 12 months of learning as measured by a range of data sources including teacher judgements against the Victorian Curriculum, NAPLAN, PAT MATHS, Mathematics Online Interview, On Demand testing and Fountas and Pinnell Benchmarking <p>2) Building Practice Excellence</p> <ul style="list-style-type: none"> To develop our students as highly motivated and engaged partners in their learning <p>3) Engagement and Wellbeing: FISO priority; Empowering Students and building school pride</p> <ul style="list-style-type: none"> To foster highly engaged, connected, happy and resilient students displaying the Laurimar Primary School values of - Respect- Belonging- Curiosity- Integrity- Excellence 	Excellence in teaching and learning	Building practice excellence	✓	
			Curriculum planning and assessment	
		Professional leadership	Building leadership teams	
		Positive climate for learning	Empowering students and building school pride	✓
			Setting expectations and promoting inclusion	
		Community engagement in learning	Building communities	

Improvement Initiatives rationale:
Explain why the school, in consultation with the Senior Education Improvement Leader (SEIL), has selected the above Improvement Initiative/s as a focus for this year. Please make reference to the evaluation of school data, the progress against School Strategic Plan (SSP) goals and targets, and the diagnosis of issues requiring particular attention.

At Laurimar Primary School, we have high expectations of our staff and students with a strong commitment for continuous growth and improvement for all.

What is Laurimar Primary trying to achieve?

To lift student achievement in reading, writing, numeracy, spelling and grammar through consistency of practice in every classroom, a strong focus on specifically targeted teacher professional learning and our students at the core of everything we do.

To improve and encourage student voice and to empower students to take ownership of their learning and to fully and proudly immerse themselves in school life at Laurimar Primary.

Why is this important?

When students are active participants in their learning environment this leads to learning that is more powerful, deeper levels of thinking, higher levels of engagement and improved student outcomes. Every student can achieve their goals and fulfil their learning potential to maximise their academic achievement.



What are we prioritising? How will the 2017 Annual Improvement Plan be achieved this year?

2017

- Engage Staff In the Framework for Improving Student Outcomes: Building Practice Excellence and Empowering Students and Building School Pride
- Continued strong focus on our core of Literacy(10 hours per week) and Numeracy (5 Hours per week)
- Introduce 'VOICES' writing which focus on strategies around Voice, Viewing, Visual, Vocabulary, Organisation, Ideas, Conventions, Excellent Word Choice and Show and Sharing
- Consolidate consistent teaching practice through embedding visible and meaningful learning intentions and success criteria in every classroom for every lesson
- Continuing to engage educational consultant Lyn Watts to assist in developing the above programs
- Professional learning around capabilities of the Victorian Curriculum delivered by Education Improvement Leader, Kaylene Kubeil
- Whole staff Professional Learning around effective writing of reports and Individual Learning Plans(ILPs)
- Prioritising the effective staged implementation of the Compass Management System by introducing student attendance, student reporting, Parent/Teacher meetings, Individual Learning Plans(ILPS) and student achievement data
- Develop an understanding of what Throughlines are and how they underpin the LPS scope and sequence
- Ongoing review of school data to reflect, review and develop our school's curriculum and teacher practice to ensure the best possible student growth
- Continue to investigate the use of multiple sources of data to measure student achievement and growth
- Continue to foster, maintain and grow authentic parent connectedness and relationships through involving parents in School Council, School Council sub-committees, whole school activities, year level classroom programs, Working Bees, parent morning teas, parent helper classes and surveys on a range of school performance factors
- Improved communication to our parents and wider community through newsletter, Skool Bag APP, Compass Management System, Google Classroom, Google Communities, Electronic Screen and parent information evenings covering a variety of genres

Literacy:

- Consolidating CAFE by building teacher capacity to plan and implement effective Strategy Groups
- Introduce 'VOICES' writing which focus on strategies around Voice, Viewing, Visual, Vocabulary, Organisation, Ideas, Conventions, Excellent Word Choice and Show and Sharing
- Continuing to engage educational consultant Lyn Watts to assist in developing the above programs
- Extending Turn and Talk to the 1,2,4 Model. Rules for students conducting speaking and listening together. Building a bank of mentor texts to deliver Café reading and Voices writing and include shared and partner writing strategies in the writing curriculum. Consistent use of the 'Voices' 6 writing traits in our writing planning
- Teaching and learning leaders to visit other successful schools to focus on best practice in CAFE' Reading and 'Voices' Writing
- Move spelling to 4 sessions per week as part of our writing planner

Numeracy

- Developing excellence in numeracy through engaging numeracy expert Rob Vingerhoets
- Ensure consistent use of the maths wall in EVERY classroom to articulate numeracy vocabulary
- Focus on analysing data to drive the teaching and learning program through consultant Kathy Palmer
- Develop consistent teacher knowledge and practice in the delivery of place value concepts from Prep-6
- Reinforce the effective use of 'hands on' and concrete materials to reinforce numeracy concepts and understanding
- Ensure that we are catering for individuals through differentiation
- Creating rich assessment tasks that cater for individual students

Assessment and Reporting

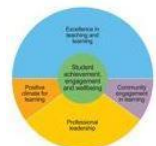
- Development of a new Laurimar Primary School written report format using COMPASS Management System
- Provide Professional Development for Staff in using the new report format and ongoing training in writing and developing exemplar report comments that best informs parents about their child
- Introduced Student Learning Conferences in term two that specifically focuses on feedback to parents regarding their child's learning data
- Continue to refine Student Learning Portfolios to include a balance of both paper and digital tasks
- A focus on assessment strategies that help to drive and monitor student learning and teacher instruction

Internationalising Education

- Continued commitment to a strong inbound and outbound Chinese Student Exchange program; Sending 14 students to Nanjing, China for an education exchange in October 2017 to be immersed at Jinling Primary school. Along with accepting 6 Chinese International students for a 5 week inbound program
- Planning for our annual whole school Cultural celebration day to align with the Throughlines of Internationalising/Citizenship
- Commitment to all relevant Internationalising Education Professional Development sessions at a Regional and State level
- Continue to utilise the Chinese Language Assistance Program to support our (Languages Other Than English) LOTE Prep-2 language instruction

Professional Development: Students, Staff and Health and wellbeing

- Whole Staff Professional Development Day conducted by behavioural analyst, Dan Petro dealing with severe behaviours and holistic positive behaviour practices and relevant support plans
- Engaging Maria Roburto, Psychologist that focuses on the science of healthy brain development and how to manage students to gain an understanding of emotions and behaviours
- Provide Trauma professional development led by Educational Psychologist Nicole Davey
- Continued training and PD around enforcing Child Safe Standards into everyday practice



Key improvement strategies (KIS)	
List the Key improvement strategies that enable the implementation of each Improvement Initiative. This could include existing strategies already being implemented as well as new ones identified through analysis of data, evaluation of impact of prior efforts, measurement of progress against targets and the diagnosis of issues requiring particular attention. KIS may be specific to one outcome area or applicable across several areas.	
Improvement initiative:	Key improvement strategies (KIS)
<p><i>Building practice excellence</i></p> <ul style="list-style-type: none"> ➤ Teacher clarity in the classroom around setting clear learning intentions for each and every lesson linking rich success criteria 	<ul style="list-style-type: none"> • Ongoing professional development for staff to develop consistent use of learning intentions and success criteria across the school • Increase teacher capacity to write explicit learning intentions focussing on the skill or understanding to be achieved • Reinforcing the use of learning intentions for every session with consistent teacher practice around explicit explanation of the language of each learning intention • Build teacher capacity to link success criteria to learning intentions clearly and explicitly • Plan to have students developing success criteria in conjunction with the teacher and ensure success criteria is written in student friendly language
<ul style="list-style-type: none"> ➤ Using Data to monitor student progress and inform teaching practice 	<ul style="list-style-type: none"> • Fortnightly Professional Learning Team (PLT) data meetings to effectively analyse the classroom program and how it is linked to student achievement which in turn informs future direction • Data Improvement Team meetings, at least twice per term, that focus on whole school improvement and direction • Whole School Moderation sessions within and across PLTs focussing on reading, writing and maths to ensure consistency of teacher judgement on student achievement
<ul style="list-style-type: none"> ➤ Provide rich and powerful feedback, teacher to student, teacher to teacher and student to teacher and student to student 	<ul style="list-style-type: none"> • Provide professional development to increase teacher capacity in delivering rich and powerful feedback teacher to students • Each and every grade to conduct a weekly class meeting that focuses on student feedback to teacher and to each other • Introduce year level surveys in Expressive Education to ascertain students engagement and connectedness to each program • Through our Teaching and Learning Leader model, teachers will be provided with modelling and coaching to improve their individual and collective practice • Establishing an exemplar suite of feedback practices for each PLT that provides clarity around teacher expectations of students • Identify school wide exemplar teaching strategies as a focus for improving teacher practice <ul style="list-style-type: none"> • Ensure student reflection time explicitly links back to success criteria
<ul style="list-style-type: none"> ➤ Maintain and further develop high standards in literacy and numeracy 	<ul style="list-style-type: none"> • Ongoing professional development delivered by education experts such as Lyn Watts(Literacy), Rob Vingerhoets(Numeracy), Kathy Palmer(Numeracy) and Kaylene Kubeil(Victorian Curriculum) • Continue to embed through our coaching program improved teacher knowledge and practice in CAFÉ reading structure • Strong commitment to 10 hours of literacy and 5 hours of numeracy instruction per week • Incorporating spelling into the writing planner to ensure spelling is addressed across 4 sessions per week • Learning walks in partnership schools, to focus on best practice in CAFÉ reading and VOICES writing
<ul style="list-style-type: none"> ➤ A focus on achieving academic growth for every student ensures that outcomes are lifted and learning extended for every child, and ultimately achievement gaps can be closed. 	<ul style="list-style-type: none"> • Investigating alternate ways of measuring and tracking student progress and achievement to ensure that we can continue to measure student growth for students working above expected primary school level • Through data meetings, a strong focus on student growth using a range of data sources including pre and post testing and school wide data sets such as PAT maths and F and P benchmarking • Differentiated planning and instruction to target growth for all students • Creation of exemplar Individual Learning Plans where measurable goals are set and monitored • Ongoing professional learning to support teachers to effectively develop Individual Learning Plan; <ul style="list-style-type: none"> -All students funded through the Program for Students with Disabilities (PSD) -All other students whose parents have provided the school with a report outlining a specific diagnosis (e.g. an Autism Spectrum Disorder, an Attention Deficit Hyperactivity Disorder, Dyslexia, etc.) or who are investigating such a diagnosis. -Any student working 12 months (or more) above or beneath year level in English or Mathematics (using AusVels data) -Any student in out of home care (court ordered to be in foster care or kinship care or any child you know to be living with a carer who is not their parent) -Any other cases as determined by a teacher in partnership with a parent.
<ul style="list-style-type: none"> ➤ Through a staged implementation process, introduce new assessment and reporting practices across the whole school to better meet the needs of our students and parent expectations 	<ul style="list-style-type: none"> • Staged roll out of COMPASS management system to become the format for formal written reports, allow parents to book in to parent/teacher interviews, to manage and analyse student achievement data and to develop and store Individual Learning Plans • Conduct parent information evenings for all year levels within the first fortnight of the school year (Excluding Prep where the information evening is presented the previous year) • Implement student learning conferences in early Term 2 (May) to inform parents of student achievement data and strategies for improvement • Continue 3 Way learning Conferences for students to celebrate their achievement and growth in learning during early Term 3 (Week 3) • Implement a comprehensive new student report format that provides greater clarity and depth of information to parents about their child
<ul style="list-style-type: none"> ➤ Continue to build our profile globally with our commitment to Internationalising Education 	<ul style="list-style-type: none"> • Explore new initiatives from DET designed to complement the internationalising dimensions of the curriculum • Examine ways in which the internationalising dimensions of the curriculum can be publicised and promoted in the school community • Utilise the Internationalising Auditing Tool for evaluating the internationalising dimensions of our school programs and the learning outcomes of our students
<p><i>Empowering students and Building School Pride</i></p> <ul style="list-style-type: none"> ➤ Enhance student engagement by facilitating greater student agency and participation in decision 	<ul style="list-style-type: none"> • Weekly classroom meetings to encourage student voice • Continue to develop and expand student leadership program in 2017 and beyond by providing opportunities to become <ul style="list-style-type: none"> - House Captain Program - Sports Captains - School Captains and Vice Captains - Junior School Council - Junior Environmental Council



<p>making</p> <ul style="list-style-type: none"> ➤ Expand opportunities for student leadership development F–6, and facilitate the engagement of student leaders in more active roles within the school community 	<ul style="list-style-type: none"> - Student eLearning Leaders - Classroom roles and responsibilities - Additional roles across the school such as Office Leaders, eLearning-Leaders <ul style="list-style-type: none"> ● A range of school activities that formally provide students with leadership opportunities including the School Showcase Night, participation in the RACV Energy Breakthrough Program, State School Spectacular, ANZAC Day Commemorations both school level and community, Clubs Program, school camps and excursions ● Increase student voice, participation and connectedness in all aspects of the curriculum by developing teacher capacity to plan and teach inquiry units of work ● Introduce House Point System across P-6 through day to day classroom rewards system, sports days and Expressive Education Classes ● Develop student voice and choice in all aspects of the student curriculum ● Re-introduce Peer Mediation Program ● dedicated Enrichment Program that caters for intervention and extension of students across the school ● creation of a homework club to support student completion at both lunch times and after school ● develop school level feedback surveys that address school connectedness and safety ●
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Section 2: Improvement Initiatives

Each table below is designed to plan for and monitor each Improvement Initiative. Add or delete tables – one for each Improvement Initiative from Section 1 on the previous page. You can also add or delete rows so that there is alignment and line of sight between the key improvement strategies, actions, success criteria and monitoring. The goals come directly from your School Strategic Plan (SSP) – you will find it helpful to keep them in the same order. Please note that, in the progress status section, ● ● ● respectively indicate: ● not commenced or severely behind schedule, ● slightly behind schedule but remediation strategies are in place to get back on schedule and ● on schedule and/or completed.

STRATEGIC PLAN GOALS	<p>Student Achievement: FISO Priority</p> <p>1) Building Practice Excellence</p> <ul style="list-style-type: none"> For every student at Laurimar Primary School to achieve at least 12 months' growth for every 12 months of learning as measured by a range of data sources including teacher judgements against the Victorian Curriculum, NAPLAN, PAT MATHS, Mathematics Online Interview, On Demand testing and Fountas and Pinnell Benchmarking
IMPROVEMENT INITIATIVE	Building Practice Excellence
STRATEGIC PLAN TARGETS	<ul style="list-style-type: none"> ALL students (deemed capable) will achieve 12-month's growth in 12 months, as measured by multiple sources of data, using PAT Mathematics, Fountas and Pinnell, NAPLAN, On Demand testing for Numeracy and Literacy, Mathematics Online Interview (MOI) and teacher judgements against the Victorian Curriculum, by 2020. 20% of students will achieve more than 12-month's growth in 12 months, as measured by multiple sources of data, using PAT Mathematics, Fountas and Pinnell, NAPLAN, On Demand testing for Numeracy and Literacy, MOI and teacher judgements against the Victorian Curriculum by 2020. <p>NAPLAN based targets</p> <ul style="list-style-type: none"> 75 percent of Year 3 students achieving in NAPLAN Bands 4-6 in Numeracy 75 percent of Year 5 students achieving in NAPLAN Bands 6-8 for English dimensions and Numeracy Matched cohort growth in NAPLAN is at or above the state mean for reading, writing and numeracy <p>Growth from year 3-5 in reading</p> <p>Target an average of 85 points of growth from year 3-5 NAPLAN in reading</p> <p>Growth from year 3-5 in spelling</p> <p>Target an average of 85 points of growth from year 3-5 NAPLAN in spelling</p> <p>Growth from year 3-5 in writing</p> <p>Target an average of 70 points of growth from year 3-5 NAPLAN in writing</p> <p>Growth from year 3-5 in Grammar and Punctuation</p> <p>Target an average of 70 points of growth from year 3-5 NAPLAN in grammar and punctuation</p> <p>Growth from year 3-5 in Numeracy</p> <p>Target an average of 85 points of growth from year 3-5 NAPLAN in Numeracy</p> <p>Reading targets based on Fountas and Pinnell</p> <ul style="list-style-type: none"> 95 percent of prep students will achieve at or above the expected Level C for reading 75 percent of prep students will achieve at or above level E for reading 95 percent of Year 1 students will achieve at or above the expected Level I for reading 75 percent of Year 1 students will achieve at or above Level J for reading 95 percent of Year 2 students will achieve at or above the expected Level L for reading 75 percent of Year 2 students will achieve at or above Level M for reading 95 percent of Year 3 students will achieve at or above the expected Level O for reading 75 percent of Year 3 students will achieve at or above Level P for reading 95 percent of Year 4 students will achieve at or above the expected Level R for reading 75 percent of Year 4 students will achieve at or above Level S for reading 95 percent of Year 5 students will achieve at or above the expected Level U for reading 75 percent of Year 5 students will achieve at or above Level V for reading 95 percent of Year 6 students will achieve at or above the expected Level X for reading 75 percent of Year 6 students will achieve at or above Level Y for reading <p>As identified through our Parent Opinion Survey data percentage ranks against Primary school means;</p> <p>Reporting measure currently at 15.8</p> <p>By the end of 2020 our target is 40.0</p>
12 MONTH TARGETS	<ul style="list-style-type: none"> ALL students (deemed capable) will achieve 12-month's growth in 12 months, as measured by multiple sources of data, using PAT Mathematics, Fountas and Pinnell, NAPLAN, On Demand testing for Numeracy and Literacy, MOI and teacher judgements against the Victorian Curriculum, by 2020. 20% of students will achieve more than 12-month's growth in 12 months, as measured by multiple sources of data, using PAT Mathematics, Fountas and Pinnell, NAPLAN, On Demand testing for Numeracy and



Literacy, MOI and teacher judgements against the Victorian Curriculum, by 2020.
 NAPLAN based targets by the end of 2017

- 71 percent of Year 3 students achieving in NAPLAN Bands 4-6 in Numeracy
- 61 percent of Year 5 students achieving in NAPLAN Bands 4-6 in Numeracy
- Year 5 students achieving in NAPLAN Bands 6-8 for English dimensions
 - ❖ In reading 65%
 - ❖ In spelling 72%
 - ❖ In writing 57%
 - ❖ In grammar and punctuation 66%

Growth from year 3-5 in reading
 Target an average of 85 points of growth from year 3-5 NAPLAN in reading

Growth from year 3-5 in spelling
 Target an average of 85 points of growth from year 3-5 NAPLAN in spelling

Growth from year 3-5 in writing
 Target an average of 60 points of growth from year 3-5 NAPLAN in writing

Growth from year 3-5 in Grammar and Punctuation
 Target an average of 60 points of growth from year 3-5 NAPLAN in grammar and punctuation

Growth from year 3-5 in Numeracy
 Target an average of 85 points of growth from year 3-5 NAPLAN in Numeracy

Reading targets based on Fountas and Pinnell

- 88 percent of prep students will achieve at or above the expected Level C for reading
- 68 percent of prep students will achieve at or above Level E for reading
- 88 percent of Year 1 students will achieve at or above the expected Level I for reading
- 68 percent of Year 1 students will achieve at or above Level J for reading
- 88 percent of Year 2 students will achieve at or above the expected Level L for reading
- 68 percent of Year 2 students will achieve at or above Level M for reading
- 88 percent of Year 3 students will achieve at or above the expected Level O for reading
- 68 percent of Year 3 students will achieve at or above Level P for reading
- 83 percent of Year 4 students will achieve at or above the expected Level R for reading
- 68 percent of Year 4 students will achieve at or above Level S for reading
- 79 percent of Year 5 students will achieve at or above the expected Level U for reading
- 63 percent of Year 5 students will achieve at or above Level V for reading
- 78 percent of Year 6 students will achieve at or above the expected Level X for reading
- 62 percent of Year 6 students will achieve at or above Level Y for reading

As identified through our Parent Opinion Survey data percentage ranks against Primary school means;
 Reporting measure currently at 15.8, the bottom quarter percentile as compared to state
 By the end of 2017 our target is 28.0 or a growth of 12.2

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
<ul style="list-style-type: none"> • Ongoing professional development for staff to develop consistent use of learning intentions and success criteria across the school • Increase teacher capacity to write 	<ul style="list-style-type: none"> ❖ Schedule timetabled sessions for whole staff professional learning ❖ Build teacher leader capacity through 	Assistant Principals	Termly meeting Schedule	6 months: [Drafting Note report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress] Consistent use and evidence on all planners	• • •	-Through our Teaching and Learning Leader model and through dedicated planning sessions to monitor that each and every lesson is accompanied by a learning intention and success criteria.	\$10K	\$7.4K



<ul style="list-style-type: none"> explicit learning intentions focussing on the skill or understanding to be achieved Reinforcing the use of learning intentions for every session with consistent teacher practice around explicit explanation of the language of each learning intention Build teacher capacity to link success criteria to learning intentions clearly and explicitly Plan to have students developing success criteria in conjunction with the teacher and ensure success criteria is written in student friendly language Ensure student reflection time explicitly links back to success criteria 	<ul style="list-style-type: none"> engagement of the Bastow Create Middle Leaders' course and Whittlesea Network Leaders in the Making Course. Utilising Bloom's Taxonomy chart to improve the quality of the Learning Intentions We are strong member of our school's Community of Practice within our network Teacher representatives are leading the Whittlesea networks NETS program, Hannah Bloomfield leading ICT (previously Justine Convery in ICT) and Kara Jackson for Kids Matter and Robyn Greenwood leading Maths, Targeted Professional learning Provide resources to help make learning intentions visible and consistent across every classroom in the school Curriculum leaders and TLLs to work collaboratively with their teams to plan learning intentions 	Assistant Principals and TLLs	Termly PD	75% of classroom Learning Intentions and success criteria are visible		-Visible within each room -Students can articulate when ask the purpose of the lesson		
		ALL Classroom teachers	Daily	12 months: 100% of classroom Learning Intentions and success criteria are visible	• • •	Teachers leading NETs program to share minutes with staff, lead professional discussions and strategies within teams	N/A	N/A
<ul style="list-style-type: none"> Fortnightly PLT data meetings to effectively analyse the classroom program and how it is linked to student achievement which in turn plans future direction 2-3 Data Improvement Team meetings per term that focus on whole school improvement and direction Whole School Moderation sessions within and across PLTs focussing on reading, writing and maths to ensure consistency of teacher judgement on student achievement 	<ul style="list-style-type: none"> Scheduled fortnightly data meetings for each PLT Schedule at least 2 DIT meetings per term as a designated whole school data meeting Timetabled Moderation PD sessions each semester in term 2 and 4 	CLs, TLLs and classroom teachers	Weekly	Students can articulate the purpose of their learning when they are asked Meetings to be held twice per term to share ideas and understanding and develop consistency of practice across the schools when it comes to teaching and learning, staffing, enrolments, assessment and reporting		Minutes of all Community Of Practice meetings shared		
		PLTs	Fortnightly	6 months: Minutes and reports from meetings are effectively fed back to planning meetings Planned for Moderation sessions Reflected on each term schedules	• • •	Minutes published		
		APs DIT team	Twice Per Term	12 months: -Minutes and reports from meetings and effectively fed back to a planning meeting -Planned for Moderation sessions (including a whole school prompt for writing) Reflected on each term schedules -Putting together a Laurimar Primary School booklet of samples from each year level to assist with Moderation -Engage with secondary schools in the area to better assist with whole school Moderation	• • •			
<ul style="list-style-type: none"> Provide professional development to 	<ul style="list-style-type: none"> Teaching and learning 	TLLs	Weekly	6 months:	• • •			



<ul style="list-style-type: none"> increase teacher capacity in delivering rich and powerful feedback (teacher to students) Each and every grade to conduct a weekly class meeting that focuses on student feedback to teacher Introduce year level surveys in Expressive Education to ascertain students' engagement and connectedness to each program Through our Teaching and Learning Leader model, teachers will be provided with modelling and coaching to improve their individual and collective practice Establishing an exemplar suite of feedback practices for each PLT that provides clarity around teacher expectations of students Identify school wide exemplar teaching strategies as a focus for improving teacher practice 	<ul style="list-style-type: none"> leaders to guide and provide ongoing support ❖ Professional reading around quality feedback ❖ Provide students with a Google Form or survey monkey ❖ Professional modelling, reading and discussions around effective feedback practices ❖ ICT leader to provide staff with a shared Google template ❖ Teachers adopt a range of strategies including the "no opt out" to ensure every student is actively engaged in their learning for every session 	All Staff	Term 3 and 4	<ul style="list-style-type: none"> - powerful feedback as evidence in the meeting schedule - Evidence from class meeting minutes and photos of Parking Lots. - survey data analysed - Feedback as evidenced by TLL feedback sheets. 					
		All prep-6 classes	Term 2 and 4	<ul style="list-style-type: none"> 12 months: - powerful feedback as evidence in the meeting schedule - Evidence from class meeting minutes and photos of Parking Lots. - survey data analysed - Feedback as evidenced by TLL feedback sheets. - Google Doc to be created for feedback. 	• • •				
		TLLs	Weekly						
		ICT TLL/ APs	Term 2,3,4						
		ALL	Term 3,4						
<ul style="list-style-type: none"> Ongoing professional development delivered by education experts such as Lyn Watts (Literacy), Rob Vingerhoets (Numeracy), Kathy Palmer (Numeracy), and Kaylene Kubeil (Victorian Curriculum) Continue to embed through our coaching program improved teacher knowledge and practice in CAFÉ reading structure and developing knowledge Strong commitment to 10 hours of literacy and 5 hours of numeracy instruction per week Incorporating spelling into the writing planner to ensure spelling sessions are incorporated into each session Learning Walks in partnership schools to focus on best practice in CAFÉ reading and VOICES writing 	<ul style="list-style-type: none"> ❖ To engage these professionals in line with our termly professional development schedule targeting LPS needs ❖ Coaching and feedback in every classroom with TLL ❖ Provide timetabling to meet the needs of the school and our priority ❖ Conversations at the weekly planning meetings to ensure this priority occurs ❖ School Leadership team to make a priority each Wednesday as part of consistency of practice 	AP	Each Term	<ul style="list-style-type: none"> 6 months: - refer to meeting schedule for allocated PD sessions 	• • •				
		AP/TLLs	Weekly	<ul style="list-style-type: none"> 12 months: - evidence of the staged implementation of VOICES practices in classrooms - evidence of spelling in planners, data will demonstrate an increase in results - learning walks to take place in partnering schools and reflection notes to be taken from school visits 	• • •				
		AP	Weekly						
		TLLs and CLs	Weekly						
		Leadership team	Weekly						
<ul style="list-style-type: none"> Staged roll out of COMPASS management system to become the format for formal written reports, allow parents to book into parent/teacher interviews, to manage and analyse student achievement DATA and to develop and store Individual Learning Plans Conduct parent information evenings for all year levels within the first 	<ul style="list-style-type: none"> ❖ ICT team, Assistant Principal and ICT tech team developed a plan for the staged implementation of COMPASS Management System ❖ Communicate to staff 	ICT team, Assistant Principal and ICT tech team	Commenced in term 4, 2016 and is ongoing	<ul style="list-style-type: none"> 6 months: - student attendance, student conferences and chronicles for ILP's and student reports for semester one taking place on COMPASS 	• • •	Student attendance, student conferences, student chronicles for ILPs and student reporting are all delivered using COMPASS	\$9000	\$8000	
				<ul style="list-style-type: none"> 12 months: - Tracking student data on COMPASS 	• • •	Formal school wide testing and individual year level testing data is stored and analysed using COMPASS			
		Office	Start of	<ul style="list-style-type: none"> 6 Months; All year level information sessions attended by a minimum of 					



<p>fortnight of the school year (exception of Prep team who deliver an Information Night the previous year)</p> <ul style="list-style-type: none"> • Implement Student Learning Conferences in early Term 2 (May) to inform parents of student achievement data and strategies for improvement • Continue 3 Way Learning Conferences for students to celebrate their achievement and growth in learning during early term 3 (Week 3) • Implement a comprehensive new student report format that provides greater clarity and depth of information to parents about their child 	<p>and parents regarding the content and purpose of these evenings scheduled for the 2nd week of Term 1</p> <ul style="list-style-type: none"> ❖ Develop an appropriate template to guide the meeting, Professional Development for all staff to complete the conference, schedule conferences and effectively use COMPASS Management System ❖ Survey key stakeholders (2016) to ascertain best practice when it comes to reporting to parents ❖ Seek staff feedback around the success of Student Learning Conferences and new reporting processes ❖ Implement a new portfolio structure; Prep-2 paper portfolios and 3-6 have both a paper and digital portfolio with consistent rubrics/checklists to accompany student assessment pieces 	<p>Admin School APP</p> <p>APs, TLLs and Curriculum</p> <p>Assessment and reporting Team, APs, Leadership team</p> <p>Whole school</p>	<p>the year</p> <p>Term 1 and ongoing</p> <p>Term 4, 2016 and ongoing</p> <p>Term 1-4</p>	<p>50 families</p> <p>Positive parent feedback around the information sessions within the school community</p> <p>90% of families attend the student learning conferences. Positive staff and parent feedback about learning conferences</p> <p>Positive staff and parent feedback about our new reporting format</p> <p>12 Months;</p> <p>90% of families attend our 3 way student learning conferences. Positive staff and parent feedback about learning conferences</p>						
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Section 2: Improvement Initiatives

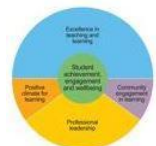
STRATEGIC PLAN GOALS		2) Building Practice Excellence						
IMPROVEMENT INITIATIVE		<ul style="list-style-type: none"> To develop our students as highly motivated and engaged partners in their learning 						
STRATEGIC PLAN TARGETS		[Drafting note these are the targets in your SSP related to this Improvement Initiative. Sometimes a target in the SSP can be related to more than one Improvement Initiative. They are recorded here exactly as they are in the SSP]						
12 MONTH TARGETS		[Drafting note the measures of progress may be a breakdown of the 4 year targets, however, where this is not possible due to frequency and availability of data (e.g. NAPLAN), consider other school-generated data that will indicate progress (e.g. On Demand data)]						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
<ul style="list-style-type: none"> To develop a level of connectedness through active involvement in our school through their individual learning and within the broader community Increase Laurimar Primary School House system profile linking it to Baird, Donaldson, Martin, Roberts-Smith, Allen and Kenna houses 	Immediate Term <ul style="list-style-type: none"> class meetings to allow for student empowerment and student voice which in every classroom generating ownership in decision making across the school provide opportunities for students to take ownership to assess their peers continue to provide a highly engaging Social and Emotional Learning program from P-6 with a focus on YCD!! Education and 7 habits of Highly effective people provide student voice through Junior School Council presentations at School Council meetings Introduction of Google Communities as a platform between home and school to showcase up to date student learning and communicate relevant information to parents Continue to develop the use of Google Classroom in year 5/6 as a platform for student learning portfolio's and learning tasks provides opportunities for students to feedback on the teaching and learning program through PMI(Plus, Minus, Delta) or feedback stations(Parking Lot) or other appropriate quality tools introduce a house rewards system that is presented at assembly each week 	Classroom teachers	Weekly	6 months: Indicators of success reflecting observable changes in practice, behaviour, and measures of progress	• • •	Quantifiable school and student outcomes and/or qualitative information about the change in practice		
		Social and Emotional Learning Team	All year	12 months: As identified through our Attitudes to School Survey Data for school connectedness; <ul style="list-style-type: none"> School connectedness to be at or above the regional mean of 4.35. Stimulating learning to be at or above the regional mean of 4.08. Student Motivation to be at or above state and regional mean of 4.55. 	• • •			
		ICT leader	All Year	As identified through our Parent Opinion Survey data percentage ranks against Primary School means; <ul style="list-style-type: none"> Connectedness to Peers 48.0 Student Motivation 44.0 School Connectedness 58.0 Student Safety 42.0 				
		ICT leader	Ongoing	As identified through our Staff Opinion Survey data <i>Collective Focus on Student Learning</i> module for School Climate , lift our score to 81.0 %.				
	<ul style="list-style-type: none"> effective use of information and communications technology to create, communicate and collaborate in ways that would be impracticable without technology communicate curriculum to parents and provide opportunities for parents to gain an understanding of teaching strategies in use 	All Staff	All year	6 months: - Use of Google Communities and Classroom - Staged roll out of COMPASS management system including attendance, ILP's and reports	• • •			
School Council Meetings		Each term	12 months: - Visibly see a distinct positive change in results with parent Opinion Survey around communication - Increased levels of parent engagement in school initiatives that promote safe use of technology	• • •				

	<p>Short Term</p> <ul style="list-style-type: none"> • Students set realistic learning goals, reflect on their progress in partnership with their teachers on an ongoing basis • Lift the profile of our House system at all sporting and whole school carnivals (Cross-Country, Swimming, Athletics, Walkathon and walk/ride to school days) • Hold an annual Community Safety Day (Day For Daniel) that reinforces community awareness for students around their safety 							
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Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS	3) Engagement and Wellbeing: FISO priority: Empowering Students and Building School Pride							
	<ul style="list-style-type: none"> To foster highly engaged, connected, happy and resilient students displaying the Laurimar Primary School values of - Respect- Belonging- Curiosity- Integrity- Excellence 							
OTHER IMPROVEMENT MODEL DIMENSIONS	[Drafting Notes Use this section for the dimension identified as an area of focus in the SSP (e.g. Positive climate for learning and Health and wellbeing)]							
STRATEGIC PLAN TARGETS	[Drafting Note these are the targets in your SSP related to this Dimension. Sometimes a target in the SSP can be related to more than one Dimension/Initiative. They are recorded here exactly as they are in the SSP]							
12 MONTH TARGETS	[Drafting Notes the measures of progress may be a breakdown of the 4 year targets, however, where this is not possible due to availability of data (e.g. NAPLAN), schools may use alternative data sets (e.g. On Demand data)]							
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Report here the KIS from the previous summary page	Report here <u>what</u> the school will do and <u>how</u> - including financial and human resources=	Report here the person responsible	Report here the timeframe for completion	6 months: Report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress 12 months:	• • • • • •	Report here the quantifiable school and student outcomes and/or qualitative information about the change in practice		
<ul style="list-style-type: none"> Weekly classroom meetings to encourage student voice Continue to develop and expand student leadership program in 2017 and beyond by providing opportunities to become <ul style="list-style-type: none"> House Captain Program Sports Captains School Captains and Vice Captains Junior School Council Junior Environmental Council Student eLearning Leaders Classroom roles and responsibilities Additional roles across the school such as Office Leaders, eLeaders A range of school activities that formally provide students with leadership opportunities including the School Showcase Night, participation in the RACV Energy Breakthrough Program, State School Spectacular, ANZAC Day Commemorations both school level and 	<ul style="list-style-type: none"> ❖ Weekly timetabling of class meetings on staff planners ❖ Descriptions completed for student leaders positions ❖ Leadership Unit completed in term 4 for Year 5 students ❖ Participation in assemblies, ANZAC ceremony, Young Leaders Day, School Tours, Open Day and Education Week, hosting overseas visitors, buddies program, Step Into Prep and Prep familiarisation, and eLearning opportunities. 	<p>Classroom Teachers</p> <p>Kara Jackson</p> <p>Year 5 Teachers</p> <p>All relevant staff to these events</p>	<p>Weekly</p> <p>Term 4</p> <p>Yearly</p>	<p>6 months:</p> <ul style="list-style-type: none"> Minutes and photographs of meeting agendas, minutes and parking lots. Completed student leaders positions <p>12 months:</p> <ul style="list-style-type: none"> Participation in Leadership Unit in term 4 for Year 5 students Peer mediation program in place in school yard Student Engagement variable in the Student Opinion Survey results will show a marked improvement Evidence of the JSC and JEC groups' meeting minutes/ posters and reports of their actions.(Including minutes from School Council minute meetings where students will be invited to report progress). <p>12 months:</p> <ul style="list-style-type: none"> These programs occur annually and will be reviewed prior to implementation for the subsequent year The target to maintain the whole school average student absence rate at 11 days or below <p>As identified through our Attitudes to School Survey Data. To grow Learning Confidence, School Connectedness and Student Motivation to:</p> <ul style="list-style-type: none"> 70% of students feeling connected to our school Learning confidence to be at or above state mean of 4.13 	• • • • • •			



<p>community, Clubs Program, school camps and excursions</p> <ul style="list-style-type: none"> • Increase student voice, participation and connectedness in all aspects of the curriculum by developing teacher capacity to plan and teach inquiry units of work • Lifting the profile of using House points across the school • Re-introduce Peer Mediation, hold classroom meetings as examples • Wellbeing, VIP Club, Clubs Program, Breakfast with the Stars, Ground Maintenance Crew • Comprehensive Transition Program from Year 6-7 • Transition program for each year level • Commitment to becoming an accredited KidsMatter school by completing the final module 	<ul style="list-style-type: none"> ❖ JSC presentations to School Council ❖ Make thinking Visible ❖ Deliver teacher professional learning on Inquiry Learning, open ended tasks and the thinking curriculum ❖ Establish a working party to develop and implement whole school House Points System to include every classroom and Expressive Education lesson ❖ Train up the relevant student leaders to drive the peer mediation program ❖ Calendar of events to be scheduled to support these initiatives ❖ Transition Program for all year 6's running over 3 days based on familiarizing students with secondary school practices e.g Timetables ❖ Participants identified and reviewed regularly ❖ Schedule Professional Development time to train staff on final module 	<p>JSC and JEC Co-ordinator</p> <p>All teachers</p> <p>Leadership Team</p> <p>Leadership team</p> <p>Principal Class</p> <p>Yr 6 leaders and grade teachers</p> <p>Assistant Principals</p>	<p>Once per Term</p> <p>Daily</p> <p>Semester 1</p> <p>Semester 2</p> <p>Each term</p> <p>Term 4</p> <p>Each term</p>	<ul style="list-style-type: none"> • School connectedness to be at or above the regional mean of 4.35. • Stimulating learning to be at or above the regional mean of 4.08. • Student Motivation to be at or above state and regional mean of 4.55. <p>To track and measure student motivation using school developed surveys. For these surveys to measure and record:</p> <ul style="list-style-type: none"> • baseline data for student belonging, respect, curiosity, integrity • and excellence in the classroom • clear growth against these baselines <p>6 months: Positive feedback from students and parents around transitions(parent/ student survey to be formulated)</p> <p>12 months: Points System to be fully implemented by the end of 2017 across all lessons and events</p> <p>KidsMatter: fully completed Accreditation for Kids Matter school that provides Social and Emotional Learning Program Umbrella</p> <p>Through the Student Attitudes to School Survey we have improved results around school connectedness and safety</p>						
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Section 4: Annual Self-Evaluation

Annual self-evaluation section enables schools to continuously collect, monitor and analyse school data about all aspects of school performance. This ensures that all aspects of school performance are considered throughout the year and that any risks, issues and opportunities are identified as they emerge. The Annual self-evaluation against the Continua of Practice should be completed as data becomes available]

Priority	Improvement model dimensions – note state-wide Improvement Initiatives are bolded	Is this an identified initiative or dimension in the AIP?	Continuum status	Evidence and analysis
Excellence in teaching and learning	Building practice excellence	Yes	3 - Embedding	Current AIP improvement initiatives and/or dimensions, please provide a succinct and conclusive statement referring to the monitoring section of this plan. This statement can refer to the progress status and/or make reference to the achievement of the appropriate goals, targets and success criteria.]
	Curriculum planning and assessment	Yes	2 - Evolving	
	Evidence-based high impact teaching strategies	Yes	2 - Evolving	
	Evaluating impact on learning	Yes	2 - Evolving	
Professional leadership	Building leadership teams	Yes	2 - Evolving	
	Instructional and shared leadership	Yes	3 - Embedding	
	Strategic resource management	No	1 - Emerging	
	Vision, values and culture	Yes	3 - Embedding	
Positive climate for learning	Empowering students and building school pride	Yes	3 - Embedding	
	Setting expectations and promoting inclusion	Yes	4 - Excelling	
	Health and wellbeing	Yes	3 - Embedding	
	Intellectual engagement and self-awareness	Yes	2 - Evolving	
Community engagement in learning	Building communities	Yes	4 - Excelling	
	Global citizenship	Yes	4 - Excelling	
	Networks with schools, services and agencies	Yes	4 - Excelling	
	Parents and carers as partners	Yes	3 - Embedding	

Reflective comments: Summarise your learnings from the self-evaluation process, including professional growth and key findings

Please refer to School Strategic Plan regarding our learnings from the self evaluation.

Confidential cohorts analysis: This section is not for public distribution. Report here the extent to which cohorts of students within the school (including Koorie, high ability, refugee, EAL, PSD, out of home care students, etc.) are being supported and challenged, leading to an inclusive and stimulating environment for all students.

PSD Program: Every student funded under the Program for Students with Disabilities is primarily supported by an education support staff member around differentiated student learning goals and monitored closely through a termly Student Support Group meeting (SSG, 13 students are currently funded under this program. We have a flexible, inclusive learning environment to meet the specific individual needs of all students where required.

Enrichment Program: This program caters for students requiring both intervention and extension support to further improve their learning in literacy and numeracy. Students are identified through close analysis of achievement data and grouped accordingly. This program recognises that underachievement can occur at any level (at both above and below year level standard). The program establishes strategies to stimulate and enrich the learning lives of those students who have been

identified.

Considerations for 2018:

From our school self evaluation, review process and subsequent report, we identified the following priorities for our Strategic Plan;

Year 2- 2018

- *Teacher learning walks across multi -year level classrooms*
- *Continue to build teacher understanding of the inquiry structure and develop units so that every unit culminates with authentic opportunities for students to take action with their learning*
- *Continue the staged implementation of COMPASS by consolidating student attendance, student reporting, Parent/Teacher meetings, Individual Learning Plans(ILPS) and student achievement data and through introducing the analysis of student achievement data and student chronicles*
- *No 'Opt Out' questioning strategy*
- *Ongoing review of school data to reflect, review and develop our school's curriculum and teacher practice to ensure the best possible student growth*
- *Review whole school assessment schedule to ensure data is used effectively to track student progress and improved teacher effectiveness*
- *Implement the delivery of the health component of the Health and Physical Education curriculum to ensure a sequential, effective curriculum is delivered from Prep-6.*

Literacy

- *Reviewing our whole school Scope and sequence for Spelling*
- *Undertaking whole staff professional learning specifically around best practice in phonics and spelling investigations*
- *Continuing to develop CAFÉ and "VOICES' writing*
- *Review the Laurimar Primary School writing planner to reflect 'Voices' writing*

Numeracy

- *Develop the use of rich assessment tasks and other forms of assessment to;*
- *guide and inform teacher planning*
- *assess student growth*
- *measure teacher effectiveness*
- *Consolidate the use of concrete and hands on materials to support all teaching and learning tasks*
- *Build teacher capacity to explicitly plan for and address students misconceptions in mathematics*

