Annual Implementation Plan: for Improving Student Outcomes

School name: Lakes Entrance Primary School
School number: 2672
Year: 2017
Based on strategic plan: 2015 - 2019

Endorsement:
Principal: Simon Prior
Senior Education Improvement Leader: Heather Macalister
School council: Atina Baker

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.

<table>
<thead>
<tr>
<th>School Strategic Plan goals</th>
<th>Improvement Priorities</th>
<th>Improvement Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Lakes Entrance Primary School will have a documented, comprehensive curriculum that enables whole school consistent practice, driven by curriculum leaders through professional learning teams.</td>
<td>Excellence in teaching and learning</td>
<td>Building practice excellence</td>
</tr>
<tr>
<td>• To improve learning outcomes, based on the Victorian Curriculum, in all areas, for all students, in particular Literacy with an emphasis on Reading</td>
<td>Professional leadership</td>
<td>Building leadership teams</td>
</tr>
<tr>
<td>• To build teacher capacity to function in effective teams.</td>
<td>Positive climate for learning</td>
<td>Empowering students and building school pride</td>
</tr>
<tr>
<td>• To develop excellence in teacher practice to inform teaching and learning and data analysis.</td>
<td>Community engagement in learning</td>
<td>Building communities</td>
</tr>
</tbody>
</table>

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.

As part of our annual review LEPS looked at multiple sources of data to reflect on progress and establish our KIS for 2017. The leadership team, combined with the SEIL, used the National School Improvement Tool to reflect on current practice and identify areas of need. This tool enabled us to clearly identify our priority areas for 2017. During the 2016 our focus on literacy has laid the foundation to a quality curriculum. In 2017 we will continue to develop this guaranteed and viable curriculum across all areas. A focus on data to better inform our teaching will also ensure we build the capabilities of staff to use a range of assessment strategies to teach to a student’s point of need.

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.

<table>
<thead>
<tr>
<th>Improvement initiative:</th>
<th>Key improvement strategies (KIS)</th>
</tr>
</thead>
</table>
| Building Practice Excellence | • Build a rich relevant challenging and stimulating learning environment that uses contemporary pedagogy and learning technologies for deep learning and thinking.  
• Build teacher capacity to differentiate teaching to ensure challenge and progress for every student.  
• Develop staff capacity to use a strength based approach which will allow students to develop higher levels of positive engagement and strong academic performances. |
| Curriculum Planning and Assessment | • Build a guaranteed and viable curriculum to enhance student learning, with a focus on reading.  
• Build teacher capacity to analyse data to inform teaching and learning.  
• Build teacher capability to utilise data and a range of assessment strategies to teach to a student’s point of need. |
| Building Leadership Teams | • Build the capabilities of the school leadership team.  
• Build the capacity of school leaders to develop and implement strategies for transformation.  
• Build teacher capacity to implement evidence-based literacy teaching strategies. |
## 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

Lakes Entrance Primary School will have a documented, comprehensive curriculum that enables whole school consistent practice, driven by curriculum leaders through professional learning teams

### IMPROVEMENT INITIATIVE

Building Practice Excellence

### STRATEGIC PLAN TARGETS

- Review and develop Individual Learning Improvement Plans, Individual Education Plans (for indigenous and Out of home care students) and student learning goals.
- Professional learning timetable established to support curriculum implementation and enhance teaching expertise.

### 12 MONTH TARGETS

<table>
<thead>
<tr>
<th>KEY IMPROVEMENT STRATEGIES</th>
<th>ACTIONS</th>
<th>WHO</th>
<th>WHEN</th>
<th>SUCCESS CRITERIA</th>
<th>MONITORING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Build a rich, relevant, challenging and stimulating learning environment that uses contemporary pedagogy and learning technologies for deep learning and thinking</td>
<td>• Develop a long term plan for building knowledge around TOA (Theories of Action) and FISO group Agenda. • Working with service leaders to leverage existing planning practices and improvement frameworks (e.g. FISO) to implement strategies to improve Koorie outcomes and monitor progress. • Create opportunities to promote student voice and involve students in decision making, such as student led activities. • Develop a learning community that builds positive relationships which strengthen connections. • Teachers outline learning intentions and success criteria. They continually adapt teaching during the lesson in response to students understanding. • Implement K.I.S.W.P.B.S procedures. • Explicitly teach and promote social skills program. • Actively engaging families and carers to better support children's participation, retention and transition in education through the provision of targeted advice and involvement in curriculum development and delivery.</td>
<td>Principal, Julie, Karren, Sarah, All staff</td>
<td>Term 1 - 4</td>
<td>6 months: • Pivot used in 3 – 6 area to provide student voice. • Whole school evaluation on learning confidence.</td>
<td>● ● ● SRC, Grade 5/6 - Prep Buddy system, Leadership Program (School captain, House captain) Friendship pods, School Council Input / Rep, Rotary, Student volunteering programs. Student Opinion Survey (student voice). School Visits, Collegiate Observations and Learning walks. Professional reading. Consistency in curriculum planning and delivery across each grade level as seen in weekly planning documents and year level minutes and actions. Learning intentions and success criteria evident in teaching documents and visible on class boards. Parent or community rep on School Council (or invitation for Koorie Leader to attend Council Meetings). NAIDOC Week Community BBQ</td>
</tr>
<tr>
<td>Increase opportunities for Koorie people to participate in decision making that affects them.</td>
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<td></td>
<td>12 months: • Active student voice across the school • Students able to articulate Learning Intentions and Success Criteria for each lesson. • Promote an inclusive culture.</td>
<td>● ● ● SRC, Grade 5/6 - Prep Buddy system, Leadership Program (School captain, House captain) Friendship pods, School Council Input / Rep, Rotary, Student volunteering programs. Student Opinion Survey (student voice). School Visits, Collegiate Observations and Learning walks. Professional reading. Consistency in curriculum planning and delivery across each grade level as seen in weekly planning documents and year level minutes and actions. Learning intentions and success criteria evident in teaching documents and visible on class boards. Parent or community rep on School Council (or invitation for Koorie Leader to attend Council Meetings). NAIDOC Week Community BBQ</td>
</tr>
</tbody>
</table>
| Build teacher capacity to differentiate teaching to ensure challenge and progress for every student. | • Ensure that all identified students have individual learning plans that are acted upon, evaluated and modified regularly with parent and ES Staff input.  
• Ongoing assessment to inform teaching and develop teacher capacity to use classroom data.  
• Multilit Program development for 3-6 students. Minilit program for Grade 1-2 students.  
• Increased participation of Koorie families in parenting education and support programs. | Team Leaders | Term 1 | 6 months:  
• Revise template for ILP and implement for students.  
• Multilit and Minilit running across the school for students identified. | PDP reviews mid and end cycle.  
PSG meetings.  
Integration Aide feedback / meetings.  
Teacher moderation.  
Student report moderation.  
Ongoing Team meetings with actions implemented.  
Increase in Parent Teacher interview attendance.  
Organised meetings each term with focus on Transition. |
| --- | --- | --- | --- | --- |
| We will further support Koorie parents as first educators of their children | --- | All staff Julie Smith Family Sarah | 12 months:  
• Individual Learning Plans for each term with minutes reflecting meetings with parents.  
• Increased attendance in supported Koorie Playgroups. | --- |
| Develop staff capacity to use a strength based approach which will allow students to develop higher levels of positive engagement and strong academic performances. | • Implement our school values and vision and link with specific actions e.g. Values Matrix develop with staff and students.  
• Establish coaching protocols for various levels – graduate, experienced staff, Leadership Team.  
• Staff Performance Plans reflect AITSL Standards and expectations.  
• Ongoing professional learning around SWPB approach.  
• Continue to track whole school student academic performance in Literacy. | All Staff | Term 1 | 6 months:  
• Coaching protocols put in place.  
• PDP plans reflect whole school approach to literacy and data. | Identifying and targeting student performance in Literacy (Whole school approach in monitoring student performance according to AUSVELS and displaying on whiteboard) and reviewing these students each Semester.  
Values Matrix.  
Experienced and graduate classroom team teaching structure across grade levels.  
DET Performance and Development Template used to reflect an agreed number of goals based on 7 standards.  
Staff use tools and resources on Teachers Landing Page on AITSL standards. |
| Attendance at School Open Days. | --- | --- | --- | --- |
## Section 2: Improvement Initiatives

<table>
<thead>
<tr>
<th>STRATEGIC PLAN GOALS</th>
<th>To develop excellence in teacher practice to inform teaching and learning data analysis</th>
</tr>
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</table>

**IMPROVEMENT INITIATIVE**

**Curriculum Planning and Assessment**

**STRATEGIC PLAN TARGETS**

- Lakes Entrance Primary School will have a documented, comprehensive curriculum that enables whole school consistent practice, driven by curriculum leaders through professional learning teams.
- Develop a whole school approach to the use of data and evidence, based on an accurate assessment of each student in order to track progress and inform planning and learning.

**12 MONTH TARGETS**

- 90% of students achieving a learning growth of one year or more above their previous assessment report in AUSVELS literacy and numeracy as assessed through teacher judgments and VCAA and online interviews.
- Professional learning on data use and interpretation completed.
- Evidence of widespread use of online management software across the school.

<table>
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<tr>
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<th>WHO</th>
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<th>SUCCESS CRITERIA</th>
<th>MONITORING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Build a guaranteed and viable curriculum to enhance student learning, with a focus on reading.</td>
<td>• Design and implement a contemporary curriculum framework that reflects the school vision, beliefs and pedagogical practices in line with Victorian Curriculum.</td>
<td>Sarah, Karen W, Julie and all staff</td>
<td>Term 1-4</td>
<td>6 months: Audit of current curriculum, Key areas documented e.g. Literacy, Numeracy.</td>
<td><a href="#">Evidence of impact</a></td>
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<td></td>
<td>• Professional Development Plan and schedule set out for the year for Literacy.</td>
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<td>12 months: Clear documentation for Curriculum outline at each level. Clear understanding from each teacher or expectations.</td>
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<td></td>
<td>• Literacy Coach to facilitate PD and classroom observations.</td>
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<td>Curriculum Implemented across all levels as evidence through teacher plans, observations and assessments.</td>
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<td></td>
<td>Build teacher capacity to analyse and utilise data to inform teaching and learning.</td>
<td>Deb</td>
<td>Term 2</td>
<td>6 months: All Staff using data sets to inform planning and teaching. Data sets continued to be refined to better suit the needs of staff.</td>
<td><a href="#">Evidence of impact</a></td>
</tr>
<tr>
<td></td>
<td>• Develop the capacity of the school to maintain accurate data sets.</td>
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<td>12 months: Ongoing conversations in staff, team, mini teams around data. Successful transition into 2018 with data sets for classroom teachers.</td>
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<td></td>
<td>• Analyse key data sets on a regular basis.</td>
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<td>• All Staff to have a data SMART Goal in their PDP plans for 2017.</td>
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<td></td>
<td>• Implement a whole school data management system.</td>
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<td></td>
<td>• Train staff in the ongoing use of this system to ensure it is regularly updated and used in planning.</td>
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Section 3: Other Improvement Model Dimensions

### Strategic Plan Goals
- To build teacher capacity to function in effective Teams
- To improve learning outcomes based on Victorian Curriculum for all students, particularly Literacy with an emphasis on reading
- Develop a learning community that builds positive relationships which strengthen connections.

### Other Improvement Model Dimensions

#### Building Leadership Teams

### Strategic Plan Targets
- Use external coaching for curriculum days and peer observations and liaise with school leaders to continue to drive teacher improvement
- Increased use of feedback from teacher to student, student to teacher, teacher to teacher, teacher to parent, parent to teachers

### 12 Month Targets
- Professional learning timetable established to support curriculum implementation and enhance teaching expertise.
- Minutes and observations of curriculum teams demonstrate a focus on teaching and learning
- A majority of time in both meetings is spent on professional development activities related to strategic plan.
- Increase in positive results for school staff data

<table>
<thead>
<tr>
<th>Key Improvement Strategies</th>
<th>Actions</th>
<th>Who</th>
<th>When</th>
<th>Success Criteria</th>
</tr>
</thead>
</table>
| Build the capabilities of the school leadership team | • BASTOW Coaching for Leadership Program  
• Implement a distributive leadership model across the school to develop leadership capabilities of all staff. | Leadership Team | Term 1 - 4 | 6 months:  
• Leading teachers driving school wide agendas in their teams and across the school.  
• Clear Roles and Responsibilities apparent to all school community  
12 months:  
• Leadership meetings transition into a consultative process rather than a top down model. | Company Logo | Leadership model implemented across the school based on outcomes outlined in BASTOW Coaching for Leadership Program.  
Attendance by Leadership team in Term 1 to Bastow Leaders Program.  
Teachers given roles and responsibilities based on experience, strengths and current roles and responsibilities in the school.  
Staff Opinion Survey - Teacher Satisfaction, show positive increase |

| Build the capacity of school leaders to develop and implement strategies for transformation. | • Implement processes that support quality planning and decision making alignment with schools strategic Plan and AIP  
• Create a coaching and feedback structure and put multiple channels and processes in place.  
• Clearly defined roles and responsibilities for all staff relevant to their level of experience. | Leadership Team | Term 1 - 4 | 6 months:  
• Leading Teachers supporting Graduates to complete their roles and responsibilities.  
12 months:  
• | Company Logo | Promote professional growth through Professional Development opportunities online courses, reading, polycom and in person.  
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| Build teacher capacity to implement evidence-based Literacy teaching strategies. | • Implement Literacy professional Learning Plan for all meetings.  
• Engage with Literacy coach to run professional development sessions as well as coaching twice per term  
• All Staff to have Literacy PDP Goal in their 2017 Performance Plans. | Leadership Team | Term 1 - 4 | 6 months:  
• | Company Logo | Curriculum Days focus on Literacy  
Literacy Coaching scheduled visits twice per term  
Review and act on Literacy data. |
## Section 4: Annual Self-Evaluation

[Drafting Note] 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.

<table>
<thead>
<tr>
<th>Priority</th>
<th>Improvement model dimensions – note state-wide Improvement Initiatives are bolded</th>
<th>Is this an identified initiative or dimension in the AIP?</th>
<th>Continuum status</th>
<th>Evidence and analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellence in teaching and learning</td>
<td>Building practice excellence</td>
<td>Select</td>
<td>Select status</td>
<td>[Drafting note] For 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.</td>
</tr>
<tr>
<td></td>
<td>Curriculum planning and assessment</td>
<td>Select</td>
<td>Select status</td>
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<td></td>
<td>Evidence-based high impact teaching strategies</td>
<td>Select</td>
<td>Select status</td>
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<td></td>
<td>Evaluating impact on learning</td>
<td>Select</td>
<td>Select status</td>
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<tr>
<td>Professional Leadership</td>
<td>Building leadership teams</td>
<td>Select</td>
<td>Select status</td>
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<td></td>
<td>Instructional and shared leadership</td>
<td>Select</td>
<td>Select status</td>
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<td></td>
<td>Strategic resource management</td>
<td>Select</td>
<td>Select status</td>
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<td></td>
<td>Vision, values and culture</td>
<td>Select</td>
<td>Select status</td>
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<tr>
<td>Positive climate for learning</td>
<td>Empowering students and building school pride</td>
<td>Select</td>
<td>Select status</td>
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<td></td>
<td>Setting expectations and promoting inclusion</td>
<td>Select</td>
<td>Select status</td>
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<td>Health and wellbeing</td>
<td>Select</td>
<td>Select status</td>
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<td></td>
<td>Intellectual engagement and self-awareness</td>
<td>Select</td>
<td>Select status</td>
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<tr>
<td>Community engagement in learning</td>
<td>Building communities</td>
<td>Select</td>
<td>Select status</td>
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<td>Global citizenship</td>
<td>Select</td>
<td>Select status</td>
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<td>Networks with schools, services and agencies</td>
<td>Select</td>
<td>Select status</td>
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<td></td>
<td>Parents and carers as partners</td>
<td>Select</td>
<td>Select status</td>
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</tbody>
</table>

**Reflective comments:** [Drafting Note] Please use this section to summarise your learnings from the self-evaluation process, including professional growth and key findings.

**Confidential cohorts analysis:** [Drafting note] 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.

| Next Steps: | |

*Published: February 2016*