**Annual Implementation Plan - 2019**

**Define Actions, Outcomes and Activities**

Lightning Reef Primary School (5541)



Awaiting for review by School Principal  
Awaiting endorsement by Senior Education Improvement Leader  
Awaiting endorsement by School Council President

**Define Actions, Outcomes and Activities**

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| Goal 1 | Improve student learning growth and achievement in literacy and numeracy F-6. \*\*\*DN - please note the literacy and numeracy goals have been combined as the KIS are similar\*\*\* | | | | |
| 12 Month Target 1.1 | In 2019 the percentage of students making high relative learning growth from year 3 to 5 on NAPLAN reading to be xx% or greater. | | | | |
| 12 Month Target 1.2 | In 2019 the percentage of Year 5 students achieving in the top 2 bands in NAPLAN reading will increase from 7% to xx%. | | | | |
| 12 Month Target 1.3 | In 2019 the percentage of students making high relative learning growth from Year 3 to 5 on NAPLAN numeracy to be xx% or greater | | | | |
| 12 Month Target 1.4 | In 2019 the percentage of Year 5 students achieving in the top 2 bands in NAPLAN numeracy will increase from 3% to xx%.  In 2019 the percentage of Year 3 students achieving in the top 2 bands in NAPLAN numeracy will increase from 13% to xx%. | | | | |
| 12 Month Target 1.5 | In 2019 the percentage of Year 5 students achieving in the lower 2 NAPLAN Bands in numeracy will decrease from 44% to xx%  In 2019 the percentage of Year 3 students achieving in the lower 2 NAPLAN Bands in numeracy will decrease from 44% to xx% | | | | |
| KIS 1 Curriculum planning and assessment | Implement a whole-school scoped and sequenced literacy and numeracy curriculum aligned with the Victorian Curriculum [CPA] | | | | |
| **Actions** | Provide coaching in the use of scope and sequence documents for reading and numeracy. Include the EAL Continuum into the scope and sequence documents. Develop the capacity of middle management in both pedagogy and human leadership. | | | | |
| **Outcomes** | Students will: - Engage with quality literacy and numeracy sequences every day. - Show growth in the areas of Literacy and Numeracy.  Teachers will: - Implement the reading workshop with fidelity.  - Use scope and sequence documents to plan quality lessons.   Leaders will: - Use teachers PDPs to monitor the implementation of the literacy and numeracy curriculum. - Provide professional learning opportunities for middle management. | | | | |
| **Success Indicators** | - The scope and sequence documents will be thorough, show clear links to Victorian Curriculum and be easily accessible for all. | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Build an overview of topics linked to the curriculum | | 🗹 Teacher(s)  🗹 School Improvement Team | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| Induction program for new and returning teachers includes in depth PL on Literacy and Numeracy SS | | 🗹 Principal  🗹 Assistant Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Combine number and applied mathematics planners for the whole-school numeracy curriculum | | 🗹 Curriculum Co-ordinator (s) | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| Review Unit/Team Leader job description, roles and responsibilities | | 🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| Recruit four team leaders to the role of Team Leader | | 🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| Design a professional learning program for Team Leaders that complements a modified school-based PLC program and supports the implementation of the whole-school scoped and sequenced literacy and numeracy curriculum | | 🗹 Leadership Team | 🗹 PLP Priority | from: Term 3  to: Term 4 | $10,000.00  🞎 Equity funding will be used |
| School leaders / DSSI plan with teams as part of broader coaching program | | 🗹 Leadership Team | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Include EAL continuum into whole documentation | | 🗹 Assistant Principal | 🗹 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| Design and implement a program of Learning Walks to strengthen the implementation of our Literacy & Numeracy curriculum | | 🗹 Leadership Team  🗹 Curriculum Co-ordinator (s)  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 3  to: Term 4 | 🞎 Equity funding will be used |
| KIS 2 Curriculum planning and assessment | Develop and embed an evidence-based instructional model for planning and teaching for literacy and numeracy [CPA] | | | | |
| **Actions** | Provide coaching to embed the Reading Workshop Model. Provide coaching to plan for effective numeracy instruction based on challenging maths tasks.  Implement a peer observation and learning walk schedule. | | | | |
| **Outcomes** | Students will: - Increase their reading stamina and increase their outcomes.  Teachers will: - Provide quality instruction in Reading, Numeracy and SMART Spelling on a consistent basis.    Leaders will: - Assess PDP Goals of home group teachers use of the reading, numeracy and SMART Spelling instructional models. - Mentor middle leaders in their ability to facilitate professional dialogue using observations from learning walks and peer observations. | | | | |
| **Success Indicators** | Consistent whole school approach to reading, numeracy and spelling. | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Provide coaching in planning for and delivering the school's Instructional Models ie: Reading, Writing, Numeracy, Scope & Sequence | | 🗹 Assistant Principal  🗹 School Improvement Team | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Numeracy Learning Specialist to coach home group teachers to facilitate weekly numeracy planning across the school | | 🗹 Learning Specialist(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Design and implement a learning walk and peer observation schedule | | 🗹 School Improvement Team | 🞎 PLP Priority | from: Term 2  to: Term 3 | $0.00  🞎 Equity funding will be used |
| Develop a PDP goal linked to home group use of the reading, writing, numeracy and SMART Spelling effective lesson | | 🗹 Principal  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Induction activity with any new and returning staff on the LRPS Instructional Model including effective lessons | | 🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | 🞎 Equity funding will be used |
| Build an LPS effective Oral Language lesson for implementation in 2020 | | 🗹 Assistant Principal  🗹 Curriculum Co-ordinator (s) | 🞎 PLP Priority | from: Term 4  to: Term 4 | 🞎 Equity funding will be used |
| KIS 3 Curriculum planning and assessment | Build data literacy skills to inform collaborative planning for differentiated teaching and identify professional learning needs | | | | |
| **Actions** | Develop and implement an action plan for building teachers data literacy knowledge.  Co-construct, implement and review individual learning goals each term.  Coaching in Literacy and Numeracy planning. | | | | |
| **Outcomes** | Students will: - Co-construct, implement and review individual learning goals each term.  - Self-assess their progress against their goals.   Teachers will: - Co-construct, implement and review individual learning goals each term.  - Use data to inform their teaching. Leaders will: - Prioritise data literacy improvement through professional learning and standing agenda item at all meetings. | | | | |
| **Success Indicators** | Teachers will be able to talk about every student and their progress based on data. | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Develop and implement an action plan to develop the capacity of teachers to use data literacy sets to inform their practice | | 🗹 School Improvement Team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Coaches will prioritise enabling and extending prompts (as forms of differentiation) in team planning and build the capacity of LC Leaders to do the same | | 🗹 School Improvement Team | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Literacy and Numeracy goals will be co-constructed each term and discussed with parents and carers as part of students led conferences | | 🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Goal 2 | Provide a learning environment that engages and empowers all students in their learning. | | | | |
| 12 Month Target 2.1 | By end of 2019 increase the percentage of positive responses for the student voice and agency factor on the Student Attitudes to School Survey from 51% (2018) to 60% | | | | |
| 12 Month Target 2.2 | By end of 2019 increase the percentage of positive responses for the stimulating learning factor on the Parent Opinion Survey from 70% to 78% | | | | |
| 12 Month Target 2.3 | By end of 2019 increase the percentage of positive responses for the collective efficacy factor on the School Staff Survey from 19% to 38% | | | | |
| KIS 1 Health and wellbeing | Build the capacity of all staff to have high expectations for learning, engagement and behaviour [H&W] | | | | |
| **Actions** | Engage with and complete the School's VSWPBS Action Plan Convene School Improvement Team; schedule meetings and resource appropriately | | | | |
| **Outcomes** | Students will - identify and describe their social and emotional goal and progress  Teachers will: - review goals with students - implement strategies that support student progress for each social and emotional goals - teach classroom expectations - plan for explicit teaching of classroom and non-classroom settings expectations  Leaders will: - Check teachers planning for explicit teaching of classroom expectations - Conduct learning walks which allow leaders to observe the development of VSWPBS in classes as the year progresses  Parents, carers and agencies will: - actively participate in the development and review of social and emotional goals | | | | |
| **Success Indicators** | All classroom expectations align with School-wide expectations and are on display, and are regularly referred to. Every student will have a social and emotional goal recorded in XUNO / SMT (as an IEP) | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Every teacher will work with their class to develop three to five classroom expectations that are referred to daily, that are visually displayed, and are evident in Personal and Interpersonal Education planning by week three | | 🗹 Student Wellbeing Co-ordinator  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00  🗹 Equity funding will be used |
| Run GREAT START / STUDENT LED conferences for every student, developing a social and emotional goal collaboratively with families | | 🗹 Leadership Team  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Run induction on GREAT START / STUDENT LED conferences for any new / returning staff | | 🗹 Principal | 🗹 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| SIT team check GREAT START / STUDENT LED conference goals, and provide feedback to staff on quality and effectiveness | | 🗹 School Improvement Team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Produce GREAT START / STUDENT LED conference template and pass to teachers | | 🗹 School Improvement Team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| At the beginning of each term review and re-teach classroom expectations | | 🗹 Teacher(s) | 🞎 PLP Priority | from: Term 2  to: Term 4 | $0.00  🞎 Equity funding will be used |
| SIT team completes Professional Learning on using the SMT to collate, analyse and set direction based on student behaviour data across the whole-school. | | 🗹 School Improvement Team | 🗹 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| SIT team use SMT to collate, analyse and set direction based on student behaviour data across the whole-school during fortnightly SIT team meetings. | | 🗹 School Improvement Team | 🞎 PLP Priority | from: Term 2  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Continue to develop and strengthen the PIE / RR & RR Program to support the VSWPBS Strategy: Monday PIE / RR & RR Lesson / Friday Afternoon PIE Session VSWPBS Action Plan for 2019 complete LC (Teacher's) plan PIE RR & RR lessons in Term and weekly Planners Review and evaluate Friday afternoon program twice a term (6 weeks) | | 🗹 Student Wellbeing Co-ordinator  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | 🞎 Equity funding will be used |
| KIS 2 Empowering students and building school pride | Develop a whole school approach to activating student voice, agency and leadership in their learning [ES&BSP] | | | | |
| **Actions** | Expand the opportunities for students to develop leadership skills | | | | |
| **Outcomes** | Students will - participate in focus groups and surveys that provide feedback on student leadership and voice opportunity  Teachers will: - develop a broader understanding of student leadership and agency opportunities   Leaders will: - develop a broader understanding of student leadership and agency opportunities  - develop a vision for student leadership and agency for the whole-school for 2020 and beyond | | | | |
| **Success Indicators** | Student leadership and agency vision and plan developed | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Run GREAT START / STUDENT LED conferences for every students, developing a social and emotional goal collaboratively with families | | 🗹 Leadership Team  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Explore the student leadership and agency models in other schools | | 🗹 Leadership Team  🗹 Student(s) | 🞎 PLP Priority | from: Term 3  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Seek feedback from students and families about how to grow student leadership and voice/agency through surveys and focus groups | | 🗹 Student(s) | 🞎 PLP Priority | from: Term 3  to: Term 3 | $0.00  🞎 Equity funding will be used |
| KIS 3 Building communities | Strengthen school community, parent and carer partnerships to promote high expectations for student achievement [BC] | | | | |
| **Actions** | Engage with parents and carers  Engage with external agencies | | | | |
| **Outcomes** | Parents, carers and agencies will: - have a greater level of engagement with their children's conferences and goals  Koori families will attend and have a voice at SSG meetings at Lightning Reef PS KESO staff will attend and effectively support Koori Student SSG Meetings at Lightning Reef PS  Staff will: - develop more trust in our families | | | | |
| **Success Indicators** | For a growing of LRPS students, parents and carers set social and emotional goals with their child (Use SMGT to record level of parent/carer engagement with goal setting)  The Trust in Students and Parents Staff Survey factor continues to improve from the recent five year average of 16.4% positive response rate. | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Run GREAT START / STUDENT LED conferences for every students, and SSG as required - developing a social and emotional goal collaboratively with families. | | 🗹 Leadership Team  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Monitor Staff Trust in Students and Parents factor from staff survey | | 🗹 Principal | 🞎 PLP Priority | from: Term 3  to: Term 3 | $0.00  🞎 Equity funding will be used |