

2018 Annual Implementation Plan

for improving student outcomes

Le Page Primary School (5422)



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

Annual Implementation Plan – 2018 FISO Improvement Initiatives and Key Improvement Strategies

Le Page Primary School

Four Year Strategic Goals	Four Year Strategic Targets	2018	12 month target	FISO initiative
To improve student learning outcomes in literacy with an initial focus on Reading.	By 2021, 90% of students will achieve 12 month's growth or higher, in Reading, according to teacher judgements against the Victorian Curriculum Standards, at all year levels F to 6. By 2021, at least 25% of students will achieve high growth, and less than 25% will achieve low growth in Reading, according to NAPLAN Relative Growth Year 3 to 5.	Yes	70% of students will achieve 12 month's growth or higher in Reading according to teacher judgements against the Victorian Curriculum Standards.	Building practice excellence
To improve student learning outcomes in Numeracy with a initial focus on Number and Algebra.	By 2021, 90% of students will achieve 12 month's growth or higher, according to teacher judgements against the Victorian Curriculum Standards in Number & Algebra, at all year levels F to 6. By 2021, at least 25% of students will achieve high growth, and less than 25% will achieve low growth in Number and Algebra, according to NAPLAN Relative Growth Year 3 to 5.	No		
To create a positive community perception of the school.	By 2021, enrolments will increase from 38 to more than 100 students.	Yes	By November 2018, 55 students will be enrolled at Le Page Primary.	Building communities
	By 2021, responses from the Attitudes to School Survey will be positively endorsed with an average above 70%. By 2021, responses from the Staff Feedback Survey will be positively endorsed with an average above 70%.	Yes	By 2018, the responses for 'Learner Characteristics and Disposition' from the Attitude to School Survey will be positively endorsed with an overall average at or above 75%.	Empowering students and building school pride

Improvement Initiatives Rationale

The improvement initiatives were chosen to address the most critical elements diagnosed from community feedback. The Attitude to School, Parent Opinion and Staff Feedback surveys were three measurement tools from which teacher, student and parent perceptions were recorded. The recommendations in the 2017 Priority Review Report were considered as was the FISO Continua Implementation Self-Assessment Data Report. On the 2017 NAPLAN Reading DATA: Relative Growth Years 3 to 5, more than 25% of students fell into the low growth range and less than 25% fell into the high range. With literacy being a state priority it was decided that the initial focus on improving literacy standards would be to focus on building teacher capacity to plan, teach and assess highly effective Reading programs. Le Page's CoP school Parktone, has achieved significant success with their recently new whole-school approaches to planning, teaching and assessing programs, and will provide Le Page teachers with invaluable professional learning, to build capacity, to raise student standards. The school was relaunched in 2017 and it aims to increase enrolments over the next four years, by attracting families to their local school.

Goal 1	To improve student learning outcomes in literacy with an initial focus on Reading.
12 month target 1.1	70% of students will achieve 12 month's growth or higher in Reading according to teacher judgements against the Victorian Curriculum Standards.
FISO Initiative	Building practice excellence
KIS 1	Develop an agreed and consistently implemented Reading Instructional model that ensures the individual learning needs of all students are met.

Goal 2	To create a positive community perception of the school.
12 month target 2.1	By November 2018, 55 students will be enrolled at Le Page Primary.
FISO Initiative	Building communities
KIS 1	Promote the school's Vision, Mission and 7 Habits philosophy.
12 month target 2.2	By 2018, the responses for 'Learner Characteristics and Disposition' from the Attitude to School Survey will be positively endorsed with an overall average at or above 75%.
FISO Initiative	Empowering students and building school pride
KIS 1	Students and teachers work together to develop and implement a systematic approach to setting, monitoring and reflecting upon personal goals.

Define Evidence of Impact and Activities and Milestones – 2018 Le Page Primary School

Goal 1	To improve student learning outcomes in literacy with an initial focus on Reading. (FISO Initiative Building practice excellence)			
2018 Target	70% of students will achieve 12 month's growth or higher in Reading according to teacher judgements against the Victorian Curriculum Standards.			
KIS 1	Develop an agreed and consistently implemented Reading Instructional model that ensures the individual learning needs of all students are met.			
Actions	Develop teacher knowledge and capacity to: <ul style="list-style-type: none"> - Analyse and use student data to plan for effective teaching in Reading - Plan for and implement differentiated teaching practices in Reading - Work as effective teams utilising a PLT process, to improve Reading outcomes through collaborative planning and assessment practices. 			
Evidence	Changes in student behaviour: <ul style="list-style-type: none"> - Increased engagement, confidence and growth, learning to read at their instructional reading level - Actively participate in various teaching approaches e.g. read to, shared, guided & reciprocal - Recognise the structure of the Reading lesson and work independently and collaboratively as required 	Teacher actions to bring about those changes: <ul style="list-style-type: none"> - Plan for and implement differentiated teaching practices in Reading - Synergise with the PLT and Teaching and Learning Coordinator to build capacity - Participate in professional development targeting the assessment and teaching of Reading 	School leader actions to bring about those changes: <ul style="list-style-type: none"> - Structure PLTs planning meetings to incorporate the sharing and demonstration of lesson intentions - Provide professional learning targeting the assessment and teaching approaches to be practiced - Provide resources for the teaching and learning of Reading - Model, observe and provide feedback to teachers on their capacity to effectively practice the Reading Instructional model 	
Activities and Milestones	Who	PD	Term	\$
Teachers attend 100% of weekly PLT planning and professional learning workshops at Parktone and Le Page. During workshops teachers will model to and observe PLT colleagues demonstrating how they planned lessons and how they will teach lessons, which include key elements of the Reading Instructional model. Professional development activities and programs at a network level will be attended by the Literacy Coordinator and teachers.	Teacher(s)	<input checked="" type="checkbox"/>	1-4	\$1K
All teachers meet fortnightly, with the Teaching and Learning Coordinator and principal to consolidate Reading Instructional model understandings and practices. Meetings will be held on a rotational basis through each of the classrooms.	All Staff	<input checked="" type="checkbox"/>	1-4	\$0
The Teaching and Learning Coordinator will observe and provide feedback to teachers on their capacity to effectively practice the Reading Instructional model in week 2 of each term. The TLC will observe teachers again in week 3 of each term, to identify how the previous week's feedback has been incorporated to build teacher capacity to teach Reading.	TLC	<input checked="" type="checkbox"/>	1-4	\$0
The Principal will observe and provide feedback to teachers on their capacity to effectively practice the Reading Instructional model in week 7 of each term. Teachers will be observed and provided feedback on how they: <ul style="list-style-type: none"> - Display and articulate the lesson learning intentions to the students - Manage the whole-small-whole structure of the lesson - Practice read to, shared reading, guided reading & reciprocal teaching - Keep up-to-date running records on every student under level 30 (PM) 	Principal	<input checked="" type="checkbox"/>	1-4	\$0
In term 1 the Literacy Coordinator will: <ul style="list-style-type: none"> - Provide all teachers with the resources required to assess and teach Reading, according to the assessment schedule and instructional model - Ensure all teachers are managing the home reading process effectively - Purchase the SRA Comprehension package In terms 2 and 3 the Literacy Coordinator with support from all staff members, will update the school's literacy resource storage system.	KLA Leader	<input type="checkbox"/>	1-3	\$5K <input checked="" type="checkbox"/> EF

Goal 2	To create a positive community perception of the school. (FISO Initiative Building communities)						
2018 Target	By November 2018, 55 students will be enrolled at Le Page Primary.						
KIS 1	Promote the school's Vision, Mission and 7 Habits philosophy.						
Actions	Develop: <ul style="list-style-type: none"> - Community awareness that Le Page Primary is an appealing option and school of choice for Cheltenham families - Relationships between preschool staff and Le Page staff, to foster team spirit - Connections with preschool parents to showcase all Le Page has to offer students 						
Evidence	Changes in student behaviour: <ul style="list-style-type: none"> - Model the 7 Habits to each other and preschoolers visiting the school, in class and the yard daily - Speak positively about Le Page to visitors and in the wider community 	Teacher actions to bring about those changes: <ul style="list-style-type: none"> - Model the 7 Habits to the students, colleagues and parents daily - Explicitly teach the students 7 habits lessons and programs - Synergise with the staff and preschool teachers - Positively connect with preschool children and their parents by welcoming them into the school during tours and transition activities - Speak positively about Le Page to visitors and in the community 	School leader actions to bring about those changes: <ul style="list-style-type: none"> - Model the 7 Habits to students, staff and parents daily - Induct all staff members in the Leader in Me strategy (7 Habits of Highly Effective People) - Build positive relationships with local preschools and synergise with preschool staff, preschoolers and their parents - Speak positively about Le Page to visitors and the community (various communication modes) 				
Activities and Milestones				Who	PD	Term	\$
The whole staff will participate in an induction program Jan 29 and 30th, covering the Leader in Me, instructional models, non-negotiables and other key elements of Le Page processes & structures.				All Staff	No	1	\$0
In week seven of term one the staff will articulate: <ul style="list-style-type: none"> - the school's vision and mission and explain how these statements guide them in building relationships with students and parents and having high expectations for each student - How they practice Habits 1-3 to further develop their character, and Habits 4-7 to relate and work with others - How they practice Habits 4-7 to relate and work with others 				All Staff	No	1	\$0
All staff will use 123Magic, the whole-school assertive discipline approach, to promote positive student behaviour.				All Staff	No	1-4	\$0
Create and deliver P-F transition brochures and posters to preschools.				Principal	No	1	\$500
Update the school website and Principal's Facebook page to communicate the school vision, mission and 7 Habits. Advertise 'Enrolling All Levels' posters/ads on the school website and Leader News.				Principal	No	1	\$2K
Invite local preschool groups to visit Le Page Primary every term and provide full access to school spaces and resources (developing a 'what we have is yours' understanding). Invite preschool parents to attend a 7 Habits evening course at the school.				Principal	No	1-4	\$500

Goal 2	To create a positive community perception of the school. (FISO Initiative Empowering students and building school pride)							
2018 Target	By 2018, the responses for 'Learner Characteristics and Disposition' from the Attitude to School Survey will be positively endorsed with an overall average at or above 75%.							
KIS 1	Students and teachers work together to develop and implement a systematic approach to setting, monitoring and reflecting upon personal goals.							
Actions	Develop student understanding and capacity to set personal and academic goals, monitor progress and celebrate achievement. Develop student, ESS and teacher understandings, how personal, academic and professional goals are to align with the SSP and AIP.							
Evidence	Changes in student behaviour: <ul style="list-style-type: none"> - Set and articulate what their personal and academic goals are each term - Share goal attainment with parents and teachers - Identify what the challenges are in attaining or failing to achieve a goal - Aware and can articulate what the school's Annual Implementation goals are: improving reading, increasing enrolments, and learning to set goals 	Teacher actions to bring about those changes: <ul style="list-style-type: none"> - Teach students how to set goals and monitor goals - Model how to recognise and articulate what the challenges are in attaining or failing to achieve a goal - Promote what the AIP goals are to colleagues, students and parents 	School leader actions to bring about those changes: <ul style="list-style-type: none"> - Promote what AIP goals are to colleagues, students and parents - Ensure staff Performance and Development plans incorporate all AIP goals - Induct all staff to implement the Leader in Me strategy, which targets the development of student goal setting and goal attainment 					
Activities and Milestones					Who	PD	Term	\$
Share the SSP and AIP with all community members, in terms understood by students, staff and parents: <ul style="list-style-type: none"> - On Mon Jan 29th the principal will talk the staff through the SSP/AIP and explain actions required of them to promote the goals - In term 1 week 2 teachers create AIP goal displays in their classrooms - In term 1 week 2 teachers and students will create and display a class mission statement that incorporates the AIP goals - AIP goals are included on the staff meeting, ESS and Consultative team meetings agendas - In term 1 week 3 the SSP/AIP goals will be on the school website and in all newsletters, as the vision, mission and habits are - In term 1 week 5 a SSP/AIP goals display will be created for public viewing corridor 					All Staff	<input type="checkbox"/> No	1-2	\$100
The staff will participate in induction activities focused on student goal setting: <ul style="list-style-type: none"> - On Tue Jan 30th the principal will demonstrate the Leader in Me Leadership Notebook process to the staff, which requires students to set and monitor their goals. A year timeline indicating when goals are to be created, displayed, monitored and celebrated each term will be provided to the staff. - In term 1 week 2 Leadership Note Books (student folders including cover and section pages, and plastic pockets) will be collated by teachers and provided to every student 					Principal	<input type="checkbox"/> No	1	\$50
In term 1 week 5, the principal will sign off all staff Performance and Development Plans. All staff members' plans will include the 12 Month AIP goal targets, and detail how they will work towards achieving them.					All Staff	<input type="checkbox"/> No	1	\$0

Professional Learning and Development Plan – 2018 Le Page Primary School (5422)

Professional Learning Priority	Who	Term	PD Strategies	Organisational Structure	Expertise Accessed	On-site
Teachers attend 100% of weekly PLT planning and professional learning workshops at Parktone and Le Page. During workshops teachers will model to and observe PLT colleagues demonstrating how they planned lessons and how they will teach lessons, which include key elements of the Reading Instructional model. Professional development activities and programs at a network level will be attended by the Literacy Coordinator and teachers.	Teacher(s)	1-4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal PD <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> CoP <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> School imp. partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/>
All teachers meet fortnightly, with the Teaching and Learning Coordinator and principal to consolidate Reading Instructional model understandings and practices. Meetings will be held on a rotational basis through each of the classrooms.	All Staff	1-4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal PD <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> CoP <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/>
The Teaching and Learning Coordinator will observe and provide feedback to teachers on their capacity to effectively practice the Reading Instructional model in week 2 of each term. The TLC will observe teachers again in week 3 of each term, to identify how the previous week's feedback has been incorporated to build teacher capacity to teach Reading.	TLC	1-4	<input checked="" type="checkbox"/> Peer observation feedback reflection <input checked="" type="checkbox"/> Individual Ref.	<input checked="" type="checkbox"/> Formal School Meeting / Internal PD	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/>
The Principal will observe and provide feedback to teachers on their capacity to effectively practice the Reading Instructional model in week 7 of each term. Teachers will be observed and provided feedback on how they: <ul style="list-style-type: none"> - Display and articulate the lesson learning intentions to the students - Manage the whole-small-whole structure of the lesson - Practice read to, shared reading, guided reading & reciprocal teaching - Keep up-to-date running records on every student under level 30 (PM) 	Principal	1-4	<input checked="" type="checkbox"/> Peer Obs. feedback reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal PD	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/>

Documents that support the plan

The school has uploaded the following documents to support the self-evaluation.

Dimension 2

[Assessment Schedule master 2017.docx \(0.02 MB\)](#)

[KATs, feedback and reporting policy.doc \(0.31 MB\)](#)

Dimension 3

[Mapping Our Writing Teaching.docx \(0.01 MB\)](#)

[Parktone Primary Numeracy Instructional Practice.docx \(0.01 MB\)](#)

[Two Year Whole School Writing Continuum.docx \(0.01 MB\)](#)

[VCOP Map of the Ideal 5 Week Writing Unit.docx \(0.01 MB\)](#)

[VCOP Planning Guide.pdf \(0.23 MB\)](#)

[Writing Planning Guide 2-6.pdf \(0.41 MB\)](#)

Dimension 14

[Capabilities Curriculum Outline.docx \(0.01 MB\)](#)

[Intercultural Understanding Unit.docx \(0.14 MB\)](#)

[Resilience Project Curriculum Overview.docx \(0.13 MB\)](#)

[Term 3 Week 7 & 8 Groceries Around The World .docx \(3.95 MB\)](#)

[Term 4 Unit Planning Culture.docx \(0.02 MB\)](#)

Self-evaluation Summary

[AIP Oct Endcycle 2017.docx \(0.17 MB\)](#)

[FISO Data Analysis Report 2017.pdf \(0.69 MB\)](#)

[SEVR 5422 Le Page PS Priority Review Report \(Final\).docx \(1.02 MB\)](#)