School Self-Evaluation Report

Launching Place Primary School
North East Victoria Region

School number:	2599
Principal:	Narelle Messerle
School Council President:	Andrew Smith
Dates of School Strategic Plan being evaluated	2011 to 2014

Contents

1. Context

Launching Place Primary School is situated in a residential estate in a semi-rural area, nestled amongst a backdrop of picturesque hills just an hour from Melbourne. It is a small community with the school at its hub. As a community, Launching Place has only two institutions, the Primary School and Preschool, and therefore our school plays an imperative role in the community.

LPPS attracts a range of students and families, and ensures that the needs of the varied community members are met. A vast number of our student population reside locally. Other students enrolled in our school vary in geographic location, with some families choosing to travel to attend LPPS. Most families travelling to our school have made this conscious decision based on our educational programs and philosophies, facilities, grounds and extracurricular activities.

The school maintains an excellent reputation in the wider community for its educational provision and close-knit, supportive school community. We set high expectations for all students and assist them to achieve their personal best. The school is committed to providing each child with an excellent education within a supportive environment. During recent years LPPS has also seen a steady increase in student population, with a current enrolment of 274 students. It has a reputation as a supportive environment for students with disabilities and supports the learning of these students who attend LPPS as an alternative setting, mainstream school.

Our five core values guide the decisions and behaviours of all members of the school community and are supported by Agreed School Practices*. RESPECT, the school's most celebrated value, embodies the sense of pride in the school, felt by students, parents and staff alike.

Specific factors that assist the development of positive student outcomes at LPPS include a very strong, supportive and collaborative School Council, an active Parents and Friends Association and wider school community. We foster a strong partnership between home and school. Parent involvement in the school is encouraged and assistance sought for a range of school programs.

LPPS also has a range of staff members who are all genuinely enthusiastic and eager to provide the best possible teaching and learning programs; thus, they engage in ongoing professional learning and reflective practice to build their teaching capacity. Significant emphasis has been placed on improving student outcomes through professional development, and a coaching and mentoring approach to learning and teaching. Success in all areas can be attributed to an extremely hard working and dedicated teaching staff and a supportive and involved parent community.

Professional learning and instruction from a specialised consultant, Lyn Watts, provided the leadership team with the support, to implement the **Metacognition Project.** We interpreted the DEECD e[5] instructional model through a metacognitive and personalised learning lens, which values student voice and choice *and teacher voice and choice* to arrive at their school's Teaching and Learning Framework*. The *Metacognition and Personalised Learning (MaPL) Framework* at Launching Place aimed to ensure that all students experience success. Teachers modified their approach to correspond with, respond to and challenge every individual's ability and learning needs. These changes and approaches to teaching and learning underpin our improvements to date. We pride ourselves in making learning visible. Learning progressions are displayed in 'learner friendly' language to help our learners know: How am I going?, Where am I going? and Where to next? By making learning and progress visible we empower both our learners and their parents.

There have been many challenges and factors that have impeded student outcomes.

During the Strategic Plan period, there has been a change in the school's leadership team.

In 2012, the former Principal took up an acting Principal role for a period of fourteen weeks and was appointed as Principal of Livingstone PS in August 2013. The Assistant Principal filled the role for a sixteen week period. A new Principal was appointed in late October, 2013.

One of the most significant challenges that affect student outcomes is the low reading and verbal language entry levels of students in Prep/ Foundation (as highlighted in AEDI and Prep Entry Assessment data). We have an increasing number of students who have been involved with Early Intervention programs prior to entering primary school.

Teachers at LPPS have struggled with poor student behaviour and are often managing many classroom demands whilst endeavouring to deliver a strong and engaging curriculum. Principal Class Officers spend a high percentage of time supporting teachers with difficult students and working directly with students and their families to improve student engagement and behaviour.

Launching Place Primary School is committed to delivering on its core business of 'learning' and is proud of the achievement gains to date.

2. Methodology

A comprehensive approach has been used to complete the School Self-Evaluation to ascertain the school's strengths, achievements and future needs. The process has provided the community with an opportunity for active contribution.

The process of informing our community and analysing our data takes place annually, with community feedback sought on an ongoing basis. A summary of the methodology used is as follows:

1. Each year of the Strategic Plan school data has been analysed with all staff being part of this process. This analysis was also shared with our Strategic Planning and Policy Development Subcommittee and School Council, with community access through the Annual Report and newsletters.

2. All members of our school community were involved in the self-evaluation process which focussed on what we do, what our community values and what we will aspire to do in the future.

   ➢ Whole school meetings have had a record of low attendance from members of the School Community other than School Council Members.
   ➢ Response rates to surveys such as the *Parent Opinion Survey* 2011 – (26/42) 62%; 2012 – 20 returned; 2013 – (17/40) 43%, 2014 – 28/41 surveys returned, 68%
   ➢ The *New Parent Survey*, 2011-2014, gives feedback on families transitioning into LPPS.
   ➢ The *LPPS Self-Evaluation 2014 Parent Survey* on Survey Monkey introduced technology as a means of reflection.
   ➢ *Student/Parent Videos* gained an insight into our community groups our school.

3. Principal class members completed the initial draft of the School Self-Evaluation.

4. Leadership team members reviewed the report.

5. Draft copies were circulated to all staff and discussed and reviewed at a staff meeting dedicated to the school self-evaluation.

6. A final draft was then circulated to all staff and School Council members.

7. Final draft posted on the school website for community viewing.

3. Evaluation of practice

What do we teach?

Launching Place Primary School is a community united by a commitment to learning, built upon our fundamental core values. We aim to create a caring and co-operative teaching and learning environment, enabling each student to reach his or her full academic, social and physical potential. Our Strategic Plan (2011-2014), places great emphasis on our shared vision that we must continually promote independence, personal growth and responsibility, through providing a safe and supportive environment. In order to achieve this, teacher capacity must be continually challenged and built upon.

Curriculum is formed in line with the Australian Victorian Essential Learning Standards (AusVELS) with a strong emphasis on student learning with current technologies. We are moving towards personalised/individualised learning by giving students the opportunity to take ownership through knowledge of what, how and why they are learning.

Launching Place Primary School offers specialist curriculum programs in Visual Arts, Performing Arts, Japanese and Physical Education. In 2012-2013 students were also engaged in science classes through our involvement in, and funding through, Science Specialist Program. Students also have access to a diversity of programs through the Active Afterschool's Program; Community programs such VYV community radio broadcasts and Ben's Shed; Upper Yarra Sports Association activities and School Aerobics.

How do we teach?

Central to our vision is creating a school and classroom culture where all students are respected and valued as individuals with the capacity to learn and think and where self-regulated efforts in learning are promoted. There has been a strong emphasis on Metacognition across all curriculum areas linked to AusVELS and implementation of the e5 instructional model.

A whole school focus has been on learning and teaching pedagogy and practice in line with the Effective Schools Model. Staff professional learning is aimed at refining current practices and that a succinct and **common approach to teaching across LPPS is** evident, to ensure that all students have the same opportunities to learn. We have been extending knowledge of what highly effective teachers do to personalize learning. Teachers act as facilitators of learning. Students are explicitly taught 'how to learn'. "Learners are most successful when they are mindful of themselves as learners and thinkers" - *AusVels Personal Learning*. The same educational opportunities are provided for all students through aligning pedagogy and adopting the mantra – "Different teachers – Same school wide approach".

Structures are now in place to enable students to move through a day's lessons feeling fully informed and supported in their learning. They are confident to talk about their learning and willing to support one another in a classroom atmosphere that is welcoming and encouraging.

We model strategies from each area of The CAFE Menu to build background knowledge, with the understanding that not everyone will emulate them immediately. Early lessons typically focus on the following:

Comprehension - Check for Understanding
Comprehension - Backup and Reread
Comprehension - Use prior knowledge to connect with text
Comprehension - Make and adjust predictions; use text to confirm
Accuracy - Use the pictures. Do the words and pictures match?
Accuracy - Cross Checking...Do the pictures and/or words look right? Do they sound right? Do they make sense?
Vocabulary - Tune in to interesting words and use new vocabulary in speaking and writing.

The CAFÉ Literacy Block is structured around:

Reading Workshop

Mini-lesson - Shared Reading or Interactive Read Aloud
Independent Reading & Conferring (25 mins)
  Small Group Instruction (Foundation)
  Small Group Instruction and Independent Literacy Work (Yrs 1-6) (20 mins)
  Sharing the Learning

Writing Workshop
  Spelling or Vocabulary (15 mins)
  Mini-lesson (Foundation)(10-15mins)
  Mini-lesson (Yrs 1-6) (15 mins)
  Independent Writing (25 mins)
  Students - Writing independently
  Teacher – working with individual students or conducting strategy groups

Reporting Back - sharing our learning

Mathematics
  With each new topic introduced, Years 1-6 classes are pre tested to determine point of need and grouped with like need students. At the culmination of the topic, students are post tested to determine growth. Students are able to move between groups. Teachers also move, teaching all groups throughout the year.

Daily 1 hour numeracy block including a whole-small-whole organisation with a ratio of 15 minute explicit introduction to the lesson as a **whole class (focusing and promoting/articulating the math vocab needed)**, breaking into an **independent activity** or rotational open-ended activities (with the teacher working explicitly with a **small group targeting the needs of students** and moving them forward in their learning, scaffolding the development of necessary skills) and then back to the whole group for 15 minutes to recap and **share experiences** and learning.

- **Modelled Mathematics**- The teacher introduces the learning experience, modelling and describing effective strategies, manipulating materials and recording the mathematics, making explicit the mathematics to be focussed on in the session. Use sentence starters like "watch me while I…", "Do you remember how we….?", "Listen while I explain…" (Use in first day of the week to introduce new math concepts or to link in new concepts with those skills already learnt.
- **Shared Mathematics**- The teacher and the students work together through the learning process. The teacher prompts the students, questioning and supporting them as they reinforce, modify and extend their skills and understandings. The students ask questions and suggest strategies. Use prompts eg. "Today we are looking at…", "What do you know about…?", "Tell me about…"
- **Guided Mathematics**- The teacher plays a guiding role in a small focus group (as with guided reading) as they think, talk and work their way through a mathematical experience.
- **Independent Mathematics**- Carefully planned activities or activity that the students move on to once the whole class focus session has been completed. This could include small rotating groups, focussing on the needs/abilities of different groups of students relating to the topic explored, or one whole open-ended task related to the topic which takes into account the different needs within the group.
- **Math Learning Experiences**- real life simulations that bring into practice the skills focussed on for the week (eg. baking a cake for a focus on measurement, with children measuring out ingredients)

Students are highly motivated by the **Blitzmaster program,** introduced early in 2013, which focusses on individual basic number fact skills development. They move through the levelled tasked at their own pace.

LPPS has a strong Performance and Development Culture based on distributed leadership, strong teamwork and innovative practice. Structured school professional learning teams address areas of need as outlined in the current AIP: Student Learning, Student Engagement and Wellbeing and ICT.
Student voice is encouraged as a tool to understand and inform learning; opportunities are sought for students to develop their skills.

How do we know our students are learning?
Assessment practices, supported by multiple sources of feedback, are an integral part of teaching and learning. A wide range of formative and summative assessment techniques are continually audited and updated. (Including portfolios, pre and post testing in Mathematics, VCAA OnDemand testing) Rubrics, I Can Statements)
Assessment is used to guide teaching. Teachers focus on the developmental learning for their students. They report on skills and developmental levels, emphasizing that skills are what really matters, not just a grade or score.
Measurement addresses and monitors what a student needs to learn.

Whole school Literacy and Numeracy Assessment Schedules identify the common tools used throughout LPPS.
Specific items have been identified to be placed in students' cumulative files as an ongoing record of student progress.
Tracking of 'at risk' students and intervention programs/strategies are discussed and supported through appropriate sources.
Disability data was collected in 2014.

How do we provide feedback to our students and families on learning progress?
Parent Planners outlining what is happening in the classroom in both curriculum and organisation; general tips on how to help your child
Written Reports twice yearly
Portfolios
Diary entries
Phone calls
Getting to know you meetings
Parent Teacher Interviews
Parent meetings as requested by either parents or school
ILP's
Award Systems
Green and Pink Cards
Classroom Awards
Aussie of the Month
School Council
Classrooms are open from 8:50am each morning, making parents feel welcome to speak with a teacher on an informal, daily basis

4. Evaluation of performance (recommended length: **up to 4 pages**) succinct overview against the previous Strategic Plan

ACHIEVEMENT - refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support. While recognising that literacy and numeracy are essential foundations for students' success, achievement outcomes encompass a broader view of learning, spanning the full range of curriculum domains, as well as students' co-curricular achievements.

What did we set out to achieve?	What did we achieve?	What factors supported or inhibited our success?	Where might we focus future effort?
To achieve high quality educational outcomes for all students, demonstrating consistent learning growth through the school, with a particular focus on Literacy and Numeracy. *Expected cohort growth per VELS level to be at least 1.0 for Prep to Year 6 in VELS teacher judgements in English and Maths.* *Expected cohort growth in Years 3 and 5 of at least one level over two years in NAPLAN data.* *The percentage of students deemed capable at Year 3 and Year 5 to increase by 10% in the bands at and above the expected level.* *Year 3* *90% above Band 3* *30% above Band 4* *Year 5* *90% above Band 5* *30% above Band 6* *By 2014, teacher assessment against VELS will indicate 90% of students to be at or above the expected levels in Reading, Writing, Speaking and Listening and Number.*	*NAPLAN* See tables below. Outstanding numeracy results Year 3 Writing and Spelling – below expected standard; Steady increase in the percentage of students above Band 3 and above Band 4 Year 3 Naplan results exceeded the target of 30% of students above Band 4. Students Reading - ABOVE the National Minimum Standard 78%; Students AT the National Minimum Standard 19%; Students BELOW the National Minimum Standard 3% ABOVE the National Minimum Standard Writing - 91%; Spelling - 94% Year 5 Naplan results exceeded 30% of students above Band 4 in all areas except writing. ABOVE the National Minimum Standard	*Supported our success -* Metacognition Project – Learning to Learn *Increased teacher capacity* based on: - Refinement of practice - Research backed professional learning - Professional reflection - Shared understanding - Common practice - Collegiate visits/ Co-teaching - A culture of Reflection to inform planning - Supported collaboration - Co-teaching - Identifies students point of need - Scaffolded learning Purposeful teaching in Mathematics - Visual Literacy Opportunities it provides Student driven /directed learning Pre-test/Post testing students – data driven teaching Everyone will achieve success Student "CHOICE" Student "VOICE" I Can Statements - ICT Recent employment of extra Tech time to improve reliability of ICT resources. *Inhibited our success -* One of the most significant challenges that affect student outcomes is the low reading entry level of students in preps and overall poor pre-school literacy levels. EOI data - Cohort Prep 2011→ Year 3 – 2014	Much work that has begun in the last 4 years will continue to be a priority in the future Strategic Plan. Key strategies are as follows: *Building Staff Capacity –* Continue to make *Professional Learning* a priority for all staff Continue to embrace a coaching and mentoring model throughout the school *Teacher judgement* is still somewhat conservative when the outcomes are compared with the NAPLAN. Improve teacher knowledge and confidence making judgements about student learning with a variety of approaches to moderation of student work. Investigate criteria for *Speaking and Listening teacher judgements* *Build Learning Capacity* - What learner qualities are we integrating into all learning.(Reflect, Question, Connect, Think, Be Self-Aware, Wonder and Be Determined) The Learning Process is intentionally taught to enable learners to proactively advance their own learning, problem find and problem solve creatively and face their changing future with confidence. The Learning Process develops learners 'Meaning Making' capacity and ability to think. Continue to focus on a *uniform approach to Literacy and Numeracy* teaching and in particular common strategies that will be authentic, deep and engaging. Continue to work on *writing* skills, with a focus on skill development through

Yr3	Yr3	2011	2012	2013	2014
READ	Above B3	89.6	97.2	100	53
	Above B4	51.7	63.9	83.3	44
WR	Above B3	53.3	62.8	80	80.5
	Above B4	23.3	31.4	54.3	47
SP	Above B3	83.9	71.4	71.5	83
	Above B4	51.6	37.1	42.9	44
G&P	Above B3	80.6	91.5	90.5	92
	Above B4	51.6	77.2	73.4	86
NUM	Above B3	87.1	94.3	88.2	100
	Above B4	48.4	57.2	43.2	83

Yr 5		2011	2012	2013	2014
READ	Above B5	78.8	88.8	96.9	91.4
	Above B6	36.4	48.1	43.8	44
WR	Above B5	45.4	56	21.9	40.7
	Above B6	12.1	24	12.5	9.4
SP	Above B5	84.9	84	56.3	83
	Above B6	36.4	52	21.9	44
G&P	Above B5	63.6	84	75.1	92
	Above B6	30.3	48	37.6	86
NUM	Above B5	90.6	100	90.4	100
	Above B6	37.5	48	48.5	83

Writing - 84%; Spelling - 97%
We have a very high attendance rate with all students encouraged to participate in NAPLAN including PSD students.

RELATIVE GROWTH

READING	2011	2012	2013	2014
LOW	19.4 %	36.0 %	22.6 %	8.57%
MEDIUM	38.7 %	12.0 %	48.4 %	65.71%
HIGH	41.9 %	12.0 %	29.0 %	25.71%
Writing	2011	2012	2013	2014
LOW			45.2 %	18.75%
MEDIUM			35.5 %	59.38%
HIGH			19.4 %	21.88%
Spelling	2011	2012	2013	2014
LOW	35.5 %	47.8 %	31.3 %	40.62%
MEDIUM	32.3 %	43.5 %	43.8 %	40.62%
HIGH	32.3 %	8.7 %	25.0 %	18.75%
Gr & P	2011	2012	2013	2014
LOW	32.3 %	30.4 %	25.0 %	15.62%
MEDIUM	58.1 %	30.4 %	50.0 %	46.8%
HIGH	9.7 %	39.1 %	25.0 %	37.5%
NUMERACY	2011	2012	2013	2014
LOW		8.3 %	19.4 %	14.29%
MEDIUM	41.4 %	62.5 %	41.9 %	60%
HIGH	58.6 %	29.2 %	38.7 %	25.71%

Matched cohort students did not grow as much as the state mean with spelling and writing.
Reading, Numeracy and Grammar and Punctuation – decreased the number of students in the low relative growth category.

AusVELS teacher judgement data did not show the desired growth of at least 1.0 in English and Maths.

Percentage of Students by EOI Group - 2011
Reading
2.9% 0 - 0.5: (18 months or more below expected)
76.5 % 0.6 - 1.0: (12-18 months below expected)
17.6 % 1.1 - 1.5: (at or up to 6 months below expected)
Speaking & Listening
2.9% 0 - 0.5: (18 months or more below expected)
73.5% 0.6 - 1.0: (12-18 months below expected)
23.5 % 1.1 - 1.5: (at or up to 6 months below expected)
Writing
38.2%: (18 months or more below expected)
61.8% : (12-18 months below expected)

SEHQ Data identified major aspects of concern by parents about language skills for 1/3 of the cohort.

Behaviour and its impacts on learning

Recent focus on writing development
First focussed on oral language and reading skills.

ICT – technical issues are the main concerns that impact on classroom use.

authentic writing opportunities, so that students are as competent in writing as they are in reading.

Monitor cohorts of students that perform above or below SFO comparisons

Early intervention and diagnosis for those students struggling with literacy - Assess against pre foundation Levels A-D

The Upper Yarra (from Woori Yallock to Warburton) has been selected as a Lead Project Site for the DEECD funded *Linking Learning Birth-12 Project*. The three-year project aims to improve collaboration between schools and early years services around curriculum, pedagogy, teaching and learning to improve educational outcomes for children. The focus of the project in the Upper Yarra is on children's oral communication and comprehension skills.

Document the *Learning and Teaching Policy* as developed with the whole school community.

ENGAGEMENT - refers to the extent to which students feel connected to and engaged in their learning and with the broader school community. Engagement spans students' motivation to learn, as well as their active involvement in learning. Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.

What did we set out to achieve?	What did we achieve?	What factors supported or inhibited our success?	Where might we focus future effort?
The Staff Opinion Survey: Student Misbehaviour (1.8 down to < 1.4), Classroom Misbehaviour (13.3 down to < 9.3).	▪ *Parent Opinion Survey –* Results in 2012 and 2013 places us within the 4th quartile in all categories. Continue to base school improvement around the model set out in "Student Voice, Student Choice" 1st 2nd 3rd 4th *Quartiles* POS - Student Motivation – remained high in the 4th quartile. 2011 2012 2013 2014 6.10 6.63 **6.24** **6.36** *Connectedness*	*Supported our success –* Prep transition sessions and the link with Launching Place Pre-School The opportunity to participate in a variety of **extracurricular activities such as** lunch time clubs, aerobics. *Classroom Environments* *Visual learning supports* *Inclusive*	Involve parents in the learning process and engage them in the school at a deeper level. Continue to implement Individual Learning Plans for all students above and below the expected level – Support teachers in developing termly and weekly goals Further develop *Personalised learning*

*To improve the variable scores on the **Attitudes to School Survey:***
Student Motivation
(4.34 to > 4.64), ✓
School Connectedness
(4.36 to > 4.56), (Partial)
Teacher Empathy
(4.3 to > 4.63). ✓

*To improve the variable scores on the **Parent Opinion Survey:***
Connectedness to Peers
(5.83 to > 6.00). ✓

Attitude to School Survey- School Connectedness

2011	2012	2013	2014
4.66	4.61	4.48	4.29

Student School Connectedness trend data showed a level above both Region and State in 2011 and 2012 but dropped off to below state (4.39) in 2014.

POS- Connectedness to Peers

2011	2012	2013	2014
5.71	6.52	6.39	5.85

POS - School Connectedness data showed improvement but dropped off in 2013 and 2014.

POS- Social Skills

2011	2012	2013	2014
5.95	6.58	6.1	5.99

▪ *Attitudes to School Survey* -Student Motivation

2011	2012	2013	2014
4.62	4.59	4.61	4.58

Increases from 4.34 to but did not reach the desired >4.64. Data results similar to both region (4.56) and state (4.58).
Decrease to the first quartile in 2014.

Attitude to School Survey - Teacher Empathy

2011	2012	2013	2014
4.71	4.65	4.59	4.54

Data trended consistently above both region and state data

Involvement in learning.
Development of a whole school approach to learning
Learning Intentions
Continuum of learning

Community links through:
VYV - Radio – presenting our school to the broader community on school events and learning focus topics
Ben's Shed – 8 woodwork sessions per term
Upper Yarra RSL – *School's Anzac Ceremony* - student led

Positive Learning Experiences
Core curriculum

Inhibited our success –
Behaviour of a small group at each year level
Interruptions
Lack of student connection with CRTs

strategies to teach each student at their point of need. – students to help write "I Can Statements" for Personal and Interpersonal Learning

Continue to implement a ***personalised curriculum*** and work with teachers to develop their strategies in this area

Problem solving - To focus on developing learners' capacity to thrive in tricky situations - knowing what to do when they don't know what to do.
Teachers explicitly teach learners strategies to get out of 'I'm stuck' situations.
Celebrate being stuck and harness it as an opportunity to build each individual's learning capacity.

Student Leadership program – all Year 6 children engaged in authentic and significant opportunities to lead and make a difference in the school; to develop and enhance their own leadership skills; supported by teacher mentors.
Senior School Agreement – development of agreed expectations for behaviour with shared responsibility and high levels of accountability.

WELLBEING - Students' health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences.

What did we set out to achieve?	What did we achieve?	What factors supported or inhibited our success?	Where might we focus future effort?
To have a high level of student wellbeing whereby students are socially competent, motivated and engaged with a strong sense of connectedness to their peers, the school and their teachers.	*Inclusive:* *Safe:* *POS Student Safety Data* – highlights parent concern for yard behaviour. *2011* / *2012* / *2013* / *2014* *4.33* / *5.98* / *6.33* / *4.71* Attitude to School Survey -Student Safety *2011* / *2012* / *2013* / *2014* *4.43* / *4.41* / *4.40* / *4.43* Parent perceptions of Launching Place as a safe learning environment has moved from the 1st to the forth quartile. *Teacher Perceptions –* *"*Classrooms have effective behaviour management systems although	*Supported our success –* Individual intervention Lunchtime clubs – alternative to sport activities Playground safety behaviour being documented and tracked. Desired behaviours being explicitly taught. Recent proactive data collection and analysis has produced excellent evidence to assist in the development of the school's Positive Behaviours program. Restorative practice Introduction of whole school approach to explicitly teach social Literacy Individual behavioural interventions	Continue to develop systematic student wellbeing approaches that monitor all students in the school. Further development of PBIS. Teach pro-social skills and social problem solving. Build teacher capacity to manage student welfare. Review and embed whole school approaches, welfare programs and strategies. Use an evidence based strategy to inform implementation of welfare strategies. To address student absences through

outside issues are interrupting class time"

Classrooms Stimulating:
Orderly:
Classroom routines and expectations set up from the start of each school year and revisited regularly.
Classroom safety has improved significantly through creating orderly environments with clear learning goals and expectations, which are consistent throughout the school.

Parent Planners – details of what is being covered each term.

POS- Transitions

2011	2012	2013	2014
6.35	6.64	6.59	6.27

My child is well prepared for the next stage in their education. 6.28, 6.55, 6.53, 5.93 – drop off

My child was supported well when they started back at school this year. 6.36, 6.75, 6.65, 6.36

Before the end of last year, my child was well prepared for this year at school. 6.28, 6.60, 6.59, 6.29

My child has been supported in their transitions at school. 6.48, 6.65, 6.59, 6.50

Transitions Into LPPS
Incoming student checklists completed on arrival
Transition Programs linking LPPS to local preschool to participate in activities with current Prep Teachers, and to become while familiar with staff, other entry prep students from various kindergartens and child care settings, and the school facilities.
February- Preps attend four days a week
Wednesday - scheduled assessments and for Parent/Teacher interviews.
Transition Statements
Term 4 – parents emailed newsletters etc
Prep/ new families bbq
Transitions Through LPPS
Year 5 – Prep Buddies – making connections and building relationships across the school
Student data Tracking - Sreams
Cumulative files updated and analysed
Getting to know you interviews
Transitions From LPPS
Extra transition sessions for at risk students with UYSC
Transition sessions in both primary and secondary settings

Inhibited our success -
Parent perception of school safety dropped off significantly in 2011

2011-2014 Number of students experiencing loss of family members

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policy and protocols.

Monitor, evaluate and report the effectiveness of the Bullying Prevention Policy and make adjustments when needed.

Introduction of a ***Play Pod***: ensuring high levels of positive interaction, creative play and student engagement in the yard.

Link Year 3/4 students with Preschool for regular visits sharing literacy activities (Future Buddies).

Further build our relationship with Secondary Colleges, in particular Upper Yarra SC.

PRODUCTIVITY - refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school. Successful productivity outcomes exist when a school uses its resources - people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities – to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets.

What did we set out to achieve?	What did we achieve?	What factors supported or inhibited our success?	Where might we focus future effort?
Note: schools will not have productivity goals and targets in their current strategic plans. This section is optional. Goal is always to use resources to best fit the needs of the community	***Resources*** ***People – professional learning -*** Lyn Watts Consultant 2012-2014 Science Specialists – 2012-2013 Science support role maintained in 2014 Administration Staff – training Japanese Intern 2013 T*ime,*	***Supported our success –*** Intervention Programs - Aides – MultiLit/Quicksmart Lunchtime Clubs – staffed/timetabled - Based on student interests/ some student driven Welfare Officer assists with the collation and analysis of behavioural data.	***Staffing*** Staffing profile reviewed annually and recruiting adjusted to meet school and DEECD requirements. Alignment with the allocation of staffing expertise to priority learning areas to maximize student learning outcomes at essential year levels. ***Timetable*** – change in times to best meet

Yard Duty Timetable adapted throughout the year which allows for extra-curricular programs to take place - (Lunchtime Clubs, Aerobics, Production rehearsals ***Funding*** ELS National Partnerships $50,000 grant 2012 Science Specialist Initiative 2012-13 ***class structures*** – small classes, split classes for absences Yr1-6 ***Individual learning plans*** – Introduced a weekly ILP focus ***Facilities*** – reorganised spaces BER facility includes four classrooms and common space plus meeting/intervention rooms Foundation Learning Space (former Library) Library moved to portable Refurbished learning spaces HEX Building Upgraded Art/Music Room portables ***Human*** Specialist programs required / times? 0.7 PE → 0.5 PE 0.2 Sports Association Japanese – 0.4 ; Art 0.6; Music 0.6 ***Community Expertise/Facilities*** Utilising community resources – Jadodade Park, Upper Yarra Sports Centre, Ben's Shed, WHYLD Markets, Warburton Bike Path	Chaplain employed 2 days per week plus employed by School Council an extra day First bell time changed to 8:50am to allow for 10 minutes organisation time allowing students to be ready to learn from 9:00am Consultant - Lyn Watts Metacognition Evaluation Document – Data collection showed growth and celebrated success. Ongoing professional learning supported staff development. ***Inhibited our success -*** Most outdoor activities have a sport focus Interruptions to core learning time Staffing deficit	student learning needs. Peer Observations/Co-teaching – how to make it happen? ***Facilities*** Develop and implement a four year plan to upgrade playground facilities. Explore alternative funding options. Funding of Non-Sport Activities – Play Pod