

2018 Annual Implementation Plan

for improving student outcomes

Cranbourne East Primary School (5518)

Submitted for review by Garry Rolfe (School Principal) on 15 Dec
Endorsed by Anne Martin (Senior Education Improvement Lead) on 18 Dec
Endorsed by Roz Coles (School Council President) on 31 Dec



Self-evaluation Summary - 2018

Cranbourne East Primary School (5518)

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Evolving moving towards Embedding
	Curriculum planning and assessment	Evolving moving towards Embedding
	Evidence-based high-impact teaching strategies	
	Evaluating impact on learning	
Professional leadership	Building leadership teams	Evolving moving towards Embedding
	Instructional and shared leadership	
	Strategic resource management	
	Vision, values and culture	

Positive climate for learning	Empowering students and building school pride	Emerging moving towards Evolving
	Setting expectations and promoting inclusion	Evolving moving towards Embedding
	Health and wellbeing	
	Intellectual engagement and self-awareness	

Community engagement in learning	Building communities	Embedding
	Global citizenship	
	Networks with schools, services and agencies	
	Parents and carers as partners	

Enter your reflective comments	We are pleased with progress and positive gains made in 2017. In our 7th year of operation we have continued to manage rapid enrolment growth and increase in the Workforce Plan while maintaining a school-wide, consistent approach to all aspects of teaching and learning.
Considerations for 2019	Continue with existing processes and practices in place. The SRP, specifically Equity Funding, will enhance the achievement of improved student learning outcomes. Heading into the third year of our School Strategic Plan, we are well on the way to achieving our goals and targets.
Documents that support this plan	2017 NAPLAN Data Item Analysis.docx (0.63 MB) 2017 School Annual Implementation Plan end of year review.docx (0.14 MB) Attendance Data1.png (0.08 MB) Attendance Data2.png (0.14 MB) NAPLAN Relative Growth.png (0.22 MB)

	NAPLAN Relative Growth2.png (0.27 MB) School Performance Report.png (0.38 MB) Student Safety1.png (0.22 MB) Student Safety2.png (0.17 MB)
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Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Cranbourne East Primary School (5518)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
To embed a guaranteed and viable whole school approach to curriculum planning, delivery, assessment and reporting specific to the needs of CEPS students, based on the new Victorian Curriculum. <ul style="list-style-type: none"> • Improve whole school literacy outcomes • Improve whole school numeracy outcomes 	<ul style="list-style-type: none"> • NAPLAN Relative growth to be at or above State benchmark. • 80% students achieved and sustained a minimum 12 months growth per year in Literacy and Numeracy, based on teacher judgements. • Curriculum planning, delivery, assessment and reporting practises to be clearly defined and documented across all areas of the school based on the Victorian Curriculum. 	Yes	To establish Essential Standards for each Literacy and Numeracy strand school-wide.	Curriculum planning and assessment

<p>To have established a culture of active and effective 'student voice' throughout the school.</p> <p>Embed successful transition programs:</p> <ul style="list-style-type: none"> • Internal school (Years 2-3 and Years 4-5) • External school (K-F and Year 6-7). 	<ul style="list-style-type: none"> • Attitudes to School Survey results to reflect a minimum mean score of 4.50 in both the school connectedness and stimulating learning variables. • Parent Opinion Survey results in the Transitions variable to be at or above Regional benchmark. 	No	<p>Establish a Transitions Representatives Team comprising Yr 6 and Yr 7 students and teachers to enhance student voice.</p>	
<p>Strengthen the consistency of application of the whole school Behaviour Management Program through the development of a structured approach for support and engagement.</p> <p>To raise student attendance to be at or exceed State mean.</p>	<ul style="list-style-type: none"> • Attitudes to School Survey results in the Classroom Behaviour and Student safety variables to be at or above State mean. • Attendance rates to be at or above the State mean. 	Yes	<p>Continue to implement effective wellbeing programs to increase student connectedness to school, student engagement and attendance levels (embed the Peer Mediation Program)</p>	Empowering students and building school pride
<p>To optimise the use of school resources to improve student learning outcomes.</p>	<ul style="list-style-type: none"> • Develop and implement a fully effective, whole school improvement model based on feedback to improve teacher capacity. 	No	<p>Assess the progress of the implementation of the Peer Observation Program. Highlight success indicators and identify areas for improvement and future direction.</p> <p>Selected staff to complete Bastow modules as part of succession leadership development.</p>	

To improve student Literacy outcomes through the enhancement of a whole-school Spelling program.	<ul style="list-style-type: none"> • South Australian Spelling Test data indicating 80% of students in each cohort have made a minimum 12 months growth. 	Yes	By the end of 2018, NAPLAN Spelling scores will be at or above; Year 3 - 417 Year 5 - 502	Building practice excellence
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Improvement Initiatives Rationale
<p>Medium NAPLAN Relative growth was at or above State Benchmark in all areas with the exception of Numeracy, Spelling & Writing where Medium growth was just slightly below. The percentage of our students achieving High growth exceeded State benchmark in all areas. NAPLAN Item Analysis is a vital tool.</p> <p>2017 Teacher Judgements (at/above):</p> <ul style="list-style-type: none"> - Reading 62% - Writing 50% - Speaking & Listening 66% - Measurement & Geometry 56% - Number & Algebra 60% - Statistics & Probability 70% <p>Curriculum planning, delivery, assessment & reporting practices are clearly defined & documented across the school.</p> <p>Essential Standards for Reading were developed in 2017, with our 2018 target being the development of Essential Standards for all other Literacy & Numeracy domains.</p> <p>When the SSP was developed, our targets centred around Classroom Behaviour & Student Safety, however the variables measured changed in 2017 to School Safety, consisting of Advocate at School, Managing Bullying and Respect for Diversity.</p> <p>The perception of students' 'Experience of Bullying' survey factor is at 32%, while 'Student Voice and Agency' is at 63%. These results have influenced our decision to have 'Empowering Students & Building School Pride' as a focus area for 2018.</p> <p>This will be further supported through the Peer Mediation Program with the focus for 2018 on succession training of additional students. Particular attention will be paid to increasing student voice, encouraging students to build resilience & developing strategies for conflict resolution.</p> <p>Student Attendance continues to be impacted by extended family holidays, illness & parent choice.</p> <p>2017 South Australian Spelling Test data across the school showed 76% of students achieved a minimum 12 months growth.</p> <p>Our Yr 3 students achieved a mean score of 416 in NAPLAN Spelling, 3 points below the State, while our Yr 5 mean score was 499 (State at 500).</p> <p>We would like to focus on improving these outcomes in 2018 through building practice excellence.</p>

Goal 1	To embed a guaranteed and viable whole school approach to curriculum planning, delivery, assessment and reporting specific to the needs of CEPS students, based on the new Victorian Curriculum. <ul style="list-style-type: none"> • Improve whole school literacy outcomes • Improve whole school numeracy outcomes
12 month target 1.1	To establish Essential Standards for each Literacy and Numeracy strand school-wide.
FISO Initiative	Curriculum planning and assessment
Key Improvement Strategies	
KIS 1	Maintain and enhance professional learning for Leadership, particularly focusing on Team Leaders, through the provision of a structured Peer Observation Feedback Program. This program will focus on improving teacher capacity and student outcomes.
KIS 2	The school will engage an Executive Partnership with Dan Haesler to enhance PLC data & practice conversations; <ul style="list-style-type: none"> - the impact of mindset & wellbeing on leadership & the teams we lead. - consider what authentic staff engagement actually is & how to encourage it. - learn about the stages of change.

Goal 2	Strengthen the consistency of application of the whole school Behaviour Management Program through the development of a structured approach for support and engagement. To raise student attendance to be at or exceed State mean.
12 month target 2.1	Continue to implement effective wellbeing programs to increase student connectedness to school, student engagement and attendance levels (embed the Peer Mediation Program)
FISO Initiative	Empowering students and building school pride
Key Improvement Strategies	
KIS 1	To fully embed the Peer Mediation program following a successful trial in Term 4, 2017.
KIS 2	Continue to implement effective wellbeing programs to increase connectedness to school, student engagement and attendance levels. The school will continue to implement the use of positive psychology, growth mindset and brain breaks to support student achievement.

Goal 3	To improve student Literacy outcomes through the enhancement of a whole-school Spelling program.
12 month target 3.1	By the end of 2018, NAPLAN Spelling scores will be at or above; Year 3 - 417 Year 5 - 502
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	Building teacher capacity in the area of Spelling.

Define Evidence of Impact and Activities and Milestones - 2018

Cranbourne East Primary School (5518)

Goal 1	To embed a guaranteed and viable whole school approach to curriculum planning, delivery, assessment and reporting specific to the needs of CEPS students, based on the new Victorian Curriculum. <ul style="list-style-type: none"> • Improve whole school literacy outcomes • Improve whole school numeracy outcomes
12 month target 1.1	To establish Essential Standards for each Literacy and Numeracy strand school-wide.
FISO Initiative	Curriculum planning and assessment
Key Improvement Strategy 1	Maintain and enhance professional learning for Leadership, particularly focusing on Team Leaders, through the provision of a structured Peer Observation Feedback Program. This program will focus on improving teacher capacity and student outcomes.
Actions	<ul style="list-style-type: none"> - Provide a purposeful, whole-school professional learning model. - Appoint a Learning Specialist. - Embed a Tiered Intervention Program school-wide. - Familiarise all staff with the Victorian Curriculum A-D Achievement Standards

Evidence of impact	<ul style="list-style-type: none"> - Staff will collaboratively plan and take collective responsibility for the engagement and outcomes of all students. - Staff will further develop their understanding of how to best support students at risk, develop individual learning plans and implement effective intervention strategies for all students. - Students will demonstrate improved outcomes and increased engagement levels. - Leaders will demonstrate increased confidence and ability in leading teams, giving feedback and increased knowledge of support strategies.
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Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
All staff will participate in a professional learning focus on the purpose of Peer Observations and Critical Feedback.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
The Teaching & Learning AP, newly appointed Learning Specialist and Literacy & Numeracy Leading Teachers will work together to support teams in effective planning, delivery, engagement and improving student outcomes.	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$105,591.00 <input type="checkbox"/> Equity funding will be used
Staff will undertake professional learning in the areas of intervention, differentiated learning programs, and support strategies for students with learning difficulties.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Introduce staff to planning, assessing and reporting using the A-D achievement standards of the Victorian Curriculum.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 1	<p>To embed a guaranteed and viable whole school approach to curriculum planning, delivery, assessment and reporting specific to the needs of CEPS students, based on the new Victorian Curriculum.</p> <ul style="list-style-type: none"> • Improve whole school literacy outcomes • Improve whole school numeracy outcomes
12 month target 1.1	To establish Essential Standards for each Literacy and Numeracy strand school-wide.

FISO Initiative	Curriculum planning and assessment			
Key Improvement Strategy 2	The school will engage an Executive Partnership with Dan Haesler to enhance PLC data & practice conversations; - the impact of mindset & wellbeing on leadership & the teams we lead. - consider what authentic staff engagement actually is & how to encourage it. - learn about the stages of change.			
Actions	Engage Dan Haesler as an Executive Partner.			
Evidence of impact	- Staff will engage in more effective PLC conversations around data-analysis and best practice teaching strategies. - Students will demonstrate improved outcomes as a result of improved teaching practice. - Leaders will be able to purposefully guide PLC discussions, authentically engage and encourage their team members and effectively manage the stages of change.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Dan will provide whole school professional development on the application of positive psychology and growth mindset in the classroom.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$10,095.00 <input checked="" type="checkbox"/> Equity funding will be used
Dan will work with the SIT team (Curriculum Leaders, Team Leaders and principal Class) around wellbeing, resilience and positive psychology leading into Change Leadership/building successful teams and coaching for leadership.	School Improvement Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 2	Strengthen the consistency of application of the whole school Behaviour Management Program through the development of a structured approach for support and engagement. To raise student attendance to be at or exceed State mean.
12 month target 2.1	Continue to implement effective wellbeing programs to increase student connectedness to school, student engagement and attendance levels (embed the Peer Mediation Program)
FISO Initiative	Empowering students and building school pride

Key Improvement Strategy 1	To fully embed the Peer Mediation program following a successful trial in Term 4, 2017.			
Actions	Review current program based on feedback from key stakeholders.			
Evidence of impact	<ul style="list-style-type: none"> - Student Peer Mediators will demonstrate effective mediation and conflict resolution skills. - Students will engage with Peer Mediators in the first instance of minor issues of conflict in the yard. - Students feel supported and connected to their peers because they have a voice in resolving issues. - Staff will spend less time dealing with minor yard issues and see a reduction in yard infringements that need to be followed up during class time. 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Obtain feedback from students, parents and staff on program effectiveness and success as a whole-school conflict resolution model. Action feedback to enhance and improve the program.	Student Wellbeing Co-ordinator	<input type="checkbox"/> No	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Provide training for select Year 5 students.	Student Wellbeing Co-ordinator	<input type="checkbox"/> No	from: Term 2 to: Term 2	\$2,970.00 <input type="checkbox"/> Equity funding will be used

Goal 2	Strengthen the consistency of application of the whole school Behaviour Management Program through the development of a structured approach for support and engagement. To raise student attendance to be at or exceed State mean.
12 month target 2.1	Continue to implement effective wellbeing programs to increase student connectedness to school, student engagement and attendance levels (embed the Peer Mediation Program)
FISO Initiative	Empowering students and building school pride
Key Improvement Strategy 2	Continue to implement effective wellbeing programs to increase connectedness to school, student engagement and attendance levels. The school will continue to implement the use of positive psychology, growth mindset and brain breaks to support student achievement.

Actions	Continue to implement the effective wellbeing programs school-wide. Embed a growth-mindset culture across the school.			
Evidence of impact	<ul style="list-style-type: none"> - Students will feel more connected to the school and have established meaningful relationships with their peers and teachers. - Students demonstrate increased focus during class. - Teachers are equipped with a range of strategies to support students' social and emotional wellbeing. 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Engage with Lead-schools in evidence-based practice to support the Respectful Relationships Program at CEPS.	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Begin the school year with the Start Up program to reconnect students to their learning, build relationships and promote student engagement.	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$12,500.00 <input type="checkbox"/> Equity funding will be used
Teachers and Education Support Staff will implement regular Brain Breaks to enhance students' cognitive functioning and ability to sustain focus for academic work.	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$500.00 <input type="checkbox"/> Equity funding will be used

Goal 3	To improve student Literacy outcomes through the enhancement of a whole-school Spelling program.
12 month target 3.1	By the end of 2018, NAPLAN Spelling scores will be at or above; Year 3 - 417 Year 5 - 502
FISO Initiative	Building practice excellence
Key Improvement Strategy 1	Building teacher capacity in the area of Spelling.

Actions	Develop a whole-school commitment to conduct daily spelling sessions in all levels across the school. Ensure all planning documents school-wide are inline with the Victorian Curriculum.			
Evidence of impact	Students will be able to effectively use the strategies taught to improve their spelling outcomes. Teachers will have the skills and knowledge to plan, deliver and assess a daily spelling program using best practice as part of a collaborative Professional Learning Community.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Conduct Staff Professional Development with an emphasis on phonics.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Conduct Induction for new and returning staff on the School Spelling Program.	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Update the School Literacy Spelling Booklet resource for teachers.	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Continue the implementation of a weekly Oral Language Program for all Prep-Year 2 students, supported by Speech Therapists.	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$54,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Professional Learning and Development Plan - 2018

Cranbourne East Primary School (5518)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
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All staff will participate in a professional learning focus on the purpose of Peer Observations and Critical Feedback.	All Staff	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Staff will undertake professional learning in the areas of intervention, differentiated learning programs, and support strategies for students with learning difficulties.	All Staff	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Introduce staff to planning, assessing and reporting using the A-D achievement standards of the Victorian Curriculum.	All Staff	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Dan will provide whole school professional development on the application of positive psychology and growth mindset in the classroom.	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Whole School Student Free Day	<input checked="" type="checkbox"/> External consultants Dan Haesler	<input checked="" type="checkbox"/> On-site
Dan will work with the SIT team (Curriculum Leaders, Team Leaders and principal Class) around wellbeing, resilience and positive psychology leading into Change Leadership/building successful teams and coaching for leadership.	School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> External consultants Dan Haesler	<input checked="" type="checkbox"/> On-site

Engage with Lead-schools in evidence-based practice to support the Respectful Relationships Program at CEPS.	Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> Off-site Network initiative.
Conduct Staff Professional Development with an emphasis on phonics.	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site

Documents that support the plan

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

Dimension 1

[Collaborative conversations Curriculum Meetings T4 2017.docx \(0.02 MB\)](#)

[Peer observations 2017.docx \(0.01 MB\)](#)

[PLC Review by Year Level 2017.docx \(0.11 MB\)](#)

Dimension 2

[2017 Walking With Purpose.docx \(12.89 MB\)](#)

[CEPS Assessment Schedule 2017.docx \(0.25 MB\)](#)

Dimension 5

[Plan for Closing the Loop - SIT info.docx \(0.43 MB\)](#)

[SIT Meeting Minutes - Sept 2017.docx \(0.44 MB\)](#)

[Year 3 Essential Standards Chart.docx \(0.33 MB\)](#)

Dimension 9

[SRC meeting minutes - 16.10.17 \(1\).pdf \(0.07 MB\)](#)

Dimension 10

[2017 Bounce back to school.pptx \(2.66 MB\)](#)

[STUDENT ENGAGEMENT POLICY CEPS.doc \(0.73 MB\)](#)

Dimension 13

[2018 Foundation Results.xlsx \(0.04 MB\)](#)

[CEPS OL Screening Report \(Prep 2017\).pdf \(1.26 MB\)](#)

[CEPS Tiered Intervention.pdf \(0.08 MB\)](#)

[Chain Ngawaka - Swimming Risk Assessment.docx \(0.02 MB\)](#)

[Harlee T3W3.docx \(0.02 MB\)](#)
[Lual's Weekly Plan T3W2.docx \(0.02 MB\)](#)
[Mai 4B ILP Term 4 2017 Review.docx \(0.02 MB\)](#)
[Makayla Richards ILP 2017 Term 4 Assessed.docx \(0.06 MB\)](#)
[SSG Meeting Timetable T3 2017.docx \(0.04 MB\)](#)
[SSGMeeting Ethan Bydder 22.11.17.pdf \(0 MB\)](#)
[Term 4 2017 ES support timetable as of 13.11.17.docx \(0.08 MB\)](#)

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