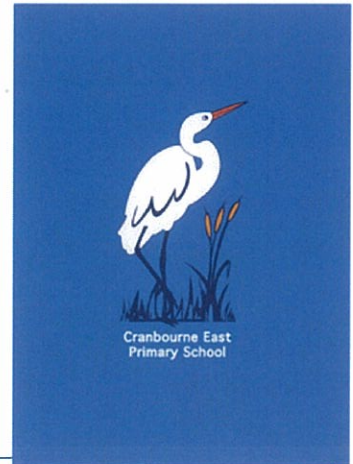


# Annual Implementation Plan 2015 Cranbourne East Primary School School Number: 5518

Based on Strategic Plan developed for 2012-2015



<p>Endorsement by School Principal</p>	<p>Signed <i>Original Signed</i>.....  (Principal's signature)</p> <p>Name: <b>Garry Rolfe</b></p> <p>Date: <sup>19</sup> November 2014</p>
<p>Endorsement by School Council</p>	<p>Signed... <i>Original Signed</i> .....  (School Council President's signature)</p> <p>Name: <b>Tony West</b></p> <p>Date: <sup>19</sup> November 2014</p>
<p>Endorsement by Regional Director or nominee</p>	<p>Signed <i>Original Signed</i> ..... (Regional Director or nominee's signature)</p> <p>Name: <b>Alex Greenwell</b></p> <p>Date: November 2014</p>

## Strategic Intent

Strategic Intent	Goals	Targets	One Year Targets (2015)
<p><b>Student Learning</b></p>	<p>To optimise levels of student achievement and success by the provision of an engaging student centred comprehensive curriculum through planned learning programs incorporating Inquiry based learning with a focus on explicit teaching in Literacy and Numeracy.</p> <p>Enhancing a purpose designed Co-Teaching Model across the school. The focus will address planning, timetabling and the delivery of best practice teaching and learning and high quality instruction in a fully inclusive Co-Teaching environment that utilises the flexible teaching and learning spaces within the school.</p> <p>To continue the embedded Wannik Education Strategy across the school.</p>	<p>By the end of 2015, teacher assessment against the AusVELS will indicate 80% of students achieving minimum of 12 months of learning growth in Literacy and Numeracy.</p> <p>The Co-Teaching Model, established school-wide in 2012 will continue to be refined and used to build upon the school-wide culture of co-teaching and that every child can learn.</p> <p>A Co-Teaching Leading Teacher will continue to act as a coach for all staff and teams to improve co-teaching practices and build teacher capacity.</p> <p>The school will continue to use the CEPS Co-Teaching Manual as an instructional/induction model for all staff.</p> <p>By 2015, teacher assessment against the AusVELS for Koori students will show a minimum of 12 months of learning growth in Literacy and Numeracy.</p>	<p>By the end of 2015, teacher assessment against the AusVELS will indicate 80% of students achieving minimum of 12 months of learning growth in Literacy and Numeracy.</p> <p>All curriculum and pedagogical practices documented in Term Planners for Literacy, Numeracy and Inquiry Based Learning.</p> <p>All students have Personalised Learning Plans documented in consultation with students and parents on a termly basis. The PLP's will be available 'on line' and accessible by parents.</p> <p>Continue an ongoing whole school focus on the effective use of space to improve student-learning outcomes In line with the Pedagogical Master Plan.</p> <p>By the end of 2015 Assessment of Reading P-2 data will be:</p> <ul style="list-style-type: none"> <li>• Year Prep 80% reading above level 5</li> <li>• Year 1 80% reading above Level 15</li> <li>• Year 2 90% reading above level 20</li> </ul> <p>By the end of 2015 NAPLAN Scores will be at or above:</p> <p>Year 3:</p> <ul style="list-style-type: none"> <li>• Reading 430</li> <li>• Writing 415</li> <li>• Grammar &amp; Punctuation - 430</li> <li>• Spelling - 415 Numeracy 400</li> </ul> <p>Year 5:</p> <ul style="list-style-type: none"> <li>• Reading 480</li> <li>• Writing 470</li> <li>• Grammar &amp; Punctuation - 585</li> <li>• Spelling- 490 Numeracy 480</li> </ul>

<p><b>Student Engagement and Wellbeing</b></p>	<p>To enhance and sustain student engagement, wellbeing and connectedness to school.</p>	<p>By the end of 2015, the Attitudes to School survey data will be above the Region/State benchmark for student responses to wellbeing, teaching &amp; learning and student relationships.</p>	<p>The Attitudes to School survey data to be at or above:  Classroom Behaviour – 3.5  Student Safety - 4.5  Connectedness to Peers – 4.5  Student absence average to be at 14 days or below for 2015. An absence-learning template supports students on leave.  Annual review of the Student Learning Agreement with all students incorporating rules, rewards and consequences by end of the first week of Term 1.</p>
<p><b>Student Pathways and Transitions</b></p>	<p>Annual delivery of the Kindergarten to Year Prep Transition program.  Annual delivery of the Year 6 to Year 7 transition program incorporating the provision of a secondary college style timetabling and learning environment.  Develop the Year 2 to Year 3, Year 4 to Year 5 internal school transition program.</p>	<p>By 2015, the Transitions Variable in the Parent Opinion Surveys will be at or above the state-wide school benchmarks.</p>	<p>To achieve a score of 5.7 or greater in the Transitions Variable in the Parent Opinion Survey.</p>

## Implementation

Key Improvement Strategies and Significant Projects	What (Actions) the activities and programs required to progress the key improvement strategies	How (Resources) the budget, equipment, IT, learning time, learning space	Who the individuals or teams responsible for implementation	When the date, week, month or term for completion	Achievement milestones the changes in practice or behaviours
Continue to enhance the school vision and embed the vision into the school culture	<p>Continue to conduct whole school Visioning activities with staff, children and parents through the 'Start Up' program.</p> <p>Review and update the CEPS teaching and learning Curriculum Document, invite feedback and embed in all aspects of school culture.</p>	<p>PLT meetings</p> <p>Professional Learning meetings</p> <p>School Council meetings</p> <p>Use of Compass School Manager package</p> <p>Student Representative Council</p> <p>Community Events</p>	<p>Principal, Students, all Staff, School Council and wider School Community.</p> <p>SRC Staff Team Leaders</p>	<p>Ongoing throughout the year.</p>	<p>All policy documents are consistent and relevant and reflect the school vision and goals.</p> <p>Policy documents to be ratified by School Council.</p> <p>Policy documents to be reviewed every three years or as appropriate.</p> <p>Student Representative Council re-elected and performing their role as the student voice at CEPS.</p> <p>Communication strategy to involve Compass Portal, website, blogs and newsletters outlining the school's vision and culture to be shared with the school community.</p>
Document the whole school improvement model for Co-Teaching, Inquiry Based Learning, Literacy, Numeracy and ICT.	<p>Whole school alignment of the pedagogy of Literacy, Numeracy and Inquiry Based Learning.</p> <p>Refine the F-6 assessment schedule to ensure individual needs of children are recognised, monitored and met.</p> <p>Consistent use of weekly planners that document the daily explicit teaching of Literacy and Numeracy skills and concepts in line with AusVELS.</p>	<p>Whole school ongoing professional learning focus supported by Critical Friends.</p> <p>PLT's, Professional learning focus on collaborative planning and co-teaching, analysis of student achievement data and collegiate sharing of best practice strategies</p> <p>Specific real time student assessment data will be uploaded to the Compass School Manager package</p>	<p>Leadership Team</p> <p>Michael Ymer Lyn Watts</p> <p>Lisa Roolker Katie Klajnblat Michelle Wrigley Bev Woodbridge Nigel Ross Chanel Herring Curriculum Design team PLT's</p>	<p>Ongoing</p>	<p>A documented, comprehensive F-6 curriculum.</p> <p>Planning documents (based on AusVELS) cater for a diverse range of learning needs and styles, at the point of entry for individual students based on 'I Can' statements, VCOP and CAFÉ.</p> <p>Co-teaching embedded in whole school practice.</p> <p>Pedagogical Master Plan fully implemented.</p> <p>Alignment of the curriculum with AusVELS, AITSL Standards, PoLT and E5.</p>



<p><b>Establishment of online Personalised Individual Learning Plans for all students</b></p>	<p>Develop online PLP template, agreed protocols and processes.</p>	<p>Using NAPLAN, On Demand Assessment data, school based assessment and data from Compass School Manager package</p>	<p>Bev Woodbridge Michelle Wrigley Home Group teachers</p>	<p>All students to be working to a PLP by end of Term 1.</p>
<p><b>Use Compass School manager to report all relevant student information to improve the achievement of student learning outcomes.</b></p>	<p>Conduct ongoing professional learning sessions for all new and existing staff as part of the Induction Program. Link ongoing student data on Compass with Personalised Learning Plans (PLPs) for every student. Use Compass School Manager to support Wannik Education Strategies.</p>	<p>PLT meetings Leadership</p>	<p>Michelle Wrigley Bev Woodbridge Leadership Team</p>	<p>End of Term 1.  End of Term 1.  Ongoing  Ongoing</p>

<p><b>Transition Program</b></p>	<p>Enhance an effective transition program from Kindergarten to Primary School, internal transitions and transition from Primary School to Secondary College.</p>	<p>Transitions co-ordinators to enhance ongoing programs. Students participate in transition visits and activities at Primary School and Secondary College Transition statements disseminated.</p>	<p>Year Prep Transitions Team Year 6 Transitions Co-ordinator Secondary College Transitions Co-ordinator Internal Transitions Co-ordinator</p>	<p>Term 1 Term 2 Ongoing</p>	<p>Formal planning meetings commenced and programs developed. Sharing of resources K-P, PS to SC term 2. Establishment of effective and ongoing transition programs. Year Prep students visit the Hunt Club Kindergarten. Continue visits from Hunt Club Early Learning Centre and invite Cranbourne East (City of Casey) Kinder to visit. Year 6 students visit CESC for Transition sessions. Internal transition visits on a term basis. Formal handover of student information.</p>
<p><b>Student Engagement &amp; Wellbeing</b></p>	<p>Continuation of the Student Leadership Program – Student Voice (SRC). Continue to enhance and refine the school Student Engagement Policy and guidelines. Continue to review the school 5R's Values program: Respect, Resilience, Relationships, Rigour and Responsibility. Continue school wide approach to addressing non-attendance and lateness to school. Student led conferences Introduce Safe Minds Framework.</p>	<p>Students express interest in Student Leadership Program. Focus group of students, staff and parents. PLT's and input from students, staff and parents. School based attendance strategy.</p>	<p>SRC Co-ordinator Bev Woodbridge Kathy Jones Kathy Jones Staci Biggins</p>	<p>Election of student leaders by end of December Term 1 Term 1 Term 1 Ongoing</p>	<p>Student Leadership team in place by the beginning of Term 1. Student Engagement Policy review by end of Term 1. School Values Program (5Rs) to be imbedded in the whole school Inquiry Learning approach. School-wide behaviour management/rewards program to be reviewed. Established policy and processes used to address the matter of lateness and non-attendance. Student led conference conducted mid and end of year. Safe Minds Program strategies in use in all home groups across the school.</p>



<p><b>Development of a Performance and Development culture</b></p>	<p>Continue to refine an effective and formal induction program for all new staff.</p>	<p>Formal induction program scheduled for all new staff prior to the commencement of the new school year or as staff are employed. Ongoing induction sessions.</p>	<p>Principal Assistant Principals New staff Ongoing staff</p>	<p>Ongoing  Tuesday 27<sup>th</sup> January 2015</p>	<p>Staff Opinion Survey Induction data to be at or above the state mean. Staff Induction Program Booklet. Formal Staff Induction program run prior to the commencement of the school year. Performance and Development Process commenced at the start of year.</p>
<p><b>To enhance a school wide sustainability program.</b></p>	<p>To continue with a school wide sustainability program embedded into the School House system. Complete the Resource Smart AuSSI Vic Module Undertake the Resource Smart AuSSI Vic 5 Star certification.</p>	<p>House based sustainability projects.  Involve whole staff and students in planning and actions.</p>	<p>Science &amp; Sustainability Specialist and team Resource Smart AuSSI Vic CERES co-ordinator CEPS (PVIS) working in with DTZ.</p>	<p>Term 1 Ongoing End term 2</p>	<p>By the end of 2015 the School House system will have an embedded sustainability program.  Increasing bio-diversity in the local area and reducing water use, greenhouse gas emissions and solid waste outputs.  Embed the '1 Sea I Care' program.  Introduce the 'Environmental Heroes' program.</p>
<p><b>ICT Develop a whole school eSmart plan by the end of 2015  Develop a whole school CyberSafe program in line with latest digital technology advances</b></p>	<p>Support student learning and engagement across the school by providing up-to-date Digital Resources in the classroom.  Provide professional learning sessions to all staff on the effective use of digital technologies.  Embed eSmart safe and responsible practices in the curriculum.</p>	<p>Access to devices through increasing the fleet of devices.  Introduce the 'Bully Stoppers' strategies</p>	<p>School Council ICT Action Team and Team Leader Police Youth resource Officer All home group teachers Primary Welfare Officer</p>	<p>End of 2015  Students complete the acceptable use agreement</p>	<p>Audit the current eSmart plan. Develop the six domains to gain eSmart school accreditation. High level and acceptable use of devices by students.  Positive feedback from students on the use of devices to improve student learning.  Development of a school CyberSafe Policy.  'Bully Stoppers' strategies implemented throughout all levels of the school.</p>