

Annual Implementation Plan: for Improving Student Outcomes

School name: Cranbourne East Primary School

Year: 2017

School number: 5518

Based on strategic plan: 2016-2019

Endorsement:

Principal Garry Rolfe

15th February 2017

Senior Education Improvement Leader Peter Greenwell

15th February 2016

School council Roz Coles

15th February 2017

Section 1: The school's Improvement Priorities and Initiatives

Report here the goals identified in the current School Strategic Plan and tick the Improvement Initiative/s that your school will address in this Annual Implementation Plan: for Improving Student Outcomes.

School Strategic Plan goals	Improvement Priorities	Improvement Initiatives	✓
<ul style="list-style-type: none"> 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: Improve whole school literacy outcomes and Improve whole school numeracy outcomes. To have established a culture of active and effective 'student voice' throughout the school. Embed successful transition programs: Internal school (Years 2-3 and Years 4-5) and External school (K-F and Year 6-7). Strengthen the consistency of application of the whole school Behaviour Management Program through the development of a structured approach for support and engagement and to raise student attendance to be at or exceed State mean. To optimise the use of school resources to improve student learning outcomes. Build practice excellence through the implementation of the school-wide Peer Coaching Program. 	Excellence in teaching and learning	Building practice excellence	✓
		Curriculum planning and assessment	✓
	Professional leadership	Building leadership teams	✓
	Positive climate for learning	Empowering students and building school pride	
		Setting expectations and promoting inclusion	
	Community engagement in learning	Building communities	

Improvement Initiatives rationale:

Explain why the school, in consultation with the Senior Education Improvement Leader (SEIL), has selected the above Improvement Initiative/s as a focus for this year. Please make reference to the evaluation of school data, the progress against School Strategic Plan (SSP) goals and targets, and the diagnosis of issues requiring particular attention.

After a highly successful and positive review of the 2016 Annual Implementation Plan (AIP) and school data sets, we have identified a number of priorities that we wish to continue to enhance and refine in order to maximise student-learning growth. The main focus for the 2017 AIP is to ultimately build practice excellence and improve teacher capacity within our unique Co-Teaching environment. To achieve this, we will continue to up-skill our area level team leaders to lead the conversation about practice excellence based on a model of observation and feedback throughout all levels of the school. A key focus will be on improving teacher capacity to use data sets to improve outcomes in the areas of literacy, numeracy, engagement and wellbeing.

We will continue to implement the program focusing on extending high level spellers and using dictation as a tool to improve outcomes with a view to see a continued upward trend in this area over the next 3 years.

Our NAPLAN Relative Growth for Numeracy in 2016 showed 26% of students achieved Low growth, 48.6% Medium growth and 25.3% High growth. Therefore our aim is to continue to see positive trend growth to be at or above State benchmarks. While 21.7% of students achieved low growth in reading (an improvement of 11.3%) our target in 2017 is for Low growth achievement to be at 18% or below.

This year we aim to continue to enhance our working relationship with Cranbourne East Secondary College (co-located on site) to develop our Year 6 to 7 Transition program to show an 80% satisfaction rate in preparedness for secondary college.

In 2017, we will continue to engage Registered Psychiatric Nurse and Director of MOAT Health Services, Bryan Jeffrey to improve all aspects of Student Relationships. Bryan will continue to work with staff focusing on student engagement, student support, management strategies and conducting observational sessions in classrooms. Bryan will work closely with teachers, education support staff and students as well as conducting two parent sessions.



Key improvement strategies (KIS)	
List the Key improvement strategies that enable the implementation of each Improvement Initiative. This could include existing strategies already being implemented as well as new ones identified through analysis of data, evaluation of impact of prior efforts, measurement of progress against targets and the diagnosis of issues requiring particular attention. KIS may be specific to one outcome area or applicable across several areas.	
Improvement initiative:	Key improvement strategies (KIS)
Building practice excellence	<ul style="list-style-type: none"> • Implementing the school wide Peer Observation Program • Linking Peer Observation Program to individual performance and development plans
Curriculum planning and assessment	<ul style="list-style-type: none"> • Implementing the Victorian Curriculum • Implementing the use of data from the Early Years Evaluation (EYE) to target individual student need and guide curriculum planning. This will be fully supported through the Student Resource Package. • Formalised professional learning team conversations based on data analysis to inform teaching practice to improve outcomes
Building leadership teams	<ul style="list-style-type: none"> • Introducing a leadership coaching program involving all Leading teachers and team leaders



Framework for Improving Student Outcomes

Published: February 2016



Section 2: Improvement Initiatives

Each table below is designed to plan for and monitor each Improvement Initiative. Add or delete tables – one for each Improvement Initiative from Section 1 on the previous page. You can also add or delete rows so that there is alignment and line of sight between the key improvement strategies, actions, success criteria and monitoring. The goals come directly from your School Strategic Plan (SSP) – you will find it helpful to keep them in the same order. Please note that, in the progress status section, ● ● ● respectively indicate: ● not commenced or severely behind schedule, ● slightly behind schedule but remediation strategies are in place to get back on schedule and ● on schedule and/or completed.

STRATEGIC PLAN GOALS		<ul style="list-style-type: none"> 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: Improve whole school literacy outcomes and Improve whole school numeracy outcomes. Strengthen the consistency of application of the whole school Behaviour Management Program through the development of a structured approach for support and engagement and to raise student attendance to be at or exceed State mean. To optimise the use of school resources (eg Teaching and Learning Coach) to improve student learning outcomes. 							
IMPROVEMENT INITIATIVE		Building practice excellence							
STRATEGIC PLAN TARGETS		<ul style="list-style-type: none"> Curriculum planning, delivery, assessment and reporting practices to be clearly defined and documented across all areas of the school, based on the new Victorian Curriculum. Attitudes to School survey results to reflect a minimum mean score of 4.50 in both the <i>School Connectedness</i> and <i>Stimulating Learning</i> variables. Strengthen the consistency of application of the whole school Behaviour Management Program through the development of a structured approach for support and engagement. To optimise the use of school resources to improve student learning outcomes. 							
12 MONTH TARGETS		<ul style="list-style-type: none"> Clearly documented planners implemented across the whole school, defining individual student point of need and entry to learning. EYE Reports to be used effectively to identify students at-risk to plan targeted support and intervention strategies. Student feedback using the Tell Them From Me (TTFM) tool indicating 80% satisfaction with the stimulating learning variable. Student Achievement Target - A minimum 75% of students achieving at or above the expected level in Reading across all year levels of the school. NAPLAN learning gain, low growth to be at 18% or below, medium growth to be at 60% or above and high growth to be at 22% or above in Reading. NAPLAN learning gain, low growth to be at 20% or below, medium growth to be at 60% or above and high growth to be at 20% or above in Numeracy. 							
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING				
					Progress Status	Evidence of impact	Budget		
							Estimate	YTD	
Implementing the school wide Peer Observation Program	<ul style="list-style-type: none"> Up-skill all teaching staff to conduct peer observations and provide constructive feedback. Teachers work in groups of 2 or 3 members to conduct formalised and documented (timetabled) observations. The observations will focus on performance and development goals. Critical conversations to be conducted during fortnightly area level meetings. Discussions, strategies and outcomes to be documented in meeting minutes. The outcomes are translated into point of need teaching in planning documents. SIT to regularly monitor student achievement data. Observations are conducted based on improving teaching practice. 	Katie Klajnblat (T&L Coach) Team Leaders All teaching staff	Peer Observation Program embedded by end of 2017	6 months:	● ● ●				
				<ul style="list-style-type: none"> All staff to complete Professional learning sessions. Every teacher to be conducting regular observations with their Peer Coaching Partner related to their Performance and Development goals. Teachers meeting to discuss the focus of practice improvement prior to conducting each observation session. Teams engaged in professional conversations based peer feedback Observations recorded in planning documents Team Leaders participate in Peer Coaching training sessions run fortnightly. 					
				12 months:	● ● ●				
				<ul style="list-style-type: none"> Teams conducting refined observations Teams engaged in meaningful professional conversations based on effective peer feedback Observations recorded in planning documents showing evolution and differentiation. 					



Linking Peer Observation Program to individual performance and development plans	<ul style="list-style-type: none"> Development of individual performance and development plans including goals linked to the School Strategic and Annual Implementation Plans aligned to AITSL standards. Area level teams develop 3 common goals with their reviewer. Regular team meetings and SIT meetings to discuss progress against the goals. Reviewers conduct observations and provide feedback. 			6 months: <ul style="list-style-type: none"> Performance & development plans completed on line in Term 1. Planners showing document evidence. Reviewers conduct regular Walkthroughs and provide feedback. Teachers and Education Support Staff involved in critical conversations (led by Reviewer and Team Leader) around building practice excellence. Evidence of critical conversations undertaken in team meetings documented in meeting minutes. Feedback provided from teams on effectiveness of the program. 				
				12 months: <ul style="list-style-type: none"> Performance & development process successfully completed. Planners showing document evidence. 				
				<ul style="list-style-type: none"> Feedback provided from teams on effectiveness of the program. Walkthroughs conducted by reviewers and feedback provided. Evidence of critical conversations in team meetings recorded in meeting minutes. Data sets show student growth in all areas. 				



Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS		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. Improve whole school literacy outcomes and improve whole school numeracy outcomes To have established a culture of active and effective 'student voice' throughout the school. Embed successful transition programs: Internal school (Years 2-3 and Years 4-5) and external school (K-F and Year 6-7). 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. To optimise the use of school resources to improve student learning outcomes.						
IMPROVEMENT INITIATIVE		Curriculum planning and assessment						
STRATEGIC PLAN TARGETS		<ul style="list-style-type: none"> Maintain the oral language program and engagement of Speech Pathologist. Sustain the Start Up Program. Continue to offer the "Making Friendships Fun" program for students entering the Foundation year. Extend the Peer Coaching Program across the whole school. Continue Leadership Walkthroughs. Selected staff to complete Bastow modules as part of succession leadership development. Staff representatives attend formal leadership training for student leaders (VicSRC workshops) Develop a Student Mentor program as part of succession planning for the SRC. 						
12 MONTH TARGETS		<ul style="list-style-type: none"> Providing ongoing professional learning and resources to support the successful implementation of the Victorian Curriculum. Further analyse the EYE data as a basis to inform best practice teaching & learning strategies in the early years. The Speech Pathology end of year screening data (Test of Abstract Language Comprehension (TALC)) to be at the benchmark of 65% achievement or above for Level 3 & Level 4. Student Achievement Target - Low growth achievement in NAPLAN Reading results to be at 18% or below. 						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Implementing the Victorian Curriculum	<ul style="list-style-type: none"> Curriculum audit completed. Area level team planning days. Teaching and learning resources developed to support curriculum delivery. Whole school staff professional learning presentations based on the Victorian Curriculum. Planning documents based on the Victorian Curriculum. 	Katie Klajnblat Michelle Wrigley SIT Assessment & Reporting Action Team Curriculum Action Teams	Completed end of 2016. Ongoing as information is provided.	6 months: <ul style="list-style-type: none"> Teachers planning, assessing and reporting to the Victorian Curriculum. Professional Learning Teams to collaboratively plan Literacy, Numeracy and Inquiry units on a termly basis. Co-Teaching teams to collaboratively plan the curriculum and delivery on a weekly basis. Professional Learning Teams to analyse data fortnightly to reflect on practice excellence and inform curriculum planning. Differentiated, targeted teaching for individuals documented in weekly planners. 				
				12 months: <ul style="list-style-type: none"> Teachers planning, assessing and reporting to the Victorian Curriculum. Review of Curriculum planning documents (scope & sequence). 				
Implementing the use of data from the Early Years Evaluation (EYE) to	<ul style="list-style-type: none"> Development of the EYE evaluation implementation plan. Allocation of resources. Communication plan developed and school community informed. 	Jenni Kelly (Early Years LT) Cat Gray	DA conducted NLT end of Term 4.	6 months: <ul style="list-style-type: none"> Direct Assessment (DA) conducted by end of 2016 and data used to inform allocation of resources (such as Speech Pathologist, EAL and Literacy intervention) and catering for individual 				



target individual student need and guide curriculum planning.	<ul style="list-style-type: none"> Liaison conducted with local feeder Kindergartens. Early interventions identified and in place. Conduct the individual evaluations (Direct Assessment and Teacher Assessment). Day allocated to data interpretation. Data reports provided. Comparison of the DA and TA. Resources allocated for 2018 students. Foundation Improvement Team and SIT to regularly review the EYE data in fortnightly PLC meetings. 	(Foundation Team Leader) Foundation PLC Intervention Team	Resources identified during budget timeline	student needs. <ul style="list-style-type: none"> Foundation teachers establish student focus groups based on DA data. Foundation teachers to have conducted the Teacher Assessment (TA) component of the EYE for all 2017 Foundation students. TA data analysed by Foundation and SIT teams to identify improvement, further point of need learning and reallocation of resources. 				
				12 months: <ul style="list-style-type: none"> Evaluation of intervention strategies and resource allocation. EYE Assessment cycle commences for 2018. 				
Formalised professional learning team conversations based on data analysis to inform teaching practice to improve outcomes	<ul style="list-style-type: none"> Mid and end of year progress reporting. Up-skill all teaching staff to conduct critical conversations around data. Critical conversations to be conducted during fortnightly area level meetings. Discussions, strategies and outcomes to be documented in meeting minutes. The outcomes are translated into point of need teaching in planning documents. Professional learning for all staff on data analysis. 	SIT Area Level Team Leaders	Ongoing throughout 2017 school year	6 months: <ul style="list-style-type: none"> Professional Learning Team data analysis meetings conducted fortnightly with meeting minutes disseminated school wide. Data tracked on common assessment spreadsheets and updated regularly by all teachers, to show student growth. Data discussions to inform planning for differentiation, targeted teaching and best practice strategies. Point of need teaching documented in weekly planners. 				
				12 months: <ul style="list-style-type: none"> Area level meetings conducted fortnightly and meeting minutes disseminated. Data tracked on common assessment spreadsheets and updated regularly to show student growth. Team leader reflection and sharing of best practice across the school. Evaluation of program effectiveness and amendments identified for 2018. 				



Build student Leadership through implementation of a Peer Mediation Program	<ul style="list-style-type: none"> All Year 6 students trained in peer mediation. Year 6 staff to support student training. Develop a communication strategy for the school and school community. Resource the program. Program launch. Ongoing online promotion of the program. Evaluation of program effectiveness. 	PWO's	Term 1	6 months:	● ●			
		Year 5 & 6 Team Leaders		<ul style="list-style-type: none"> Peer mediation training completed. Peer mediators in playground conducting mediation sessions during breaks. Program effectiveness evaluation completed. 	●			
		External provider		12 months:	● ●			
		Year 6 Student Mediators		<ul style="list-style-type: none"> Peer Mediation program evaluation conducted. Program fully implemented across the school. 	● ●			
					●			



Section 4: Annual Self-Evaluation

[Drafting Note Annual self-evaluation section enables schools to continuously collect, monitor and analyse school data about all aspects of school performance. This ensures that all aspects of school performance are considered throughout the year and that any risks, issues and opportunities are identified as they emerge. The Annual self-evaluation against the Continua of Practice should be completed as data becomes available]

Priority	Improvement model dimensions – note state-wide Improvement Initiatives are bolded	Is this an identified initiative or dimension in the AIP?	Continuum status	Evidence and analysis
Excellence in teaching and learning	Building practice excellence	Select	Select status	[Drafting note For current AIP improvement initiatives and/or dimensions, please provide a succinct and conclusive statement referring to the monitoring section of this plan. This statement can refer to the progress status and/or make reference to the achievement of the appropriate goals, targets and success criteria.]
	Curriculum planning and assessment	Select	Select status	
	Evidence-based high impact teaching strategies	Select	Select status	
	Evaluating impact on learning	Select	Select status	
Professional leadership	Building leadership teams	Select	Select status	
	Instructional and shared leadership	Select	Select status	
	Strategic resource management	Select	Select status	
Positive climate for learning	Vision, values and culture	Select	Select status	
	Empowering students and building school pride	Select	Select status	
	Setting expectations and promoting inclusion	Select	Select status	
	Health and wellbeing	Select	Select status	
Community engagement in learning	Intellectual engagement and self-awareness	Select	Select status	
	Building communities	Select	Select status	
	Global citizenship	Select	Select status	
	Networks with schools, services and agencies	Select	Select status	
	Parents and carers as partners	Select	Select status	
Reflective comments: [Drafting Note Please use this section to summarise your learnings from the self-evaluation process, including professional growth and key findings]				
Confidential cohorts analysis: [Drafting note This section is not for public distribution. Report here the extent to which cohorts of students within the school (including Koorie, high ability, refugee, EAL, PSD, out of home care students, etc.) are being supported and challenged, leading to an inclusive and stimulating environment for all students]				
Next Steps:				

