

2021 Annual Implementation Plan

for improving student outcomes

Cranbourne East Primary School (5518)



Submitted for review by Garry Rolfe (School Principal) on 04 February, 2021 at 08:42 PM
Endorsed by Anne Martin (Senior Education Improvement Leader) on 08 February, 2021 at 08:53 AM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2021

	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	Evolving
	Evaluating impact on learning	Evolving moving towards Embedding
Professional leadership	Building leadership teams	Embedding moving towards Excelling
	Instructional and shared leadership	Excelling
	Strategic resource management	Embedding moving towards Excelling
	Vision, values and culture	Embedding moving towards Excelling

	<p>Staff continued to participate in all relevant professional learning throughout the remote learning period and upon returning to face-to-face teaching to further enhance their knowledge and skills.</p> <p>The Leadership Team conducted purposeful, targeted and regular communication with all members of staff to ensure we maintained a strong sense of connectedness while we couldn't be together as one on the school site.</p> <p>All feedback received from students, parents and staff following each remote learning experience was very highly positive.</p>
<p>Considerations for 2021</p>	<p>Considerations for 2021 will include working on the goals and targets set out in our new Strategic Plan with a focus on the 3 AIP Priority areas. We will dedicate targeted and additional resources to the Tutoring Program to maximise catch-up opportunities for students most at-risk. Student Voice & Agency will continue to be developed as part of our participation in the Network Community of Practice linked with the Quaglia Institute.</p> <p>The school is looking forward to collaborating with Gavan Hughes (SEVR) who will provide advice on the continued development of our PLCs across the school and we will work closely with the DSSI team to support school improvement.</p>
<p>Documents that support this plan</p>	

Target 2.3	By 2024 increase the percentage of Year 5 students in the top two NAPLAN Bands Writing, from a 2017-19 average of 14 per cent to 25 per cent.
Target 2.4	By 2024, semester 2 teacher judgments in Reading and Viewing will be comparative to Network schools.
Key Improvement Strategy 2.a Building practice excellence	Build capacity for data analysis and an understanding of data by teachers and students
Key Improvement Strategy 2.b Building practice excellence	Build the capacity of all staff to embed the school instructional model (Gradual Release of Responsibility - GRoR) consistently in all learning spaces (I do, we do, you do)
Key Improvement Strategy 2.c Building practice excellence	Build teacher capacity to provide challenging learning opportunities for all students
Goal 3	To improve student Numeracy outcomes
Target 3.1	By 2024, the percentage of Year 5 students assessed as meeting or above benchmark learning gain in NAPLAN <ul style="list-style-type: none"> • Numeracy will increase from 72 per cent to 80 per cent.
Target 3.2	By 2024, decrease the percentage of Year 5 students in the bottom two NAPLAN Bands Numeracy, from a 2017-19 average of 26 per cent to 15 per cent.
Target 3.3	By 2024, increase the percentage of Year 5 students in the top two NAPLAN Bands Numeracy, from a 2017-19 average of 18 per cent to 35 per cent

Target 4.3	By 2024, the percentage of students with 20 or more absence days will be at or below State data.
Key Improvement Strategy 4.a Empowering students and building school pride	Embed the school-based model for feedback (three tiers of feedback) across the school
Key Improvement Strategy 4.b Empowering students and building school pride	Build capacity of Student Voice and Agency within the school environment
Key Improvement Strategy 4.c Setting expectations and promoting inclusion	Build staff capacity to implement school behaviour management expectations and whole school approach to school attendance.

			<p>Connected Schools:</p> <p>a. To improve Teacher and Parent Communication (Teachers communicate with me often enough about my child's progress) in the Parent Opinion Survey (69% in 2020). Teachers will make contact with parents/carers of every student at least twice per term to build and maintain strong home-school partnerships.</p> <p>b. Increase the Stimulating Learning Environment factor in the Parent Opinion Survey (82%) by revising the school newsletter format to provide a regular whole school celebration of school events.</p>
To improve student Literacy outcomes	No	<p>By 2024, the percentage of Year 5 students assessed as meeting or above benchmark learning gain in NAPLAN:</p> <ul style="list-style-type: none"> • Reading will increase from 70 per cent to 80 per cent • Writing will increase from 72 per cent to 80 per cent. 	

		By 2024, semester 2 teacher judgments in Number and Algebra will be comparative to Network schools.	
To create empowered learners who are actively engaged in and connected to their learning	No	By 2024, increase the percentage of Year 4-6 students responding positively to measures contained in the Student Attitudes to School Survey: <ul style="list-style-type: none"> • Learner characteristics and disposition domain, stimulated learning from 81 per cent in 2019 to 85 percent • Learner characteristics and disposition domain, learning confidence from 78 per cent in 2019 to 83 percent • Social engagement domain, student voice and agency factor, from 69 per cent in 2019 to 80 per cent 	
		By 2024, increase the percentage of positive endorsement on measures contained in the School Staff Survey to the following: <ul style="list-style-type: none"> • Academic Emphasis from 53.00 per cent in 2019 to 72 per cent • Collective Efficacy from 69.80 per cent in 2019 to 75 per cent 	
		By 2024, the percentage of students with 20 or more absence days will be at or below State data.	

KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority	Yes
KIS 2 Health and wellbeing	Happy, active and healthy kids priority	Yes
KIS 3 Building communities	Connected schools priority	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2021.	

<p>Actions</p>	<p>This year, Cranbourne East Primary School has chosen the following Actions in order to deepen consistency of practice and improve student outcomes:</p> <ul style="list-style-type: none"> - Further embed the consistent implementation of our "I Do, We Do, You Do" pedagogical model through refinement of purposeful and targeted Learning Intentions and Success Criteria. - Implement a whole-school timetabled approach for our Learning Specialists (4) to observe and model best practice in reference to our pedagogical model and effective alignment to the HITS. - Provision of targeted catch-up and extension in all year levels across the school F-6 through the use of the DET Tutoring Initiative aligned with our current Learning Support & Enrichment Programs.
<p>Outcomes</p>	<p>The school expects to see the following Outcomes (changes in knowledge, skills or behaviours):</p> <p>Leaders will: timetable teachers to observe their classes and undergo peer observations regularly, develop their own peer coaching skills, meet regularly to collaborate and reflect on consistency of practice.</p> <p>Teachers will: understand the structure of the pedagogical model, use the pedagogical model consistently to plan and deliver lessons, reflect on observations and implement feedback provided, improve data literacy to differentiate effectively.</p> <p>Students will: have a greater understanding of their own learning goals, know when they have achieved their goals and know the next steps in their learning.</p>
<p>Success Indicators</p>	<p>Success Indicators will include:</p> <ul style="list-style-type: none"> - meeting notes/minutes from Learning Specialist meetings. - SIT meeting minutes. - minutes from PLCs detailing teacher reflections on peer observations and lessons modelled by Learning Specialists. - whole school timetable of Learning Specialist observations/modelled lessons. - Improvement in student literacy and numeracy outcomes (teacher judgements). - Common Assessment Task and Exit Slips issued by Tutors related to individual goals.

			to: Term 1	<input type="checkbox"/> Equity funding will be used
Termly walkthrough and observations, data collection and SIT review discussions conducted each term	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$60,000.00 <input type="checkbox"/> Equity funding will be used
Actively participate in the Differentiated Support for School Improvement (DSSI) Leadership Partnership Program.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used
Implement the DET Tutor Learning Program	<input checked="" type="checkbox"/> Assessment & Reporting Coordinator <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$300,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 2 Health and wellbeing	Happy, active and healthy kids priority			
Actions	<ul style="list-style-type: none"> •Refine whole school approach to Wellbeing. •Build staff capacity to collect, analyse, monitor and respond to students with complex behavioural needs. •Targeted implementation of the Resilience Project school-wide to develop the students' gratitude, empathy, mindfulness and emotional literacies. •Three members of staff participate in the Qaglia Institute Student Voice and Agency Network Community of Practice (CoP). 			

<p>•Timetable one hour per week for whole school dedicated to Resilience Project</p>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input type="checkbox"/> Equity funding will be used
KIS 3 Building communities	Connected schools priority			
Actions	<ul style="list-style-type: none"> • Strengthen relationships with parents/carers and maintain regular pulse checks initiated during the 2020 remote and flexible learning period. • Engage in PLCs & PLTs to foster collaboration, build collective efficacy and build data literacy capability within staff. • Strengthen engagement in Regional and Network Communities of Practice. • Review the school attendance policy and in-school processes for tracking and addressing student absence. 			
Outcomes	<ul style="list-style-type: none"> • Teachers will have strong relationships with students and parents/carers. • Students will feel connected to their school and have positive attitudes to attendance. • All students will be connected to resources and learning opportunities. • Teachers can regularly connect with the parents/carers of all students (at least twice per term). 			
Success Indicators	<ul style="list-style-type: none"> • "Positive" whole school survey data (SSS, AToSS). • "Positive" Attendance data. • Attendance in intervention/tutoring/support programs. • Frequency of communications with parents/carers. • Documented actions/best practice developed through active PLCs, PLTs and COPs. 			

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$350,000.00	\$345,500.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$350,000.00	\$345,500.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
•Establish resourcing for individual and tailored support programs (including Koorie Support and Tutoring)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$25,000.00	\$25,000.00
Implement the DET Tutor Learning Program	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Other Staff recruitment to implement to Tutor Learning Program	\$300,000.00	\$300,000.00
•Establish "Healthy minds & bodies" Break Time Activities (recess and lunch clubs)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$10,000.00	\$10,000.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Whole Staff Professional Development on CEPS pedagogical model	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Actively participate in the Differentiated Support for School Improvement (DSSI) Leadership Partnership Program.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs <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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
•Plan for and schedule professional learning, including subsequent	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Learning Team to consist of 3 teachers heading up this initiative)						
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