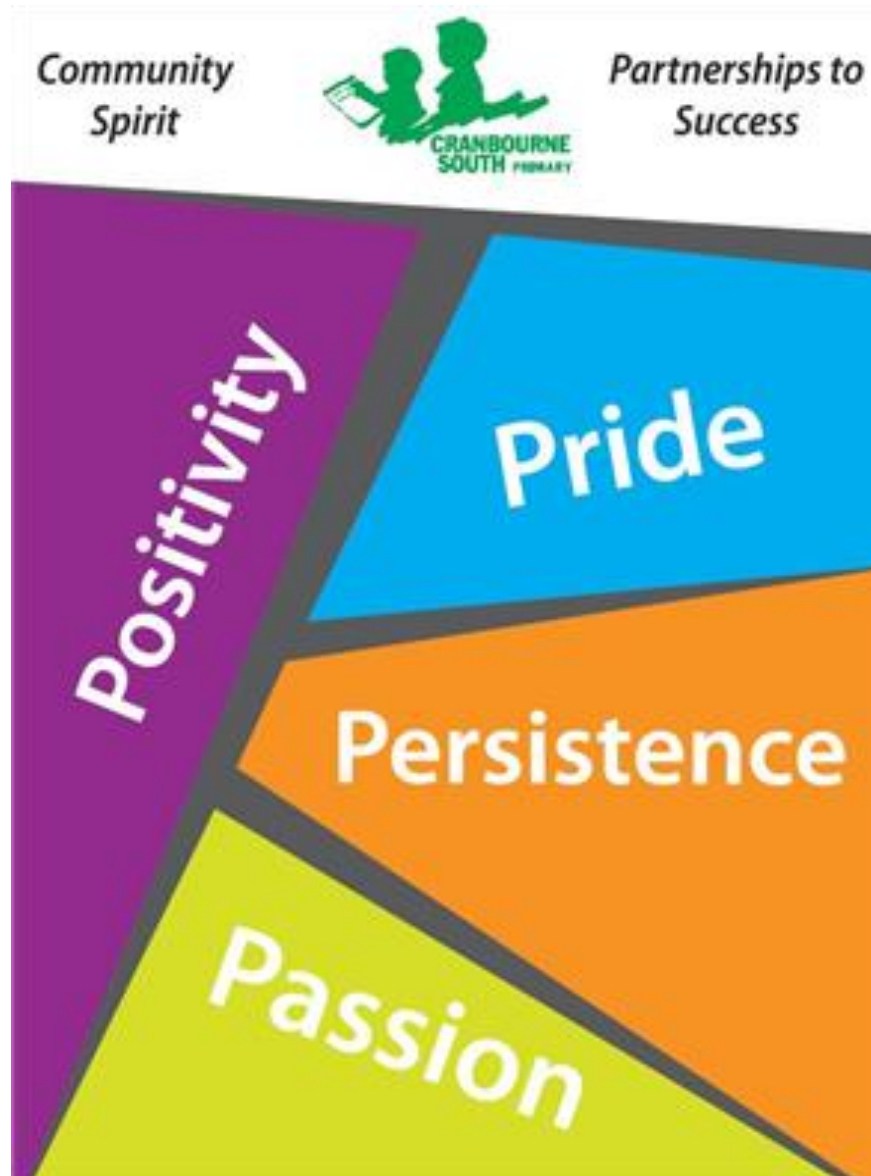


# 2018 Annual Implementation Plan

## for improving student outcomes

Cranbourne South Primary School (4755)



Submitted for review by Monique Corcoran (School Principal) on 09 December, 2017 at 07:40 PM  
Endorsed by Anne Martin (Senior Education Improvement Leader) on 21 December, 2017 at 10:24 AM  
Endorsed by Jodi PRICE (School Council President) on 11 January, 2018 at 09:39 AM

# Self-evaluation Summary - 2018

Cranbourne South Primary School (4755)

	<b>FISO Improvement Model Dimensions</b> The 6 High-impact Improvement Initiatives are highlighted below in red.	<b>Self-evaluation Level</b>
<b>Excellence in teaching and learning</b>	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	
<b>Professional leadership</b>	Building leadership teams	Evolving moving towards Embedding
	Instructional and shared leadership	
	Strategic resource management	
	Vision, values and culture	
<b>Positive climate for learning</b>	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	

<b>Community engagement in learning</b>	Building communities	Evolving moving towards Embedding
	Global citizenship	
	Networks with schools, services and agencies	
	Parents and carers as partners	

<b>Enter your reflective comments</b>	Please see attached documents: 2017_School_Annual_Implementation_Plan_CSPS 6 mth monitoring updated 210517 2017_School_Annual_Implementation_Plan_CSPS 12 mth monitoring updated 091117
<b>Considerations for 2019</b>	<ul style="list-style-type: none"> <li>* Assessment &amp; Data Google platform (inclusion of 6/12 months behind/ahead) <a href="https://sites.google.com/a/cranbournesouth.vic.edu.au/assessment-cspsteacher/home?pli=1">https://sites.google.com/a/cranbournesouth.vic.edu.au/assessment-cspsteacher/home?pli=1</a></li> <li>* Positive Climate for Learning Leader and Data Links leader; Absence Action Plan.</li> <li>* Vulnerable children 'live' document; monitored on a weekly basis (ongoing and timely follow up with staff, parents, support services).</li> <li>* Case management approach throughout the school eg. roll out of Positive Behaviour Management Plans for students in need (Lookout, SSSO, On Psych services inclusion).</li> <li>* Introduction of a Senior School pre Secondary transition based program, including liaising with Secondary Schools transition and Student Wellbeing coordinators.</li> <li>* Further PD per Trauma Symposium philosophies and approaches (induction of new staff).</li> <li>* Update SWB Booklet in alignment with the review and evaluation of the Student Engagement Policy (per School Review and VRQA requirements).</li> <li>* Strengthen partnerships with Lookout and other outside agencies eg. Mens shed, Dads club, local Libraries eg. CCL.</li> <li>* Extension of Re-engagement activities eg. lunch clubs incorporating the The Arts, ICT and Physical Education (in alignment to the new Multi Purpose complex).</li> </ul>
<b>Documents that support this plan</b>	<p>2017_School_Annual_Implementation_Plan_CSPS 12 mth monitoring updated 091117.pdf (1.02 MB)</p> <p>2017_School_Annual_Implementation_Plan_CSPS 6 mth monitoring updated 210517.pdf (0.97 MB)</p> <p>Confidential cohort; Vulnerable students 2017.pdf (0.26 MB)</p> <p>CSPS Confidential cohort; Vulnerable students 2017 .pdf (0.26 MB)</p> <p>IEP Jet. V. Nov 2017.pdf (0.2 MB)</p> <p>IEPs Staff expectation Term 1 2017 .pdf (0.07 MB)</p> <p>SSG Meetings 2017 Term 3.pdf (0.09 MB)</p> <p>Term 4 Absence Summary 211117.pdf (0.07 MB)</p>

# Annual Implementation Plan - 2018

## FISO Improvement Initiatives and Key Improvement Strategies

Cranbourne South Primary School (4755)

Four Year Strategic Goals	Four Year Strategic Targets															
To improve student learning outcomes in both English and Mathematics F - 6.	By 2018, to reduce the percentage of students achieving low NAPLAN relative growth as follows:															
	<b>LOW Domain</b>	<b>2014</b>		<b>2015</b>		<b>2016</b>		<b>2017</b>		<b>2018</b>						
	Reading	48.7%		37.0%		25.6%		39.4%		20.0%						
	By 2018, to improve the percentage of students achieving medium and high NAPLAN relative growth as follows:															
	<b>2014</b>			<b>2015</b>			<b>2016</b>		<b>2017</b>							
<b>MED/HIGH Domain</b>	Med		High		Med		High		Med		High		Med		High	
Reading	38.5%		12.8%		40.7%		22.2%		48.8%		25.6%		48.5%		12.1%	

To improve student attitude to teaching and learning.	By 2018, to improve the mean score for the following Attitudes to School Survey factors relating to Teaching and Learning by 5%: (Refer to the Attitudes to School Survey - Trend Analysis Year 5-6, 2014 - 2016 report).							
	<b>2014</b>		<b>2015</b>		<b>2016</b>		<b>2018 goal</b>	
<b>LOW Domain</b>	School	State	School	State	School	State	<i>Achieved by 2016</i>	
Learning Confidence	4.12	4.14	4.37	4.15	4.40	4.13	4.32	✓
School Connectedness	4.32	4.39	4.50	4.39	4.53	4.36	4.53	✓
Stimulating Learning	4.00	4.16	4.30	4.14	4.53	4.09	4.20	✓
Student Motivation	4.42	4.58	4.68	4.56	4.71	4.55	4.64	✓
Teacher Effectiveness	4.25	4.44	4.63	4.41	4.66	4.38	4.46	✓

Teacher Empathy	4.23	4.45	4.64	4.43	4.67	4.41	4.44	✓
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To improve our students' sense of wellbeing, safety and inter-personal relationships.

By 2018, to improve the mean score for the following Attitudes to School Survey factors relating to Student Relationships and Well being as follows:  
(Refer to the Attitudes to School Survey - Trend Analysis Year 5-6, 2014 - 2016 report and 2017 TTFM Report on SO and SC Primary School Survey (4122) CSPS High

	2014		2015		2016		Classroom Behaviour	Effective Teaching Practice for Cognitive Engagement	2017
Domain	School	State	School	School	State	State			School
Classroom Behaviour	2.60	3.40	2.96	3.38	3.12	3.36		Students at this school treat each other with respect.	Year 4 Year 5
							Students at this school treat teachers with respect.	Year 4 Year 5	

	2014		2015		2016		Student Connectedness	Social Engagement; achieved by 2017*	2017
Domain	School	State	School	School	State	State			School
Connectedness to Peers	4.28	4.34	4.33	4.32	4.33	4.31		I feel proud about being a student at this school.	Year 4 Year 5
							I like this school.	Year 4 Year 5	
							I am happy to be at this school.	Year 4 Year 5	
							I feel I belong at this school.	Year 4 Year 5	
							I look forward to going to school.	Year 4 Year 5	

	2014		2015		2016			Cognitive Engagement	2017	
Domain	School	State	School	School	State	State			School	%

Student Safety	3.99	4.40	4.27	4.35	4.49	4.35	<b>Managing Bullying</b>	I feel safe at this school.	Year 4 Year 5	70% 89%
Student Distress	5.53	5.94	5.71	5.95	5.71	5.91		This school deals fairly with bullying problems.	Year 4 Year 5	69% 81%
Student Morale	5.71	5.75	5.81	5.73	5.69	5.69		I know where to get help if I feel bullied.	Year 4 Year 5	75% 92%

*Note: The SSP outline focuses on Student Relationships and Wellbeing (based on ATS 2014-2016). Further areas of need have been identified, through data analysis in the 2017 ATS Report - Domain; Social Engagement) and Student Advocacy (ATS Summary Report – Student Safety; Advocate at school). As a result, CSPS endeavours to see a by-product improvement in the 2018 ATS.*

<p>To ensure the effective allocation of resources (human, financial, time, space and equipment) in order to optimize the teaching and learning programs.</p>	<ul style="list-style-type: none"> <li>• The Google Project is resourced adequately over the next 3 years.</li> <li>• Adequate financial and human resources are allocated to providing professional development for all staff.</li> <li>• Budget allocations will ensure Spanish is expanded throughout the school by 2018.</li> </ul>
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<p><b>Improvement Initiatives Rationale</b></p>
<p>CSPS has selected only two Improvement Initiatives as we have already achieved the areas of selected areas of improving student attitude to teaching and learning and allocation of resources (Productivity).  CSPS feels that more depth is required for the Improvement Initiatives of English achievement and Student Wellbeing (Connectedness and Safety).  Through key focus on these two selected areas, we endeavour to have highly results portrayed.</p>

<p><b>Goal 1</b></p>	<p>To improve student learning outcomes in both English and Mathematics F - 6.</p>
<p><b>12 month target 1.1</b></p>	<p>Per NAPLAN data, to:</p> <ul style="list-style-type: none"> <li>* decrease the percentage of students achieving low growth in Reading to 25% per school level or matched State Mean.</li> <li>* increase the percentage of students achieving medium and high growth in Reading; 70% collectively or matched State Mean.</li> </ul> <p>Per school based assessment (Fountas and Pinnell benchmarking, CAFE conferencing, Teacher judgements at End of Year Reports), to ensure student achievement reflects 12 months growth in 12 months in English; Reading.</p>
<p><b>FISO Initiative</b></p>	<p>Building practice excellence</p>
<p><b>Key Improvement Strategies</b></p>	



KIS 1	To explore and implement English and Mathematical approaches and programs that are evidence based in achieving high student learning outcomes.
KIS 2	To strengthen teachers' expertise with Cooperative Learning Structures and the principles of explicit instruction in order to impact positively on student learning and teacher effectiveness.
KIS 3	To document our p3 instructional model designed to build teachers' understanding of curriculum planning, content, teaching strategies and effective use of assessment tools and data to inform teaching.

<b>Goal 2</b>	To improve our students' sense of wellbeing, safety and inter-personal relationships.
<b>12 month target 2.1</b>	<p>Per the Attitudes to School Survey - Trend Analysis Year 5-6, 2014 - 2016 report, to:</p> <ul style="list-style-type: none"> <li>* maintain or increase student perception data per the 2018 Year 5/6x4 classes (Senior PLT), tracking matched cohort from Year 4 and 5 in 2017 in relation to the Domains:</li> </ul> <ul style="list-style-type: none"> <li>- Effective Teaching Practice for Cognitive Engagement; Classroom Behaviour.</li> <li>- Student Safety; Managing Bullying.</li> </ul> <p>Per the 2017 TTFM Report on Student Outcomes and School Climate Primary Students Survey (4122) CSPS Highlights, to:</p> <p>(Student Safety):</p> <ul style="list-style-type: none"> <li>* increase students with positive behaviour at school from 87% to 91% or matched norm (current norm is 91%).</li> </ul> <p>(Classroom Behaviour):</p> <ul style="list-style-type: none"> <li>* decrease student perception of physical, social and verbal bullying, from 32% to 26% or matched norm (current norm is 26%).</li> </ul>
<b>FISO Initiative</b>	Empowering students and building school pride
<b>Key Improvement Strategies</b>	
KIS 1	To become accredited as an eSmart school; where the smart, safe and responsible use of information and communications technology is a cultural norm.
KIS 2	To support the emotional wellbeing of students by providing pastoral care services and strategies that support the emotional wellbeing of the broader school community.

KIS 3	To further develop teachers' knowledge of and competencies in using Cooperative Learning aimed at improving the academic performance and social development of students.
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## Define Evidence of Impact and Activities and Milestones - 2018

Cranbourne South Primary School (4755)

<b>Goal 1</b>	To improve student learning outcomes in both English and Mathematics F - 6.
<b>12 month target 1.1</b>	Per NAPLAN data, to: * decrease the percentage of students achieving low growth in Reading to 25% per school level or matched State Mean. * increase the percentage of students achieving medium and high growth in Reading; 70% collectively or matched State Mean. Per school based assessment (Fountas and Pinnell benchmarking, CAFE conferencing, Teacher judgements at End of Year Reports), to ensure student achievement reflects 12 months growth in 12 months in English; Reading.
<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategy 1</b>	To explore and implement English and Mathematical approaches and programs that are evidence based in achieving high student learning outcomes.
Actions	<ul style="list-style-type: none"> <li>* Whole school PLC movement "from curriculum delivery to data response" (FISO linked).</li> <li>* Whole school commitment of CAFE reading and Fountas and Pinnell Assessment system used as the two key forms of instructional and assessment based practices of Reading throughout the school.</li> <li>* HITS; Worked examples will be addressed through microteaching across PLT in alignment with Reading growth.</li> <li>* Further unpack NAPLAN Reading Item Analysis with new staff for Term 1 focus in PLT planning and implementation.</li> <li>* Specific attention to HITS used to assist with Reading focus will be Explicit Teaching, Cooperative/Collaborative Learning, Questioning and Feedback.</li> <li>* CAFE conferencing (ongoing assessment) training and ascertain a consistent approach (agreed upon norms and protocols), including documentation and frequency, based at a PLT level.</li> </ul>
Evidence of impact	<ul style="list-style-type: none"> <li>* Student and staff surveys feedback; Attitude to School, Staff Opinion, TTFM, school generated (Literacy Discovery and Learning Links).</li> <li>* NAPLAN results (2018 and 2019) aligned with Relative Growth and Trend Analysis.</li> <li>* NAPLAN analysis reflects an improvement in student stamina, comprehension skills and ability to connect with the text</li> <li>* Improvement in the PLC Maturity Matrix across the school/leadership team from Pre-Emerging to Emerging, Evolving, Embedding</li> </ul>

and Excelling (relative to PLC Initial School Information Questionnaire CSPTS conducted March 2017).  
 \* Professional Development Plans and Professional practice Days that reflects a commitment to PLC learning.  
 \* All staff using CAFE reading philosophies and Fountas and Pinnell Assessment system; evident through classroom practices and assessment/data records.

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Construction of a CSPTS PLC staff guide; including norms, protocols and a consistent PLC Inquiry cycle (in correlation with DET guidelines) and consistent and strong documentation of data based conversations and followup in PLT.	PLT Leaders	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$0.00 <input checked="" type="checkbox"/> Equity funding will be used
Program planning and implementation reflects teachers response to students needs from relevant data sources and resources such as access to the DET Literacy portal and Teacher Toolkit.	School Improvement Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Development and/or purchase, and use of robust and multiple sources of assessment recording and analysis tools to drive PLT Action Research.	PLT Leaders	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Strengthened Intervention Programs relative to English growth (Literacy Discovery and Learning Links programs), concentrating on: - low cohort learners in the Junior School (Foundation - Year 1) with Literacy Discovery leader (CT2-6). - high cohort learners in Middle School (Year 2-4) with part time CT2-6 and role specific Educational Support Staff.	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 2	\$0.00 <input checked="" type="checkbox"/> Equity funding will be used
Establishment and implementation of a school based leadership model relative to FISO.	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Training of all staff in CAFE Reading (including conferencing; individual and group), including conducting research per effective	KLA Leader	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 3	\$0.00 <input checked="" type="checkbox"/> Equity funding will be used

CAFE models of practice in other schools in Southern Metropolitan Region.				
Increase staff capacity (and training) in implementing Fountas and Pinnell as an assessment system, and the use and analysis of student data to inform teaching and promote student growth in reading.	KLA Leader	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Equity funding will be used
Implement microteaching ie. recording of student learning/teacher capacity and analysis of teacher effectiveness on student outcomes at PLT.	PLT Leaders	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Conduct a moratorium of all 'share books' (take home texts) in the school for the purposes of cataloguing, levelling and organisation in accordance with Fountas and Pinnell Assessment system levels.	KLA Leader	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

<b>Goal 1</b>	To improve student learning outcomes in both English and Mathematics F - 6.
<b>12 month target 1.1</b>	Per NAPLAN data, to: * decrease the percentage of students achieving low growth in Reading to 25% per school level or matched State Mean.  * increase the percentage of students achieving medium and high growth in Reading; 70% collectively or matched State Mean.  Per school based assessment (Fountas and Pinnell benchmarking, CAFE conferencing, Teacher judgements at End of Year Reports), to ensure student achievement reflects 12 months growth in 12 months in English; Reading.
<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategy 2</b>	To strengthen teachers' expertise with Cooperative Learning Structures and the principles of explicit instruction in order to impact positively on student learning and teacher effectiveness.
Actions	* Cooperative Learning (CL) training and implementation will be directly addressed through HITS; Collaborative Learning where specific CL structures are implemented to engage and provide Guided Practice of concepts taught. * Coaching/mentoring program to assist new and existing staff to select specific structures to teach CAFE for reading.
Evidence of impact	* Professional Development Plans and Professional practice Days that reflects a commitment to CL training.

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Action Plan documentation of CL training of current and new staff.	Assistant Principal	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Implementation of CL training relative to staffing profile, including; - Induction of all new staff in Day #1 and Day #2 training. - Day #3 - #5 training of current staff.	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Equity funding will be used

<b>Goal 1</b>	To improve student learning outcomes in both English and Mathematics F - 6.
<b>12 month target 1.1</b>	Per NAPLAN data, to: * decrease the percentage of students achieving low growth in Reading to 25% per school level or matched State Mean.  * increase the percentage of students achieving medium and high growth in Reading; 70% collectively or matched State Mean.  Per school based assessment (Fountas and Pinnell benchmarking, CAFE conferencing, Teacher judgements at End of Year Reports), to ensure student achievement reflects 12 months growth in 12 months in English; Reading.
<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategy 3</b>	To document our p3 instructional model designed to build teachers' understanding of curriculum planning, content, teaching strategies and effective use of assessment tools and data to inform teaching.
Actions	* Developing a growth mindset in relation to professional expansion of the p4 instructional model (the original p3 model has expanded to p4; in alignment with the Education State priorities of 'Pathways' ie Breaking the Link). * Strengthened assessment processes, tools and data analysis.
Evidence of impact	* Coaching/Mentoring schedule of implementation and impact follow up and documentation. * Triangulated summative assessments as represented on the CSPS Assessment and Data Google portal; <a href="https://sites.google.com/a/cranbournesouth.vic.edu.au/assessment-cspsteacher/home?pli=1">https://sites.google.com/a/cranbournesouth.vic.edu.au/assessment-cspsteacher/home?pli=1</a> * Professional Development Plans and Professional practice Days that reflects a commitment to p4 instructional model.

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Reconstruction of the CSPA p4 Instructional model (in alignment to the CSPA PLC staff guide), including expectations in relation to curriculum planning, content, teaching strategies and assessment tools to inform teaching (in correlation with DET guidelines).	Curriculum Co-ordinator (s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Implementation of authentic and rigorous documentation relative to: - Roles and Responsibilities - Staff Information - Parent Information - Induction	Assistant Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Development and implementation of a mentoring/coaching model in alignment with the p4 model (Improving teacher effectiveness and student connection) and High Impact Teaching Strategies (HITS).	School Improvement Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Equity funding will be used
Improvement of data literacy and competency of staff, including regular training sessions and professional development.	PLC Leaders	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 2	To improve our students' sense of wellbeing, safety and inter-personal relationships.
<b>12 month target 2.1</b>	<p>Per the Attitudes to School Survey - Trend Analysis Year 5-6, 2014 - 2016 report, to: * maintain or increase student perception data per the 2018 Year 5/6x4 classes (Senior PLT), tracking matched cohort from Year 4 and 5 in 2017 in relation to the Domains:</p> <ul style="list-style-type: none"> <li>- Effective Teaching Practice for Cognitive Engagement; Classroom Behaviour.</li> <li>- Student Safety; Managing Bullying.</li> </ul> <p>Per the 2017 TTFM Report on Student Outcomes and School Climate Primary Students Survey (4122) CSPA Highlights, to: (Student Safety):</p>

	<p>* increase students with positive behaviour at school from 87% to 91% or matched norm (current norm is 91%).</p> <p>(Classroom Behaviour):</p> <p>* decrease student perception of physical, social and verbal bullying, from 32% to 26% or matched norm (current norm is 26%).</p>			
<b>FISO Initiative</b>	Empowering students and building school pride			
<b>Key Improvement Strategy 1</b>	To become accredited as an eSmart school; where the smart, safe and responsible use of information and communications technology is a cultural norm.			
Actions	* CSPA is achieved esmart accreditation in 2017.			
Evidence of impact	* Continuation of esmart processes and procedures relative to accreditation expectations.			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>
Ensure esmart accreditations expectations are implemented through an authentic and rich Digi Tech program,	KLA Leader	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Completion of the 2018 SIPS plan, with the inclusion of esmart accreditation expectations.	KLA Leader	<input type="checkbox"/> No	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
<b>Goal 2</b>	To improve our students' sense of wellbeing, safety and inter-personal relationships.			
<b>12 month target 2.1</b>	<p>Per the Attitudes to School Survey - Trend Analysis Year 5-6, 2014 - 2016 report, to:</p> <p>* maintain or increase student perception data per the 2018 Year 5/6x4 classes (Senior PLT), tracking matched cohort from Year 4 and 5 in 2017 in relation to the Domains:</p> <ul style="list-style-type: none"> <li>- Effective Teaching Practice for Cognitive Engagement; Classroom Behaviour.</li> <li>- Student Safety; Managing Bullying.</li> </ul>			

	Per the 2017 TTFM Report on Student Outcomes and School Climate Primary Students Survey (4122) CSPS Highlights, to:  (Student Safety): * increase students with positive behaviour at school from 87% to 91% or matched norm (current norm is 91%).  (Classroom Behaviour): * decrease student perception of physical, social and verbal bullying, from 32% to 26% or matched norm (current norm is 26%).			
<b>FISO Initiative</b>	Empowering students and building school pride			
<b>Key Improvement Strategy 2</b>	To support the emotional wellbeing of students by providing pastoral care services and strategies that support the emotional wellbeing of the broader school community.			
Actions	* School wide commitment to improving student wellbeing through the Kidsmatter framework. * Strengthened student agency and advocacy throughout the school.			
Evidence of impact	* Commitment to student well being program implementation relative to the AIP priorities (Student Safety and Connectedness). * Updated and regularly accessed ("live" Google doc) Student Well Being booklet. * Review, evaluation and ratification of a Student Engagement Policy (aligned with DET requirements and VRQA accreditation).			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>
Review and update the Student Well Being booklet outlining explicit procedures related to the schools Mission, Vision and Values.	Student Wellbeing Co-ordinator	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
In relation to Kidsmatter; - audit staff knowledge per Module one to ascertain induction and training for new staff. - analyse Kids Matter Parent survey to give direction for future planning. - provide Professional Development for staff to navigate the portal and complete further training modules. - track implementation through a School Wide Action Plan.	Student Wellbeing Co-ordinator	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 3	\$0.00 <input checked="" type="checkbox"/> Equity funding will be used



Strengthen the Bully Stoppers school wide approach including further understanding of bullying behaviour and trauma exposure.	Sub School Leader/s	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Implementation of student well being programs such as Bounce Back and Respectful Relationships.	Student Wellbeing Co-ordinator	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Equity funding will be used
Promotion of stronger student agency and advocacy throughout the school, such as: - strengthened House System - implementation of the Year 5-6 Passport to Leadership program - stronger, and authentic, role clarity of student leadership roles in the school - introduction of a Student leadership role ie. Student Liaison leader.	Student Wellbeing Co-ordinator	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

<b>Goal 2</b>	To improve our students' sense of wellbeing, safety and inter-personal relationships.
<b>12 month target 2.1</b>	<p>Per the Attitudes to School Survey - Trend Analysis Year 5-6, 2014 - 2016 report, to: * maintain or increase student perception data per the 2018 Year 5/6x4 classes (Senior PLT), tracking matched cohort from Year 4 and 5 in 2017 in relation to the Domains:</p> <ul style="list-style-type: none"> <li>- Effective Teaching Practice for Cognitive Engagement; Classroom Behaviour.</li> <li>- Student Safety; Managing Bullying.</li> </ul> <p>Per the 2017 TTFM Report on Student Outcomes and School Climate Primary Students Survey (4122) CSPA Highlights, to:</p> <p>(Student Safety): * increase students with positive behaviour at school from 87% to 91% or matched norm (current norm is 91%).</p> <p>(Classroom Behaviour): * decrease student perception of physical, social and verbal bullying, from 32% to 26% or matched norm (current norm is 26%).</p>
<b>FISO Initiative</b>	Empowering students and building school pride

<b>Key Improvement Strategy 3</b>	To further develop teachers' knowledge of and competencies in using Cooperative Learning aimed at improving the academic performance and social development of students.			
Actions	* Cooperative Learning training and implementation will directly correlate to HITS focus ie. Collaborative Learning (see above per coaching/mentoring program).			
Evidence of impact	* Professional Development Plans and Professional practice Days that reflects a commitment to CL training.			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>
See Goal #1 KIS 2 for further information and relative Activities and Milestones.	Assistant Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

## Professional Learning and Development Plan - 2018

Cranbourne South Primary School (4755)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Construction of a CSPS PLC staff guide; including norms, protocols and a consistent PLC Inquiry cycle (in correlation with DET guidelines) and consistent and strong documentation of data based conversations and followup in PLT.	PLT Leaders	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants  EIL	<input checked="" type="checkbox"/> On-site
Training of all staff in CAFE Reading (including conferencing; individual and	KLA Leader	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Student Free Day	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants	<input checked="" type="checkbox"/> On-site

group), including conducting research per effective CAFE models of practice in other schools in Southern Metropolitan Region.				<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice	CAFE	
Increase staff capacity (and training) in implementing Fountas and Pinnell as an assessment system, and the use and analysis of student data to inform teaching and promote student growth in reading.	KLA Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants  Fountas and Pinnell (Pearson Education)	<input checked="" type="checkbox"/> On-site
Implement microteaching ie. recording of student learning/teacher capacity and analysis of teacher effectiveness on student outcomes at PLT.	PLT Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Conduct a moratorium of all 'share books' (take home texts) in the school for the purposes of cataloguing, levelling and organisation in accordance with Fountas and Pinnell Assessment system levels.	KLA Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Implementation of CL training relative to staffing profile, including; - Induction of all new staff in Day #1 and Day #2 training. - Day #3 - #5 training of current staff.	Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants  CL trainers	<input checked="" type="checkbox"/> On-site

Development and implementation of a mentoring/coaching model in alignment with the p4 model (Improving teacher effectiveness and student connection) and High Impact Teaching Strategies (HITS).	School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Improvement of data literacy and competency of staff, including regular training sessions and professional development.	PLC Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants  TBC	<input checked="" type="checkbox"/> On-site
In relation to Kidsmatter; - audit staff knowledge per Module one to ascertain induction and training for new staff. - analyse Kids Matter Parent survey to give direction for future planning. - provide Professional Development for staff to navigate the portal and complete further training modules. - track implementation through a School Wide Action Plan.	Student Wellbeing Co-ordinator	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Subject association <input checked="" type="checkbox"/> External consultants  Kidsmatter trainers (online or trainers)	<input checked="" type="checkbox"/> On-site
Implementation of student well being programs such as Bounce Back and Respectful Relationships.	Student Wellbeing Co-ordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Subject association <input checked="" type="checkbox"/> External consultants  TBC (online or trainers)	<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

[CSPS FISO - 2017 Self Evaluation updated 091117.pdf \(0.88 MB\)](#)

Self-evaluation Summary

[2017 School Annual Implementation Plan CSPS 12 mth monitoring updated 091117.pdf \(1.02 MB\)](#)

[2017 School Annual Implementation Plan CSPS 6 mth monitoring updated 210517.pdf \(0.97 MB\)](#)

[Confidential cohort; Vulnerable students 2017.pdf \(0.26 MB\)](#)

[CSPS Confidential cohort; Vulnerable students 2017 .pdf \(0.26 MB\)](#)

[IEP Jet. V. Nov 2017.pdf \(0.2 MB\)](#)

[IEPs Staff expectation Term 1 2017 .pdf \(0.07 MB\)](#)

[SSG Meetings 2017 Term 3.pdf \(0.09 MB\)](#)

[Term 4 Absence Summary 211117.pdf \(0.07 MB\)](#)