2023 Annual Implementation Plan
for improving student outcomes

Cranbourne South Primary School (4755)

Self-evaluation Summary - 2023

	FISO 2.0 Dimensions	Self-evaluation Lev
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Evolving
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Evolving
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Evolving
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Engagement	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	Evolving
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Support	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Evolving
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Enter your reflective comments	As a result of reflection and evaluation of the 2022 AIP the Leadership and SIT teams have reflected on the following areas aligned with the 2022 AIP goals: * CSPS Teaching and Learning IM has been embedded in teacher practice through consistent use in PL sessions, coaching and feedback * Continued focus on differentiation is required to up skill staff and build capacity in curriculum planning and assessment * SWPBS has continued to strengthen as whole school approach, with an intensive focus on implementing procedures to encourage expected behaviours * Staff capacity in interpreting data sets has been strengthened * Greater emphasis on student metacognitive skills is required to ensure an active voice in learning * Staff trust in each other has increased due to the clarity of processes and cohesion this promotes
Considerations for 2023	DSSI and PMSS CSPS official commitment to two DET initiatives DSSI and PMSS has ceased. The impact of this work has been substantial and thus processes and procedures learnt in 2021/22 will be either built upon or embedded in 2023. Professional Learning will concentrate on further strengthening middle leadership and the leadership team with skills and capabilities, with the advancement of procedures and processes relative to monitoring, accountability and role clarity. Note: CSPS have been accepted into the Music in Schools teacher professional learning program for 2023 - 2024. This exciting initiative provides training, coaching and mentoring for two teachers to provide music education across the school. Capital Works project The remaining components of the Capital Works is scheduled for completion Term 1, 2023. However, due to the large delay, we will need to continue to consider the impact that such has had on students, staff and community eg, restricted play spaces. Leadership continue to invest time and resources into this project as we manage the complex process and head towards completion. Impact of 2023 enrollment and workforce budget constraints Enrollments for 2023 have continued to fluctuate with numbers remaining steady around the 330 mark due to enrollments to families moving inside and outside our network and interstate. CSPS continues to work within a deficit budget in 2023 which results in strict budgeting aligned with AIP priorities and explicit auditing processes to ensure careful financial management. CSPS has seen a shift of staff requesting short term leave in 2022/2023, exploring personal and educational endeavours. At present, there are 4 staff on family leave, 4 staff on LWOP, 2 staff on 1 year transfer and 1 staff member on LSL for 9 months. With such, advertising further than a fixed term is not possible.

SSP Goals Targets and KIS

Goal 1	**2023 Priorities Goal** In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
Target 1.1	Support for the 2023 Priorities
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To improve learning outcomes for all students in literacy.
Target 2.1	By 2022, % of Year 5 students assessed as making medium to high relative growth in NAPLAN reading will have increased from 64 to 75%
Target 2.2	By 2022, % of Year 5 students assessed as making medium to high relative growth in NAPLAN spelling will have increased from 51 per cent to 65 percent
Target 2.3	By 2022, % of Year 5 students assessed in the top two bands in NAPLAN writing will have increased from 11 to 15%
KIS 2.a Evidence-based high-impact teaching strategies	Develop an agreed understanding and consistent instructional model of teaching practice.
KIS 2.b Curriculum planning and assessment	Embed a whole school approach in the effective teaching of reading.
KIS 2.c Curriculum planning and assessment	Strengthen a whole school approach to the effective teaching of writing, with a specific focus on spelling.
KIS 2.d Evidence-based high-impact teaching strategies	Extend teacher data literacy practices in the analysis of student data to inform teaching and learning.
Goal 3	To improve learning outcomes for all students in numeracy

Target 3.1	By 2022, the % of Year 5 students assessed as making medium to high relative growth in NAPLAN numeracy with have increased from 66% to 75%.
Target 3.2	By 2022, the % of F- 6 students assessed at below the expected level in the three mathematics strands will be as follows (benchmark 2018 scores): * Measurement & Geometry from xx% to 10% or less* Number and Algebra from xx% to 8% or less * Statistics and probability from xx% to 10% or less
Target 3.3	By 2022, all students, regardless of their starting point, will demonstrate 12 months of learning growth in number and algebra as measured by teacher judgements.
KIS 3.a Evidence-based high-impact teaching strategies	Develop an agreed understanding and consistent instructional model of teaching practice.
KIS 3.b Curriculum planning and assessment	Build teacher capacity in the implementation of a scope and sequence in the teaching of Mathematics, with a focus on differentiating the curriculum.
KIS 3.c Evaluating impact on learning	Extend teacher data literacy practices in the analysis of student data to inform teaching and learning.
Goal 4	To improve student engagement in their learning
Target 4.1	By 2022, % of students responding +ve to the AtoSS factor 'Managing bullying' will have increased from 74 to 79%
Target 4.2	By 2022, % of students responding +ve to the AtoSS factor 'Sense of connectedness' will have increased from 77 to 82%
Target 4.3	By 2022, % of students responding +ve to the AtoSS factor 'Student voice and agency' will have increased from 63 to 73%
Target 4.4	By 2022, % of students responding +ve to the AtoSS factor 'Self-regulation and goal setting' will have increased from 78 to 83%
KIS 4.a Setting expectations and promoting inclusion	Embed an explicit whole school positive behaviour model
KIS 4.b Empowering students and building school pride	Build teacher knowledge and practice excellence in promoting a cooperative learning approach
KIS 4.c Empowering students and building school pride	Develop and implement a whole school learner voice and agency strategy

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.	Yes	Support for the 2023 Priorities	LEARNING NAPLAN: - Teacher judgements and NAPLAN data show greater alignment of students performing above expected level and in Top 2 bands in all areas - Increase % of students achieving above benchmark in Numeracy from 11% 2021 to 21% in 2023 - Decrease % of students achieving below benchmark in Numeracy from 27% 2021 to 17% in 2023 - Decrease % students in Year 3 performing in the Bottom 2 Bands from 17% to 7% and Year 5 performing in the Bottom 2 Bands from 18% to 8% Attitude to School Survey will indicate 10% improvement: - Stimulated learning will increase from 66% to 76%School Staff 'localised' Survey (based on DET) will indicate a decrease or eliminated neutrality relative to Academic emphasis, from Term 1 to Term 3
To improve learning outcomes for all students in literacy.	No	By 2022, the percentage of Year 5 students assessed as making medium to high relative growth in NAPLAN reading will have increased from 64 per cent to 75 percent	
		By 2022, the percentage of Year 5 students assessed as making medium to high relative growth in NAPLAN spelling will have increased from 51 per cent to 65 percent	
		By 2022, the percentage of Year 5 students assessed in the top two bands in NAPLAN writing will have increased from 11 per cent to 15 per cent	
To improve learning outcomes for all	No	By 2022, the percentage of Year 5 students assessed as making medium to high relative growth in NAPLAN numeracy with have increased from 66% to 75%.	

students in numeracy		By 2022, the percentage of F- 6 students assessed at below the expected level in the three mathematics strands will be as follows (benchmark 2018 scores): • Measurement & Geometry from xx% to 10% or less • Number and Algebra from xx% to 8% or less • Statistics and probability from xx% to 10% or less	
		By 2022, all students, regardless of their starting point, will demonstrate 12 months of learning growth in number and algebra as measured by teacher judgements.	
To improve student engagement in their learning	No	By 2022, the percentage of students responding positively to the AtoSS factor 'Managing bullying' will have increased from 74 per cent to 79 per cent.	WELLBEING Attitude to School Survey data will indicate improvement relative to: - a 10% increase in Teacher concern from 69% to 79% - an increase to 73% (2022 aim) in Student Voice and Agency (2022 54%)
		By 2022, the percentage of students responding positively to the AtoSS factor 'Sense of connectedness' will have increased from 77 per cent to 82 per cent.	Parent/Caregiver/Guardian Opinion Survey (PCGOS) will indicate 10% improvement in: - Managing bullying 73% to 83% - Non experience of bullying 58% to 68% School Staff 'localised' Survey (based on DET) will indicate a decrease or eliminated neutrality relative to Collective efficacy, from Term 1 to Term 3
		By 2022, the percentage of students responding positively to the AtoSS factor 'Student voice and agency' will have increased from 63 per cent to 73 per cent.	
		By 2022, the percentage of students responding positively to the AtoSS factor 'Self-regulation and goal setting' will have increased from 78 per cent to 83 per cent.	

Define Actions, Outcomes and Activities

Goal 1	**2023 Priorities Goal** In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
12 Month Target 1.1	See above
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	* Strengthen Whole school PLCs * Embed an agreed understanding and consistent instructional model of teaching practice. * Build teacher capacity in the implementation of a scope and sequence in the teaching of Mathematics, with a focus on differentiating the curriculum (HITS #10).
Outcomes	Students will: * be supported to learn at point of need * know what the next steps in learning are * report higher levels of learning confidence * experience success and celebrate the acquisition of knowledge Teachers will: * demonstrate high level of knowledge of the Scope and Sequence and the progression of learning through planning documentation * confidently and accurately identify student learning needs * plan for differentiation based on students' individual learning needs * use effective questioning to elicit student understanding Leaders will: * strengthen the PLC construct, incorporating accountability processes * support teaching staff to build on knowledge and understanding of the Scope and Sequence and the progression of learning * provide teaching staff with the high quality professional learning in evidence based practices, to identify and meet students' individual learning needs
Success Indicators	Early indicators: * planning documentation will: - reflect teacher clarity including learning intentions and success criteria - include effective questioning

	- identify target students and describe explicit actions to meet learning needs - represent an increase of teachers knowledge of Scope and Sequence and learning progression * formative and summative assessment in numeracy and reading * localised survey focusing on academic emphasis will show improvement * PLT leaders 6 month reflection using PLT matrix Late indicators: * Teacher judgements will show growth in student learning outcomes * Teacher Judgement and NAPLAN data alignment * Academic Emphasis (SSS) * Stimulated learning (ATSS) * NAPLAN Benchmark growth, Bottom and Top two bands

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Embed PLT structures to support data analysis and moderation to identify and address explicit student learning point of need	☑ Assistant Principal ☑ Learning Specialist(s) ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Strengthen Leadership accountability relative to the implementation of the CSPS Learning and Wellbeing Infrastructure, System and Work	☑ Assistant Principal ☑ Learning Specialist(s) ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$20,000.00 ☑ Equity funding will be used
Implement and review a Mathematics Scope and Sequence, with a focus on differentiating the curriculum (HITS #10)	☑ Assistant Principal ☑ Learning Specialist(s) ☑ PLT Leaders ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☑ Equity funding will be used

KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	* Strengthen the whole school approach to social and emotional learning * Build a consistent and shared understanding of student, voice and agency across the school
Outcomes	Students will: * report improved emotional awareness and resilience * feel supported and engaged in all learning areas * actively engage in an inclusive environment Teachers will: * use a consistent language and approach relative to the 3 components of Student Voice and School Voice process [Quaglia] * incorporate the Science of Behaviour ie. Antecedent Behaviour Consequence (ABC) within the SWPBS approach * implement with fidelity, the Bullying Prevention in Positive Behaviour Support Leaders will: * directly support teachers and students' through professional development in implementing positive and expected behaviours * revise whole school wellbeing approaches * engage the whole school community in the Bullying Prevention in Positive Behaviour Support
Success Indicators	Early indicators: * planning documentation will: - reflect weekly social and emotional learning lessons - include effective student voice strategies - identify target students and describe explicit actions to meet wellbeing needs - represent an increase of teachers understanding of how to incorporate student voice and agency * consistent resources displayed to demonstrate how students can seek support and reset behaviour * localised survey focusing on collective efficacy will show improvement Late indicators: * Teacher concern (ATSS) * Student voice and agency (ATSS) * Managing bullying (PCGOS) * Non experience of bullying (PCGOS) * Collective efficacy (SSS) * SWPBS Survey and Coaching feedback (TFI & SAS)

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Attainment of Silver accreditation level within the SWPBS framework	☑ All Staff ☑ Assistant Principal ☑ SWPBS Leader/Team	☑ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☑ Equity funding will be used
Build staff knowledge and Professional Practice within social and emotional learning constructs	☑ All Staff ☑ Assistant Principal	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Introduce and implement a whole school Wellbeing Specialist Program within the LEAPS profile	☑ KLA Leader	☐ PLP Priority	from: Term 1 to: Term 4	$34,000.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Implement a Canine Assisted Therapy Program	☑ Assistant Principal ☑ Education Support ☑ Student Wellbeing Co-ordinator	☐ PLP Priority	from: Term 1 to: Term 4	$7,087.54 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Implement of a consistent and shared understanding of a whole school learner voice and agency strategy	☑ All Staff ☑ KLA Leader	☑ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☑ Equity funding will be used

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding ($)	Funding Allocated in activities ($)	Still available/shortfall
Equity Funding	$66,282.51	$94,000.00	-$27,717.49
Disability Inclusion Tier 2 Funding	$0.00	$0.00	$0.00
Schools Mental Health Fund and Menu	$41,087.54	$41,087.54	$0.00
Total	**$107,370.05**	**$135,087.54**	**-$27,717.49**

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Strengthen Leadership accountability relative to the implementation of the CSPS Learning and Wellbeing Infrastructure, System and Work	$20,000.00
Implement and review a Mathematics Scope and Sequence, with a focus on differentiating the curriculum (HITS #10)	$10,000.00
Attainment of Silver accreditation level within the SWPBS framework	$2,000.00
Introduce and implement a whole school Wellbeing Specialist Program within the LEAPS profile	$34,000.00
Implement a Canine Assisted Therapy Program	$7,087.54
Implement of a consistent and shared understanding of a whole school learner voice and agency strategy	$2,000.00
Totals	**$75,087.54**

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Strengthen Leadership accountability relative to the implementation of the CSPS Learning and Wellbeing Infrastructure, System and Work	from: Term 1 to: Term 4	$20,000.00	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Support services

Implement and review a Mathematics Scope and Sequence, with a focus on differentiating the curriculum (HITS #10)	from: Term 1 to: Term 4	$10,000.00	☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT
Attainment of Silver accreditation level within the SWPBS framework	from: Term 1 to: Term 4	$2,000.00	☑ Professional development (excluding CRT costs and new FTE) ☑ CRT
Implement of a consistent and shared understanding of a whole school learner voice and agency strategy	from: Term 1 to: Term 4	$2,000.00	☑ Professional development (excluding CRT costs and new FTE) ☑ CRT
Totals		**$34,000.00**	

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated ($)	Category
Introduce and implement a whole school Wellbeing Specialist Program within the LEAPS profile	from: Term 1 to: Term 4	$34,000.00	☑ Employ teaching staff to support Tier 2 initiatives
Implement a Canine Assisted Therapy Program	from: Term 1 to: Term 4	$7,087.54	☑ Animal Therapists
Totals		**$41,087.54**	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Strengthen Leadership accountability relative to the implementation of the CSPS Learning and Wellbeing Infrastructure, System and Work	$60,000.00
Totals	**$60,000.00**

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Embed PLT structures to support data analysis and moderation to identify and address explicit student learning point of need	☑ Assistant Principal ☑ Learning Specialist(s) ☑ Principal	from: Term 1 to: Term 4	☑ Design of formative assessments ☑ Moderated assessment of student learning ☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ PLC Initiative ☑ Internal staff	☑ On-site
Strengthen Leadership accountability relative to the implementation of the CSPS Learning and Wellbeing Infrastructure, System and Work	☑ Assistant Principal ☑ Learning Specialist(s) ☑ Principal	from: Term 1 to: Term 4	☑ Planning ☑ Peer observation including feedback and reflection	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff ☑ Learning Specialist	☑ On-site
Implement and review a Mathematics Scope and Sequence, with a focus on differentiating the curriculum (HITS #10)	☑ Assistant Principal ☑ Learning Specialist(s) ☑ PLT Leaders ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Network Professional Learning ☑ Communities of Practice	☑ Maths/Sci Specialist ☑ Practice Principles for Excellence in Teaching and Learning ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Attainment of Silver accreditation level within the SWPBS framework	☑ All Staff ☑ Assistant Principal ☑ SWPBS Leader/Team	from: Term 1 to: Term 4	☑ Planning ☑ Curriculum development ☑ Individualised Reflection	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Communities of Practice ☑ PLC/PLT Meeting	☑ Internal staff ☑ Departmental resources SWPBS coach	☑ On-site
Build staff knowledge and Professional Practice within social and emotional learning	☑ All Staff ☑ Assistant Principal	from: Term 1	☑ Planning ☑ Preparation ☑ Demonstration lessons	☑ Whole School Pupil Free Day	☑ SEIL ☑ Internal staff	☑ On-site

constructs		to: Term 4		☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Network Professional Learning ☑ Communities of Practice	☑ Departmental resources Respectful Relationships	
Implement of a consistent and shared understanding of a whole school learner voice and agency strategy	☑ All Staff ☑ KLA Leader	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Peer observation including feedback and reflection ☑ Student voice, including input and feedback	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Communities of Practice	☑ Internal staff ☑ External consultants Quaglia Institute	☑ On-site