

# Annual Implementation Plan: for Improving Student Outcomes

School name: Cranbourne South Primary School Year: 2017  
 School number: 4755 Based on strategic plan: 2014-2018

Endorsement:

Principal Monique Corcoran [Wednesday 8<sup>th</sup> March 2017] Senior Education Improvement Leader Peter Greenwell [Wednesday 8<sup>th</sup> March 2017]  
 School council Jodi Price [Wednesday 8<sup>th</sup> March 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	✓	
<p><b>In the School Strategic Plan;</b></p> <ul style="list-style-type: none"> <li>a Key Improvement Strategy is to implement English and Mathematical approaches and progress that are evidence based, to achieve higher student learning outcomes (<i>Excellence in teaching and learning</i>).</li> <li>there is little evidence that building leadership teams and capacity is being fostered, therefore there is a high need to establish a high performance culture amongst leadership stakeholders, to further student learning outcomes (<i>Professional Leadership</i>).</li> <li>reviewing the school's core purpose and shared school values, and subsequently the redefinition and establishment of structures to increase school climate, was outlined. With such, staff and community engagement and input is paramount (<i>Community engagement in learning</i>).</li> </ul>	<b>Excellence in teaching and learning</b>	Building practice excellence	✓	
			Curriculum planning and assessment	
	<b>Professional leadership</b>	Building leadership teams		✓
	<b>Positive climate for learning</b>	Empowering students and building school pride		
		Setting expectations and promoting inclusion		
	<b>Community engagement in learning</b>	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.

CSPS has selected **Excellence in teaching and learning, Professional leadership and Community engagement** in learning as the focus for 2017 because of the following:

Within the **NAPLAN** data, CSPS we will commit to cohort foci:

- Numeracy/Reading\* (*Embedding and Excelling areas*) we are focusing on High growth
- Writing/Spelling (*Evolving and Emerging areas*) we are focusing on Low growth.

\* CSPS will continue to focus on Reading progress, whilst explicitly targeting the areas of Writing and Spelling/handwriting.  
 \* CSPS will continue to focus on Collaborative Problem solving through the implementation of the Mathematics Effective Teaching model.

- Within the Staff Opinion survey and Attitudes to School data, CSPA finds more strength in comparing data to CSPA (rather than state) and Parent Opinion data is relative to like schools.
  - Within the **Staff Opinion survey**, per School Climate module, CSPA will focus on Trust in students and parents, Staff trust in colleagues and Parent and community involvement
- CSPA believes that through a focus on Building a Professional Learning Community, the areas of Collective efficacy and Teacher collaboration will be a natural by-product of growth.
- ... per Staff Safety and Wellbeing, CSPA will focus on Staff Safety and Wellbeing Consultation and Participation and Building Resilience and a Resilient, Supportive Environment.
- CSPA believes that through a focus on the above, that School Support for Staff Physical Safety will be a natural by-product of growth.
- per Learning and Teaching module, CSPA will focus on Homework and Practice, Identifying Similarities and Differences and Generating and Testing Hypotheses (the later two being more class focused).
- CSPA believes that through a focus on the above and that of explicit, instructional practices, other classroom related practices will show growth.
- Within the **Attitudes to School survey**, CSPA will aim for a 5% increase per classroom based practices ie. Stimulating Learning and Teacher Effectiveness and per school connection ie. Connectedness to Peers and School Connectedness.
  - Within the **Parent Opinion survey**, CSPA will focus on Transitions and Homework.
- CSPA believes that through a focus on Building a Professional Learning Community and Community initiatives and programs, Stimulating Learning and School Connectedness will be a natural by-product of growth.
- Legend:**
- Data source**      **2017 foci**      **Growth**      **Decline**

School based data to support NAPLAN monitoring	NAPLAN	Target 2017	Low NAPLAN growth		Medium NAPLAN growth		High NAPLAN growth		Target 2017	TARGET
			Actual 2016	Target 2017	Actual 2016	Target 2017	Actual 2016	Target 2017		
Foundation and Year 1 * Maths Online Year 2 - 6 * ODT	Numeracy		23.81%	20% 3.81% decrease	59.52%	61% 1.48% increase	16.67%	19% 2.33% increase	High growth	Embedding and Excelling
Whole School * CAFE * Fountas and Pinnell benchmarking	Reading		25.58%	20% 5.58% decrease	48.84%	52% 3.16% increase	25.58%	28% 2.42% increase	High growth	
Whole School * VCOP	Writing	Low growth	38.64%	34% 4.64% decrease	38.64%	41% 2.36% decrease	22.73%	25% 2.27% increase		Evolving
Whole School * Introduction of a WS approach TBC	Spelling	Low growth	23.26%	20% 3.26% decrease	67.44%	70% 2.56% increase	9.30%	10% 0.7% increase		Emerging

Staff Opinion Survey 2016											
CSPA RELATIVE TO CSPA											
School Climate	2014	2015	2016	Staff Safety & Well Being	2014	2015	2016	Teaching & Learning	2014	2015	2016
Overall	56.1	82.8	79.1	Overall	ND	79.3	76.1	Overall	ND	80.1	72.3
Collective efficacy	51.7	79.7	76.1	Staff Psychological Safety	ND	76.7	74.8	Identifying Similarities and Differences	ND	67.7	55

Collective responsibility	78.9	87.8	87.9	Staff Professional Safety	ND	67.8	78.7	Summarising and Note Taking	ND	63.5	56
Academic emphasis	46.4	74.1	72.1	Staff Social Behaviour	ND	89.3	84.8	Homework and Practice	ND	78.3	57.6
Trust in students and parents	44.7	79	72.8	School Support for Staff Physical Safety	ND	75.8	71.6	Non-linguistic Representation	ND	78.3	79
Staff trust in colleagues	58.3	87.9	79.7	Staff Safety and Wellbeing Consultation and Participation	ND	81.4	72.9	Cooperative Learning	ND	95	92
Teacher collaboration	47.1	86.7	80.8	Build Resilience and a Resilient, Supportive Environment	ND	86.7	74	Setting Objectives and Providing Feedback	ND	87	80.7
Parent and community involvement	65.6	86.1	82.2					Generating and Testing Hypotheses	ND	73.9	58.4
Collective focus on student learning	70	88.3	88.8					Cues, Questions, and Advance Organisers	ND	84.3	84.8
Guaranteed and viable curriculum	64.3	80.6	87.5								
Shielding/buffering	50	87.7	76.9								

Attitudes to School Survey 2016		2014	2015	2016	2017	
Student Relationships	Classroom Behaviour	2.6	2.96	3.12		
	Connectedness to Peers	4.28	4.33	4.33	5% = 0.22	4.55
	Student Safety	3.99	4.27	4.49		
Wellbeing	Student Distress	5.53	5.71	5.71		
	Student Morale	5.71	5.81	5.69		
Teaching and Learning	Learning Confidence	4.12	4.37	4.40		
	School Connectedness	4.32	4.5	4.53	5% = 0.23	4.76
	Stimulating Learning	4	4.3	4.53	5% = 0.23	4.76
	Student Motivation	4.42	4.68	4.71		
	Teacher Effectiveness	4.25	4.63	4.66	5% = 0.23	4.89
	Teacher Empathy	4.23	4.64	4.67		



Note: as identified in the SSP, Connectedness to Peers (within the Attitudes to School Data) did not increase within the 2016 % target and thus is a continuing area of focus.

	2016 Goal	2016 Actual	% Improve
Connectedness to Peers	4.50	4.33	0-5%

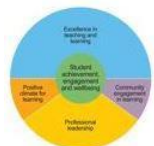
Parent Opinion Survey 2016		2014	2015	2016
School Climate	School Improvement	28.4	10	40.6
	Approachability	66.7	36.1	59
	Teacher Morale	49.5	35.9	43.8
	Parent Input	17.6	8.5	28.8
	Stimulating Learning	64.5	40.8	39.5
	Behaviour Management	46.4	20.8	48.7
	Reporting	61.4	26.8	28.7
	Learning Focus	28.7	27.7	56.9
	Transitions	54.3	22.7	19.6
	Extra Curricula	9.8	6.5	19.9
	Homework	32.9	34.1	17.8
	General Satisfaction	43.4	18.1	66.8
Student Behaviour	Classroom behaviour	54.4	1	25.2
	Student safety	27	12.8	69.8
Student Engagement	Connectedness to Peers	49.7	5	22.6
	Student Motivation	48.1	25.3	36.4
	Social Skills	50.8	10.9	29.3
	School Connectedness	44.4	22	18.3



### 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)
<b>Building practice excellence</b>	<ul style="list-style-type: none"> <li>• To make a shift from from Evolving to Embedding practices within the areas of English and Mathematics.</li> <li>• Implement a Growth Mindset school culture that focuses on a belief that we can all learn more if we work hard and persevere; viewing challenges as opportunities.</li> <li>• Strengthen the use of student data to track patterns and implement strong instructional, evidence based practices that ensures growth.</li> <li>• Target key professional learning that ensures high quality teacher practice to increase student learning outcomes.</li> <li>• Increase Reading, Writing, Spelling and handwriting success through the implementation of whole school CAFE, VCOP and explicit spelling/handwriting approaches.</li> <li>• Increase Numeracy success through embedding the Mathematics Effective Teaching model through collaborative mathematical reasoning and problem solving.</li> </ul>
<b>Building leadership teams</b>	<ul style="list-style-type: none"> <li>• Implement a strong Professional Learning Community/Team framework; structurally and pedagogically.</li> <li>• Embed a Professional Learning Community model which interconnects six major components; School Profile (Mission, Vision, Values), Teacher Capacity and Development, Professional Learning Teams, Assessment and Growth, Connected Coaching and Community Links.</li> <li>• Strengthen the leadership capacity of individuals and teams; promoting and modelling effective based practices, specifically connected the student achievement data.</li> </ul>
<b>Community Engagement in Learning</b>	<ul style="list-style-type: none"> <li>• Embed the new school mission, values and values as a strong underpinning of the Cranbourne South community.</li> <li>• Strengthen capacity to build relationships with the broader Cranbourne South community by engaging in Communities of Practice within Network schools.</li> <li>• Make stronger use of existing community resources and capabilities including direct and indirect families, businesses, industry and support services.</li> <li>• Harness the capacity of the community and parents to collectively encourage students' learning and enhance student outcomes.</li> </ul>



## 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		To improve student learning outcomes in both English and Mathematics F - 6.						
IMPROVEMENT INITIATIVE		Excellence in teaching and learning						
STRATEGIC PLAN TARGETS		To reduce the percentage of students achieving low NAPLAN relative growth by 2018. To improve the percentage of students achieving medium and high NAPLAN relative growth by 2018.						
12 MONTH TARGETS		See above data grids and summary above. <i>Additional data sources:</i> <ul style="list-style-type: none"> <li>Fountas and Pinnell Assessment system will be more extensively implemented and data analysed to ensure strength of teacher judgements in evaluating students achievement in reading comprehension.</li> <li>Individual teacher/student conferencing will provide ongoing sequential formative assessment to strengthen teacher judgements in evaluating student achievement in reading comprehension.</li> <li>VCOP Writing Assessment schedule will be introduced as a main form of moderation to ensure accuracy of students writing capability.</li> </ul>						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
[Drafting Note] report here the KIS from the previous summary page]	[Drafting Note] report here what the school will do and how - including financial and human resources]	[Drafting Note] report here the person responsible]	[Drafting Note] report here the timeframe for completion]	6 months: [Drafting Note] report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress]	● ● ●	[Drafting Note] report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
				12 months:	● ● ●			
To improve teacher confidence, and capacity in the teaching of reading, through embedding the evidence based CAFE reading principles and instructional strategies.  <i>(per Continua for School Improvement; Embedding and Excelling)</i>  To effectively use the Fountas and Pinnell assessment system as a comprehensive tool to identify and target areas of need, inform planning and pedagogy and identify student growth.  <i>(per Continua for School Improvement; Embedding)</i>	<ul style="list-style-type: none"> <li>Strengthen the use of CAFE for reading as the main instructional strategy to teach reading comprehension.</li> <li>Ensure conferencing, individual goal setting and the use of explicit teaching of reading strategies is occurring in all classrooms.</li> <li>Assist in the revision of an updated Growth and Assessment schedule that reflects the use of Fountas and Pinnell and conferencing as the main sources of data to assess reading.</li> <li>Provide Professional Development for teachers to realise the full potential of the Fountas and Pinnell assessment system in assessing students fluency, comprehension, vocabulary and accuracy.</li> <li>Continue to strengthen the understanding of the Victorian Curriculum F-10 <i>(Note: CSPS implemented key priorities from the Victorian Curriculum in 2016 in preparation for 2017 mandate).</i></li> </ul>	FISO Leader (English) Kathy Goodwin and PLT Leaders.	Terms 1 - 4  Term 1 - 4  Term 1  Term 1 - 2	6 months: <ul style="list-style-type: none"> <li>Staff to identify high student cohort per NAPLAN data (and additional data sources) to ensure explicit teaching strategies are employed.</li> <li>Induct new staff in using CAFE for Reading and Fountas and Pinnell.</li> <li>All teachers to show evidence of using CAFE for reading by utilising conferencing folders and creating CAFE displays (including explicit learning goals) in classrooms.</li> <li>Create an updated version of the Growth and Assessment schedule shared and understood by all staff.</li> <li>Conduct Professional Development workshops in the comprehensive use of Fountas and Pinnell (Pearson)</li> </ul> 12 months: <ul style="list-style-type: none"> <li>Use of specific assessment components of Fountas and Pinnell to assess reading comprehension, fluency, accuracy and vocabulary.</li> <li>Review the Assessment and Growth schedule.</li> <li>Provide ongoing Professional</li> </ul>	● ● ●  ● ● ●  ● ● ●			

				Development in comprehensive use of Fountas and Pinnell (Pearson).				
To improve teacher competency and student proficiency in writing, by implementing the VCOP program from Foundation to Year 6.  <i>(per Continua for School Improvement; Evolving).</i>	<ul style="list-style-type: none"> <li>Introduce VCOP as a whole school initiative in Term 2 to engage and boost student performance in writing.</li> <li>Participation by all staff in VCOP training in Term 2. All teachers to implement a comprehensive writing curriculum based on the VCOP writing program.</li> <li>Attendance by the English Team Leader and Leading Teacher in Day 2 of VCOP training (assessment) in Term 1 to receive Professional Development on assessment of student progress.</li> </ul>	FISO Leader (English) Kathy Goodwin and PLT Leaders.	Term 2	6 months: <ul style="list-style-type: none"> <li>Staff to identify low student cohort per NAPLAN data (and additional data sources) to ensure explicit teaching strategies are employed.</li> <li>Active participation of all staff in Professional Development in VCOP.</li> <li>Introduce VCOP in all classrooms.</li> <li>Develop an Assessment schedule for VCOP by English and Leading Teacher.</li> </ul>	● ● ●			
		FISO Leader (English) Kathy Goodwin Leading Teacher (Rob Smart)	Term 1	12 months: <ul style="list-style-type: none"> <li>Consolidate VCOP goals in classrooms.</li> <li>Evaluate student achievement in VCOP through the use of the Assessment schedule and moderation of writing samples.</li> </ul>	● ● ●			
To further teacher understanding of the correlation between sequential, strategic and phonemic approaches to spelling and the correct formation of letters when handwriting.  <i>(per Continua for School Improvement; Emerging)</i>	<ul style="list-style-type: none"> <li>Explore the connection between handwriting and spelling by establishing teaching and learning sequences.</li> <li>Participation in Professional Development sessions lead by the Reading Discovery leader and participated in by staff, focusing on spelling and handwriting.</li> </ul>	Kendra Anderson (Reading Discovery leader), Junior PLT teachers	Term 1 - 4	6 months: <ul style="list-style-type: none"> <li>Staff to identify low student cohort per NAPLAN data (and additional data sources) to ensure explicit teaching strategies are employed.</li> <li>Devise a Scope and Sequence planner for the teaching of handwriting and spelling</li> <li>Ensure term and weekly planners reflect the explicit teaching of handwriting and spelling.</li> </ul> 12 months: <ul style="list-style-type: none"> <li>Evaluate the Scope and Sequence planner for handwriting and spelling (in line with the Victorian Curriculum).</li> </ul>	● ● ●			
To further teacher effectiveness by embedding the Mathematics Effective Teaching model and through collaborative mathematical reasoning and problem solving.  <i>(per Continua for School Improvement; Embedding and Excelling)</i>	<ul style="list-style-type: none"> <li>Reflect Mathematics teaching using the Shifts in Practice model to identify ways to incorporate reasoning and problem solving.</li> <li>Analyse NAPLAN example questions per misconceptions and the identification of highly effective teaching practices.</li> <li>Document learning sequences that provide teachers with explicit teaching strategies to extract high student learning.</li> <li>Assist teachers in identifying areas to improve practice in PLT meetings and whole school staff meetings.</li> <li>Continue to strengthen the understanding of the Victorian Curriculum F-10 (<i>Note: CSPS implemented key priorities from the Victorian Curriculum in 2016 in preparation for 2017 mandate</i>).</li> </ul>	FISO leader (Mathematics) Rhianna Hamilton and Mathematics team	Term 1 - 4	6 months: <ul style="list-style-type: none"> <li>Staff to identify high student cohort per NAPLAN data (and additional data sources) to ensure explicit teaching strategies are employed.</li> <li>Teachers to be more aware of Effective Teachers of Mathematics document; both content and reflection of practice.</li> </ul>	● ● ●			
			Term 1 - 2					
			Term 1 - 4	12 months: <ul style="list-style-type: none"> <li>Use of Mathematics understandings and resources to plan and deliver lessons addressing student needs explicitly identified in NAPLAN data.</li> </ul>	● ● ●			



## Section 2: Improvement Initiatives

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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		<i>Note: see above in relation to no specific Strategic Plan identified.</i>						
IMPROVEMENT INITIATIVE		Professional Leadership						
STRATEGIC PLAN TARGETS		<i>Note: see above in relation to no specific Strategic Plan identified.</i>						
12 MONTH TARGETS		See data grids above per Attitudes to School, Parent Opinion and Staff Opinion. <i>Additional data source:</i> <ul style="list-style-type: none"> <li>EYE Teacher Assessment (TA) and Direct Assessment (DA) will be used to assess the four key areas of Early Childhood development: Awareness of Self and Environment, cognitive skills, Language and Communication and Physical Development.</li> </ul>						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
[Drafting Note report here the KIS from the previous summary page]	[Drafting Note report here <u>what</u> the school will do and <u>how</u> - including financial and human resources]	[Drafting Note report here the person responsible]	[Drafting Note report here the timeframe for completion]	6 months: [Drafting Note report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress]	● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
				12 months:	● ● ●			
To build a professional learning organisation (ie. teams and leadership capacity) where professional learning and conversation per student achievement, is embedding into everyday practice for all staff.  <i>(per Continua for School Improvement; Evolving and Embedding)</i>	<ul style="list-style-type: none"> <li>PLT leaders to participate in the Network PLC initiative (financial support is within the successful Network grant application and localised budgets).</li> <li>Engage in rigorous Professional Reading to strengthen the whole school PLC approach (such as a subscription to the PLC Newsletter and shared leadership text).</li> <li>Strengthen leadership capacity with the iGROW model in engaging in coaching conversations (group and/or individual).</li> <li>Utilise data obtained through the PLC Maturity Matrix audit and student perception surveys to commit to ambitious goals and targets for student learning.</li> <li>Develop and embed explicit systems and processes to support a range of collaborative strategies that focus the work of PLTs, such as:                             <ul style="list-style-type: none"> <li>- Introduction of singular classrooms, within a multi-stage learning approach to lessen the breadth of expectation of teaching capacity ie. the historical structure of the school has been strongly multi-age.</li> <li>- Establish three PLTs (including leaders and membership and ESS) per Junior School, Senior School and Lively Learning.</li> <li>- Implement a meeting schedule that supports regular professional conversations that are data specific and related to explicitly to the AIP priorities.</li> </ul> </li> </ul>	Leading Teacher Rob Smart, PLT leaders Karen Halket (FLC), Melanie Williams (Yr 1-3) and Colette Joannidis (Yr 4-6)		6 months: <ul style="list-style-type: none"> <li>Conduct a PLC Maturity Matrix audit and analyse data accordingly.</li> <li>Conduct twice yearly student perception surveys in relation to teaching and learning practices and teacher capacity.</li> <li>Establish and implement a leadership coaching schedule.</li> <li>Request feedback per the system and process implementation per success, frequency, strength and variability.</li> </ul>	● ● ●			
				12 months: <ul style="list-style-type: none"> <li>Invite to staff per uptake of individualised coaching and/or team Action Research.</li> <li>Reassess PLC Maturity Matrix audit to establish growth and areas of future need.</li> <li>Evaluate the system and process implementation (including student and parent feedback) per success, frequency, strength, variability prior to 2018 AIP goal setting.</li> </ul>	● ● ●			



	<ul style="list-style-type: none"> <li>- Provide time for teachers to actively participate in the PLC program and development, including establishing and committing to shared timetabled blocks between teachers.</li> <li>- Dedicate specific office/meeting spaces for PLC conversation to occur.</li> <li>- Optimise the teaching capital within the school through clear and designated roles and responsibilities.</li> </ul>							
<p>To strengthen the use of student data to track patterns and implement strong instructional, evidence based practices that ensures growth.</p> <p><i>(per Continua for School Improvement; Evolving and Embedding)</i></p>	<ul style="list-style-type: none"> <li>• Implement PLT structure in Junior and Senior School to identify areas of learning need and use collective expertise to plan lessons based on data analysis.</li> <li>• Work with teachers on data literacy, strategic direction and lesson planning.</li> <li>• Create a new Assessment and Growth Schedule to provide opportunities to have in depth discussions and analysis of data.</li> <li>• Extend the p3 Instructional Model (Planning, Pedagogy, Performance) with a 4th P; Pathways <i>(Pathways will replace the introduction of the 'Point of Need' approach and will be committed to from a Whole School perspective).</i></li> </ul>	<p>Leading Teacher (Rob Smart) and data literacy leaders (TBC).</p>		<p>6 months:</p> <ul style="list-style-type: none"> <li>• All PLT teaching teams to meet weekly and discuss student data.</li> <li>• Leading Teacher to meet with all teachers to explicitly coach and focus on data literacy.</li> <li>• Ensure a shared commitment and use of common vocabulary per the Pathways extension of the school wide p3 Instructional Model for Improving Teacher Effectiveness.</li> </ul>	● ● ●			
				<p>12 months:</p> <ul style="list-style-type: none"> <li>• Teachers implement effectively a school wide Assessment and Growth Schedule.</li> <li>• Staff use data at PLT meetings within a Growth Mindset perspective.</li> </ul>	● ● ●			

### Section 3: Other Improvement Model Dimensions

<b>STRATEGIC PLAN GOALS</b>		To improve student attitude to teaching and learning. To improve our students' sense of wellbeing, safety and interpersonal relationships.						
<b>OTHER IMPROVEMENT MODEL DIMENSIONS</b>								
<b>STRATEGIC PLAN TARGETS</b>		<i>Note: A large majority of the Strategic Plan goals were met or exceeded within the 2016 AIP. See data grids above per Attitudes to School, Parent Opinion and Staff Opinion.</i>						
<b>12 MONTH TARGETS</b>		<p>See above data grids and summary above.</p> <p><i>Additional data source:</i></p> <ul style="list-style-type: none"> <li>• <i>TTFM (The Learning Bar) An online survey for Years 4- 6 to be introduced to provide accurate, reliable school level insight on factors that affect learning outcomes. This survey is to to be implemented with parents, students and teachers.</i></li> </ul>						
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[Drafting Notes report here the KIS from the previous summary page]	[Drafting Notes report here <u>what</u> the school will do and <u>how</u> - including financial and human resources]	[Drafting Notes report here the person responsible]	[Drafting Notes report here the timeframe for completion]	6 months: [Drafting Notes report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress] 12 months:	● ● ● ● ● ●	[Drafting Notes report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
To review the school's core purpose and shared school values.  <i>(per Continua for School Improvement; Embedding) and Excelling)</i>	<ul style="list-style-type: none"> <li>• Embed the school rebranding within all facets of school organisation; teaching and learning, community engagement, publicity and promotion and Lively Learning Program.</li> <li>• Further student voice in relation to authentic student leadership within Junior School Council, Year 6 leaders and the introduction of student Specialist Leaders.</li> </ul>	Principal, Monique Corcoran Liam Gillick (Student leadership leader) Karen Halket	Term 1 - 4 House events	6 months: <ul style="list-style-type: none"> <li>• Official school launch of the CSPS rebranding, including Mission, Vision, 4 values and p3 (+Pathways).</li> <li>• Establishment of a House yearly planner of events that highlight academia, sporting and Lively Learning achievement.</li> </ul>	● ● ●			

	<ul style="list-style-type: none"> <li>Introduce a revamped Lively Learning program; highlighting the competencies and capabilities within the Victorian Curriculum ie. Physical Vibe, Artistic Flair and Cultural Fusion (including Digi Tech which will support the advancement of the ICT program).</li> <li>Establish a new House system in alignment to the new rebranding.</li> <li>Introduce and implement the Empowerment Project (ie. clubs based program) to further community engagement, student voice and staff ownership.</li> <li>Strengthen the Step Up to school program within four perspectives of: <ul style="list-style-type: none"> <li>- Pre school - Foundation</li> <li>- Year 6 - Year 7</li> <li>- Between each year level</li> <li>- horizontal and vertical connections between stakeholders ie. students and adults.</li> </ul> </li> </ul>	(Publicity and Community Liaison) Libby van der Steen (House leader)		<ul style="list-style-type: none"> <li>Finalisation and launch of the new House system. including new names, mascots and chant.</li> <li>Establishment of a Empowerment Project team; consisting of a wide selection of staff, community members and local businesses.</li> <li>Implement the Empowerment Project #1 (Term 2).</li> </ul>			
				12 months: <ul style="list-style-type: none"> <li>Rebanding publicity and promotion established within, throughout and extended beyond the school gate.</li> <li>Implementat the Empowerment Project #2 and #3 (Term 3 &amp; 4).</li> <li>Evaluate the Empowerment project per implementation in 2018.</li> <li>Evaluate the Step up to school program.</li> </ul>	● ● ●		
<p>To strengthen our whole school approach to children's mental health and well-being.</p> <p>To introduce Kidsmatter as a mental health and wellbeing framework in making a positive difference to the students.</p> <p>(per Continua for School Improvement; Emerging and Evolving)</p>	<ul style="list-style-type: none"> <li>Implement training in the KidsMatter Initiative with the aim of becoming a Kids Matter School.</li> <li>Identify and develop the tools and support to work with parents and carers, health services and the wider community to nurture and support our school community.</li> <li>Provide Professional Development to staff to navigate the Kids Matter portal and complete training modules.</li> <li>Develop a KidsMatter Action team comprising representatives of all areas within the school including student voice. <i>Note: The Action team is responsible for coordinating and driving KidsMatter.</i></li> <li>Implement the survey tool - Tell Them From Me TTFM (Learning Bar) in providing accurate, reliable school level data and insight on factors known to affect learning outcomes.</li> <li>Identify mental health and well being programs and evaluate additional resources to enhance the implementation of KidsMatter.</li> <li>Continue to strengthen the 'Bully Stoppers' program</li> <li>Review the Student Wellbeing handbook outlining explicit procedures that students and staff adhere to.</li> </ul>	KidsMatter Action Team - SWB Leaders Melanie Williams and Kathy Goodwin and team members including Libby van der Steen  Rachael Mazzaglia and David Owens (Social Workers)	Term 1 Term 1 - 4 Term 1 Term 1 Term 1 - 4 Term 1 - 2  Term 1  Term 1 - 4	6 months: <ul style="list-style-type: none"> <li>Develop an KidsMatter Action Team</li> <li>Curriculum Day: Component 1 Training for the whole staff.</li> <li>Use KidsMatter resources to deliver an effective Well Being Program both within and outside the classroom (including YCDI).</li> <li>Implement TTFM online survey.</li> <li>Strengthen the use of the YCDI program within our school.</li> <li>Evaluate program implementation within the KidsMatter framework to address areas of need from TTFM data analysis.</li> <li>Implement parent workshops focusing on mental health and wellbeing, in line with the KidsMatter initiative.</li> </ul>	● ● ●		
				12 months: <ul style="list-style-type: none"> <li>Continue to build upon the Component 1 Training and to introduce Component 2 training to staff.</li> <li>Evaluate and review effective welfare resources/programs implemented.</li> <li>Identify, record and evaluate Mental Health and wellbeing initiatives.</li> </ul>	● ● ●		



## 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	<b>Building practice excellence</b>	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.]
	<b>Curriculum planning and assessment</b>	Select	Select status	
	Evidence-based high impact teaching strategies	Select	Select status	
	Evaluating impact on learning	Select	Select status	
Professional leadership	<b>Building leadership teams</b>	Select	Select status	
	Instructional and shared leadership	Select	Select status	
	Strategic resource management	Select	Select status	
	Vision, values and culture	Select	Select status	
Positive climate for learning	<b>Empowering students and building school pride</b>	Select	Select status	
	<b>Setting expectations and promoting inclusion</b>	Select	Select status	
	Health and wellbeing	Select	Select status	
	Intellectual engagement and self-awareness	Select	Select status	
Community engagement in learning	<b>Building communities</b>	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	
<b>Reflective comments:</b> [Drafting Note Please use this section to summarise your learnings from the self-evaluation process, including professional growth and key findings]				
<b>Confidential cohorts analysis:</b> [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]				
<b>Next Steps:</b>				

