

Annual Implementation Plan: for Improving Student Outcomes

School name: Cranbourne Carlisle PS

Year: 2017

School number: 5510

Based on strategic plan:

Endorsement:

Principal Lisa Vandembosch 14/03/2017

Senior Education Improvement Leader Peter Greenwell 14/03/2017

School council Tanya Caruana 14/03/2017

Section 1: The school's Improvement Priorities and Initiatives

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

School Strategic Plan goals	Improvement Priorities	Improvement Initiatives	✓
<ul style="list-style-type: none"> Achievement: Continue to strengthen teaching and learning programs throughout the school, with a particular emphasis on literacy and numeracy, to ensure all children maximise their learning potential. Engagement: Continue to reinforce the school values and attributes of the Learner Profile, to promote the development of motivated, engaged and resilient children. Wellbeing: Continue to build a safe, orderly and stimulating learning community that supports and enhances the social and emotional wellbeing of every child. Productivity: Continue to strengthen the alignment of all aspects of resourcing to enable the school to manage and deliver continuous school improvement. Work to maintain a mutually respectful partnership with Cushman and Wakefield in order to maximise the benefits of the Public- Private Partnership model. 	Excellence in teaching and learning	Building practice excellence	<input checked="" type="checkbox"/>
		Curriculum planning and assessment	<input checked="" type="checkbox"/>
	Professional leadership	Building leadership teams	
	Positive climate for learning	Empowering students and building school pride	
		Setting expectations and promoting inclusion	
	Community engagement in learning	Building communities	

Improvement Initiatives rationale:

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

Building practice excellence –

- school data in both literacy and numeracy is below state as evidenced by NAPLAN results and teacher judgement 2016
- there is not an agreed instructional model currently in place
- participation in DET Professional learning communities project in 2017 as an extension of the preparatory work undertaken in 2016
- to build on the Peer observation work that has been linked to Performance and development goals in 2016
- feedback to staff and students requires a more robust approach where feedback is timely, challenging and constructive
- Staff opinion survey results in the Teaching and Learning summary of module component mean are below state (CCPS 75.5 State PS 78.93)
- There is a need to build capacity in effective assessment strategies and data literacy to better inform program planning, in particular differentiation

Curriculum planning and assessment -

- Victorian Curriculum introduced in 2017
- school data in both literacy and numeracy is below state as evidenced by NAPLAN results and teacher judgement 2016
- current planning practices do not demonstrate alignment between written, taught and assessed curriculum across the school
- Staff opinion survey results in the areas of Guaranteed and viable curriculum below state (CCPS 66.78 State 80.88)
- introduction of Sentral to consolidate planning, curriculum tracking and assessment

Key improvement strategies (KIS)



List the Key improvement strategies that enable the implementation of each Improvement Initiative. This could include existing strategies already being implemented as well as new ones identified through analysis of data, evaluation of impact of prior efforts, measurement of progress against targets and the diagnosis of issues requiring particular attention. KIS may be specific to one outcome area or applicable across several areas.

Improvement initiative:	Key improvement strategies (KIS)
Building practice excellence	<ul style="list-style-type: none"> • Introduction of Marzano Instructional model • Participation in the DET Professional Learning Communities initiative • Peer observations linked to Performance and development team goals – Professional knowledge
Curriculum planning and assessment	<ul style="list-style-type: none"> • Use Victorian Curriculum standards to develop whole school plan for Numeracy & Writing • Proficiency standards developed for Number and writing in line with the introduction of Marzano Instructional model • Introduction of Sentral to consolidate planning, curriculum tracking and assessment • Review and further develop of the whole school programme of inquiry to ensure a comprehensive, well balanced curriculum which aligns to the Victorian Curriculum.



Framework for Improving Student Outcomes

Published: February 2016



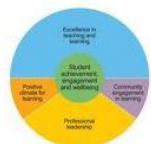
Section 2: Improvement Initiatives

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

STRATEGIC PLAN GOALS		Continue to strengthen teaching and learning programs throughout the school, with a particular emphasis on literacy and numeracy, to ensure all children maximise their learning potential.						
IMPROVEMENT INITIATIVE		Building practice excellence						
STRATEGIC PLAN TARGETS		By 2018, 85% of children will meet or exceed a year's growth each year in AusVELS in Reading and Viewing, Speaking and Listening and Writing By 2018, 85% of children will meet or exceed a year's growth each year in AusVELS in all strands of Mathematics						
12 MONTH TARGETS		By 2017, 80% of children will meet or exceed a year's growth each year in the Victorian Curriculum in Reading and Viewing, Speaking and Listening and Writing By 2017, 80% of children will meet or exceed a year's growth each year in the Victorian Curriculum strands of Mathematics						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Introduction of Marzano Instructional model – sub focus Writing & Reading conferencing	<ul style="list-style-type: none"> Two day whole school Marzano “The Art & Science of teaching” workshops. Copy of The Art & Science of Teaching made available to every teacher School Improvement Team – Achievement to provide 9 workshops around the 9 design questions Leadership team to provide instructional leadership, clarity and continuous professional development based on Marzano model Writing – the development of learning goals (I can statement) through conferencing, whole school moderation practices supported by school produced exemplars and the 6+1 Writing traits model. Reading conferencing – supported through the trialling of CAFE 	<ul style="list-style-type: none"> Hawker Brownlow Nicholas to purchase Lee team leader Achievement & team Principal & leadership team. All teaching staff led by Literacy team All teaching staff led by Literacy team 	<ul style="list-style-type: none"> Term 1 10th of March & 18th of April Term 1 Throughout the year 					
				<ul style="list-style-type: none"> Teachers will have read and developed an understanding of the framework for effective instruction. They will be developing curriculum using the instructional design questions. All teachers will write learning goals for the children that communicate what students need: Declarative knowledge (factual knowledge) & Procedural knowledge (Knowing how to perform certain activities) which reflect a direct connection to the Victorian curriculum content. Design Q1 - Marzano All classrooms will have visible learning intentions that are understood by the children for newly introduced material. Children will form their own writing goals based on conferencing and feedback from the teacher. Common language from F – 6 used when instructing children on the elements of the writing process * Improved instructional practices in the teaching of writing as modelled by Georgina Improved assessment and targeted intervention strategies in writing 	● ● ●	<ul style="list-style-type: none"> Every child experiencing at least 12 months growth in literacy and numeracy All children will experience at least 12 months growth in writing – evidenced by teacher judgement * Improved NAPLAN results in writing Yr. 3 & 5 2017 – 2018 increased percentage of children experiencing high growth Yr. 3 – 5. * Text type planner, moderation exemplars and rubrics, Scope School staff survey improvement in the following data from 2016 #Applicability of Professional learning #Coherence #Renewal of knowledge and skills 	\$10,000 PD \$1000 Staff Resource /AS&T Books CRT costs to release Teacher Leaders for coaching purposes \$19,200	



Participation in the DET Professional Learning Communities initiative – sub focus Numeracy	<ul style="list-style-type: none"> During Semester 1, 2017, we will participate in an online module related to the 'Structures and systems to support collaboration for improvement – focus on strategic resource management' dimension of the PLC Maturity Matrix. In Semester 2, 2017, school leaders and instructional leaders will participate in the PLC professional learning program. This will include face-to-face workshops and school-based learning. Number – focus of the PLC learning program will result in a whole school scope and sequence document with proficiency standards Investigate the use of a consultant to work within the school – Mathematics planning and coaching with teachers. 	<ul style="list-style-type: none"> Principal & Leadership team PLC leaders Numeracy Achievement SI Team 	<ul style="list-style-type: none"> Semester 1 Semester 2 All year 	6 months:	● ● ●	<ul style="list-style-type: none"> Every child experiencing at least 12 months growth in numeracy All children will experience at least 12 months growth in number – evidenced by teacher judgement * Improved NAPLAN results in number Yr. 3 & 5 2017 – 2018 increased percentage of children experiencing high growth Yr. 3 – 5 School staff survey improvement in the following data from 2016 #Applicability of Professional learning #Coherence #Renewal of knowledge and skills #Collective participation #Feedback 	\$600 staff resource Booker CRT costs to release teachers to attend PLC program \$9600	Consultancy fees - Mathematics \$5000
				12 months:	● ● ●			
				6 months:	● ● ●			
				12 months:	● ● ●			
				6 months:	● ● ●			
				12 months:	● ● ●			
				6 months:	● ● ●			
				12 months:	● ● ●			



Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS	Continue to reinforce the school values and attributes of the Learner Profile, to promote the development of motivated, engaged and resilient children.							
IMPROVEMENT INITIATIVE	Building Practice Excellence							
STRATEGIC PLAN TARGETS	Maintain high overall Student Attitude to School Survey results, with annual improvement in the following areas: <ul style="list-style-type: none"> • Teacher Effectiveness (2014 = 4.53) • Teacher Empathy (2014 = 4.50) • Student Motivation (2014 = 4.66) • Learning Confidence (2014 = 4.17) • Stimulating Learning (2014 = 4.25) • School Connectedness (2014 = 4.46) • Classroom behaviour (2014 = 3.99) 							
12 MONTH TARGETS	By 2017, Student Attitude to School Survey results will meet or exceed State mean scores for all variables.							
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Application for candidacy – International Baccalaureate Primary Years Programme	<ul style="list-style-type: none"> • Review Programme of Inquiry against Victorian Curriculum to ensure written curriculum is appropriate and consistent • Conduct audit against the Programme Standards and Practices • Arrange professional development for all teaching staff in Making the PYP Happen • Continue to embed the five essential elements of the PYP into school practices • Prepare formal application for candidacy and prepare action plan for authorisation (2018) 	Trish, with the support of the Engagement Team IB trained workshop leaders All staff	Term 1 – By April Sem 1 Sem 1 Sem 2 Sem 2 Throughout the year	12 months: <ul style="list-style-type: none"> • Program of inquiry documentation will be aligned with Victorian Curriculum so that all curriculum areas are covered i.e. Science, The humanities and Social sciences & Technologies. • PYP application for candidacy lodged with IBO (2018) 	● ● ●	<ul style="list-style-type: none"> • Attitude to school survey results improvement on 2016 data in the areas of <ul style="list-style-type: none"> # Learning confidence # Stimulating learning # Student motivation # Teacher effectiveness • School Staff Survey improved results from 2016 data in the areas of <ul style="list-style-type: none"> #Guaranteed and viable curriculum #Applicability of Professional learning 	\$	
				6 months:	● ● ●			
				12 months:	● ● ●			
				6 months:	● ● ●			
				12 months:	● ● ●			
				6 months:	● ● ●			
				12 months:	● ● ●			



Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS		Wellbeing: Continue to build a safe, orderly and stimulating learning community that supports and enhances the social and emotional wellbeing of every child.						
OTHER IMPROVEMENT MODEL DIMENSIONS		Positive climate for learning and Health and wellbeing						
STRATEGIC PLAN TARGETS		Maintain high results in the Student Morale and Student distress variables of the Student attitude to school survey. Demonstrate growth in Parent Opinion Survey results, with annual improvement in the following areas: <ul style="list-style-type: none"> • Approachability • Parent input • Student Safety By 2018 <ul style="list-style-type: none"> • Absence data will demonstrate average absent days for the year (F-6) is at or below 12 days • A significant reduction in the number of children who arrive late to school 						
12 MONTH TARGETS		Reverse the downward trend in Student attitude to school survey data Reverse the downward trend in Parent opinion survey data						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Analysis of Wellbeing data to ensure targeted approach to addressing inequity within the student population. # Socioeconomic disadvantage # Refugee status # EAL learners # Out of home care # Koori # PSD # Children at academic risk	<ul style="list-style-type: none"> • Detailed analysis of last three years of Student attitudes to school opinion data to target areas for explicit intervention. • Detailed analysis of School staff survey data from 2016 – particular focus on School Climate & Teaching & learning using the module guides to develop a strategic approach that will address areas of concern. • Administer and analyse - Tell them from me survey in Term 2 & Term 4 • Detailed analysis of absence data to pinpoint which focus groups to develop interventions for. I.e. Extended overseas holidays. 	PWO & Wellbeing SI Team PWO & Wellbeing SI Team Class Teachers & PWO PWO	Semester 1 Semester 1 Term 1 & Term 4	12 months: <ul style="list-style-type: none"> • Detailed analysis of trend data from the ATSS presented to staff along with action plan to address areas of concern. • Analysis of wellbeing components of SSS presented to staff along with an action plan to address areas of concern • Completion of the TTFM survey in Term 2 • Analysis of Absence data, highlighting specific target groups and noting trends in times/dates/durations of long-term absences • Absence learning packs for all students travelling overseas for extended periods of time – detailing how to keep English literacy skills on track. 	● ● ● ● ● ●	<ul style="list-style-type: none"> • Parent opinion survey data above state mean in the following variables #approachability #parent input #general satisfaction • Attitude to school Survey results in the areas of Learning confidence, School connectedness and student motivation will improve from the 2016 results. • Absence data has improved on 2016 data 	The Learning Bar – Tell them from me and EYE annual subscription \$2750	
Participation in the RESP project	<ul style="list-style-type: none"> • Attendance at 2017 PD offered through the RESP development program. • Launch of a one day a week afterschool Learning club in line with RESP project requirements – Term 1 	PWO & RESP team All staff	28 th Feb 1-4pm 18 th May 1-4pm 8 th Aug 1-4pm 23 rd Nov 1-4pm	6 months: 12 months: <ul style="list-style-type: none"> • Attendance of all team members at scheduled RESP * program. • Ongoing committed relationship with relevant stakeholders (CMY, Foundation House) 	● ● ● ● ● ●	<ul style="list-style-type: none"> • Children who are identified as having Refugee status are attending the program each week. • Children who are attending the program weekly are experiencing at least 12 months growth in literacy and numeracy • Parent opinion survey data above state mean in the following variables #approachability #general satisfaction 	\$2000 food and drink for after school learning club \$8000 CRT costs to release team to attend RESP Professional Development	



Review of current Student engagement and inclusion policy	<ul style="list-style-type: none"> Detailed review of the existing Student engagement and inclusion policy. To establish the effectiveness of current strategies. 	PWO, Wellbeing SI team & Principal class then all staff.	Semester 1	6 months:	● ● ●			
				12 months: <ul style="list-style-type: none"> Children, staff and parents surveyed regarding the SEIP Feedback analysed and reviewed in terms of current SEIP * Updated SEIP prepared and presented to Principal and School Council for ratification 	● ● ●	<ul style="list-style-type: none"> Parent opinion survey data above state mean in the following variables <ul style="list-style-type: none"> #Approachability #General satisfaction #Social skills 		
Completion of all VRQA child safe standard requirements	Completion of Child Safe standards requirements <ul style="list-style-type: none"> Introduction of relevant curriculum materials & Child safe – child friendly posters around the school. 	Term 1	Principal class, PWO & Wellbeing team	6 months:	● ● ●			
				12 months: <ul style="list-style-type: none"> Presentation to staff regarding the Child safe standards and curriculum materials made available to all staff Child safe posters in every learning space All staff complete the CSS & mandatory Reporting Modules 	● ● ●	<ul style="list-style-type: none"> VQRA standards met in all areas 		
				6 months:	● ● ●			
				12 months:	● ● ●			



Section 4: Annual Self-Evaluation

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

Priority	Improvement model dimensions – note state-wide Improvement Initiatives are bolded	Is this an identified initiative or dimension in the AIP?	Continuum status	Evidence and analysis
Excellence in teaching and learning	Building practice excellence	Select	Select status	[Drafting note For current AIP improvement initiatives and/or dimensions, please provide a succinct and conclusive statement referring to the monitoring section of this plan. This statement can refer to the progress status and/or make reference to the achievement of the appropriate goals, targets and success criteria.]
	Curriculum planning and assessment	Select	Select status	
	Evidence-based high impact teaching strategies	Select	Select status	
	Evaluating impact on learning	Select	Select status	
Professional leadership	Building leadership teams	Select	Select status	
	Instructional and shared leadership	Select	Select status	
	Strategic resource management	Select	Select status	
	Vision, values and culture	Select	Select status	
Positive climate for learning	Empowering students and building school pride	Select	Select status	
	Setting expectations and promoting inclusion	Select	Select status	
	Health and wellbeing	Select	Select status	
	Intellectual engagement and self-awareness	Select	Select status	
Community engagement in learning	Building communities	Select	Select status	
	Global citizenship	Select	Select status	
	Networks with schools, services and agencies	Select	Select status	
	Parents and carers as partners	Select	Select status	
Reflective comments: [Drafting Note Please use this section to summarise your learnings from the self-evaluation process, including professional growth and key findings]				
Confidential cohorts analysis: Equity – Refugee: School participation in Refugee education support program & provision of afterschool learning club. EAL/literacy support personnel. Provision of school supplies. Reading materials that are culturally sensitive. Breakfast club. Mother tongue mentors group. Camp funding support. EAL: EAL/literacy support personnel. Provision of school supplies. Reading materials that are culturally relevant. After school learning club. Interpreter service available for parent meetings, enrolment. High ability: Purchase of Surface Pro's and coding equipment. Partnership with Dr Lateef Monash University PSD: Professional development for teachers and aides – ASD, Behaviour management. Resources – weighted blankets, sensory toys, pimple cushions, timers, Ipads & Apps.				



Children at academic risk: Participation in EYE data collection

Next Steps:

