

Cranbourne East Primary School 2016

Based on Strategic Plan 2016-2019

Endorsements

<p>Endorsement by School Principal</p>	<p>Signed </p> <p>Name Garry Rolfe</p> <p>Date 23rd March 2016</p>
<p>Endorsement by School Council</p>	<p>Signed </p> <p>Name Roz Coles</p> <p>Date 23rd March 2016</p>
<p>Endorsement by Senior Advisor</p>	<p>Signed..... </p> <p>Name Peter Greenwell</p> <p>Date 23rd March 2016</p>

Guide to developing the Annual Imple

To focus effort where it is most needed, 1 government school system. The four prio

- Excellence in teaching and learning
- Professional leadership
- Positive climate for learning
- Community engagement in learnin

Six evidence-based initiatives assist scho evidence-based strategies that when imp student outcomes. The initiatives are ass way (please refer to the *Framework for In*

Priority	Initiatives
<p>Excellence in teaching and learning</p>	<p>Building p together</p> <p>Curriculum curriculum p to suit indivi</p>
<p>Professional leadership</p>	<p>Building lea develop the</p>
<p>Positive climate for learning</p>	<p>Empowerin approaches</p> <p>Setting exp communities engagement</p>
<p>Community engagement in learning</p>	<p>Building c relationships</p>

To guide the development of the 201 Outcomes (AIP) schools will work with su to conduct an annual evaluation of stude Strategic Plan. Schools then diagnose th more initiative.

Princinal and teacher performance and de

Excellence in teaching and learning	Curriculum planning and assessment
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

Initiatives Rationale:

Explain why the school, in consultation with the SEIL, has selected this initiative/s. Please make reference to the evaluation of school data, the progress against particular attention.

After a highly successful and positive Peer Review at the end of our first 5 years of operation, we have identified a number of priorities that we wish to continue growth. The main focus for the school's next Strategic Plan is to ultimately improve best practice teaching and learning and improve teacher capacity within have engaged a number of critical friends such as Lyn Watts, Michael Ymer and Bryan Jeffrey to support and up-skill our staff in the areas of literacy, numeracy. Our NAPLAN Spelling Trend data 2013-2015 showed that 40% of Year 3 students were achieving in the top two bands (Band 5 and 6), which reflects a slight improvement in this data through the introduction of a new spelling program under the guidance of Lyn Watts. This pays particular attention to improving our student area for improvement. Our 12-month target is to achieve 50% of Year 3 students achieving in these bands, with a view to see a continued upward trend in the area. Our NAPLAN Relative Growth for Numeracy in 2015 showed 37.7% of students achieved Low growth, 42.1% Medium growth and 20.2% High growth. The target is to meet the State benchmark and an increase in Medium and High growth to equal or surpass State benchmark.

This year we aim to improve our working relationship with Cranbourne East Secondary College (co-located on site) to further enhance our Year 6 to 7 Transition preparedness for secondary schooling.

Attitudes to School Survey Results – Year 5 Trend Analysis showed a decline in School Connectedness from 65.5 in 2014 to 26.1 in 2015. As such in 2016, we have engaged MOAT Health Services, Bryan Jeffrey to run professional learning sessions with staff focusing on student support strategies, observational sessions in class and a Parent Session. Our target for 2016 is to achieve a factor mean score of 4.40 in the area of School Connectedness.

Key Improvement Strategies (KIS)

List the KIS that are linked to this initiative/s and will be scaled up. This could include existing KIS from your SSP or new ones identified through the evaluation or diagnosis of issues requiring particular attention. KIS may be specific to one outcome area or applicable across several areas.

Initiative:	KIS
Curriculum Planning & Assessment	<ul style="list-style-type: none"> • Introduce a whole school spelling program. • Improve assessment practices with a specific focus on moderation. • Implementation of the Early Years Evaluation (EYE).

KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	M
Introduce a whole school Spelling program.	Building leadership capacity of the area level team leaders (K-6 including Specialist team leader).	Engagement of educational consultant and mentor Lyn Watts.	Katie Klajnblat Chanel Herring Lyn Watts	Area Team Leaders will participate in an intensive day with LW on 8 th February (ongoing). Whole staff PD day 15	As sa
	Up skilling of individual teachers and Co-Teaching teams.	Whole school professional learning day.	Lyn Watts	15 th February at Nossal PS.	Si le in of Fe pr
Refine assessment practices with a specific focus on moderation.	Provide professional learning based on the school Moderation, Assessment & Reporting processes. Team and whole school moderation meetings.	Teachers communicate with parents regarding students at risk with their learning at the start of term 1. Professional learning sessions and cross team moderation sessions.	Michelle Wrigley Area level team leaders	Term 2 and Term 4	W re M
Continuation of the Early years Evaluation (EYE).	Conduct the Direct Assessment and Teacher Assessment EYE component with 2016 Foundation students. Conduct the EYE initial entry assessment with 2017 Foundation students.	Timetabled and resourced 45 minute sessions conducted by teachers with students prior to commencing the Foundation year.	Jenni Kelly (Foundation Team Leader)	Ongoing with 2016 students. To be completed in Term 3 for 2017 students	As w re in

KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	M
Expand the Student Representative Council to empower student voice to have greater input into school-based decision-making.	Engage students in the I Sea I Care program conducted by the City of Casey.	Participate in I Sea I Care field excursions. Students will act as Environmental Heroes. Students develop a role statement to support the program.	A staff member will facilitate the I Sea I Care program. Students are selected through the school elections process and appointed as Environmental Heroes.	Students attend a workshop or field trip each term. The students present their learning during student forums conducted at school.	St Se St Li In sc
	Facilitate the SRC meetings based on a formal meeting agenda (student elections were held in December 2015).	Student led lunchtime activity clubs. SRC to attend School Council Meetings. SRC to develop a fundraising plan on a term by term basis. SRC to manage the House Points system. SRC announce School Values and link to real life learning on a daily basis. School Leadership team to attend SRC meetings.	SRC Coordinator. SRC comprises elected students from Year 2 to Year 6. PWO/AP. School Leadership Team – Principal/ AP's)	Ongoing through the year. Schedule of meetings developed at the first SRC meeting.	Ti St da Sl ar O Sl St As St
Introduce effective internal school transitions and enhance transition from Year 6 to Year 7 (CESC).	Buddy system established as part of the Start Up program at the commencement of the school year. Develop an internal transitions scheme of manoeuvre. Establish a transitions team comprising staff and students from the PS and SC. Establish timetabled transition (6-7) activities based on student voice.	Students In Year 2 and Year 4 prepare inquiry questions to ask another student at the next level (linked to reading, writing, speaking & listening etc) Introduce a High School Musical Chairs timetable based on a typical SC curriculum program.	SRC Coordinator with members of the SRC. Transitions Team (staff and students).	Term 1 – Term 4. High School Musical Chairs program to be conducted in last week of term 3 and term 4.	St pr Es Cl Ti de ye St Cl sa

	towards wellbeing, student management and student engagement.	12 month targets	To achieve a factor mean score of 4.40 in the area of School Connect		
KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	M
Develop and implement a whole school approach to student and staff social and emotional wellbeing.	The school will engage Futures in Mind and Oz Child agencies to support student social and emotional wellbeing. The school will engage a critical friend and mentor, Bryan Jeffrey. Establish a Wellbeing Blog, which contains resources for staff to access to enhance student engagement and wellbeing.	The agencies meet with individual teachers, students and parents to provide counselling and support strategies. Team leaders are to participate in an intensive workshop. Bryan Jeffrey conducts professional learning sessions during the whole school Learning with Purpose meetings. Up skill area level teams and conduct observations and provide feedback within learning neighbourhoods. Establish whole staff team, resilience building and wellbeing activities schedule. A parent session is to be conducted in term 2.	PWO/AP. Wellbeing Action Team. Area level team leaders. External agencies. Leadership Team.	Establish community partnerships Term 1. Blog will be a live and ongoing document from Term 1.	Es ar le Ef at Pr O ex te St ar th
Build community partnerships to support teacher capacity and student engagement.	The school will engage a Speech Pathologist.	The Speech Pathologist will up skill Foundation teachers on an effective oral language program. The Speech Pathologist will conduct individual and small group interventions. On site Network SSSO staff to conduct interventions and build teacher engagement and capacity to support students at risk with their learning.	Dora Chan (Speech Pathologist) Jenni Kelly (Foundation Team Leader) Kristie Ward and Robin Dunn (Network SSSO)	Engage Speech Pathologist in Term 4 2015.	Ef st N St ris St Ir
Introduce the whole school Start Up Program 'Energise	The school will offer a series of engaging activities, develop classroom protocols while students establish their learning space in order to reconnect students to their	Introduce the Energise Yourself booklet. Timetabled activities including Mission Statements for all learning spaces, school expectations and consequences, Five Star work establish wellbeing	Katie Klajnblat Area Level team Leaders	Day 1 to Day 3 at the commencement of Term 1.	M le Le ex or

Students in the
Foundation Year.

the specific skills needed to increase positive interactions with their peers. The program aims to help them make as well as maintain healthy friendships that will continue to have a positive influence on their social and emotional development as well as a positive schooling experience.

Weekly Topics include Making Friends, Ways to be a Good Friend / Keeping Friends, Dealing with Difficult Situations in Friendships and Feelings





the first
weeks of
Term 1.
Sessions are
approximately
40 minutes
and will be
held once a
week for four
weeks.



	resourcing and Performance and Development feedback.		targets			
KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	M	
Introduce a Peer Coaching model to achieve enhanced leadership capacity of area level team leaders.	Continue with Peer Coaching to improve teacher capacity, ability to effectively plan to point of need, conduct assessment and explicitly teach to point of entry in learning.	Teaching and Learning Coach will guide and mentor area level PLT's.	Katie Klajnblat	Term 1	Ar tr cr	
Formalise leadership team visits as part of the Performance & Development and feedback process.	The Leadership Team will work in with area levels on a regular timetabled basis to provide feedback and enhance teacher capacity with a focus on explicit teaching, assessment and learning.	Principal and Assistant Principals will timetable regular visits to learning spaces for formal and informal observations and provide feedback.	Leadership Team	Term 4	Ti St tc	
Alignment of resources to support students at risk.	Embed a Literacy Intervention Specialist teacher into the school workforce plan.	Specifically recruit a skilled Literacy intervention teacher.	Leadership team/ staff will form a panel to select the intervention teacher.	Term 1	Ir id Pl in	

	6 month progress against success criteria and/or targets		12 month progress against success criteria and/or targets	
	Status	Evidence	Status	Evidence
Building leadership capacity		<ul style="list-style-type: none"> Educational consultant and mentor engaged (Lyn Watts). Area Team Leaders participate in intensive professional learning session. 		<ul style="list-style-type: none"> Area level Team Leader satisfaction with the leadership capacity.
Up-skilling teaching teams		<ul style="list-style-type: none"> Conducted whole staff Spelling PD day with Lyn Watts. 		<ul style="list-style-type: none"> Documented professional discussions/outcome meeting minutes. Spelling program successful wide, based on data Test (indicating 80% success). Spelling strategies are documented in team meeting minutes. Student Survey feedback with the Spelling program.
Professional learning focussing on Moderation		<ul style="list-style-type: none"> Team and whole school moderation meeting discussion shown in meeting minutes and meetings on the Curriculum Meeting Schedule. School Improvement Team (SIT) to review moderation procedures and data – provide feedback, advice and guidance to area level teams. 		<ul style="list-style-type: none"> CEPS whole school moderation Assessment and Reporting established. Moderation template established. Staff feedback questionnaire indicating 80% improvement in moderation and assessment procedures.
Introduce the EYE assessment program in Foundation		<ul style="list-style-type: none"> Conduct the Direct Assessment component of the EYE assessment. Data collected for the 2016 Foundation students collated in a spreadsheet and analysed to identify individual student need and allocate appropriate resources to support the students. Conduct the Learning Bar parent and student surveys. 		<ul style="list-style-type: none"> Conduct the Teacher EYE assessment. Conduct the Direct Assessment of students in order to understand resource allocation to Foundation year 2017. SIT to review data gathered and drive future planning resources.
ENGAGEMENT				
Actions:	6 month progress against success criteria and /or targets		12 month progress against success criteria and/or targets	
	Status	Evidence	Status	Evidence
Student engagement in		<ul style="list-style-type: none"> Student Ambassadors participated in two workshops conducted by the City of Casey involving schools within the local and wider network. 		<ul style="list-style-type: none"> Students participated in School Trips.

<p>transitions and enhance the Year 6 to 7 transition program</p>		<p>school and Secondary College.</p> <ul style="list-style-type: none"> Implement a High School Musical Chairs program for Year 6 students based on student voice. Establish a Transition activities calendar (school internal and Year 6-Year 7). 		<p>and Year 5 regarding learning spaces.</p> <ul style="list-style-type: none"> Student survey feedback with preparedness in r Established link and c Timetabled Year 6 to \ detailed activities and year. Successful implement: Chairs program indica on the student survey.
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WELLBEING

Actions:	6 month progress against success criteria and /or targets		12 month progress against succe	
	 Status	Evidence	 Status	Evi
<p>Engage external agencies & critical friend to support students</p>		<ul style="list-style-type: none"> Engage critical friend, Bryan Jeffrey to conduct a whole staff professional learning session on student wellbeing focussing on support strategies for individual students. Bryan Jeffrey to run a whole day intensive program with Team Leaders to develop skills in supporting students at risk. Bryan Jeffrey to conduct a Parent Education Session to strengthen home-school partnerships in supporting students. Engage Futures in Mind and Shine Assist agencies to provide support services for individual students at risk. 		<ul style="list-style-type: none"> Support services provi needs basis by extern; and Futures in Mind. Observation and feedt external agencies with teachers. Staff response rate in Resilient and Supporti climate) in the Staff Op mean. Bryan Jeffrey to provic throughout the year in and feedback and prof
<p>Establish Wellbeing Resource BLOG</p>		<ul style="list-style-type: none"> CEPS Wellbeing BLOG created providing teachers with links, activities and resources to cater for the individual point of student learning. 		<ul style="list-style-type: none"> Measurable growth of response to staff contr and ideas to support s
<p>Engage Speech pathologist</p>		<ul style="list-style-type: none"> Engagement of Speech Pathologist (Dora Chan) working within the school 3 days per week to support individual students at risk and conduct small group intervention sessions with students requiring additional support. Weekly classroom-based sessions with all Foundation classes to teach students and up-skill teachers in effective oral language development. Dora Chan to attend Foundation Team Planning Days to discuss the 		<ul style="list-style-type: none"> Foundation teachers r independently as a res Students at risk identif parents and programs. Students at risk to sho their phonological awa

		<ul style="list-style-type: none"> Buddy Friendship Seating established. 		
Engage Network SSSO to establish a Foundation Social Skills Program		<ul style="list-style-type: none"> Implement Making Friendships Fun (4 week social skills program) with all Foundation students. 		<ul style="list-style-type: none"> The 4-week program commencing Term 1. Weekly 40 minutes sessions. Feedback from Foundation students on effectiveness of the program and developmental play sessions.
PRODUCTIVITY				
Actions:	6 month progress against success criteria and /or targets			12 month progress against success criteria and /or targets
	 Status	Evidence	 Status	Evidence
Continue Peer Coaching model		<ul style="list-style-type: none"> Teaching & Learning Coach trained Area Level Team Leaders in conducting effective Peer Observations and providing feedback. Area Level Team Leaders trained their selected Peer in conducting peer observations and providing critical feedback. Team Leaders and Peers conducted two observation and feedback sessions. Teaching & learning Coach to meet with all parties to review the program mid-year. 		<ul style="list-style-type: none"> Pilot Peer Coaching Model for school-wide implementation. Feedback received from staff regarding the effectiveness of the program. Team Leaders, Peers and Coaching Coach to present their findings to whole staff with recommendations for implementation.
School Improvement Team to provide observation feedback		<ul style="list-style-type: none"> Timetable established for SIT to make regular formal and informal observations. Formal Feedback to be provided based on observational visits (both scheduled and incidental) commencing Term 2. 		<ul style="list-style-type: none"> Staff survey feedback process as a tool for increasing capacity. Timetabled observations.
Embed additional Literacy Intervention Specialist		<ul style="list-style-type: none"> Recruit a Literacy Intervention Teacher in Term 1. Identify students at risk in Literacy in Years Prep – 2. Establish protocols for program effectiveness. 		<ul style="list-style-type: none"> All students on the Literacy Intervention show measurable growth. Planning, assessment and reflection reflecting the success of the program. Timetabled Intervention sessions.