

School Strategic Plan  
for  
Cranbourne East Primary School  
5518  
2016-2019



## Endorsements

<p>Endorsement by School Principal</p>	<p style="text-align: center;">             Signed            Name Garry Rolfe            Date 27<sup>th</sup> April 2016         </p>
<p>Endorsement by School Council</p>	<p style="text-align: center;">             Signed.....            Name Roz Coles            Date 27<sup>th</sup> April 2016            School Council President's endorsement represents            endorsement of School Strategic Plan by School Council         </p>
<p>Endorsement by the delegate of the Secretary</p>	<p style="text-align: center;">             Signed.....            Name Peter Greenwell            Date.....02/05/2016.....         </p>



## School Profile

<p><b>Purpose</b></p>	<p>Our school vision and purpose is based on students being happy, safe and engaged in an information technology rich learning environment, where student centred learning occurs, explicit teaching and inquiry based programs are led by professional teaching and learning teams who make a real difference and meet the needs of every student at a local level in a global setting.</p>
<p><b>Values</b></p>	<p><b>Respect</b> – People are valuable, able and responsible and should be treated in ways that acknowledge and extend their worth, talents and abilities. Being well mannered, considerate and tolerant.</p> <p><b>Responsibility</b> – Taking ownership for our actions. Trying your best, not giving up or taking the easy way out.</p> <p><b>Relationships</b> – Education and learning is a collaborative, co-operative activity in which mutuality can be enhanced. Effective interaction between the staff, students and school community.</p> <p><b>Rigour</b> – Human potential can be realised best by facilitating the right conditions to support higher order learning, creativity and excellence within our learning community.</p> <p><b>Resilience</b> – Feeling secure both physically and emotionally, dealing effectively with situations and having the ability to bounce back.</p>
<p><b>Environmental Context</b></p>	<p>Cranbourne East Primary School is an exciting culturally rich state of the art facility built under the Partnerships Victoria in Schools Project, which opened at the start of 2011. The school is built for a long-term student enrolment of 450 students, however due to ongoing and rapid enrolment growth this figure has been surpassed with current enrolment at 1230 students. It is known the school will continue to experience rapid enrolment growth.</p> <p>The school facility brings together the best in contemporary educational design and promotes active student-centred learning through the creation of flexible, functional spaces. Key features of the school include: high expectations for all learners, high quality teaching and innovative learning opportunities based on personalised and inquiry based learning, well-resourced programs, environmental sustainability and high level parent and community involvement.</p> <p>The building is designed around innovative learning spaces and flexible multipurpose learning neighbourhoods. In addition there are cutting edge Performing Arts and Science learning spaces, a learning resource centre, Music Studio, ICT rich resource hubs (notebook computers, iPads and interactive TV's, whiteboards etc), football and soccer ovals and an indoor double court, physical education gymnasium. There are currently two playgrounds and a Pirate Ship playground and sandpit with shade areas and environmental wetlands.</p> <p>Cranbourne East Primary School is a place of outstanding learning and professional practice. It is a happy, exciting and engaging information technology rich learning environment where student centred learning occurs. The learning programs are led by professional learning teams who make a real difference and meet the needs of each and every student at a local level within a global setting. Staff at all levels work towards a shared vision as part of a harmonious team that work effectively with the local community to create a school environment that is cooperative, caring, encouraging of community</p>



involvement and which celebrates success.

All staff at Cranbourne East Primary School will need to be prepared to embark on a journey of continuous learning and reflection to contribute to the evolution of a learning community. The staff also need to have the capacity to deliver the levels of energy, enthusiasm and flexibility to respond to the large workload and face the many exciting challenges that a dynamic and vibrant school entails. Individually and collectively staff have the belief that they possess the ability to contribute to the creation of a school of excellence.

The core purpose at Cranbourne East Primary School is to help children grow into lifelong learners and future citizens. The school is a place that encourages and enables professional learning and effective teamwork as well as developing a strong, welcoming and inclusive school community.

The school is located on the same site with Cranbourne East Secondary College, Marnebek Specialist School (Outpost) and shares facilities including the gymnasium, theatre, soccer ground and football oval. Shared-use facilities are a valued feature of this school site. A three-room kindergarten and maternal health centre has been constructed by the City of Casey adjacent to the school site.

A differentiated and Co-Teaching curriculum model is implemented to meet the diverse needs of all students. This model is child centred and operates in a learning environment that encapsulates complimentary alignment of space, pedagogy, belief and values. The cutting edge, purpose-designed facilities reflect a twenty-first century educational approach to teaching and learning through the provision of open flexible learning areas capable of catering for a range of student groupings.

The school has an SFO index of 0.47 decreasing from 0.52 in 2013 and 0.50 in 2014. There are 800 families (596 boys and 548 girls) comprising 37 Nationalities within our school community.

In 2016 the school work force plan comprised: 1 Principal, 5 Assistant Principals (1 on placement, 1 Primary Welfare Officer and 1 Curriculum Innovation and Leadership Coach) 1 Business Manager, 5 Admin Education Support (ES), 1 First Aid Officer (ES), 2 Leading Teachers (Literacy and Information & Communication Technologies (ICT)), 10 Specialist Teachers (7 full-time, 3 part-time), 1 Auslan (ES), 1 English as an Additional Language (EAL) Specialist, 1 Literacy Support Specialist, 19 Integration Aides (ES), 1 part-time Library technician (ES) and 61 Home Group Teachers (55 full-time and 6 part-time). The school Leadership team includes the Principal Class, Leading Teachers and Business Manager. The total work force plan comprises 107 staff.

The agreed school values are based on Respect, Resilience, Rigour, Responsibility and Relationships. The values are embedded into all aspects of daily school life along with the firm belief all students can achieve based on high expectations of students, each other and the school community.

The main focus for Professional Learning over the past 24 months centred on the whole-school implementation of the

CAFÉ Reading and VCOP Writing programs and included ongoing guidance throughout the year provided by Literacy Educational Consultant, Julie Shepherd. The CAFÉ Reading and VCOP Writing programs were value added by the engagement of Literacy consultant and critical friend Lyn Watts.

Throughout 2015, all staff (including ES) worked with Numeracy consultant, Michael Ymer to further enhance teacher's skills in delivering a rich Numeracy program catering for the needs of all students. Michael provided professional learning around catering for the range of ability levels within the class through mixed ability groupings and planning engaging, open ended tasks that relate to the real world. As part of the whole school approach these practices and many other strategies are now embedded into the school. Michael also modeled highly engaging lessons in the learning spaces with the students. Planning and assessment practices have also developed throughout the year with the development of pre-tests and planning documents, which allow for differentiation and explicit teaching. We have also introduced learning ladders, which allow students to be aware of their own numeracy learning, development and setting goals. Teachers design activities with opportunities for students to achieve the goals on their ladders. This will be further developed in 2016 to include the stages of development for each concept.

The average days absent per full time equivalent (FTE) student per year is similar when compared to all other Victorian Government Schools. The Prep-Year 6 average days absence was 15.37 days compared to 14.28 days absence across the state. Student illness remains the main reason for student absence. The school addressed non-attendance through the introduction of Individual Support Plans, engagement with external agencies, monitoring of attendance data and high-level and close communication between the school and families.

The use of an SMS alert service to parents continued to improve communication and accountability for student attendance. The school has an effective process whereby the home group teacher and Primary Welfare Officer follow up on all unexplained student absence. Absence Student Learning Plans are developed for all short and long term student absence. Students on extended overseas holidays continued to impact on student attendance rates.

In 2015 the school introduced Student Led Conferences (SLC) as part of the reporting and active student learning and goal setting process with students presenting their portfolios to their parents twice a year during the conferences. The SLC record ongoing achievement across all domains and enhance the home and school partnership, develop communication skills (speaking and Listening) and real-life skills of organisation, leadership and confidence.

Compass School Manager is a multi-faceted tool that enables the school to communicate information to parents, post important dates and activities on the Calendar, book parent-teacher interviews and most importantly, provide rich, ongoing information about student progress via online reporting. Parents and students are able to access this information 24 hours-7 days a week. Student data, including AusVELS teacher judgements, NAPLAN and school-based assessments are also tracked on Compass. Introduced in 2014, parents and staff alike have embraced Compass and as such, we will continue to take full advantage of its capabilities to enhance all aspects of our operations.

**Service Standards**

Key features of the school include:

- High expectations of all learners
- Focus on high achievement
- Students having high expectations of each other
- High quality teaching and innovative learning opportunities based on co-teaching, personalised and inquiry based learning
- High expectations by teachers of each other
- Well-resourced programs
- Inclusiveness for all students
- Environmentally sustainable
- High level parent and community involvement



### **Theory of action**

If we can build the enthusiasm and curiosity of students such that they are successful problem solvers and independent learners then they will thrive in all environments.

If we commit to peer assessment for both teachers and students, and assessment for learning, then student engagement, learning and achievement will accelerate.

If we develop a growth mindset and increase student voice by preparing them to take ownership of their learning, then students will be more confident in their learning and motivated to achieve.

### **The Framework for improving student outcomes**

The Framework for improving student outcomes uses the latest research on student learning and global best practice to assist schools to focus their efforts on key areas that are known to have the greatest impact on school improvement.

Providing schools with clear direction and priorities to focus on student learning is a key part of the Education State.

This Framework will allow schools to make improvements based on the needs of their students, school and local community.

How will it work?

The Framework's Improvement Model provides a common language for school improvement across the Victorian government school system. It is structured around four state wide priorities that are proven to have a strong bearing on the effectiveness of a school:

- Excellence in Teaching and Learning
- Professional Leadership
- Positive climate for learning
- Community engagement in learning

Priority	Initiatives
<p><b>Excellence in teaching and learning</b></p>	<p><b>Building practice excellence:</b> Teachers, principals, and schools will work together to exchange knowledge and ideas, develop and strengthen teaching and assessment approaches, build a culture of collaboration, master the use of learning interventions and student data, and to enhance feedback to students and staff.</p> <p><b>Curriculum planning and assessment:</b> School will embed a culture of curriculum planning and assess the impact of learning programs, adjusting them to suit individual student needs so that students can reach their potential. Schools will strengthen their use of student assessment data and feedback to evaluate impact on students' progress, monitor the impact of teaching and adjust learning programs and interventions.</p>
<p><b>Professional leadership</b></p>	<p><b>Building leadership teams:</b> Schools will strengthen their succession planning, develop the capabilities of their leadership teams in using evidence and proven coaching and feedback methods, build a culture that is focused on improvement, and strengthen the induction of new teachers into the professional learning culture of their school.</p>
<p><b>Positive climate for learning</b></p>	<p><b>Empowering students and building school pride:</b> Schools will develop approaches that give students a greater say in the decisions that affect their learning and their lives at school. The whole school community will engage with students so they have voice in the learning process, and fully and proudly participate in school life.</p> <p><b>Setting expectations and promoting inclusion:</b> Schools will work across their communities to implement a shared approach to supporting the health, wellbeing, inclusion and engagement of all students, including setting behaviour expectations, building teachers' understandings of positive classroom behaviour and engagement practices, and ensuring students have the tools and skills to develop positive and self-regulating behaviours.</p>
<p><b>Community engagement in learning</b></p>	<p><b>Building communities:</b> Schools will strengthen their capacity to build relationships within the broader community by partnering with the community sector (for example, through the GPs in schools initiative), make strategic use of existing community resources and capabilities, and increase the services delivered 'inside the school gate'. Schools will <b>realise</b> the value of harnessing the full capacity of the community and parents to collectively encourage students' learning, and enhance student outcomes.</p>



## Strategic Direction

<b>Achievement</b>		<b>Key improvement strategies</b>
<b>Goals</b>	To embed a guaranteed and viable whole school approach to curriculum planning, delivery, assessment and reporting specific to the needs of CEPS students, based on the new Victorian Curriculum.	<ul style="list-style-type: none"> <li>Combining the capability of the <i>Curriculum Design and Assessment &amp; Reporting Teams</i> to unpack the new Victorian Curriculum and plan for implementation across the school.</li> <li>The School Improvement Team to regularly monitor the progress of achievement of school goals and targets.</li> <li>Implement the best practice use of Digital Data Walls to track the progress of each individual student in the areas of literacy and numeracy.</li> <li>Data Walls will be the focus for professional learning team conversations around moderation and improved student outcomes.</li> <li>Introduce and maintain professional learning for Leadership, particularly focusing on Team Leaders, through the provision of a structured Peer Observation Feedback Program.</li> </ul>
<b>Targets</b>	<ul style="list-style-type: none"> <li>Improve whole school literacy outcomes</li> <li>Improve whole school numeracy outcomes</li> <li>NAPLAN relative growth in all areas to be at or above the State benchmark.</li> <li>NAPLAN trend data to show consistent positive growth.</li> <li>80% of students to have achieved and sustained a minimum 12 months growth per annum in literacy and numeracy, based on teacher judgements.</li> <li>Curriculum planning, delivery, assessment and reporting practices to be clearly defined and documented across all areas of the school, based on the new Victorian Curriculum.</li> </ul>	
<b>Year 1</b>	<p><b>Actions</b></p> <ul style="list-style-type: none"> <li>Building leadership capacity of the Area Level Team Leaders (K-6 &amp; Specialist)</li> <li>Up-skilling of individual teachers and co-teaching teams.</li> <li>Provide professional learning based on the school moderation, assessment &amp; reporting processes.</li> <li>Conduct the Direct Assessment and Teacher Assessment EYE component with 2016 Foundation students.</li> <li>Conduct the EYE Initial Assessment with 2017 Foundation Students.</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>Area level Team Leader Reflection based on 80% satisfaction with the leadership process for development and change.</li> <li>Spelling program successfully implemented throughout all levels of the school.</li> <li>Area level planners contain implementation strategies, identification of student point of entry to learning and assessment tasks.</li> <li>Feedback from students based on 80% satisfaction with the program strategies.</li> <li>Whole school documented moderation, assessment and reporting processes.</li> <li>Moderation template for use across all levels of the school.</li> </ul>

		<ul style="list-style-type: none"> <li>Assessment conducted and data collated to be used in weekly planners for point of need teaching, allocation of resources to support individual students and links to intervention.</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>Providing ongoing professional learning and resources to support the successful implementation of the Victorian Curriculum.</li> <li>Further analyse the EYE data as a basis to inform best practice teaching &amp; learning strategies in the early years.</li> </ul>	<ul style="list-style-type: none"> <li>Clearly documented planners implemented across the whole school, defining individual student point of need and entry to learning.</li> <li>Whole-school planners detailing the Victorian Curriculum and related assessment practices.</li> <li>CEPS Curriculum documentation developed and implemented.</li> <li>Staff and student 'Pulse-check' indicating 80% satisfaction with the implementation of the new curriculum.</li> <li>EYE Reports to be used effectively to identify students at-risk to plan targeted support and intervention strategies.</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>Conduct an audit of the effectiveness of the School Strategic Plan and determine a detailed course of action for the remaining Strategic Plan period.</li> <li>Review the Victorian Curriculum content (school-specific needs) and the effectiveness of implementation.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from staff indicating 80% satisfaction based on a guaranteed and viable school-specific curriculum.</li> <li>Feedback from students indicating 80% satisfaction with the curriculum to meet their learning needs and interests.</li> <li>Parent Opinion Survey results to be at or above State benchmark in the both the <i>Learning Focus</i> and <i>Stimulating Learning</i> variables.</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>Consolidate and review progress of the guaranteed and viable curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Areas of success celebrated and future directions, goals and targets identified for the 2020 School Strategic Plan.</li> </ul>



<b>Engagement</b>		<b>Key improvement strategies</b>
<b>Goals</b>	<p>To have established a culture of active and effective 'student voice' throughout the school.</p> <p>Embed successful transition programs:</p> <ul style="list-style-type: none"> <li>• Internal school (Years 2-3 and Years 4-5)</li> <li>• External school (K-F and Year 6-7).</li> </ul>	<ul style="list-style-type: none"> <li>• Up-skill representative staff on empowering students to have their voices heard on issues that matter to them.</li> <li>• Representative Teachers to present rationale and action plan to all staff regarding empowering student voice.</li> <li>• SRC to establish lines of communication through the development of a feedback tool throughout all levels of the school.</li> <li>• Links established with local kindergartens and transitions visits conducted.</li> <li>• EYE data gathered through the Initial Assessment to facilitate effective transition (targeted resource allocation, planning for individual student point of entry and links to relevant community agencies to provide support to students.)</li> <li>• Establish a formal internal transition program throughout the school.</li> <li>• Document a clearly defined transition process from CEPS to CESC (Year 6 to Year 7)</li> </ul>
<b>Targets</b>	<ul style="list-style-type: none"> <li>• Attitudes to School survey results to reflect a minimum mean score of 4.50 in both the <i>School Connectedness</i> and <i>Stimulating Learning</i> variables.</li> <li>• Parent Opinion Survey results in the <i>Transitions</i> variable to be at or above Regional benchmark.</li> </ul>	
	<b>Actions</b>	<b>Success criteria</b>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>• Engage students in the "I Sea, I Care" program conducted by the City of Casey.</li> <li>• Facilitate the SRC meetings based on the use of a formal meeting agenda.</li> <li>• A Buddy-system established as part of the Start-up Program at the commencement of the 2016 school year.</li> <li>• Develop an internal transitions scheme of manoeuvre.</li> <li>• Establish a Transitions team comprising staff and students from both the primary school and secondary college.</li> </ul>	<ul style="list-style-type: none"> <li>• Students participate in four "I Sea, I Care" sessions, then report to school community through the online assembly, with the aim of improving attitudes and behaviours to sustainability and management of school waste.</li> <li>• Timetable of activity clubs published and disseminated through Online Assembly with daily announcements made by the SRC. Student attendance tracked.</li> <li>• SRC Area level Representatives survey peers and report back during the SRC meeting.</li> <li>• SRC attendance at School Council meetings, with School</li> </ul>

	<ul style="list-style-type: none"> <li>Established timetabled transition activities (Year 6 to 7) based on student voice (ie <i>High School Musical Chairs</i> program mirroring the secondary college daily routine)</li> <li>Transition Leader to complete the <i>Bastow Leading Continuity of Early Learning</i> course to build teacher capacity and enhance the early years Transition programs.</li> </ul>	<ul style="list-style-type: none"> <li>Council agenda showing the SRC Report.</li> <li>School Captains present a weekly report using the online assembly and whole school assembly.</li> <li>Student feedback through survey indicating 80% preparedness in moving up to their next level of schooling.</li> <li>Timetabled Year 6 -7 Transition plan showing detailed activities and events conducted throughout the year.</li> <li>Successful implementation of the High School Musical Chairs program – student satisfaction to be at 80% with program effectiveness.</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>Continue active involvement in the community-based “I Sea, I Care” program.</li> <li>Staff representatives attend formal leadership training for student leaders (VicSRC workshops)</li> <li>Develop a Student Mentor program as part of succession planning for the SRC.</li> </ul>	<ul style="list-style-type: none"> <li>Establish student-led activities centred around school-based sustainability practices.</li> <li>Teacher Representatives have completed workshops and implemented strategies to amplify Student Voice within school-based decision-making.</li> <li>Student Mentoring Program documented in SRC meeting minutes.</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>Establish a Transitions Representative Team comprising of Year 6 and Year 7 students and teachers to enhance student voice.</li> </ul>	<ul style="list-style-type: none"> <li>School-developed <i>Tell Them From Me</i> survey results to indicate 80% preparedness for secondary college.</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>Linking with and cross-teaching with staff at CESC to share teaching skill and expertise between the primary school and secondary college.</li> </ul>	<ul style="list-style-type: none"> <li>Teaching observations scheduled between the primary school and secondary college.</li> <li>Professional learning sessions to have occurred modelling best practice, teaching and learning and assessment.</li> </ul>



<b>Wellbeing</b>	
<b>Goals</b>	Strengthen the consistency of application of the whole school Behaviour Management Program through the development of a structured approach for support and engagement. To raise student attendance to be at or exceed State mean.
<b>Targets</b>	<ul style="list-style-type: none"> <li>Attitudes to School Survey results in the <i>Classroom Behaviour</i> and <i>Student Safety</i> variables to be at or above State mean.</li> <li>Attendance rates to be at or above State mean.</li> </ul>
<b>Key Improvement Strategies</b>	<ul style="list-style-type: none"> <li>Whole school Behaviour Management Program effectively implemented.</li> <li>Student Voice to provide feedback and influence whole-school decision-making.</li> <li>Annual Start-up Program embedded into the school culture.</li> <li>New Staff Induction program conducted regularly.</li> <li>SMS alert notification system in place.</li> <li>Home-school communication strategy implemented to follow-up on unexplained student absences.</li> <li>Primary Welfare Office monitors absence trends.</li> <li>Extended Absence Learning Plans for individual students on extended leave.</li> <li>Regular meetings with parents as required discussing support strategies for improved attendance.</li> </ul>
<b>Success criteria</b>	
<b>Year 1</b>	<p><b>Actions</b></p> <ul style="list-style-type: none"> <li>Engage <i>Futures in Mind</i> and <i>OZ Child</i> agencies to support student social and emotional wellbeing.</li> <li>Engage critical friend and mentor, Bryan Jeffrey.</li> <li>Establish a Wellbeing BLOG containing resources for staff to access to enhance student engagement and wellbeing.</li> <li>Engage a Speech Pathologist.</li> <li>2016 Start-up Program will offer a series of engaging activities and develop classroom protocols within the learning space.</li> <li>Introduce a consistent whole-school structured approach to outdoor area support and behaviour management.</li> <li>Continue to deliver the 'Making Friendships Fun' 4-week program for Foundation students.</li> </ul> <p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>Wellbeing BLOG established and accessed by staff.</li> <li>Students at-risk tracked with support provided by Network and external agencies.</li> <li>Observations and feedback sessions conducted by external agencies with Area Level Teams and individual teachers.</li> <li>Staff response rate in the <i>Build Resilience and a Resilient and Supportive environment</i> variable in the Staff Opinion Survey be at State mean.</li> <li>Foundation Staff undertake professional learning on the Oral Language Program run by our Speech Pathologist.</li> <li>Effective oral language program delivered to students.</li> <li>Speech Pathologist to provide intervention to students at-risk.</li> <li>"CEPS Non-negotiables" established through the Start Up program.</li> </ul>

		<ul style="list-style-type: none"> <li>• Inclusion strategies embedded across the school linked with the Buddy Friendship playground seating.</li> <li>• 'Red Slip' behaviour infringement entered on Compass and the data tracked to measure reduction in incidents.</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>• Maintain the oral language program and engagement of Speech Pathologist.</li> <li>• Sustain the Start Up Program.</li> <li>• Continue to offer the "Making Friendships Fun" program for students entering the Foundation year.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to track the improvement of oral language and social skills of Foundation students.</li> <li>• SRC to provide student feedback regarding the effectiveness of the Start Up program and suggestions for improvement based on student voice.</li> <li>• Feedback from Foundation students through the use of an effective "Think Board" reflecting their understanding of positive friendships.</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>• Continue to implement effective wellbeing programs to increase connectedness to school, student engagement and attendance levels.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to track the improvement of oral language and social skills of Foundation students.</li> <li>• SRC to provide student feedback regarding the effectiveness of the Start Up program and suggestions for improvement based on student voice.</li> <li>• Feedback from Foundation students through the use of an effective "Think Board" reflecting their understanding of positive friendships.</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>• Refine wellbeing programs.</li> <li>• Continue to track and monitor student attendance through established processes and protocols.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to track the improvement of oral language and social skills of Foundation students.</li> <li>• SRC to provide student feedback regarding the effectiveness of the Start Up program and suggestions for improvement based on student voice.</li> <li>• Feedback from Foundation students through the use of an effective "Think Board" reflecting their understanding of positive friendships.</li> </ul>



<b>Productivity</b>		<b>Key improvement strategies</b>
<b>Goals</b>	To optimise the use of school resources to improve student learning outcomes.	<ul style="list-style-type: none"> <li>Allocation of School Equity Funding and school based funding to support students through targeted professional learning and the employment of a school-based, part-time Speech Pathologist and additional full-time Literacy Intervention Specialist.</li> <li>Strategic implementation of a quality and balanced workforce to meet the needs of rapid student enrolment growth.</li> <li>Develop a best-practice model of succession planning.</li> </ul>
<b>Targets</b>	<ul style="list-style-type: none"> <li>To develop and implement a fully effective whole school improvement model based on Peer Feedback to improve teacher capacity.</li> </ul>	
	<b>Actions</b>	<b>Success criteria</b>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>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.</li> <li>Leadership Team will work in area levels on a regular timetabled basis to provide feedback and enhance teacher capacity with a focus on explicit teaching, assessment and learning.</li> <li>Embed an additional Literacy Intervention Specialist Teacher into the School Workforce Plan.</li> <li>Selected staff to complete Bastow modules as part of succession leadership development.</li> </ul>	<ul style="list-style-type: none"> <li>Area Level Team Leaders and their selected Peer to be trained in conducting peer observations and providing critical feedback.</li> <li>Timetabled visits are fully implemented.</li> <li>Staff feedback indicates satisfaction with the process as a tool for improvement and building teacher capacity.</li> <li>Intervention teacher successfully employed. Data used to identify students at-risk. Intervention sessions occurring. Planning, assessment and feedback being the success indicators of the Intervention program.</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>Extend the Peer Coaching Program across the whole school.</li> <li>Continue Leadership Walkthroughs.</li> <li>Selected staff to complete Bastow modules as part of succession leadership development.</li> </ul>	<ul style="list-style-type: none"> <li>All teaching staff to be trained and conducting Peer Observations and providing critical feedback.</li> <li>Leadership walkthroughs continue to be timetabled and conducted as part of the documented Performance and Development process.</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>Assess the progress of the implementation of the Peer Coaching Program.</li> <li>Highlight success indicators and identify areas for improvement and future direction.</li> </ul>	<ul style="list-style-type: none"> <li>Timetabled professional learning sessions dedicated to whole staff professional discussions around the effectiveness of the program.</li> </ul>

	<ul style="list-style-type: none"> <li>Selected staff to complete Bastow modules as part of succession leadership development.</li> </ul>	
Year 4	<ul style="list-style-type: none"> <li>Implement adjustments to refine the Peer Coaching Program.</li> <li>Confirm the structure of the Peer Coaching Program and document.</li> <li>Selected staff to complete Bastow modules as part of succession leadership development.</li> </ul>	<ul style="list-style-type: none"> <li>Documented guide to Peer Coaching at CEPS outlining the structure, process and rationale to create the desired high performing teaching and learning culture.</li> </ul>