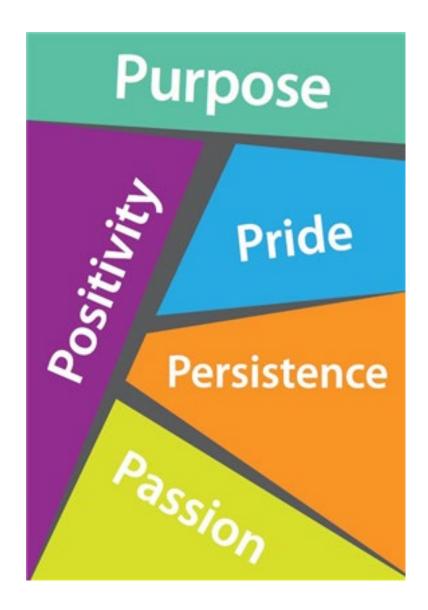# 2024 Annual Implementation Plan

for improving student outcomes

Cranbourne South Primary School (4755)

Submitted for review by Monique Corcoran (School Principal) on 31 January, 2024 at 05:44 PM
Endorsed by Deborah Harry (Senior Education Improvement Leader) on 12 February, 2024 at 12:29 PM
Awaiting endorsement by School Council President

Self-evaluation summary - 2024

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

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target: The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
To improve literacy outcomes and learning growth for all students	Yes	By 2027, increase the percentage of Year 3 students in NAPLAN reading in exceeding and strong proficiencies from 57% (2023) to 61%. By 2027, reduce the percentage of Year 3 students in NAPLAN Reading needs support and developing proficiencies from 43% (2023) to 39%.	• Increase the percentage of Year 3 students in NAPLAN reading in exceeding and strong proficiencies from 57% (2023) to 58%. • Decrease the percentage of Year 3 students in NAPLAN Reading needs support and developing proficiencies from 43% (2023) to 42%.
		By 2027, increase the percentage of Year 5 students in NAPLAN Reading in the exceeding proficiency from 16% (2023) to 20%.	Increase the percentage of Year 5 students in NAPLAN Reading in the exceeding proficiency from 16% (2023) to 17%.
		By 2027 (4-year rolling average 2023-2026), increase the percentage of Years F –6 students achieving at or above level in teacher judgements for Writing from 76% (2022) to 80%.	Increase the percentage of Years F –6 students achieving at or above level in teacher judgements for Writing from 76% (2022) to 77%.
To Improve numeracy outcomes and learning growth for all students.	Yes	By 2027, decrease the percentage of Year 3 students in NAPLAN Numeracy in developing and needs support proficiencies from 45% (2023) to 41%. By 2027, increase the percentage of Year 3 students in NAPLAN Numeracy in exceeding proficiency from 0% (2023) to 5%.	• Decrease the percentage of Year 3 students in NAPLAN Numeracy in developing and needs support proficiencies from 45% (2023) to 44%. • Increase the percentage of Year 3 students in NAPLAN Numeracy in exceeding proficiency from 0% (2023) to 1%
		By 2027, increase the percentage of Year 5 students in NAPLAN Numeracy in exceeding proficiency from 5% (2023) to 10%.	Increase the percentage of Year 5 students in NAPLAN Numeracy in exceeding proficiency from 5% (2023) to 6%.
		By 2027 (4-year rolling average 2023-2026), increase the percentage of Years F –6 students achieving at or above level in teacher judgements for Number and Algebra from 78% (2022) to 82%.	Increase the percentage of Years F –6 students achieving at or above level in teacher judgements for Number and Algebra from 78% (2022) to 79%.

To empower students to actively engage with their learning and wellbeing.	Yes	By 2027, decrease the average number of absence days from 23.6 in 2022 to 17.	Decrease the average number of absence days from 23.6 in 2022 to 22.
		By 2027, increase the percentage of positive endorsement in the Attitudes to School Survey factors: • Student voice and agency from 54% in 2022 to 60% • Goal setting and self–regulation from 78% in 2022 to 83% • Emotional awareness and self-regulation from 61% in 2022 to 65%	Increase the percentage of positive endorsement in the Attitudes to School Survey factors: • Student voice and agency from 62% in 2023 to 63% • Goal setting and self–regulation from 80% in 2023 to 81% • Emotional awareness and self-regulation from 68% in 2023 to 69%
		By 2027, increase the percentage of Years F –6 students achieving at or above level on the Victorian Curriculum for Personal and Social Capability from 62% in 2022 to 68%.	Increase the percentage of Years F –6 students achieving at or above level on the Victorian Curriculum for Personal and Social Capability from 78% (Semester 1, 2023) to 79%.

KIS, actions, outcomes, success indicators and activities

Goal 2	To improve literacy outcomes and learning growth for all students
12-month target 2.1-month target	Increase the percentage of Year 3 students in NAPLAN reading in exceeding and strong proficiencies from 57% (2023) to 58%. Decrease the percentage of Year 3 students in NAPLAN Reading needs support and developing proficiencies from 43% (2023) to 42%.
12-month target 2.2-month target	Increase the percentage of Year 5 students in NAPLAN Reading in the exceeding proficiency from 16% (2023) to 17%.
12-month target 2.3-month target	Increase the percentage of Years F –6 students achieving at or above level in teacher judgements for Writing from 76% (2022) to 77%.

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.b Leadership	Enhance and build effective PLCs	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	During the School review (2023) the Panel determined that whilst significant activity had been undertaken in data analysis and intervention strategies using the Professional Learning Communities (PLC), capacity, and effectiveness in the use of assessment to inform explicit and differentiated teaching and learning for below and above level learners was not embedded across the school. This was also reflected in the School Staff Survey. Selection of this KIS builds on our previous focus around developing the PLC processes and procedures within the school.	
Actions	* Establish PLT structures to support teacher collaboration and strengthen teaching practice * Strengthen middle leader capacity in leading the Professional Learning Communities (PLC) alignment * Develop whole staff understanding of effective collaboration; mindsets and practices	
Outcomes	Students will: * receive support at point of learning need * set, monitor and achieve individual goals Staff will: * meet as a PLT to engage in reflective practice, evaluate and plan curriculum, assessments, lessons * provide students with the opportunity to work at their level using differentiated resources	

	Leaders will: * commit to strengthening the CSPS team Compelling Purpose focusing on Collective Efficacy * extend the PLC construct, incorporating accountability processes Parents/carers will: * communicate a stronger classroom / school / home learning partnership * gain a greater understanding of the language used when reporting student progress
Success Indicators	Early Indicators * Development and implementation of Action Plans PLC * Organisational design, PLC alignment and timetabling reflects: - privileged time (PLC Principle #6) - collaborative adult learning (PLC Principle #5) * A common vocabulary is developing within and across teams around identified instructional practices * The instructional focus is understood by all teachers in terms of what best practice involves Late Indicators * Evaluation and revision of Action Plans Students; relative to School based assessments triangulated to demonstrate student growth. Staff; relative to the School Performance Report, increase positive endorsement of: * Academic Emphasis from 52% to 56% * [Academic Emphasis] "Students here seek extra help from staff' from 48% to 53% (Note: decrease from 68% 2022) … which will be a focal point in the Statement of Expectations process Leaders; relative to the School Performance Report maintain 83% or increase positive endorsement for Instructional Leadership Leaders; relative to the School Performance Report, increase positive endorsement of: * [Instructional Leadership] "The school leadership team are directly involved in helping teachers address instructional issues in their classrooms" from 78% to 83% Parents/carers; relative to School Council led feedback mechanisms, an increase: * Participation rate (relative to School Review Workshops/surveys) * and/or contribution including unpacking 4 of components of Effective Teaching and 2 components of Teacher

	Communication Parents/carers; relative to Parent Opinion Survey, increase positive endorsement: * [Effective Teaching] 'teachers provide useful feedback and respond to the learning needs of my child' from 56% to 60% * [Teacher Communication] 'teachers communicate with me often enough about my child's progress' from 47% to 51%		
Activities	**People responsible**		
SIT (inc executive and middle leadership) review and update the school's PLC systems and practices based on audit results	☑ Assistant principal	☑ Learning specialist(s)	☑ School improvement team
Develop the capacity of middle leaders, to effectively implement and drive PLC alignment, through regular and ongoing observations and feedback	☑ Assistant principal	☑ PLT leaders	☑ Principal
Build staff capacity in PLC implementation and best practice teaching models, through a targeted professional learning plan	☑ Assistant principal	☑ Learning specialist(s)	☑ PLT leaders ☑ Principal

Goal 3	To Improve numeracy outcomes and learning growth for all students.
12-month target 3.1-month target	Decrease the percentage of Year 3 students in NAPLAN Numeracy in developing and needs support proficiencies from 45% (2023) to 44%. Increase the percentage of Year 3 students in NAPLAN Numeracy in exceeding proficiency from 0% (2023) to 1%
12-month target 3.2-month target	Increase the percentage of Year 5 students in NAPLAN Numeracy in exceeding proficiency from 5% (2023) to 6%.
12-month target 3.3-month target	Increase the percentage of Years F –6 students achieving at or above level in teacher judgements for Number and Algebra from 78% (2022) to 79%.

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Teaching and learning	Embed the instructional model for numeracy through observation, coaching and mentoring	Yes
KIS 3.b Assessment	Strengthen PLC capabilities in tracking data to differentiate learning in numeracy	No
KIS 3.c Teaching and learning	Build staff understanding of continuums of learning F-10 and confidence in curriculum delivery	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	During the School review (2023) the Panel concurred with the school' self-assessment of Evolving based on the strategic implementation of an instructional model which lacked consistency of implementation across classrooms. Priority support for teacher development in teaching reading and writing was evident but required ongoing development, especially through coaching, observation, mentoring, reflection, and planning was recommended as a priority. This was also reflected in the School Staff Survey as a priority need. Selection of this KIS will provide opportunities to provide feedback to teachers to improve classroom practice through coaching and mentoring.	

Actions	* Enhance understanding and implementation of the Instructional Model (IM) * Build staff capacity in assessment and differentiation in mathematics in order to identify and meet students' individual learning needs * Strengthen teacher capability to determine areas for growth and evaluate their own practice and that of their peers
Outcomes	Students will: * report higher levels of learning confidence * know how lessons are structured and provide feedback as to how this supports their learning Staff will: * actively participate in observation, mentoring and coaching processes * regularly discuss and evaluate practice using a shared Instructional Model language Leaders will: * schedule and commit to collaboration and co-creation as the key work * link professional learning and practice to the learning needs of staff and students Parents/carers will indicate: * improved teacher communication relative to student progress * indicate an improved belief in teacher's ability to respond to the learning needs of their child/ren
Success Indicators	Early Indicators * Development and implementation of Action Plans Coaching, mentoring and observations * PLC observational notes, coaching and mentoring conversations reflect active participation and contribution * Observational data indicates adjustments to teacher practice in the focus area, immediately following the PLC discussion Late Indicators * Evaluation and revision of Action Plans Students; relative to School based assessments triangulated to demonstrate student growth. Staff; relative to the School Performance Report, increase positive endorsement of: * Collective Efficacy from 70% to 74% * [Collective Efficacy] 'Staff here don't have the skills needed to provide meaningful student learning' from 69% to 73% (Note: decrease from 81% 2022) … which will be a focal point in the Statement of Expectations process

Leaders; relative to the School Staff Survey, increase positive endorsement of:
* [TL Practice Improvement] "Teachers in this school regularly engage in professional learning through peer observation" from 42% to 46% (Note: decrease from 69% 2022)

Parents/carers; relative to School Council led feedback mechanisms, an increase of:
* Participation rate (relative to School Review Workshops/surveys)
* and/or contribution including unpacking 4 of components of Effective Teaching and 2 components of Teacher Communication

Parents/carers; relative to Parent Opinion Survey, increase positive endorsement:
* [Effective Teaching] 'teachers provide useful feedback and respond to the learning needs of my child' from 56% to 60%
* [Teacher Communication] 'teachers communicate with me often enough about my child's progress' from 47% to 51%

Activities	People responsible
Plan for and schedule opportunities for Learning Specialists to model, mentor and coach the Instructional Model, with an emphasis on differentiation	☑ Learning specialist(s) ☑ PLT leaders
Review and refine student learning goal processes and protocols, for regular moderation and provision of feedback to students and parents, specific to the phases of learning	☑ Assistant principal ☑ Learning specialist(s) ☑ PLT leaders ☑ Principal
Strengthen peer observations with a focus on differentiation in Numeracy lessons, through a targeted professional learning plan	☑ Assistant principal ☑ Learning specialist(s)

Goal 4	To empower students to actively engage with their learning and wellbeing.
12-month target 4.1-month target	Decrease the average number of absence days from 23.6 in 2022 to 22.
12-month target 4.2-month target	• Increase the percentage of positive endorsement in the Attitudes to School Survey factors: Student voice and agency from 62% in 2023 to 63% Goal setting and self–regulation from 80% in 2023 to 81% Emotional awareness and self-regulation from 68% in 2023 to 69%
12-month target 4.3-month target	Increase the percentage of Years F –6 students achieving at or above level on the Victorian Curriculum for Personal and Social Capability from 78% (Semester 1, 2023) to 79%.

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 4.c Engagement	Strengthen staff knowledge in the effectiveness of tracking the reasonable adjustments made for individual students	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	During the School Review (2023) the Panel found the use of various assessment tools supported teachers to identify students at their level of learning and allowed for grouping of students. Whilst all teams felt supported to consistently use data, review fieldwork noted there were inconsistencies in data literacy levels across teams which impacted the capacity of staff to analyse data effectively to provide for a more differentiated curriculum. The Panel agreed that whilst teachers had a level of understanding around what constituted effective data analysis, attempts at personalising learning to cater for individual student needs and greater levels of challenge were varied in quality and effectiveness. The use of curriculum differentiation was limiting student progression through learning sequences and limiting implementation of intervention, extension and challenge in curriculum. NAPLAN and Teacher Judgement results also indicate a need for the need to make adjustments for students in all levels of learning and wellbeing. The Parent/caregivers Opinion Survey showed low confidence in teachers abilities to provide point of need teaching for students. Selection of this KIS will provide opportunities for staff to build on differentiation and tracking reasonable adjustments in the first year of Disability Inclusion Program at CSPS.	
Actions	* Enhance staff capacity in assessment and differentiation in order to identify and meet students' individual learning and wellbeing needs * Build staff capacity to understand and implement effective IEPs * Alignment of the Department Initiatives within the CSPS Wellbeing structures	

Outcomes	Students will: * be supported to learn at their point of need and know what their next steps are to progress their learning * be actively involved in goal setting eg. IEP and identify support mechanisms * receive targeted tiered support or intervention as required Staff will: * plan for differentiated teaching and learning to meet individual learning needs using diagnostic assessment data * regularly monitor, review and update IEPs to ensure they are responsive to student need * understand their students needs and develop and deliver appropriate interventions Leaders will: * support all teaching staff to build assessment, differentiation and inclusive practices through consistent, clear processes and professional learning * provide professional learning for staff focusing on data and evidence for development of IEPs * establish agreed monitoring processes for intervention and ensure that these are visible for staff use Leaders will: * support all teaching staff to build assessment, differentiation and inclusive practices through consistent, clear processes and professional learning * provide professional learning for staff focusing on data and evidence for development of IEPs * establish agreed monitoring processes for intervention and ensure that these are visible for staff use
Success Indicators	Early Indicators * Development and implementation of Action Plans * Curriculum documentation will show plans for differentiation * Implementation of IEPs will describe learning strategies, adjustments and supports to meet their needs * IEPs will be monitored and evaluated through the SSG process * PLT minutes will reflect discussion and planning for adjustments (including Professional Learning) * Role clarity relative to the structural alignment within CSPS Wellbeing Late Indicators * Evaluation and revision of Action Plans * Victorian Curriculum teacher judgements will show increased learning growth * IEPs will demonstrate short term goals and progress achieved through adjustments * Structural alignment of CSPS Learning and Wellbeing to include Disability Inclusion Program (DIP) and Mental Health in Primary Schools (MHiPS) Students; relative to School based surveys and monitoring mechanisms to demonstrate student growth. Staff; relative to the School Staff Survey

	* [TL Planning] "Teachers in this school plan differentiated learning activities based on student learning needs" from 58% to 62% (Note: decrease from 94% 2022) * [TL Impl.] "Teachers in this school work together to support the growth and learning of the whole student" from 58% to 62% (Note: decrease from 88% in 2022) Parents/carers; relative to School Council led feedback mechanisms, an increase of: * Participation rate (relative to School Review Workshops/surveys) * and/or contribution including unpacking 4 of components of Effective Teaching and 2 components of Teacher Communication Parents/carers; relative to Parent Opinion Survey, increase positive endorsement: * [Effective Teaching] 'teachers provide useful feedback and respond to the learning needs of my child' from 56% to 60% * [Teacher Communication] 'teachers communicate with me often enough about my child's progress' from 47% to 51%

Activities	People responsible		
Build PLC understanding and capacity in HIWS implementation relative to building student capability in #5 Fostering student self-efficacy, #6 Engage students, #7 Promote coping strategies and facilitate referral	☑ PLT leaders	☑ SWPBS leader/team	☑ Wellbeing team
Further PLC alignment of the Multi Tiered System for Supports (MTSS) relative to Individual Education Plan processes and procedures	☑ Disability inclusion coordinator	☑ Learning specialist(s)	☑ PLT leaders
Strengthen the CSPS Disability and Wellbeing profile, with the implementation of the Disability Inclusion Program	☑ Assistant principal	☑ Disability inclusion coordinator	☑ Principal
Extend and review the CSPS Mental Health and Wellbeing profile, including Mental Health in Primary Schools and explore current understandings of social emotional learning and student mental health	☑ Assistant principal	☑ Mental health and wellbeing leader	
Extend and review the CSPS Mental Health and Wellbeing profile including Therapy approach - Creativity, Animal, Lifestyle, Mindful (CALM) in alignment with the Schools Mental Health Fund Menu	☑ Education support	☑ Principal	
Establish lunch clubs, with student leadership, that provides a stimulating play environment, promote healthy habits and positive relationships	☑ All staff	☑ Education support	☑ SWPBS leader/team