

# 2018 Annual Implementation Plan

For improving student outcomes

Cairnlea Park Primary School (1434)



Submitted for review by Mark Mills (School Principal) on 16 November, 2017 at 11:52 AM  
Endorsed by Anne Fox (Senior Education Improvement Leader) on 01 December, 2017 at 02:48 PM  
Endorsed by Vesna Mijatovic (School Council President) on 01 February, 2018 at 04:42 PM

## Self-evaluation Summary - 2018

Cairnlea Park Primary School (1434)

	<b>FISO Improvement Model Dimensions</b> The 6 High-impact Improvement Initiatives are highlighted below in red	<b>Self-evaluation Level</b>	<b>Evidence and Analysis</b>
Excellence in teaching and learning	Building practice excellence	Embedding	
	Curriculum planning and assessment	Embedding	
	Evidence-based high-impact teaching strategies	Embedding	
	Evaluating impact on learning	Embedding	
Professional leadership	Building leadership teams	Embedding	
	Instructional and shared leadership	Embedding	
	Strategic resource management	Embedding	
	Vision, values and culture	Embedding	
Positive climate for learning	Empowering students and building school pride	Embedding	
	Setting expectations and promoting inclusion	Embedding	
	Health and wellbeing	Embedding	
	Intellectual engagement and self-awareness	Embedding	
Community engagement in learning	Building communities	Embedding	
	Global citizenship	Emerging	
	Networks with schools, services and agencies	Embedding	
	Parents and carers as partners	Embedding	

<b>Enter your reflective comments</b>	<p>It was identified in our 2016 review and analysis of school data that over the next four years the school will focus on the following specific areas:</p> <ul style="list-style-type: none"> <li>• Improve student learning outcomes in all domains of literacy and numeracy</li> <li>• Improve teacher practice related to assessment and the use of data to guide learning</li> <li>• Internally assess student engagement and wellbeing by gathering more reliable data with a view to addressing issues as they emerge.</li> <li>• Improve student attendance through the implementation of strategies and programs that target levels of unexplained absenteeism.</li> </ul> <p>Cairnlea Park Primary School is committed to implementing the Victorian Framework for Improving Student Outcomes (FISO) with a major focus on the initiatives related to student learning and wellbeing and engagement:</p> <ul style="list-style-type: none"> <li>• Building practice excellence</li> <li>• Curriculum planning and assessment</li> <li>• Empowering students and building school pride</li> </ul>
<b>Considerations for 2019</b>	<p>Identified fall away in top two bands from grade 3 to 5 in Writing. As a result we will be targeting writing as a major whole school focus for 2018.</p>
<b>Documents that support this plan</b>	<p>CPPSPre-review Self-evaluation Tool (002).docx (0.17 MB)</p>

## Annual Implementation Plan - 2018

### FISO Improvement Initiatives and Key Improvement Strategies

Cairnlea Park Primary School (1434)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target Outline what you want achieve in the next 12 months against your Strategic Plan target.	FISO initiative
To improve student learning outcomes in reading, writing and numeracy across all year levels.	NAPLAN The four year 2017-2020 Numeracy Year 5 data in the top two bands will increase from 27% to 35% The four year 2017-2020 Numeracy Year 3 data in the top two bands will increase from 38% to at least 48%	No		
	NAPLAN The four year 2017-2020 Reading Year 5 data in the top two bands will increase from 31% to at least 38% The four year 2017-2020 Reading Year 3 data in the top two bands will increase from 49% to at least 58%	No		
	NAPLAN The four year 2017 -2020 Writing Year 5 data in the top two bands will increase from 20% to at least 22% The four year 2017-2020 Writing Year 3 data in the top two bands will increase from 55% to at least 68%.	Yes	To increase the number of students in Year 5 working in the top two bands in writing from 18% in 2017 to 20% To increase the number of students in Year 3 working in the top two bands in writing to at or above 67%	Curriculum planning and assessment
	TEACHER JUDGEMENTS Increase the number of students working at or above standard in Number from 73% to 76%	No		
	TEACHER JUDGEMENTS Increase the number of students working at or above standard in Reading from 84% to 86%.	No		
	TEACHER JUDGEMENTS Increase the number of students working at or above standard in Writing from 71% to 76%.	Yes	To increase the number of students working at or above standard in writing to 73%	Building practice excellence
To improve the student connectedness and learning confidence of students and reduce the level of absenteeism.	To increase the percentage of students on the School Connectedness measure from 63% to at or above 75% and on the Learning Confidence measure from 51% to at or above 65% on the Student Attitudes to School Survey.	Yes	To increase the percentage of students on the School Connectedness measure to above 75% and on the Learning Confidence measure to above 65% on the Student Attitudes to School Survey.	Empowering students and building school pride
	To decrease the rate of unexplained absences from 59% to be at or below the state wide rate of 33%. The average number of student absence days to be 12 days or less.	Yes	To decrease the number of unexplained absences from 57% to 40% The average number of student absence days to be 14.5 days or less.	Empowering students and building school pride

#### Improvement Initiatives Rationale

It was identified in our 2016 review and analysis of school data that over the next four years the school will focus on the following specific areas:

- Improve student learning outcomes in all domains of literacy and numeracy
- Improve teacher practice related to assessment and the use of data to guide learning
- Internally assess student engagement and wellbeing by gathering more reliable data with a view to addressing issues as they emerge.
- Improve student attendance through the implementation of strategies and programs that target levels of unexplained absenteeism.

Cairnlea Park Primary School is committed to implementing the Victorian Framework for Improving Student Outcomes (FISO) with a major focus on the initiatives related to student learning and wellbeing and engagement:

- Building practice excellence
- Curriculum planning and assessment
- Empowering students and building school pride

<b>Goal 1</b>	To improve student learning outcomes in reading, writing and numeracy across all year levels.
<b>12 month target 1.1</b>	To increase the number of students in Year 5 working in the top two bands in writing from 18% in 2017 to 20% To increase the number of students in Year 3 working in the top two bands in writing to at or above 67%
<b>FISO Initiative</b>	Curriculum planning and assessment
<b>Key Improvement Strategies</b>	
KIS 1	To develop and implement consistent planning, instructional and assessment practices in writing throughout the school.
<b>12 month target 1.2</b>	To increase the number of students working at or above standard in writing to 73%
<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategies</b>	
KIS 1	Build highly effective PLTs that focus on student learning, are data driven and have a collective responsibility for all students.

<b>Goal 2</b>	To improve the student connectedness and learning confidence of students and reduce the level of absenteeism.
<b>12 month target 2.1</b>	To increase the percentage of students on the School Connectedness measure to above 75% and on the Learning Confidence measure to above 65% on the Student Attitudes to School Survey.
<b>FISO Initiative</b>	Empowering students and building school pride
<b>Key Improvement Strategies</b>	
KIS 1	To improve the student connectedness and learning confidence of students.
<b>12 month target 2.2</b>	To decrease the number of unexplained absences from 57% to 40% The average number of student absence days to be 14.5 days or less.
<b>FISO Initiative</b>	Empowering students and building school pride
<b>Key Improvement Strategies</b>	
KIS 1	To reduce the level of absenteeism.

## Define Evidence of Impact and Activities and Milestones - 2018

Cairnlea Park Primary School (1434)

<b>Goal 1</b>	To improve student learning outcomes in reading, writing and numeracy across all year levels.			
<b>12 month target 1.1</b>	To increase the number of students in Year 5 working in the top two bands in writing from 18% in 2017 to 20% To increase the number of students in Year 3 working in the top two bands in writing to at or above 67%			
<b>FISO Initiative</b>	Curriculum planning and assessment			
<b>Key Improvement Strategy 1</b>	To develop and implement consistent planning, instructional and assessment practices in writing throughout the school.			
<b>Actions</b>	Develop and implement school agreed and viable curriculum in writing in line with the Victorian Curriculum standards.			
<b>Evidence of impact</b>	<p><b>STUDENTS:</b></p> <ul style="list-style-type: none"> <li>improved student achievement in writing</li> <li>can articulate their writing goals and how they will know if they have successfully achieved them</li> <li>can understand and self-assess their progress, and articulate what they need to learn next</li> <li>can explain concepts to peers and record their understanding in multiple ways</li> <li>discuss their progress during conferencing and explain how this supports their learning</li> <li>provide regular feedback in a variety of ways to teachers about the effectiveness of their practice.</li> </ul> <p><b>TEACHERS:</b></p> <ul style="list-style-type: none"> <li>improved content knowledge and strategies to effectively explicitly teach and assess student writing</li> <li>plan and implement lessons based on the school agreed writing curriculum</li> <li>conduct conferences to support students to discuss their progress and identify their next learning goal</li> <li>work collaboratively with colleagues to moderate writing tasks to develop consistent teacher judgements</li> <li>identify and adopt differentiated practices that meet the learning needs of all students.</li> </ul> <p><b>LEADERS:</b></p> <ul style="list-style-type: none"> <li>provide regular feedback to teaching teams and individuals, based on evidence collected through observation of practice during learning walks</li> <li>support staff through professional learning and coaching conversations to deepen their understanding of the development of writing skills</li> <li>facilitate and support collaborative practices across the school</li> <li>to observe consistent practices in writing throughout the school.</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>
Whole school curriculum day on Writing facilitated by Misty Adoniou	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to:	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Engage Literacy consultant - Mardi Gorman to work with Grade 4 team to build teacher capacity and focus on strategies for improvement in writing.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$30,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Timetable termly cross year level writing moderation (horizontal and vertical) sessions	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Implement moderation protocols within and across PLTs	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Differentiating the curriculum through team planning and data analysis at PLT meetings	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Support capacity in data literacy and use of student achievement data to teach to student point of learning need.	School Improvement Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Implementation of school developed annotated writing samples across all levels of Vic Curriculum including EAL.	School Improvement Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Leading Teacher and Year Level Coordinators to attend Bastow Leading Literacy course.	Year Level Co-ordinator(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$16,800.00 <input checked="" type="checkbox"/> Equity funding will be used
Principal Class members active participants in Network CoP - Leaders of Literacy	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$2,400.00 <input type="checkbox"/> Equity funding will be used

<b>Goal 1</b>	To improve student learning outcomes in reading, writing and numeracy across all year levels.
<b>12 month target 1.2</b>	To increase the number of students working at or above standard in writing to 73%
<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategy 1</b>	Build highly effective PLTs that focus on student learning, are data driven and have a collective responsibility for all students.
<b>Actions</b>	To embed whole school processes to effectively collect, analyse and evaluate data. To improve the authenticity of teacher judgements in writing. Reduce variability between classrooms. Continue to build high quality teacher practice through collaborative teamwork, shared professional learning and collective efficacy.
<b>Evidence of impact</b>	<p><b>STUDENTS:</b></p> <ul style="list-style-type: none"> <li>students are provided with challenging learning goals targeted at their point of need</li> <li>can articulate their writing goals</li> <li>can understand and self-assess their progress, and articulate what they need to learn next</li> </ul> <p><b>TEACHERS:</b></p> <ul style="list-style-type: none"> <li>effectively use data and evidence to track student learning and growth and inform next level of learning</li> <li>improved confidence and capacity to use data to plan lessons based on the school agreed writing curriculum</li> <li>work collaboratively with colleagues to moderate writing tasks to develop consistent teacher judgements.</li> </ul> <p><b>LEADERS:</b></p> <ul style="list-style-type: none"> <li>provide regular feedback to teaching teams and individuals, based on analysis of data</li> <li>observe consistent and comparable teacher judgements and instructional practice in writing within and across classrooms.</li> <li>facilitate and support collaborative practices across the school</li> <li>Implement new special needs in class support program, delivering a coordinated differentiated teaching/learning approach.</li> </ul>

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Data Coach and Data SIT members to continue to build the data literacy of staff to use triangulated data to ensure greater alignment of data with Victorian Curriculum teacher judgements.	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$109,301.00 <input checked="" type="checkbox"/> Equity funding will be used
Continued implementation of intervention in class support program.	PLT Leaders	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$300,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Continue to enter and track data through Compass student management system to inform teaching and learning	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$4,400.00 <input type="checkbox"/> Equity funding will be used
Allocation of time for PLTs to meet and plan lessons together based on whole school agreed and viable curriculum in writing.	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Embed a rigorous system of data collection and analysis where evidence is used to monitor and track improvements and progress for individual students and cohorts of students.	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Strengthen data literacy and the ability to triangulate data to enhance the capacity of teachers and teams to differentiate the curriculum to better target every individual's learning needs.	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
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<b>Goal 2</b>	To improve the student connectedness and learning confidence of students and reduce the level of absenteeism.
<b>12 month target 2.1</b>	To increase the percentage of students on the School Connectedness measure to above 75% and on the Learning Confidence measure to above 65% on the Student Attitudes to School Survey.
<b>FISO Initiative</b>	Empowering students and building school pride
<b>Key Improvement Strategy 1</b>	To improve the student connectedness and learning confidence of students.
Actions	Continue to develop student 'voice' and provide leadership opportunities to build student confidence and school pride.
Evidence of impact	<p>STUDENTS:</p> <ul style="list-style-type: none"> <li>• Opportunities for students to use their voice in shaping their learning and school experiences.</li> <li>• Greater opportunities for students to provide feedback</li> </ul> <p>TEACHERS:</p> <ul style="list-style-type: none"> <li>• Improved understanding of student opinion.</li> <li>• Improved student teacher relationships.</li> <li>• Program reflects student interest and input.</li> </ul> <p>LEADERS:</p> <ul style="list-style-type: none"> <li>• Improved student learning confidence and connectedness data in school surveys.</li> <li>• Improved communication between students and teachers.</li> <li>• Improved academic achievement.</li> </ul>

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Expand Leaders of the Evolution program	Student Wellbeing Co-ordinator	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Expand student led assemblies to Junior School Assemblies	Student Wellbeing Co-ordinator	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Form Student Action Teams to identify and address a priority need at the school level.	Student Wellbeing Co-ordinator	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Review and implement Attitudes to School Survey from Years 1 - 3	Student Wellbeing Co-ordinator	<input type="checkbox"/> No	from: Term 3 to:	\$0.00 <input type="checkbox"/> Equity funding will be used
Embed student voice in the classroom through individual student goal setting and feedback.	All Staff	<input type="checkbox"/> No	from: Term 1 to:	\$0.00 <input type="checkbox"/> Equity funding will be used
Whole school Resilience Program to be implemented.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$6,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Continue to embed B4UAct program throughout the school.	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Continuation of Principal's Morning Tea for students.	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$400.00 <input type="checkbox"/> Equity funding will be used
Engage a Community Liaison Officer from the staff.	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$60,545.00 <input type="checkbox"/> Equity funding will be used



Outsource service providers including Occupational Therapist and Psychologist.	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$54,000.00 <input type="checkbox"/> Equity funding will be used
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<b>Goal 2</b>	To improve the student connectedness and learning confidence of students and reduce the level of absenteeism.
<b>12 month target 2.2</b>	To decrease the number of unexplained absences from 57% to 40% The average number of student absence days to be 14.5 days or less.
<b>FISO Initiative</b>	Empowering students and building school pride
<b>Key Improvement Strategy 1</b>	To reduce the level of absenteeism.
Actions	Reduce absences through implementation of education programs for parents regarding the impact of absences on learning.
Evidence of impact	<p><b>STUDENTS:</b> Improved levels of attendance. Improved levels of engagement. Improved social development. Higher academic achievement.</p> <p><b>PARENTS:</b> Improved understanding of protocols for reporting absences. Improved understanding of importance of regular attendance. Improved connectedness to school. Improved communication with school.</p> <p><b>STAFF:</b> Improved planning opportunities for both extension and support where needed. Improved connectedness to students and families. Less need for teacher follow up for absences.</p>

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Continue to use communication pathways to school community to educate parents of the negative impact of absences on student learning and social development.	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Embed communication protocols for unexplained absences.	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop and distribute school produced attendance brochure to school community.	Student Wellbeing Co-ordinator	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$500.00 <input checked="" type="checkbox"/> Equity funding will be used
Continue to liaise with regional wellbeing staff regarding chronic school refusers and absentees.	Student Wellbeing Co-ordinator	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Continue to embed department policy of 'It's not Ok to be away' and 'It's not great to be late.'	Student Wellbeing Co-ordinator	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Continue incentive program for 100% attendance.	Student Wellbeing Co-ordinator	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Employ an additional Student Engagement Coordinator.	Student Wellbeing Co-ordinator	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$105,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Discuss whole school attendance at Student Engagement meetings to identify issues, trends and anomalies	Student Wellbeing Co-ordinator	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

## Professional Learning and Development Plan - 2018

Cairnlea Park Primary School (1434)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Whole school curriculum day on Writing facilitated by Misty Adoniou	All Staff	from: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Student Free Day	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> External consultants  Misty Adoniou - Canberra University	<input checked="" type="checkbox"/> On-site
Engage Literacy consultant - Mardi Gorman to work with Grade 4 team to build teacher capacity and focus on strategies for improvement in writing.	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants  Mardi Gorman	<input checked="" type="checkbox"/> On-site
Leading Teacher and Year Level Coordinators to attend Bastow Leading Literacy course.	Year Level Co-ordinator(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> Off-site  Bastow
Principal Class members active participants in Network CoP - Leaders of Literacy	Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Leadership partners	<input checked="" type="checkbox"/> Off-site  Network venue
Whole school Resilience Program to be implemented.	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants  The Resilience Project	<input checked="" type="checkbox"/> On-site

### Documents that support the plan

The school has uploaded the following documents to support the self-evaluation.

Self-evaluation Summary

[CPPSPre-review Self-evaluation Tool \(002\).docx \(0.17 MB\)](#)