# **CHIRNSIDE PARK PRIMARY SCHOOL – AIP OVERVIEW 2024**

#### **PRIORITY – LEARNING SUCCESS & EXTENSION**

Develop a shared vision for Professional Excellence by embedding the CPPS Instructional Models F-6

- Science of Reading Building staff knowledge and capacity in The Big 6 of Reading/CAFÉ Reading and Heggerty,
  - VOICES Writing, DIPL and Top Ten Numeracy.
  - Develop contemporary pedagogy (H.I.T.S) with a proven effect size on student learning.
  - Review of the P-6 Integrated Learning Subject Sequence
  - Track growth of every student (12 months growth Music, Art, Auslan, STEM and PE provide critical breadth
    - and depth to our school curriculum. Teacher Growth and Development is prioritised via
      - the CPPS IMOCAD model.
- A numeracy intervention specialist continues to be a priority.

#### **PRIORITY - CONNECTED SCHOOLS** STUDENTS, PARENTS, TEACHERS and ES STAFF

- · Continuous flow of information to parents about their child's learning, school policies and programs. • Parent opinions and reflections about school performance
- are welcomed formally via: surveys, School Council feedback and 'Open Door Policy' • Allocated time is prioritised for Teachers to collaborate to
- plan and discuss student learning.
- · Allocated time for ES staff to collaborate and discuss essential supports and priorities for our students. ES staff are critical to student engagment, wellbeing and the achievement.

#### **PRIORITY - HAPPY, ACTIVE**

#### AND HEALTHY KIDS

• Deliver the Start Up Program in Week 1 **Student Voice and Agency** • The Physical Education Program emphasises knowledge and skills for a Lifetime of Physical Activity.

> • Strengthen the welbeing program promoting the purpose and visibility to all members of the community.

Introduction of strucutred lunch activities/ student clubs

#### LEARNING AND WELLBEING (What is our 'Why?')

- The Resilience Project/Respectful Relationships • Strengthening student understanding of the Zones of Regulation (P-2) · Increasing the Wellbeing Officer's pofile and
- strengthening the critical links with the students
- and wider community

## 'EVERY STUDENT ACHIEVES AT LEAST 12 MONTHS GROWTH'

#### **ORIENTATION PROGRAM – NEW STAFF**

- 1 day for team planning prior to the commencement of the school year. Coaching (IMOCAD) from the Learning Specialist and Assistant Principals.
  - Ongoing collaboration and support from Team Leaders/ Team members.
    - Additional session of release for first year graduate staff.
    - VIT support for new graduates provided by the Learning Specialist.

#### **ASSISTANT PRINCIPALS & LEARNING SPECIALIST**

- Work collaboratively with all teachers (Katrina P-2, David 3-6 and Liesl - New and Graduate Teachers).

  - termly/yearly curriculum planning all of which lead back to the AIP. • Development of School 'Share Point' to enhance collaborative team planning across the school. Training and support will be provided as needed.

## STRENGTHENING MIDDLE LEVEL LEADERSHIP

The Create Middle Leaders Program is designed to equip middle leaders with the confidence and capabilities necessary to lead teams, and influence improvement in classrooms. Teachers will develop the skills to support improved student wellbeing, engagement and achievement.

Three CPPS Team Leaders are enrolled in the program in 2024.

### **EDUCATION SUPPORT - WELLBEING OFFICER**

- Prioritise Complex Families

- DET Mental Health Menu funding 2023 can also support teachers, students and families.

#### IMPETUS FOR THE DEVELOPMENT OF THIS PLAN

Our Why? - 'At CPPS we have a deep and unrelenting drive to support every student to thrive',

'The Story Behind the Curve' - Teacher knowledge and expertise about the academic progress of our students, Whole School Review, Supplementary School Report (Panorama), Staff Opinion Survey, Evidence from the CPPS Multi-Tiered System of Support, NAPLAN, Parent Feedback, Student Attitudes to School Survey, Water Cooler Conversations.

Framework for Improving Student Outcomes (FISO 2.0). FISO incorporates a four-phase improvement cycle of: Evaluate and Diagnose, Prioritise and Set Goals, Develop and Plan, Implement and Monitor. Schools use the FISO Improvement Cycle to develop and evaluate their School Strategic Plans (SSPs) and Annual Implementation Plans (AIPs) in a continuous cycle of improvement.

#### STEM Learning

STEM to be established as the Science, Design and Technologies and Digital Technologies focus area for student learning with 2 year Scope and Sequence completed and implemented.

#### • Multi-Tiered System of Supports at CPPS

- Evidence-based high quality Tier 1 Instruction
- Tier 2 & 3 Literacy & Numeracy Support
- Wellbeing Support
- High Ability Programs/enhancement
- PSD/Disabilty Inclusion funded students
- Individual Education Plans etc.

#### Learning Tutor Initiative Continue targeting specific groups of students at either **below** or

working towards the

expected standard

in Reading,

Writing or

Numeracy

 Centralising Communication - Introduction of the Compass administration and communication digital platform.

- Establishing champions within the school to support individuals/teams.

 School Improvement Team (SIT) meets 3x per term to implement FISO 2.0 with precision, collaboration and inquiry. Building connection and consistency across the school

#### Parents Helpers

as support in the classroom are strongly encouraged from P-6.

Drawing on the implications of the 2024 TRP Youth Survey Senior Human Development Program

#### Consolidate the advanced Human Devleopment' Program for students in Years 5 & 6.

• Expand the program to include students in Grade 4.

#### **Differentiated play support**

Introduction of daily lunch time activity clubs. With student input to the activity focus/type.

parents will include: Weekly Compass learning post Formal reports twice per year - Parent Teacher Interviews (Sem 1) Classrooms open for parent-teacher communications from 8:45am-8:55am

#### Community Events & Information Sessions - Parent Information Sessions

SAEBRS Human Development (Term 1 & 3) The Resilience Project Wellbeing Officer Grand Parents Day to work collaboratively with Family Fun Night classroom teachers to identify Open Day at risk students and establish etc..

appropriate supports. **Student Leadership and School Pride** Providing greater student leadership

- opportunities: Introduction of leadership positions for all specialist subject areas (Gr6)
- Targeting Prep 4 students for leadership opportunities
- Peer Mentor

or greater) Set individual goals in Reading, Writing & Maths (Number) Develop a shared vision for

• Communicating

student progress to

Planning, Differentiation

Collaborative team planning based on

Review of the CPPS Asssessment Schedule

whole school and team agreements

Data & Assessment

#### professional excellence Development of Teaching and Learning handbooks

Assessment data drives P-6 teaching and learning

- for Literacy (Reading & Writing) Focus team to review Prep - 6 Integrated sequence of learning
  - Professional Learning Focus Writing (Level Scope & Sequence) - TopTen (Year 3-6 Priority) - Science of Reading - Reading Assessment (DIBELS, LLARS)
    - The Resilience Project

- through JSC

• APs attend planning meetings & monitor work programs &

 Strengthen Middle Level Leadership at CPPS by supporting team leaders to complete the 'Create: Middle Leaders Program' through The Victorian Academy of Teaching and Leadership

 Support the AP (Katrina) to apply for Disability Inclusion Funding when required. Track Student Wellbeing (SAEBRS) and provide support for teachers, students and families.