



CHIRNSIDE PARK PRIMARY SCHOOL – AIP OVERVIEW 2024

'EVERY STUDENT ACHIEVES AT LEAST 12 MONTHS GROWTH'

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
- 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.

Planning, Differentiation Data & Assessment

- Collaborative team planning based on whole school and team agreements
- Review of the CPPS Assessment Schedule
- Assessment data drives P-6 teaching and learning
- Track growth of every student (12 months growth or greater)
- Set individual goals in Reading, Writing & Maths (Number)

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).
- APs attend planning meetings & monitor work programs & 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.

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 engagement, wellbeing and the achievement.

Communicating student progress to 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

Professional Learning Focus

- Writing (Level Scope & Sequence)
- TopTen (Year 3-6 Priority)
- Science of Reading
- Reading Assessment (DIBELS, LLARS)
- The Resilience Project

Community Events & Information Sessions

- Parent Information Sessions
- Human Development
- The Resilience Project
- Grand Parents Day
- Family Fun Night
- Open Day etc...

SAEBRS (Term 1 & 3)

- Wellbeing Officer to work collaboratively with classroom teachers to identify at risk students and establish 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 through JSC
 - Peer Mentor

STRENGTHENING MIDDLE LEVEL LEADERSHIP

- 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

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
- Support the AP (Katrina) to apply for Disability Inclusion Funding when required.
- Track Student Wellbeing (SAEBRS) and provide support for teachers, students and families.
- DET Mental Health Menu funding 2023 can also support teachers, students and families.

PRIORITY – HAPPY, ACTIVE AND HEALTHY KIDS

- Deliver the Start Up Program in Week 1
- The Physical Education Program emphasises knowledge and skills for a Lifetime of Physical Activity.
- Strengthen the wellbeing program promoting the purpose and visibility to all members of the community.
- Introduction of structured 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 profile and strengthening the critical links with the students and wider community

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.