

2018 Annual Implementation Plan

for improving student outcomes

Chilwell Primary School (2061)



Submitted for review by Gavan Welsh (School Principal) on 17 November, 2017 at 03:10 PM
Endorsed by Robyn Hollis (Senior Education Improvement Leader) on 05 February, 2018 at 11:46 AM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2018

Chilwell Primary School (2061)

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Embedding moving towards Excelling
	Curriculum planning and assessment	Embedding moving towards Excelling
	Evidence-based high-impact teaching strategies	Excelling
	Evaluating impact on learning	Excelling
Professional leadership	Building leadership teams	Excelling
	Instructional and shared leadership	Excelling
	Strategic resource management	Excelling
	Vision, values and culture	Embedding moving towards Excelling

Positive climate for learning	Empowering students and building school pride	Embedding moving towards Excelling
	Setting expectations and promoting inclusion	Embedding
	Health and wellbeing	Embedding moving towards Excelling
	Intellectual engagement and self-awareness	Embedding moving towards Excelling

Community engagement in learning	Building communities	Embedding moving towards Excelling
	Global citizenship	Evolving
	Networks with schools, services and agencies	Embedding
	Parents and carers as partners	Embedding

Enter your reflective comments	<p>The AIP was supported by teams with representatives from all levels of the school. This was based on our reflection of the school against the FISO model. AIP teams met regularly and took minutes which were distributed to all staff. The teams constantly monitored progress which was reflected on by the leadership team weekly at a scheduled meeting.</p> <p>After completing the FISO self evaluation we identified future priorities. We are performing well in 3 of the areas but some aspects of community engagement and global citizenship were lower.</p> <p>The Victorian Curriculum team completed the following actions: Implemented Victorian Curriculum in all year levels, Learning Areas and Capabilities. Developed Biennial Whole School Curriculum Plan. Developed and implemented teacher generated 'I Can' Statements in Literacy and Numeracy. Reviewed and implemented an effective Assessment and Reporting Schedule.</p>
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	<p>The Writing Team completed the following actions: Developed and documented a whole school approach to writing that outlines the programs and tools each year level will implement. Provided staff with professional development sessions on '6 Traits + 1' strategies. External Professional Development instructors utilised for Curriculum Day.</p> <p>The Towards Transformation Team completed the following actions: Complete professional development in Towards Transformation and provide ongoing training for whole staff.</p> <p>The Well-being Team completed the following actions: Evaluated well-being programs used at Chilwell.</p> <p>As a leadership team in the school we felt the improvement in the 3 areas identified as performing well were most important. The Victorian Curriculum team, had a large goal which was not fully completed. Aspects will go into 2018. Targets were generally met however all targets were aspirational, which is necessary at our school. The buy in from staff was excellent. The trend data in writing, year 5 NAPLAN, was most disappointing. The goal will continue to be in 2018 A.I.P</p>
<p>Considerations for 2019</p>	<p>Planning has been undertaken of the 2016/17 data and progress against our goals. Some of the data sets, Staff Survey and Teacher Judgements, are not completed or available. This may alter the emphasis of our AIP once they are available and analysed. The school has seen a dip in our NAPLAN data in 2017 we will continue to monitor this and compare this with Teacher Judgements and the 2018 data.</p> <p>The staff at Chilwell is very stable, this presents the challenge of continually both sharing the internal expertise whilst looking outside for initiatives or new initiatives to evaluate and implement in our school.</p> <p>The 2018 year will also be impacted on by the major building program which is scheduled to begin mid year. The issues around decanting, operating on a small site which will be further diminished by building works, working out of make shift rooms and the myriad of other issues will be a challenge. The leadership team will need to maintain a focus on the teaching and learning program while planning and building a facility which takes the school into a much better place in terms of facilities.</p> <p>While Global Citizenship is low, the Chilwell Staff and Leadership Team continue to prioritise Excellence in Teaching and Learning as areas for continued improvement in 2018 and beyond.</p> <p>After thorough review the whole Chilwell communities highlights the areas of Writing, Digital Technology, Student Welfare and a review of Mathematics as our major bodies of work pertaining to school improvement in 2018.</p>

Documents that support this plan

2017 AIP Chilwell Primary School Final Upload.docx (0.05 MB)
 2017 AIP Working Master 29-10.docx (0.06 MB)

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Chilwell Primary School (2061)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative												
<p>Every year of the Strategic Plan teachers will adopt consistent teaching and learning protocols and high impact teaching strategies so that all students make at least one year's growth for one year's learning in English and Mathematics.</p>	<p>NAPLAN Year 3 to 5 Relative gain measures to show each year of the Strategic Plan:</p> <table border="1" data-bbox="477 962 1256 1145"> <thead> <tr> <th></th> <th>Low</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Numeracy</td> <td>20</td> <td>25</td> </tr> <tr> <td>Writing</td> <td>17</td> <td>36</td> </tr> <tr> <td>Reading</td> <td>17</td> <td>32</td> </tr> </tbody> </table> <p>Consistently equal or exceed state benchmarks through NAPLAN Year 3 and 5 (Reading and Numeracy) and Victorian curriculum (English and Mathematics) intake adjusted data (Government Schools performance summary) over the life of the Strategic Plan. We will set growth targets at each year level, annually, using triangulated data incorporating the Victorian Curriculum. School Staff Survey, School climate module</p>		Low	High	Numeracy	20	25	Writing	17	36	Reading	17	32	<p>Yes</p>	<p>Outline what you want achieve in the next 12 months against your Strategic Plan target.</p> <p>We will set growth targets based on teacher judgements, at each year level, annually, using triangulated data incorporating the Victorian Curriculum.</p> <p>Writing Team, in consultation with staff, will set December 2018 goal, based on December 2017 teacher judgements eg; 50% (6 months + ahead)</p>	<p>Building practice excellence</p>
	Low	High														
Numeracy	20	25														
Writing	17	36														
Reading	17	32														

	<p>Over the life of the Strategic plan, component mean score, Prin/Teach to be at or greater than:</p> <ul style="list-style-type: none"> o Collective Efficacy (90) o Collective Responsibility (90) o Teacher Collaboration (85) o Collective focus on Student Learning (90) o Guaranteed and Viable Curriculum (85) o Academic emphasis (89). 			
<p>Engagement</p> <p>Over the life of the Strategic Plan we will continue to provide a caring, learning environment in which all students are inquisitive, actively engaged, empowered and challenged so that they achieve their potential and become positive members of the community.</p>	<p>Attitude to school survey factors 'Connectedness to Peers' and Teaching and Learning factors are scored at least at four or above on a five point scale, over the life of the Strategic Plan. ('agree' or 'strongly agree').</p> <p>Average days absent per student are 13 days or less at each year level Years P–6, over the life of the Strategic Plan.</p>	Yes	<p>Teaching and Learning factors will increase in the area of Stimulating Learning as measured by the AtTS Survey.</p> <p>Grade 4 - 95% to 97%</p> <p>Grade 5 - 71% to 75%</p> <p>Grade 6 - 88% to 90%</p>	Empowering students and building school pride
<p>Wellbeing</p> <p>Over the life of the Strategic Plan, we will continue to provide a whole school community focus on building positive relationships and resilience, underpinned by the school values so that wellbeing will be enhanced.</p>	<p>Attitude to School Survey factors (AtSS) 'Classroom behaviour' and 'Student Safety' are scored at least at four or above on a five point scale, over the life of the SP.</p> <p>ATSS factors 'Student Morale' and 'Student Distress' are scored at least at five or above on a seven point scale, over the life of the SP.</p>	Yes	<p>A 10% decrease in the reported negative welfare incidents reported through Sentral.</p>	Empowering students and building school pride

Improvement Initiatives Rationale
<p>Curriculum Planning and Assessment: As measured against the School Self Evaluation (FISO Model) it was identified we are: Building practice excellence - Embedding moving towards excelling. Curriculum Planning and Assessment - Embedding moving towards excelling.</p> <p>Engagement: ATts survey results this year indicate that year 5 were below our target of 80% in the area of Stimulating Learning, with boys particularly low in comparison to girls. Boys 57% and girls 85%, with an average of 71%.</p> <p>Wellbeing: Using ATtS survey data and Incident Reports using Sentral Reporting Package, student safety outside class has been identified as a focus area.</p>

Goal 1	Every year of the Strategic Plan teachers will adopt consistent teaching and learning protocols and high impact teaching strategies so that all students make at least one year's growth for one year's learning in English and Mathematics.
12 month target 1.1	<p>We will set growth targets based on teacher judgements, at each year level, annually, using triangulated data incorporating the Victorian Curriculum.</p> <p>Writing Team, in consultation with staff, will set December 2018 goal, based on December 2017 teacher judgements eg; 50% (6 months + ahead)</p>
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	<p>Writing</p> <p>Continue to enhance and monitor a whole school approach to Professional Learning Teams (Action and Curriculum teams). Enhance the capacity of teachers to:</p> <ul style="list-style-type: none"> o use data and moderation of assessment to implement precise targeted teaching o consistently implement agreed instructional model.

KIS 2	<p>Mathematics</p> <p>Continue to enhance and monitor a whole school approach to Professional Learning Teams (Action and Curriculum teams). Enhance the capacity of teachers to:</p> <ul style="list-style-type: none"> o use data and moderation of assessment to implement precise targeted teaching o consistently implement agreed instructional model.
Goal 2	<p>Engagement</p> <p>Over the life of the Strategic Plan we will continue to provide a caring, learning environment in which all students are inquisitive, actively engaged, empowered and challenged so that they achieve their potential and become positive members of the community.</p>
12 month target 2.1	<p>Teaching and Learning factors will increase in the area of Stimulating Learning as measured by the AtTS Survey.</p> <p>Grade 4 - 95% to 97%</p> <p>Grade 5 - 71% to 75%</p> <p>Grade 6 - 88% to 90%</p>
FISO Initiative	Empowering students and building school pride
Key Improvement Strategies	
KIS 1	Strengthen staff capacity to support students to become independent and engaged learners through student voice in their learning and access to a variety of quality tasks and authentic experiences.
KIS 2	Use Digital technologies to engage students and families in the students learning, feedback on learning and communicate with parents.
Goal 3	<p>Wellbeing</p> <p>Over the life of the Strategic Plan, we will continue to provide a whole school community focus on building positive relationships and resilience, underpinned by the school values so that wellbeing will be enhanced.</p>

12 month target 3.1	A 10% decrease in the reported negative welfare incidents reported through Sentral.
FISO Initiative	Empowering students and building school pride
Key Improvement Strategies	
KIS 1	Promote a whole school community focus on building positive relationships and resilience, underpinned by CPS's expectations of staff, students and families as documented through the school's student engagement policy.

Define Evidence of Impact and Activities and Milestones - 2018

Chilwell Primary School (2061)

Goal 1	Every year of the Strategic Plan teachers will adopt consistent teaching and learning protocols and high impact teaching strategies so that all students make at least one year's growth for one year's learning in English and Mathematics.
12 month target 1.1	<p>We will set growth targets based on teacher judgements, at each year level, annually, using triangulated data incorporating the Victorian Curriculum.</p> <p>Writing Team, in consultation with staff, will set December 2018 goal, based on December 2017 teacher judgements eg; 50% (6 months + ahead)</p>
FISO Initiative	Building practice excellence
Key Improvement Strategy 1	<p>Writing</p> <p>Continue to enhance and monitor a whole school approach to Professional Learning Teams (Action and Curriculum teams). Enhance the capacity of teachers to:</p> <ul style="list-style-type: none"> o use data and moderation of assessment to implement precise targeted teaching o consistently implement agreed instructional model.
Actions	<ul style="list-style-type: none"> - Sarah Jeffreys (Literacy Leader and Leading Teacher) will lead the school in the writing AIP team development and implementation - Teachers will work in two teams Prep-3 and 3-6 to analyse the student NAPLAN Writing Samples (low, medium and high from 2017) using the NAPLAN writing guide to determine areas requiring extra focus.

	<ul style="list-style-type: none"> - Implement whole school writing 'Scope and Sequence' (developed in Term 4, 2017). Professional Development, coaching and learning walks will be provided to assist with implementation and consistency. - Review the Literacy Chilwell Essentials writing resources to include writing rubrics, agreed teaching of genres, linking of spelling and grammar into our Writer's Workshop and the use of mentor texts. - Deb Sukarna (Education Consultant) to provide Professional Development in May focusing on maximising pedagogical knowledge and student learning outcomes within the Writer's Workshop. - Action Research Teams established in Semester 2, identifying a problem of practice using student data or a focus on improving teacher pedagogy. - Deb Sukarna to work with Action Research Teams during Semester 2 to support and further develop pedagogical knowledge and student learning outcomes 			
Evidence of impact	<ul style="list-style-type: none"> - Writer's Workshop Model documented in weekly planners and term planners and shared with Literacy Leader. - Minutes of Professional Development sessions conducted with Deb Sukarna (Education Consultant) - Meeting agenda and minutes - Action Research Teams Agenda and Minutes to reflect analysis and problem of practice, documenting actions and learning based on research. - Increase in accuracy of student writing achievement in NAPLAN. - Literacy outcomes as measured against NAPLAN will reflect Low Growth less than 20% and high growth greater than 25% (Relative Gain) as per Strategic Plan target. - Decrease in number of students achieving below expected level (Victorian Curriculum) using June and December data. 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Professional Development Sessions with Deb Sukarna - Whole school professional development day in May 2018. - Support with Action Research Teams in August 2018	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 3	\$8,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Implementation of the Writing 'Scope and Sequence' - Supported by professional development, coaching and learning walks	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Review the Literacy Chilwell Essentials writing resources to include writing rubrics, agreed teaching of genres, linking of spelling and grammar into our Writer's Workshop and the use of mentor texts.	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Data Analysis using NAPLAN student writing samples form 2017 and Victorian Curriculum Assessment Data	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Action Research Teams established and implemented	Curriculum Co-ordinator (s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 1	Every year of the Strategic Plan teachers will adopt consistent teaching and learning protocols and high impact teaching strategies so that all students make at least one year's growth for one year's learning in English and Mathematics.
12 month target 1.1	We will set growth targets based on teacher judgements, at each year level, annually, using triangulated data incorporating the Victorian Curriculum. Writing Team, in consultation with staff, will set December 2018 goal, based on December 2017 teacher judgements eg; 50% (6 months + ahead)
FISO Initiative	Building practice excellence
Key Improvement Strategy 2	Mathematics Continue to enhance and monitor a whole school approach to Professional Learning Teams (Action and Curriculum teams). Enhance the capacity of teachers to: o use data and moderation of assessment to implement precise targeted teaching o consistently implement agreed instructional model.
Actions	- A team of teachers will be established to analyse 3-4 years data to determine areas for professional learning focus in 2019. - Two Numeracy Leaders and Principal to attend Leading Mathematics (Bastow), using professional learning to plan and implement effective whole school professional learning in Mathematics.

	<ul style="list-style-type: none"> - Review Chilwell Essentials Mathematics - Teaching the Four Operations, Belief Statement. - Mathematics Coaching to continue based on established criteria. 			
Evidence of impact	<ul style="list-style-type: none"> - Plan developed for whole school professional learning (Action Research Teams) in 2019 based on data and evidence available. - Meeting agenda and minutes reflect analysis of data, future learning goals for students and staff. - Increased accuracy of student responses in NAPLAN (2019 and beyond) in areas identified by teams through data analysis and researched in Action Research Teams (A.R.Ts). - Numeracy outcomes as measured against Naplan will reflect Low Growth less than 20% and high growth greater than 25% (Relative Gain) as per Strategic Plan target. - Chilwell Essential Folder Mathematics will be updated, with input from all staff to review our agreed instructional model, belief statement and pedagogical approach. 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
<ul style="list-style-type: none"> - Principal and two Leading Teachers (Mathematics) attend Bastow Leading Mathematics Course. - The outcome of this professional learning will be a plan for implementing Mathematics at Chilwell in 2019. 	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$7,300.00 <input type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> - Establish a team to analyse 3 years of Mathematics data (including Item Analysis Report, Growth Data, Trend Data, Teacher Judgements) - Investigate Data Analysis professional (Philip Holmes-Smith) to assist with data analysis. Work with Kandice Bell to identify trends in data. 	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Review and update Chilwell Essentials Mathematics documentation	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Mathematics coach to work with identified staff to build teacher capacity in pedagogy as documented in the Chilwell Essential Folder. Teacher's draw coaching focus from cohort and individual student data.	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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Goal 2	Engagement Over the life of the Strategic Plan we will continue to provide a caring, learning environment in which all students are inquisitive, actively engaged, empowered and challenged so that they achieve their potential and become positive members of the community.
12 month target 2.1	Teaching and Learning factors will increase in the area of Stimulating Learning as measured by the AtTS Survey. Grade 4 - 95% to 97% Grade 5 - 71% to 75% Grade 6 - 88% to 90%
FISO Initiative	Empowering students and building school pride
Key Improvement Strategy 1	Strengthen staff capacity to support students to become independent and engaged learners through student voice in their learning and access to a variety of quality tasks and authentic experiences.
Actions	<ul style="list-style-type: none"> - Promote the BringIT2Chilwell iPad program via newsletter, skoolbag app and website. - Host information sessions about the use of iPads and digital learning at Chilwell Primary School when needed. - Continue to develop staff capacity by enhancing current pedagogy through Professional Learning, Learning Walks and coaching - not just in ICT use, but Literacy and Numeracy, with ideas and strategies to incorporate ICT. - Provide time at ARTS/PLC meetings and within Curriculum team meetings to set up various platforms in designated year levels, plan various activities and share/distribute to parents/families via the platform. - Encourage parents to 'link in' with the platform and their child to provide feedback (HITS) to the student.
Evidence of impact	<ul style="list-style-type: none"> - Increase the percentage of iPads (BYOD) from 85% to 90%+ - Increase the rate of parents 'linking in' to various platforms (Seesaw, Showbie & Google). - Information updated on the BIT2CPS component of website.

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
The 2017 Towards Transformation team to coach staff in 2018 with a new title 'Digital Learning'. Initial focus will be on staff that have changed year levels in 2018 and require upskilling in the platform being used. Staff will have time allocated early term 1 to set up platforms and activities to get started then move into more of a coaching and learning Walk scenario where observations and feedback will occur and various stages throughout the year. The 'coach' will vary within the TT team and address the needs that they best suit.	PLC Leaders	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 3	\$3,200.00 <input type="checkbox"/> Equity funding will be used

Goal 2	Engagement Over the life of the Strategic Plan we will continue to provide a caring, learning environment in which all students are inquisitive, actively engaged, empowered and challenged so that they achieve their potential and become positive members of the community.
12 month target 2.1	Teaching and Learning factors will increase in the area of Stimulating Learning as measured by the AtTS Survey. Grade 4 - 95% to 97% Grade 5 - 71% to 75% Grade 6 - 88% to 90%
FISO Initiative	Empowering students and building school pride
Key Improvement Strategy 2	Use Digital technologies to engage students and families in the students learning, feedback on learning and communicate with parents.
Actions	<ul style="list-style-type: none"> - Upgrade Prep -2 iPads to enable iOS10+ to be installed and improve productivity and creativity. - Continue to promote the 3 platforms used to distribute student work across the school. - Develop and agreed 'digital portfolio' that includes authentic work samples and appropriate feedback opportunities. - Link Hatties research and the HITS documentation around Feedback to create a "What is feedback?" type paper that can be

	distributed to parents to improve their feedback quality and overall more specificity in their child's learning. - Monitor the number of apps being used to ensure quality. - Explore to opportunity to widen the BIT2CPS program into P-2 teams.			
Evidence of impact	- New ipads rolled out in P-2 classrooms with covers. - Increase in the rates of feedback from parents to their children via the 3 platforms. - Increase the quality of feedback given to students by teachers and families via the platforms. - Staff to add 'Feedback strategies' to their Curriculum Team Meeting Agenda as a topic to discuss and record quality examples to share with staff and parents (eg: appropriate sentence starters). - Possible expansion of BIT2CPS into P-2 teams.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
New iPads to be rolled out in P-2	Assistant Principal	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$18,000.00 <input type="checkbox"/> Equity funding will be used

Goal 3	Wellbeing Over the life of the Strategic Plan, we will continue to provide a whole school community focus on building positive relationships and resilience, underpinned by the school values so that wellbeing will be enhanced.
12 month target 3.1	A 10% decrease in the reported negative welfare incidents reported through Sentral.
FISO Initiative	Empowering students and building school pride
Key Improvement Strategy 1	Promote a whole school community focus on building positive relationships and resilience, underpinned by CPS's expectations of staff, students and families as documented through the school's student engagement policy.

<p>Actions</p>	<p>Provide well-being programs that continue to ensure that Chilwell students learn in a safe and supportive environment by:</p> <ul style="list-style-type: none"> *Re-launching the You Can Do It Program at Chilwell Primary School *Participating in whole staff Professional Development - You Can Do It Training for all staff. *All staff implementing You Can Do It Program into planning and teaching. *Multiage You Can Do It lessons. *You Can Do It awards for student achievement. <p>Promoting safe use of digital technology.</p> <ul style="list-style-type: none"> *Multiage age tuition. *Classroom teacher embedding cyber-safety into programs. <p>Review the engagement policy.</p> <ul style="list-style-type: none"> *Consulting with staff, parents and whole school community. <p>Continuing to use the Sentral Program to monitor student behaviour.</p> <ul style="list-style-type: none"> *All staff are responsible for inputing data. *The Well-being Team will monitor student data pertaining to negative behaviour. *The Well-being Team will share data with whole school and implement necessary actions. <p>To continue over see the Chaplaincy Program in providing specific programs that address student needs.</p> <p>Promoting Smiling Minds and Meditation and Mindfulness activities.</p>
<p>Evidence of impact</p>	<ul style="list-style-type: none"> *You can Do It Professional Development undertaken. *You can Do It evidenced in teaching practice and planning. *You can Do It Multi-age grouping documented in staff term planners. *Progress documented in Team and Staff Meeting Minutes <ul style="list-style-type: none"> *Cyber-safety multi-age lessons documented on whole school planner. <ul style="list-style-type: none"> *New Student Engagement Policy published, documented and shared with whole school community. <ul style="list-style-type: none"> *Effectiveness of Sentral discussed and documented at staff meetings.

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
You Can Do It trainer will provide professional development/training to whole staff. Follow up actions will be implemented by Well-being Team and Unit Teams. Classroom teachers will link You Can Do It to Inquiry outcomes so it is linked to this curriculum area. i.e Health You Can Do It certificates distributed at assemblies.	Student Wellbeing Co-ordinator	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$1,300.00 <input type="checkbox"/> Equity funding will be used
All children will participate in Cyber-safety lessons.	Student Wellbeing Co-ordinator	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Student Engagement policy reviewed and updated at *Staff Meetings *ARTS Meetings *School Council *Junior School Council Meetings	Student Wellbeing Co-ordinator	<input type="checkbox"/> No	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Professional Learning and Development Plan - 2018

Chilwell Primary School (2061)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Professional Development Sessions with Deb Sukarna - Whole school professional	Leading Teacher(s)	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> External consultants External consultant to	<input checked="" type="checkbox"/> On-site

development day in May 2018. - Support with Action Research Teams in August 2018			<input checked="" type="checkbox"/> Peer observation including feedback and reflection		provide a P.D. day around writing. This will be followed up in PLTs and future sessions if necessary.	
- Principal and two Leading Teachers (Mathematics) attend Bastow Leading Mathematics Course. - The outcome of this professional learning will be a plan for implementing Mathematics at Chilwell in 2019.	Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <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 Provide by Bastow - Geelong
- Establish a team to analyse 3 years of Mathematics data (including Item Analysis Report, Growth Data, Trend Data, Teacher Judgements) - Investigate Data Analysis professional (Phillip Holmes-Smith) to assist with data analysis. Work with Kandice Bell to identify trends in data.	Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> External consultants Possibility of Phillip Holmes Smith analysing data.	<input checked="" type="checkbox"/> On-site
The 2017 Towards Transformation team to coach staff in 2018 with a new title 'Digital Learning'. Initial focus will be on staff that have changed year levels in 2018 and require upskilling in the platform	PLC Leaders	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

<p>being used. Staff will have time allocated early term 1 to set up platforms and activities to get started then move into more of a coaching and learning Walk scenario where observations and feedback will occur and various stages throughout the year. The 'coach' will vary within the TT team and address the needs that they best suit.</p>						
<p>You Can Do It trainer will provide professional development/training to whole staff. Follow up actions will be implemented by Well-being Team and Unit Teams. Classroom teachers will link You Can Do It to Inquiry outcomes so it is linked to this curriculum area. i.e Health You Can Do It certificates distributed at assemblies.</p>	<p>Student Wellbeing Co-ordinator</p>	<p>from: Term 1 to: Term 4</p>	<p><input checked="" type="checkbox"/> Curriculum development</p>	<p><input checked="" type="checkbox"/> Whole School Student Free Day</p>	<p><input checked="" type="checkbox"/> External consultants</p> <p>YCDI Trainer provide P.D. for one day and back up sessions, resources if deemed necessary.</p>	<p><input checked="" type="checkbox"/> On-site</p>

Documents that support the plan

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

Dimension 4

[Monitoring of Strategic Plan 2017-2020.docx \(0.02 MB\)](#)

Self-evaluation Summary

[2017 AIP Chilwell Primary School Final Upload.docx \(0.05 MB\)](#)
[2017 AIP Working Master 29-10.docx \(0.06 MB\)](#)

Draft