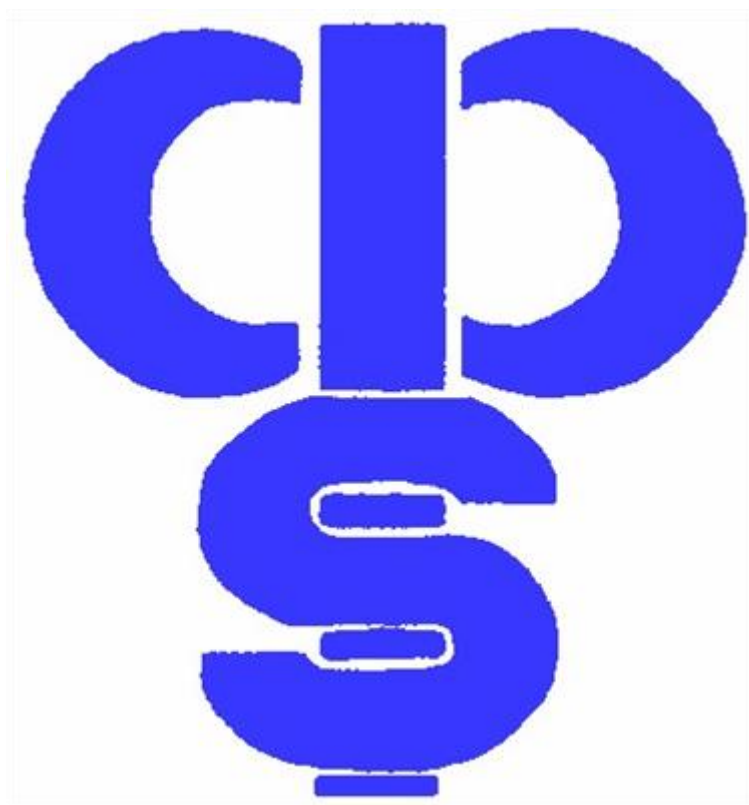# 2019 Annual Implementation Plan

for improving student outcomes

Chilwell Primary School (2061)

Submitted for review by Gavan Welsh (School Principal) on 13 December, 2018 at 10:57 AM
Endorsed by Leanne Preece (Senior Education Improvement Leader) on 14 December, 2018 at 03:38 PM
Endorsed by Barb Cronin (School Council President) on 06 February, 2019 at 11:52 AM

Self-evaluation Summary - 2019

	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	The 2019 AIP has been contributed to by all members of staff through Curriculum Teams providing reflective comments and suggested opportunities for the 2019 teaching year.
	AIP Teams were established in 2017 to ensure all staff are aware of the yearly goals and had opportunity to provide input, feedback and to support the development of the whole school against the goals established.
	After completing the FISO self evaluation in collaboration with P.L.C leaders, and discussion at our whole school review day, we identified future priorities. While we are excelling in a number of Excellence in Teaching and Learning and Positive Climate for learning areas, these will continue to drive our curriculum programs in 2019. tThe introduction of Essential Assessments in 2019 will provide teachers with a comprehensive tool linked explicitly to the Victorian Curriculum, aiming to provide
	Maintaining and buliding upon our positive climate for learning will be a priority with the planned building and construction to take place in 2019 with a particular focus on staff wellbeing and empowering students through student voice and student agency.
	Undertaking the a building program, positive climate for learning will be a consideration, maintaining staff and student

	wellbeing and safety. In response to Staff Opinion Survey, Psychological Safety, will be a goal in 2019
Considerations for 2019	The implementation of a building Program is planned which will result in movement of grades (predominantly P-2) throughout the year. Due consideration will be given to those effected during the decanting and construction process. Restricted playground space during the build may also impact on student's and their general play, which may influence a change in play times or school finishing times, in alignment with previous building projects. Support structures and alternative play spaces may need to be investigated to reduce the number of negative incidences during recess and lunchtime. With a rising number of E.A.L students entering the Chilwell community, consideration will be given to appointing a coordinator to work with outside agencies such as G.E.L.C to support the smooth transition and integration of children that speak languages other than English at home and to support classroom teachers as required. The staff at Chilwell will remain stable with no new staff employed for the beginning of the year. While this has many benefits, ensuring our practice is current and up to date is essential, so school visits may be vital in ensuring best practice can be observed in other settings. This may be supported by learning walks and P.D. Essential Assessments will be purchases prior to the beginning of 2019 in preparation for staff to access assessments in February 2019 in lieu of Mathematics Online Interview for students Grade 1-4 and English Online Assessment for Grades 1-2. Professional Learning Opportunities and time for staff to familiarise themselves with the program will be beneficial for all accessing and using the program. Time to review, reflect and explore will be imperative to success Significant changes have been made to the manner in which staff access and use digital technologies in the classroom during the last two years. Embedding, refining and reviewing use (including BringIT2Chilwell in Grade 2) will support work undertaken already.
Documents that support this plan	

SSP Goals Targets and KIS

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.
Target 1.1	NAPLAN Year 3 to 5 Relative gain measures to show each year of the Strategic Plan:

NAPLAN Year 3 to 5 Relative gain measures to show each year of the Strategic Plan:

	Low	High
	Equal to or less than %	Equal to or less than %
Numeracy	20	25
Writing	17	36
Reading	17	32

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

Over the life of the Strategic plan, component mean score, Prin/Teach to be at or greater than:

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).
Key Improvement Strategy 1.a Building practice excellence	Writing 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.
Key Improvement Strategy 1.b Building practice excellence	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.
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.
Target 2.1	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').

	Average days absent per student are 13 days or less at each year level Years P–6, over the life of the Strategic Plan.
Key Improvement Strategy 2.a Empowering students and building school pride	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.
Key Improvement Strategy 2.b Empowering students and building school pride	Use Digital technologies to engage students and families in the students learning, feedback on learning and communicate with parents.
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.
Target 3.1	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. 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.
Key Improvement Strategy 3.a Empowering students and building school pride	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.

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.
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.	Yes	NAPLAN Year 3 to 5 Relative gain measures to show each year of the Strategic Plan: <table><tr><td></td><td>Low</td><td>High</td></tr><tr><td></td><td>Equal to or less than %</td><td>Equal to or less than %</td></tr><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></table> 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.	Growth targets will be set by classroom teachers annually, using triangulated data and the Victorian Curriculum. Meet or surpass NAPLAN Relative Growth targets set for each of the 4 years (see Four Year Strategic Targets) with a focus on Numeracy and Writing.

		School Staff Survey, School climate module Over the life of the Strategic plan, component mean score, Prin/Teach to be at or greater than: 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).	
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.	Yes	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'). Average days absent per student are 13 days or less at each year level Years P–6, over the life of the Strategic Plan.	Teaching and Learning Factors will increase in the area of Stimulating Learning as measured by the Attitudes to School Survey. Grade 4 - >90% Grade 5 - 88% to 90% Grade 6 - 88% to 90% Student Voice and Agency: Increase student voice and agency in Attitudes to School Survey matched cohort data. Grade 4 - >75% Grade 5 - Increase from 76% in 2018 to >80% Grade 6 - Increase from 68% in 2018 to

			>75%
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.	Yes	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. 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.	Staff Opinion Survey (Percentage Endorsement Scores) Psychological Safety (All Staff) increase from 70.8% to 80%

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	Growth targets will be set by classroom teachers annually, using triangulated data and the Victorian Curriculum. Meet or surpass NAPLAN Relative Growth targets set for each of the 4 years (see Four Year Strategic Targets) with a focus on Numeracy and Writing.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Writing 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.	Yes

| KIS 2
Building practice excellence | 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. | 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. | KIS 1:
Feedback from class teachers through Curriculum Teams indicates further work needed to consolidate and embed the Writer's Workshop Model devised and implemented in 2018.

NAPLAN Data is improving, with further consolidation of the Writer's Workshop model, conferencing and mini lessons expected to enhance data and strengths further.

All teachers have experimented with conferencing in 2018 with very positive results anecdotally in student interest and engagement in writing. Teachers are at various stages of implementing the Writer's Workshop model, with the further consolidation of this approach necessary for consistency in practice.

KIS 2:
2018 was a year of planning for Mathematics through the Bastow Leading Mathematics course. The intention is to now implement learning and 12 months plan developed in Bastow Leading Mathematics, in consultation with Peter Burrows to investigate the Proficiency Strands and strengthen our teaching in this area.

New tools for identifying sound Matheamatics teaching and learning practices have been identified with baseline data collected and collated. Review of this data is expected to further develop the depth of conversation amongst staff as to what great mathematics teaching and learning looks like at Chilwell and for students to identify the characteristics of good mathematics learners. A cohesive view of what makes a great maths learner would be ideal, amongst staff, students and parents.

The purpose of focusing on mathematics is to maintain a focus on current research and best practice, building on our internal expertise and 2018 learning by engaging external experts.

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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 Attitudes to School Survey. Grade 4 - >90% Grade 5 - 88% to 90% Grade 6 - 88% to 90% Student Voice and Agency: Increase student voice and agency in Attitudes to School Survey matched cohort data. Grade 4 - >75% Grade 5 - Increase from 76% in 2018 to >80% Grade 6 - Increase from 68% in 2018 to >75%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	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.	Yes
KIS 2 Empowering students and building school pride	Use Digital technologies to engage students and families in the students learning, feedback on learning and communicate with parents.	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.	Student Voice is continuing to evolve as staff define what Student Voice at Chilwell Primary School looks like. While an agreed definition was developed during our last strategic plan, new research and evidence is available. There is a need for a consistent understanding of what student voice and student agency is - as identified by Curriculum Teams in our 2018 reflections, evidenced in discussions on 2019 Planning Day. While this goal is not directly stated in the Strategic Plan 2017-2020, it does align with the identified goal - Stimulating Learning - which we have achieved consistently over the course of the strategic plan. Data from the Attitudes to School Survey is below 80% in each year level - Grade 4-6. Aligning our 12 months targets to compare cohort specific data in Attitudes to School Survey Data - Stimulating Learning - to ensure we are able to compare progress against each cohort and monitor the effectiveness of programs implemented.

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	Staff Opinion Survey (Percentage Endorsement Scores) Psychological Safety (All Staff) increase from 70.8% to 80%

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	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.	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.	Building Program to commence in 2019 - with the Art Room and 4 classrooms to be decanted over the course of the year. Staff Opinion Survey Data was 70.8% in 2018 and was a point of discussion from Curriculum Teams during 2018 reflection. Altered school yard conditions is also predicted to affect staff and students relationships as the play spaces available will also be diminished.	

Define Actions, Outcomes and Activities

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	Growth targets will be set by classroom teachers annually, using triangulated data and the Victorian Curriculum. Meet or surpass NAPLAN Relative Growth targets set for each of the 4 years (see Four Year Strategic Targets) with a focus on Numeracy and Writing.
KIS 1 Building practice excellence	Writing 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	- Data analysis by writing team and staff to set 12 month targets. - Embed the whole school agreed instructional model as outlined in the Chilwell Essentials folder. - Timetable and commit to regular professional development sessions to implement AIP initiatives, share ideas and model effective teaching. - Effectively implement the conferencing model outlined in Professional Development sessions with Deb Sukarna in 2018 using the P-1 and 2-6 models. - Revisit the Writer's Workshop model to explore explicit teaching, mini lessons and how the timing of the session works within the Writer's Workshop model. -Explore independent writing routines through Professional Development sessions in semester 2.
Outcomes	- Increase student voice and agency through effective conferencing, peer feedback, self feedback and an improved independent writing routine. - Teachers will improve their knowledge, skills and confidence to implement the agreed Writer's Workshop instructional model effectively. - Recognise and value internal expertise within staff by sharing knowledge and best practice. A range of staff will lead professional

	development, coaching and model best practice in Learning Walks.
Success Indicators	- Teachers will achieve their growth targets in writing (teacher judgements), reflecting on them during mid-year and end of year PDP discussions. - Review NAPLAN data and samples to identify improvements and positive growth. - Ongoing staff review and reflection to measure success.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Reading Recovery / Catch Up Literacy / Catch Up Numeracy	☑ Leading Teacher(s) ☑ School Leadership Team ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 3	$3,654.00 ☑ Equity funding will be used
Teachers will set one year targets using December 2018 Teacher Judgements to identify areas of focus for their Curriculum Team and cohorts. This will be included in PDP as a team goal.	☑ Leadership Team ☑ Leading Teacher(s) ☑ Principal ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used
Effectively implement conferencing based on the P-1 and 2-6 model. Deb Sukarna PD in 2018	☑ Literacy Leader ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used
Explicit PD sessions (whole school). 4 meetings per term Curriculum Teams agenda Literacy, specifically conferencing and writing (with an expert in literacy in each team) to enable sharing of staff expertise.	☑ Literacy Leader ☑ PLC Leaders	☑ PLP Priority	from: Term 1	$0.00

	☑ Teacher(s)		to: Term 1	☐ Equity funding will be used
Revisit the Writer's Workshop Structure with a focus on mini lessons. Determine what do they look like and how do they differ from explicit teaching. ARTs Meetings as whole school and in curriculum teams with internal experts.	☑ Literacy Leader ☑ PLC Leaders ☑ Teacher(s)	☑ PLP Priority	from: Term 2 to: Term 2	$0.00 ☐ Equity funding will be used
Whole staff professional learning: Improving the independent writing routine. Specific PD on the Writer's Notebook from internal experts, external experts and linked with research and readings.	☑ Literacy Leader ☑ PLC Leaders ☑ Teacher(s)	☑ PLP Priority	from: Term 3 to: Term 4	$2,000.00 ☐ Equity funding will be used

KIS 2 Building practice excellence	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	- Mathematics Leading Teacher and Mathematics Curriculum Leader will lead the school in consultation with the Mathematics AIP Team. - Teachers will investigate, analyse and discuss the characteristics of great Maths learners and teachers in Professional Learning Teams. - Teachers will identify personal professional learning goals based on Pedagogical Crosswalk Data. - Teachers will develop a greater awareness and understanding of the Proficiency Strands in Mathematics, with a specific focus on Reasoning and Understanding. - Mathematics Coaching will be offered to staff, with priority given using our agreed coaching allocation criteria. - Learning Walks - all staff to undertake at least one learning walk focused on Mathematics. - Peter Sullivan will conduct professional learning on proficiency strands with classroom teachers and leadership team. - Essential Assessments will be used to gather formative assessment data to drive teaching and learning and summative assessment data (enabling staff to analyse program delivery and content).

	- Teachers will analyse December 2018 cohort data in Literacy and Numeracy (Teacher Judgements) and formulate 12 months goals for student growth in one area of Mathematics.
Outcomes	- The AIP Mathematics Team will liaise with staff to determine professional learning needs and directions. - Teachers will have a deeper understanding of the proficiency strands and how they impact student learning. - Teachers will plan with proficiency strands in mind, evidenced in planning documents. Teachers may modify content delivery to enable students to identify, use and evaluate their thinking against the strands. - Student mindset: Students understand what great math learners are and do and can discuss their strengths and areas for improvement. - Mathematics coach will work with teachers in their classrooms, setting individual professional learning goals, gathering data and providing observational notes. - Essential Assessment data - including information about the proficiency strands, will be used to guide teachers lesson planning, delivery and reflection. Teachers will investigate the most effective ways to use data collected to drive and assess teaching and learning programs. Investigate ways to assess the proficiency strands using Essential Assessments.
Success Indicators	- Year planner developed outlining the meeting schedule for mathematics professional learning. - Mathematics will continue to be on the agenda for Curriculum Teams every fortnight, with teachers discussing current mathematical learning foci. - Peter Sullivan will provide guidance and professional learning, facilitating further discussion and investigation into high quality maths teaching and the proficiency strands. - Teachers will plan in teams with the proficiency strands in mind, reflected in planning documents. - Teachers will engage in Mathematics Coaching according to the annual coaching plan devised. - All staff participate in one learning walk per semester, with at least one focusing on mathematics teaching and learning. - All staff will use Essential Assessments as a tool for gathering formative assessment data, monitoringg student learning in the proficiency strands and mathematical content areas. - Teachers will achieve their growth targets in Literacy and Mathematics (teacher judgements), reflecting on them at mid year and end of year PDP discussions.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
External Expert in the Proficiency Strands (Peter Sullivan) employed to support staff to understand the Proficiency Strands and develop a plan for how to use them effectively in their planning, goal setting, lesson delivery and evaluations.	☑ Leading Teacher(s) ☑ Numeracy Leader	☑ PLP Priority	from: Term 1 to: Term 4	$3,000.00 ☐ Equity funding will be used

Action Research Teams / Professional Learning Teams - Investigate What Makes a Great Mathematics Learner. -Investigate What Makes a Great Mathematics Teacher. - Implement Bastow Surveys and analyse data using SUNI analysis. - Develop an awareness of the proficiency strands through reading, research and Peter Sullivan.	☑ Curriculum Co-ordinator (s) ☑ Leading Teacher(s) ☑ Numeracy Leader	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Question Stem Cards Staff will devise question stem cards to promote thinking in each of the Proficiency Strands as they learn more about each. Initial focus on Reasoning and Understanding.	☑ Curriculum Co-ordinator (s) ☑ Leading Teacher(s) ☑ Numeracy Leader	☐ PLP Priority	from: Term 2 to: Term 2	$0.00 ☐ Equity funding will be used
Mathematics coach to support the development of personal learning goals with individual staff using appropriate data, facilitating professional learning through coaching and student shadowing.	☑ Leading Teacher(s) ☑ Numeracy Leader	☑ PLP Priority	from: Term 2 to: Term 4	$0.00 ☐ Equity funding will be used
Learning Walks All staff participate in at least one Learning Walk with a Mathematics focus in 2019.	☑ Leadership Team ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Essential Assessments used by all staff as formative and summative assessment.	☑ Leadership Team ☑ Leading Teacher(s) ☑ Numeracy Leader ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

Teachers will set one year targets using December 2018 Teacher Judgements to identify areas of focus for their Curriculum Team and cohorts. This will be included in PDP as a team goal.	☑ Leadership Team ☑ Principal ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ 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 Attitudes to School Survey. Grade 4 - >90% Grade 5 - 88% to 90% Grade 6 - 88% to 90% Student Voice and Agency: Increase student voice and agency in Attitudes to School Survey matched cohort data. Grade 4 - >75% Grade 5 - Increase from 76% in 2018 to >80% Grade 6 - Increase from 68% in 2018 to >75%
KIS 1 Empowering students and building school pride	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	- Staff, led by P.L.C leaders, will develop a shared understanding of high impact P.L.Cs and how the inquiry cycle builds professional practice and strengthens staff capacity. - P.L.C leaders will develop tools to be utilised in the inquiry cycle implementation. - An implementation plan will be developed outlining how the the inquiry cycle will be used, developing a consistent approach within teams and across the school. - P.L.C leaders will lead staff in the Inquiry cycle through curriculum teams and A.R.Ts meetings, building staff knowledge in identified areas of need. - Staff will identify areas of need to be addressed within Professional Learning Communities in early 2019.

	- P.L.C implementation and goals will be evidenced in individual P.D.P's for all staff (linked to student growth data) - Time will be allocated in meeting schedule to enable P.L.C inquiry cycle to be shared, developed and implemented (in consultation with Literacy and Mathematics Leaders).
Outcomes	- Staff, led by PL..C leaders, will develop a shared understanding of high impact P.L.Cs and how the inquiry cycle builds professional practice and strengthens staff capacity. - All staff will participate in professional learning communities, using the inquiry cycle to develop professional practice. - Staff will have a shared understanding of student voice and student agency and take steps to implement into their lesson and unit planning as appropriate. - Staff will become familiar with the Amplify resource and other relevant resources and use ideas and resources within their classrooms. - Students will understand when they are using student voice effectively to improve learning outcomes. - Inquiry Cycle will cater for and promote student engagement thus enabling active participation and in their learning
Success Indicators	A.T.T.S Survey results (outlined above) Curriculum Team Meeting Minutes and ARTS meeting minutes will reflect discussions led by P.L.C Leaders and the inquiry cycle. Student voice will have been investigated through authentic learning experiences for teachers (in line with other A.I.P Goals). Classroom teachers will utilise their knowledge and understanding of student voice, evidenced in planning documents. Collective Efficacy and Collective Responsibility (measured in the Staff Opinion Survey) will increase from 92.44% and 91.79% respectively.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
PLC Leaders develop a plan for implementation.	☑ Leadership Team ☑ PLC Leaders	☑ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used
Tools resourced and developed to use with staff to facilitate the inquiry cycle.	☑ PLC Leaders	☐ PLP Priority	from: Term 1	$0.00

				to: Term 1	☐ Equity funding will be used
PLC Leaders guide staff through an inquiry cycle to model the process and cycle with all staff based on Curriculum Team Data.	☑ Leadership Team ☑ PLC Leaders ☑ Teacher(s)	☑ PLP Priority	from: Term 2 to: Term 2	$0.00 ☐ Equity funding will be used
PLC leaders to liase with Literacy and Numeracy leaders to identify possible areas of focus in inquiry cycle. Data will be used to identify areas of need.	☑ Literacy Leader ☑ Numeracy Leader ☑ PLC Leaders	☑ PLP Priority	from: Term 2 to: Term 3	$0.00 ☐ Equity funding will be used
Collaborate with schools experienced in the PLC inquiry cycle.	☑ PLC Leaders	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Review and reflect on successes, failures and frustrations regularly.	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ 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	Staff Opinion Survey (Percentage Endorsement Scores) Psychological Safety (All Staff) increase from 70.8% to 80%

KIS 1 Empowering students and building school pride	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.
Actions	- A plan will be set in place for preparation for the building project developed with minimal interruption to classes and teachers. - The team established to work on the building in 2019 will continue to oversee progress, meet with key stakeholders and create an implementation plan. - Classrooms will be decanted and classes placed accordingly to enable building program to take place. Some to be strategically placed in 2018 to minimise disruption. - School Council will continue to discuss, plan for and support building program in conjunction with school leaders, minimising impact on teaching staff, students and the wider community. - Accessing outside and internal school expertise to support the goal.
Outcomes	- Students: Will adapt to change with support, including moving classrooms and reduced play spaces. - Teachers: Will support each other in times of need to maintain focus on the teaching and learning throughout the building program. - Leaders: Will aim to minimise disruptions to classroom teachers, through creating a plan that has the least impact possible. - Alternative play, start and finish times may be investigated with school council to address reduced yard play space throughout the building program. - School Community: Will understand and help to minimise the impact of a building program on student learning, supporting classroom teachers and school council to undertake building plan as required. - All staff will support students to manage appropriate play and games in a reduced outdoor space. - Promotion; Regular tours, updates and social media articles will inform all stakeholders.
Success Indicators	- Staff Opinion Survey Results (all staff) in the area of psychological safety monitored (aiming for 80%) in 2019. - Parent Opinion survey will reflect minimal disruption to the students and families. No factor to show a decrease from the 2018 result.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Building program- construction of a new open learning facility. Continue planning with school council, architects and liaising with builders and the VSBA. Decanting of current building, moving grades into temporary classrooms while continuing a focus on psychological safety for all staff, students and families.	☑ Assistant Principal ☑ Leadership Team ☑ Principal	☐ PLP Priority	from: Term 2 to: Term 4	$2,410,000.00 ☐ Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget ($)	Spend ($)
Equity funding associated with Activities and Milestones	$3,654.00	0.00
Additional Equity funding	$0.00	$0.00
Grand Total	**$3,654.00**	**$0.00**

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget ($)	Equity Spend ($)
Reading Recovery / Catch Up Literacy / Catch Up Numeracy	from: Term 1 to: Term 3		$3,654.00	
Totals			**$3,654.00**	

Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget ($)	Equity Spend ($)
Totals			**$0.00**	**$0.00**

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Effectively implement conferencing based on the P-1 and 2-6 model. Deb Sukarna PD in 2018	☑ Literacy Leader ☑ Teacher(s)	from: Term 1 to: Term 1	☑ Collaborative Inquiry/Action Research team ☑ Peer observation including feedback and reflection ☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Literacy expertise ☑ Internal staff ☑ Literacy Leaders	☑ On-site
Explicit PD sessions (whole school). 4 meetings per term Curriculum Teams agenda Literacy, specifically conferencing and writing (with an expert in literacy in each team) to enable sharing of staff expertise.	☑ Literacy Leader ☑ PLC Leaders ☑ Teacher(s)	from: Term 1 to: Term 1	☑ Collaborative Inquiry/Action Research team ☑ Peer observation including feedback and reflection ☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Literacy expertise ☑ Internal staff ☑ Literacy Leaders	☑ On-site
Revisit the Writer's Workshop Structure with a focus on mini lessons. Determine what do they look like and how do they differ from explicit teaching. ARTs Meetings as whole school and in curriculum	☑ Literacy Leader ☑ PLC Leaders ☑ Teacher(s)	from: Term 2 to: Term 2	☑ Collaborative Inquiry/Action Research team ☑ Curriculum development ☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Literacy expertise ☑ Literacy Leaders	☑ On-site

teams with internal experts.						
Whole staff professional learning: Improving the independent writing routine. Specific PD on the Writer's Notebook from internal experts, external experts and linked with research and readings.	☑ Literacy Leader ☑ PLC Leaders ☑ Teacher(s)	from: Term 3 to: Term 4	☑ Planning ☑ Collaborative Inquiry/Action Research team ☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Literacy expertise ☑ Literacy Leaders	☑ On-site
External Expert in the Proficiency Strands (Peter Sullivan) employed to support staff to understand the Proficiency Strands and develop a plan for how to use them effectively in their planning, goal setting, lesson delivery and evaluations.	☑ Leading Teacher(s) ☑ Numeracy Leader	from: Term 1 to: Term 4	☑ Preparation ☑ Collaborative Inquiry/Action Research team ☑ Curriculum development	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff ☑ Bastow program/course ☑ External consultants Peter Sullivan	☑ Off-site To be advised
Action Research Teams / Professional Learning Teams - Investigate What Makes a Great Mathematics Learner. -Investigate What Makes a Great Mathematics Teacher. - Implement Bastow Surveys and analyse data using SUNI analysis. - Develop an awareness of the proficiency strands through reading, research and Peter Sullivan.	☑ Curriculum Co-ordinator (s) ☑ Leading Teacher(s) ☑ Numeracy Leader	from: Term 1 to: Term 4	☑ Moderated assessment of student learning ☑ Collaborative Inquiry/Action Research team ☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Bastow program/course ☑ Departmental resources Numeracy Toolkit Victorian Curriculum Website	☑ On-site

Mathematics coach to support the development of personal learning goals with individual staff using appropriate data, facilitating professional learning through coaching and student shadowing.	☑ Leading Teacher(s) ☑ Numeracy Leader	from: Term 2 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Peer observation including feedback and reflection ☑ Individualised Reflection	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
Learning Walks All staff participate in at least one Learning Walk with a Mathematics focus in 2019.	☑ Leadership Team ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection ☑ Individualised Reflection ☑ Demonstration lessons	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
PLC Leaders develop a plan for implementation.	☑ Leadership Team ☑ PLC Leaders	from: Term 1 to: Term 1	☑ Planning ☑ Preparation ☑ Formalised PLC/PLTs	☑ PLC/PLT Meeting	☑ PLC Initiative ☑ Internal staff	☑ On-site
PLC Leaders guide staff through an inquiry cycle to model the process and cycle with all staff based on Curriculum Team Data.	☑ Leadership Team ☑ PLC Leaders ☑ Teacher(s)	from: Term 2 to: Term 2	☑ Preparation ☑ Collaborative Inquiry/Action Research team ☑ Formalised PLC/PLTs	☑ PLC/PLT Meeting	☑ PLC Initiative ☑ Internal staff	☑ On-site
PLC leaders to liase with Literacy and Numeracy leaders to identify possible areas of focus in inquiry	☑ Literacy Leader ☑ Numeracy Leader	from: Term 2 to: Term 3	☑ Design of formative assessments ☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Teaching partners ☑ Internal staff ☑ Literacy Leaders	☑ On-site

cycle. Data will be used to identify areas of need.	☑ PLC Leaders					
Collaborate with schools experienced in the PLC inquiry cycle.	☑ PLC Leaders	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Formalised PLC/PLTs	☑ PLC/PLT Meeting	☑ PLC Initiative	☑ On-site