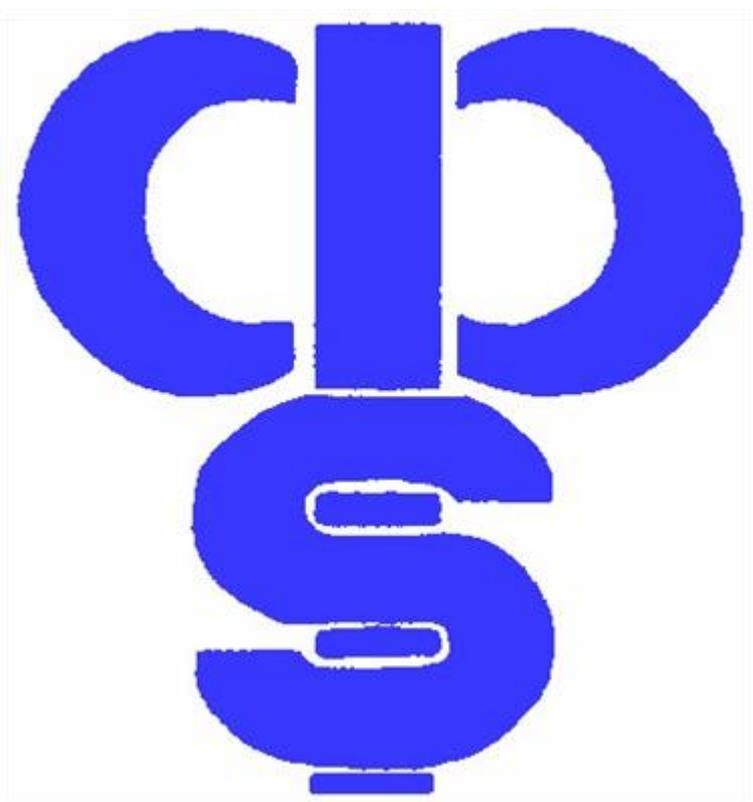# 2020 Annual Implementation Plan

for improving student outcomes

Chilwell Primary School (2061)

Submitted for review by Gavan Welsh (School Principal) on 16 December, 2019 at 02:46 PM
Endorsed by Robyn Marr (Senior Education Improvement Leader) on 17 December, 2019 at 11:25 AM
Endorsed by Phil Joyce (School Council President) on 27 April, 2020 at 08:31 AM

Self-evaluation Summary - 2020

	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	Embedding moving towards Excelling
	Evaluating impact on learning	Embedding moving towards Excelling

Professional leadership	Building leadership teams	Excelling
	Instructional and shared leadership	Embedding moving towards Excelling
	Strategic resource management	Excelling
	Vision, values and culture	Embedding moving towards Excelling

Positive climate for learning	Empowering students and building school pride	Emerging moving towards Evolving
	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	Emerging moving towards Evolving
	Networks with schools, services and agencies	Evolving moving towards Embedding
	Parents and carers as partners	Embedding

Enter your reflective comments	Student Voice and Agency was an identified area of challenge in our 2018 / 2019 data and investigations to improve this have begun with the introduction of PIVOT and staff understanding of voice and agency developing through PLC and research using Amplify. Network with schools, services and agencies is an area that appears low, however our need for extra services in our school environment is lower than in some schools. Services are accessed for our students when and as required to support learning. School leadership plans for the development of staff, utilising their strengths and acknowledging challenges faced. Distributive and support leadership structure enables all staff to refine their leadership skills
Considerations for 2020	New teams of teachers will be working together in new learning space.

	An extra grade is set in 2020 - moving to 17 classes.
	Two graduate teachers are joining the Chilwell Staff in 2020 - one in the senior years and one in the junior years.
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:

	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 and Numeracy Continue to enhance and monitor a whole school approach to Professional Learning Teams (Action and Curriculum teams). Enhance the capacity of teachers to: - use data and moderation of assessment to implement precise targeted teaching. - 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.
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	Introduce Respectful Relationships as a School Wide Positive Behaviour Strategy at Chilwell Primary School. Act as a Partner School. 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 Vision, values and culture	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.
Goal 4	Complete the Strategic Review for the years 2017-2020.
Target 4.1	To engage the school community in the review and establishment of future school direction. To complete review in Term 2 2020.

Key Improvement Strategy 4.a Building practice excellence	Staff and School Council will be actively engaged in analysing data sets for the Strategic Period 2017 - 2020 and establishing a new strategic direction for 2020-2024.

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:
		
		                    Low High
		
		                    Equal to or less Equal to or less
		                    than % 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.
			Achieve relative growth targets -
			
			Low Equal to or less than %
			
			High Equal to or less than %
			
			Numeracy 20 25
			Writing 17 36
			Reading 17 32
			
			Growth Targets -
			PLC teams will set growth target goals as part of the PLC Improvement Cycle and record in a shared document.
			
			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)

		School Staff Survey, School climate module	o Teacher Collaboration (85)
		Over the life of the Strategic plan, component mean score, Prin/Teach to be at or greater than:	o Collective focus on Student Learning (90)
		o Collective Efficacy (90)	o Guaranteed and Viable Curriculum (85)
		o Collective Responsibility (90)	o Academic emphasis (89).
		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.	Attitudes to School Survey Factors Connectedness to Peers Grades 4-6 Equal to or exceed 80% Voice and Agency ATTS survey data to exceed 73% overall PIVOT Survey Data - Maintain or exceed 4.2 out of 5 in Grades 3-6
Wellbeing Over the life of the Strategic Plan, we	Yes	Introduce Respectful Relationships as a School Wide Positive Behaviour Strategy at Chilwell Primary School.	Classroom Behaviour =80% Stimulating Learning - G4

| 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. | | Act as a Partner School.

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. | 90
Stimulating Learning - G5
90
Stimulating Learning - G6
90 |
|---|---|---|---|
| Complete the Strategic Review for the years 2017-2020. | Yes | To engage the school community in the review and establishment of future school direction.

To complete review in Term 2 2020. | To undertake strategic review, interrogate data and set 4 year direction for 2020-2024. |

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	Achieve relative growth targets -

Low   Equal to or less than %

High   Equal to or less than %

Numeracy   20   25
Writing   17   36 |

	Reading 17 32 Growth Targets - PLC teams will set growth target goals as part of the PLC Improvement Cycle and record in a shared document. 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 Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Writing and Numeracy Continue to enhance and monitor a whole school approach to Professional Learning Teams (Action and Curriculum teams). Enhance the capacity of teachers to: - use data and moderation of assessment to implement precise targeted teaching. - 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.	Outlined in the 2019 AIP, the writing goals and actions were not completed due to availability of guest presenter and other time related factors. Professional learning in Numeracy focusing on the Proficiency Strands has not been embedded and will benefit from further investigation and research during PLC meetings. PLCs have been introduced to Chilwell Primary School in 2019. Identified in the Staff Opinion Survey staff are positive about the following areas: Collaboration (80 %) Collective Responsibility (97%) Collective Focus on student learning (99%) Using the FISO Improvement Cycle to investigate best practice, guide research and improve student learning outcomes will further embed Professional Learning Communities.	
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	Attitudes to School Survey Factors Connectedness to Peers Grades 4-6 Equal to or exceed 80% Voice and Agency ATTS survey data to exceed 73% overall PIVOT Survey Data - Maintain or exceed 4.2 out of 5 in Grades 3-6	
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
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.	Staff have a better understanding of student voice and agency after completing research in 2019 using the Amplify document. Staff and Parents feel that students have opportunity for Voice and Agency however student Atttitude to School Survey Results and PIVOT data indicate students do not feel the same way. Stimulating learning data indicates that positive responses are declining, while neutral and negative data is increasing. Student Voice and Agency Data indicates that 73% of students identify the voice and agency in their learning, while the remaining 27% are neutral or negative in their response. FISO Self evaluation places us evolving, moving towards emerging in this area. Student Representative Council operations in 2019 were not as student led or driven as we would have liked.	

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	Classroom Behaviour =80% Stimulating Learning - G4 90 Stimulating Learning - G5 90 Stimulating Learning - G6 90	

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Vision, values and culture	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.	Chilwell has been selected as a Partner School for the Rights, Responsibilities and Respectful Relationships positive behaviour program. Data has shown a review of our School Wide Positive Behaviour Program is required. Department of Education and Training direction provided.	
Goal 4	Complete the Strategic Review for the years 2017-2020.	
12 Month Target 4.1	To undertake strategic review, interrogate data and set 4 year direction for 2020-2024.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Staff and School Council will be actively engaged in analysing data sets for the Strategic Period 2017 - 2020 and establishing a new strategic direction for 2020-2024.	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.	The school is required to undertake the Strategic Review for the period 2017-2020 and to set a new direction for the next four years.	

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	Achieve relative growth targets - Low Equal to or less than % High Equal to or less than % Numeracy 20 25 Writing 17 36 Reading 17 32 Growth Targets - PLC teams will set growth target goals as part of the PLC Improvement Cycle and record in a shared document. 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).

KIS 1 Building practice excellence	Writing and Numeracy Continue to enhance and monitor a whole school approach to Professional Learning Teams (Action and Curriculum teams). Enhance the capacity of teachers to: - use data and moderation of assessment to implement precise targeted teaching. - consistently implement agreed instructional model.
Actions	- Embed the inquiry cycle in PLCs. - Develop teacher capacity to select and use appropriate data and evidence to inform and drive all work in the PLCs - Evaluate the impact of teaching and learning by analysing data in PLCs - Continue to support and upskill the PLC strategic team for continuous improvement. - Develop teacher instructional practice to ensure consistency and quality teaching across classrooms. - Develop and implement a PLC meeting schedule which uses student data to inform planning, differentiated teaching and builds consistency and collective efficacy.
Outcomes	Students Will: -Use feedback from teachers to reflect and set learning goals. - Understand themselves as learners and know their individual learning goals. - Have shared ownership in the development of learning pathways and goals. Teachers Will: - Collaborate to set goals using data. - Follow the FISO Improvement cycle. - Use HITS to improve teacher practice and set explicit and measurable goals. Leaders will: - Support teachers to understand and embed the FISO Improvement Cycle. - Set time in the meeting schedule for staff to be engaged in PLCs. - Facilitate goal setting that is linked to AIP goals and targets. - Ensure resources are reviewed and available for use by teams.

Success Indicators	- Relative Growth NAPLAN Data - see above. - Essential Assessment Growth Data will indicate individual, cohort and whole school growth areas. - Meeting Minutes reflect professional learning. - PLC Improvement Cycles and goals recorded in minutes.				
Activities and Milestones	**Who**	**Is this a PL Priority**	**When**	**Budget**	
Establish a meeting schedule that provides adequate time for teams to meet.	☑ Leadership Team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used	
Set up a PLC shared drive and common meetings minutes / proforma to record conversations and data.	☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used	
Review and revise PLC Inquiry Template and Meeting Protocols.	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used	
PLC Leaders meet with Principal and Assistant Principal fortnightly.	☑ Assistant Principal ☑ PLC Leaders ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used	
Professional learning and reading for staff that introduces and revises:	☑ Literacy Leader	☑ PLP Priority	from: Term 1	$0.00	

The FISO Improvement Cycle. HITS documentation. Quality learning tasks. Effective data collection and use. Appropriate data sets for gathering information Setting achievable and measurable targets.	☑ Numeracy Leader ☑ PLC Leaders		to: Term 4	☐ Equity funding will be used
PLC Meetings outlined in the term planner with a specific focus.	☑ Leadership Team ☑ PLC Leaders	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Writer's Notebook PD - Deb Sukarna	☑ All Staff ☑ Literacy Leader	☑ PLP Priority	from: Term 1 to: Term 1	$5,000.00 ☑ Equity funding will be used
Catch -up Literacy and Numeracy	☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 4	$9,000.00 ☑ 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	Attitudes to School Survey Factors Connectedness to Peers Grades 4-6 Equal to or exceed 80% Voice and Agency ATTS survey data to exceed 73% overall

	PIVOT Survey Data - Maintain or exceed 4.2 out of 5 in Grades 3-6
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	- Further develop our understanding of Student Voice and Agency through PLC - Identify and implement opportunities for student voice and agency in learning. - Individual class teachers to analyse data from PIVOT Survey for their class and cohort and set goals.
Outcomes	Students will: - Be able to identify opportunities for voice and agency in their learning. - Set and track progress against individual learning goals. - Actively engage in opportunities for voice and agency. - Use Writer's Notebook as a vehicle for using voice and agency. Teachers will: - Be able to articulate what student agency and voice in learning looks like. - Explicitly teach students to use voice and agency. - Participate in PLCs to further develop understanding of student voice and agency based on current research. - Plan opportunities for students to have voice and agency in their learning. Leaders will: - Maintain a focus on student voice and agency at Chilwell Primary School. - Ensure students are consulted as key stakeholders in learning opportunities. - Analyse data with classroom teachers to identify successes and challenges. - Meet with PLC leaders to discuss student voice and agency in learning.
Success Indicators	Students: - ATTS survey data analysis as appropriate. - PIVOT survey data analysis as appropriate.

Teachers:
- PIVOT survey data will indicate 4.2 out of 5 average or above in Grades 3-6 for Voice and Agency.
- Attitudes to School Survey data will evidence increase in student perception of Student Voice and Agency to be greater than 73% in Grades 4-6.
- PLC Improvement Cycle Data.
- Anecdotal feedback and discussions with students.

Leaders:
- Maintain a focus on student voice and agency through meetings and PDP discussions.
- Lead the analysis of relevant data and dig deeper to investigate teacher impact on successes and challenges.
- PLC Improvement Cycle data.
- PIVOT and ATTS survey data.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
All staff participate in PLC using the FISO Improvement Cycle to investigate curriculum areas including Voice and Agency.	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Use the Amplify document and current research to plan student opportunities for voice and agency.	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Embed Writer's Notebook	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

Analyse data available including PIVOT Survey and ATTS survey data when available and set goals.	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$2,403.00 ☐ 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	Classroom Behaviour =80% Stimulating Learning - G4 90 Stimulating Learning - G5 90 Stimulating Learning - G6 90
KIS 1 Vision, values and culture	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	- Participate in the Resilience, Rights and Respectful Relationships professional learning program as a partner school. - Embed professional learning from Respectful Relationships PD. - Review Chilwell School Wide Behaviour Program and align with Respectful Relationships ideologies.
Outcomes	Review the existing procedures and culture to ensure we model respectful relationships and gender equality practices across the entire school community. Students will: - engage in interactions so that students and peers feel respected, safe and valued. - Use voice and agency to contribute to the refinement and development of the school's Behaviour Matrix. - Take responsibility for their behaviours. Teachers will: - create a workplace where all staff feel equally respected, safe and valued. - promote a safe place where students can learn about gender equality and respectful relationships in and out of the classroom. - Utilise the resource kit on the DET website to develop strategies and tools to effectively implement a whole school approach to

	Respectful Relationships. Leaders will: - create a workplace where all staff feel equally respected, safe and valued and have equal opportunities. - Facilitate the review of the school wide behaviour program. - engage the wider community in understanding gender equality and respectful relationships and the school wide behaviour program. - establish a meeting schedule that ensures sufficient time to develop professional understanding of the Resilience, Rights and Respectful Relationships philosophies and program

Success Indicators	- All staff will attend professional learning in Respectful Relationships and implement aspects identified.
	- All staff will be engaged in the review and redevelopment of the School Wide Behaviour program documented in meeting minutes and the Student Engagement Policy.
	- ATTS and PIVOT Data
	  Classroom Behaviour 80% Stimulating Learning 90%
	- Parent Opinion Survey Data
	  Stimulating Learning Promoting Positive Behaviour Respect for Diversity Managing Bullying
	- Meeting minutes from Staff Meetings, Curriculum Meetings and School Council

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Attend Resilience, Rights and Respectful Relationships professional development and implement learning.	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Review School Wide Behaviour Program.	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

Goal 4	Complete the Strategic Review for the years 2017-2020.
12 Month Target 4.1	To undertake strategic review, interrogate data and set 4 year direction for 2020-2024.

KIS 1 Building practice excellence	Staff and School Council will be actively engaged in analysing data sets for the Strategic Period 2017 - 2020 and establishing a new strategic direction for 2020-2024.
Actions	- Principal and Leadership team will engage staff in data analysis and review of school protocols and processes as per the strategic review guidelines.
Outcomes	Students will: - Provide feedback via ATTS, PIVOT survey data - Be invited to reflect on relevant school processes, procedures and learning experiences Teachers will: - Analyse data and reflect on successes and challenges of the 2017 - 2020 Strategic Plan period. - Actively engage in discussions about Chilwell Primary School direction moving forward. - Be involved in a Curriculum Day as part of the Strategic Review process, analysing data, trends and providing feedback to the leadership team. - Analyse trend data to identify successes and challenges. Leaders will: - Identify the process and procedures for the Strategic Review and develop a plan. - Liaise with the community to identify challenges and successes, including the direction and vision for Chilwell Primary School moving forward. - Provide the necessary direction and data to staff, students and the school community to analyse trend data and identify needs. - Celebrate the successes from the 2017 - 2020 Strategic Plan. The community will: - Work with the leadership team and School Council to identify areas of success and challenge - Reflect on the 2017 - 2020 Strategic Plan, guided by the Principal and School Council staff members. - Provide community input into the Strategic Review as requested and required.
Success Indicators	Students: - May be involved in analysis and discussion of ATTS survey and PIVOT Survey data Teachers: - Yearly data analysis of grades and outcomes identified in 2017,2018,2019 AIP. - Year level, cohort and classroom data collected - Whole School data

	Leaders: School goals outlined in 2017 - 2020 Strategic Plan and 2017,2018, 2019 Goal Attainment - NAPLAN trend data - ATTS trend data - Student, Staff and Parent Opinion Survey Data - Meeting minutes, agenda, staff attendance and engagement in discussions Community: - Data provided through School Council and other relevant communication methods.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Pre-Review Self Evaluation	☑ All Staff ☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used
School Review Curriculum Day - to analyse data and discuss possible school direction	☑ All Staff ☑ Leadership Team	☑ PLP Priority	from: Term 2 to: Term 2	$0.00 ☐ Equity funding will be used
Strategic Review process followed to successfully undertake review and set 2020 - 2024 direction.	☑ All Staff ☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used
Engage reviewer to conduct data analysis and guide review process.	☑ Leadership Team	☐ PLP Priority	from: Term 1	$0.00

			to: Term 2	☐ Equity funding will be used
Data analysis Trend data Yearly data AIP goal attainment	☑ All Staff ☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget ($)	Spend ($)
Equity funding associated with Activities and Milestones	$14,000.00	$14,000.00
Additional Equity funding	0.00	0.00
Grand Total	**$14,000.00**	**$14,000.00**

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget ($)	Equity Spend ($)
Writer's Notebook PD - Deb Sukarna	from: Term 1 to: Term 1	☑ Professional development (excluding CRT costs and new FTE)	$5,000.00	$5,000.00
Catch -up Literacy and Numeracy	from: Term 1 to: Term 4	☑ School-based staffing ☑ CRT	$9,000.00	$9,000.00
Totals			**$14,000.00**	**$14,000.00**

Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget ($)	Equity Spend ($)

Totals		

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Establish a meeting schedule that provides adequate time for teams to meet.	☑ Leadership Team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ PLC Initiative ☑ Internal staff ☑ Learning Specialist ☑ Literacy Leaders ☑ High Impact Teaching Strategies (HITS) ☑ Numeracy leader	☑ On-site
PLC Leaders meet with Principal and Assistant Principal fortnightly.	☑ Assistant Principal ☑ PLC Leaders ☑ Principal	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Curriculum development ☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ PLC Initiative ☑ Internal staff ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Professional learning and reading for staff that introduces and revises: The FISO Improvement Cycle. HITS documentation. Quality learning tasks. Effective data collection and use. Appropriate data sets for	☑ Literacy Leader ☑ Numeracy Leader ☑ PLC Leaders	from: Term 1 to: Term 4	☑ Preparation ☑ Collaborative Inquiry/Action Research team ☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Literacy expertise ☑ PLC Initiative ☑ Internal staff ☑ External consultants Deb Sukarna ☑ Pedagogical Model	☑ On-site

gathering information Setting achievable and measurable targets.					☑ High Impact Teaching Strategies (HITS)	
Writer's Notebook PD - Deb Sukarna	☑ All Staff ☑ Literacy Leader	from: Term 1 to: Term 1	☑ Collaborative Inquiry/Action Research team ☑ Curriculum development ☑ Formalised PLC/PLTs	☑ Whole School Pupil Free Day	☑ Literacy expertise	☑ Off-site Capri Receptions
All staff participate in PLC using the FISO Improvement Cycle to investigate curriculum areas including Voice and Agency.	☑ All Staff	from: Term 1 to: Term 4	☑ Curriculum development ☑ Formalised PLC/PLTs ☑ Student voice, including input and feedback	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ PLC Initiative ☑ Internal staff ☑ Departmental resources Amplify ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Attend Resilience, Rights and Respectful Relationships professional development and implement learning.	☑ All Staff	from: Term 1 to: Term 4	☑ Planning ☑ Curriculum development ☑ Student voice, including input and feedback	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Departmental resources FUSE resources PD Day	☑ On-site
School Review Curriculum Day - to analyse data and discuss possible school direction	☑ All Staff ☑ Leadership Team	from: Term 2 to: Term 2	☑ Moderated assessment of student learning ☑ Collaborative Inquiry/Action Research team ☑ Curriculum development	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Literacy Leaders ☑ External consultants Deb Sukarna	☑ Off-site Capri Receptions

					☑ High Impact Teaching Strategies (HITS)	