

2019 Annual Implementation Plan

For improving student outcomes

Chelsea Heights Primary School (3341)



Submitted for review by Pia Licciardo (Assistant Principal) on 05 November, 2018 at 01:09 PM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

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
	Curriculum planning and assessment	Embedding
	Evidence-based high-impact teaching strategies	Embedding
	Evaluating impact on learning	Embedding
Professional leadership	Building leadership teams	Embedding
	Instructional and shared leadership	Excelling
	Strategic resource management	Embedding
	Vision, values and culture	Embedding

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

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

Enter your reflective comments	<p>Plus</p> <ul style="list-style-type: none"> - PLC Review has provided us with valuable feedback on the aspects of the PLC framework that we are strong in, as well as areas to focus on in the future. - High impact Teaching strategies are being used by teachers and have formed a strong element of their PDPs. - Self-evaluation process has shown us the direction we need to take in 2019 particularly in areas we are emerging in. - When school targets are strategically aligned with teacher performance targets there is a strong impact on teacher capacity resulting in high levels of student growth. - A common approach to writing has been trialled, developed and will be implemented next year. - Digital technologies Learning Specialist appointed, a scope and sequence has been developed and teacher capacity and willingness in this area has greatly improved. - The AIP has been a living document, is well understood by staff, and has been regularly monitored and discussed through all areas of the school. - The MAPPEN program has been used to explore and teacher the four capabilities, as well as Humanities and Science.
---------------------------------------	---

	<p>Areas of future focus</p> <ul style="list-style-type: none"> - Build a school based understanding of student voice and what it would look like at CHPS. - Global Citizenship has not been a focus and needs to be addressed - Consistent approach to linking the Proficiency Scales to the students ability to reflect metacognitively on their learning and in turn drive SLCs. - Consistent understanding of student learning journals still needs to be refined. <p>Interesting</p> <ul style="list-style-type: none"> - Student led conferences have been a part of our AIP for a number of years and still not embedded in classroom practice. - Next year we will have greater opportunities to consolidate as we do not have a large turnover of staff.
<p>Considerations for 2020</p>	<p>Parameters of our targets need to continue to build in a level of maintenance rather than continually moving the goal post.</p> <p>WRITING: Training Level 5 and 6 teachers to upskill to what is needed to extend our students working above level beyond grade six (TEEL persuasive structure used in SC, essay writing). Continue to build on our whole school writing approach - providing regular PD for staff. Ensure the Scaffolding Literacy approach is being used consistently by all teachers.</p> <p>READING: Analysis of NAPLAN will help to identify our Big 3 to implement in 2018. Refine the Cafe, Daily 5 model to ensure that strategy groups are being used.</p> <p>NUMERACY: Continue to embed the problem solving strategies and open-ended questions. Based on feedback and experiences this year, refining the flexible/fluid grouping approach.</p> <p>STUDENT AGENCY AND VOICE: Needs to be a main focus within all areas of learning</p>
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

Goal 1	To improve learning outcomes and achieve continuous learning growth for all students in literacy and numeracy.
Target 1.1	To have all students deemed capable make one year or more growth as indicated by Victorian Curriculum and NAPLAN in both Literacy and Numeracy VICTORIAN CURRIULUM targets: <ul style="list-style-type: none"> • Increase the % of students F-6 above the expected level in Writing from 13% to 25% • Increase the % of students F-6 above the expected level in Reading from 27% to 35% • Increase the % of students F-6 above the expected level in Number & Algebra from 17% to 25% NAPLAN relative gain targets: <ul style="list-style-type: none"> • Increase the % of Year 3-5 students making high relative growth in Writing from 25% to 35% • Increase the % of Year 3-5 students making high relative growth in Reading from 25% to 35% • Increase the % of Year 3-5 students making high relative growth in Numeracy from 30% to 40%
Key Improvement Strategy 1.a Curriculum planning and assessment	Curriculum is designed and planned as a continuum and teachers recognise that students can be anywhere along this continuum and all have the ability to grow, therefore student learning must reflect personalisation.
Key Improvement Strategy 1.b Curriculum planning and assessment	Students are involved in developing the curriculum plan by reflecting on their own learning and the use of assessment strategies such as self and peer evaluation, goal setting and monitoring and the development of portfolios of evidence to demonstrate learning
Key Improvement Strategy 1.c Curriculum planning and assessment	Deepen teacher knowledge, skill and understanding of the curriculum and our model of teaching (I do, we do you do) to enable high levels of learning for students.
Key Improvement Strategy 1.d Curriculum planning and assessment	Improve the consistency of teacher judgements to ensure teachers are effectively using data as a guide to ongoing instruction.
Goal 2	To build collaborative teams that support teachers to learn from and with each other to develop high impact teaching practices and shared responsibility for school improvement.
Target 2.1	To have all students deemed capable make one year or more growth as indicated by Victorian Curriculum and NAPLAN in both Literacy and Numeracy VICTORIAN CURRIULUM targets: <ul style="list-style-type: none"> • Increase the % of students F-6 above the expected level in Writing from 13% to 25% • Increase the % of students F-6 above the expected level in Reading from 27% to 35%

	<ul style="list-style-type: none"> • Increase the % of students F-6 above the expected level in Number & Algebra from 17% to 25% NAPLAN relative gain targets: • Increase the % of Year 3-5 students making high relative growth in Writing from 25% to 35% • Increase the % of Year 3-5 students making high relative growth in Reading from 25% to 35% • Increase the % of Year 3-5 students making high relative growth in Numeracy from 30% to 40%
Key Improvement Strategy 2.a Building practice excellence	Use communities of practice to build capability beyond the individual school and to provide professional challenge to reflect on and extend current practice.
Goal 3	To deepen and strengthen students' learning motivation and sense of engagement in their learning
Target 3.1	<ul style="list-style-type: none"> • By 2020 all variables on the Student Attitudes to School Survey to be at or above the 50th percentile range – focus on lowest variables; Teacher Effectiveness, Stimulating Learning, and Teacher Empathy • By 2020 the Student Attitude to Schools data will show a greater gender balance in the response
Key Improvement Strategy 3.a Empowering students and building school pride	Teachers listen to student voice to build relationships that are respectful and supportive. They also gain valuable insights into how to support student engagement and build more positive and collaborative relationships with all students.
Key Improvement Strategy 3.b Empowering students and building school pride	Teachers support students to develop strategies to build student engagement and motivation in their learning.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
To improve learning outcomes and achieve continuous learning growth for all students in literacy and numeracy.	Yes	<p>To have all students deemed capable make one year or more growth as indicated by Victorian Curriculum and NAPLAN in both Literacy and Numeracy VICTORIAN CURRIULUM targets:</p> <ul style="list-style-type: none"> • Increase the % of students F-6 above the expected level in Writing from 13% to 25% • Increase the % of students F-6 above the expected level in Reading from 27% to 35% • Increase the % of students F-6 above the expected level in Number & Algebra from 17% to 25% NAPLAN relative gain targets: • Increase the % of Year 3-5 students making high relative growth in Writing from 25% to 35% • Increase the % of Year 3-5 students making high relative growth in Reading from 25% to 35% • Increase the % of Year 3-5 students making high relative growth in Numeracy from 30% to 40% 	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Victoria Curriculum targets Increase number of students above the expected level to: Reading 35% Number and algebra – maintenance of a minimum 25%</p> <p>NAPLAN Maintain a minimum of students making relative high growth: Reading 25% Number & Algebra 40%</p>
To build collaborative teams that support teachers to learn from and with each other to develop high impact teaching practices and shared responsibility for school improvement.	Yes	<p>To have all students deemed capable make one year or more growth as indicated by Victorian Curriculum and NAPLAN in both Literacy and Numeracy VICTORIAN CURRIULUM targets:</p> <ul style="list-style-type: none"> • Increase the % of students F-6 above the expected level in Writing from 13% to 25% 	<p>Victorian Curriculum Increase no of students above expected level in: Writing - 20%</p> <p>NAPLAN Maintain a minimum of students making relative high growth:</p>

		<ul style="list-style-type: none"> • Increase the % of students F-6 above the expected level in Reading from 27% to 35% • Increase the % of students F-6 above the expected level in Number & Algebra from 17% to 25% NAPLAN relative gain targets: • Increase the % of Year 3-5 students making high relative growth in Writing from 25% to 35% • Increase the % of Year 3-5 students making high relative growth in Reading from 25% to 35% • Increase the % of Year 3-5 students making high relative growth in Numeracy from 30% to 40% 	Writing 30%
To deepen and strengthen students' learning motivation and sense of engagement in their learning	Yes	<ul style="list-style-type: none"> • By 2020 all variables on the Student Attitudes to School Survey to be at or above the 50th percentile range – focus on lowest variables; Teacher Effectiveness, Stimulating Learning, and Teacher Empathy • By 2020 the Student Attitude to Schools data will show a greater gender balance in the response 	Attitudes to school survey The following elements all to be at or above 90% (4th quartile) Teacher effectiveness Stimulating learning Teacher empathy

Goal 1	To improve learning outcomes and achieve continuous learning growth for all students in literacy and numeracy.
12 Month Target 1.1	Victoria Curriculum targets Increase number of students above the expected level to: Reading 35% Number and algebra – maintenance of a minimum 25% NAPLAN Maintain a minimum of students making relative high growth: Reading 25% Number & Algebra 40%

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Curriculum is designed and planned as a continuum and teachers recognise that students can be anywhere along this continuum and all have the ability to grow, therefore student learning must reflect personalisation.	No
KIS 2 Curriculum planning and assessment	Students are involved in developing the curriculum plan by reflecting on their own learning and the use of assessment strategies such as self and peer evaluation, goal setting and monitoring and the development of portfolios of evidence to demonstrate learning	No
KIS 3 Curriculum planning and assessment	Deepen teacher knowledge, skill and understanding of the curriculum and our model of teaching (I do, we do you do) to enable high levels of learning for students.	Yes
KIS 4 Curriculum planning and assessment	Improve the consistency of teacher judgements to ensure teachers are effectively using data as a guide to ongoing instruction.	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.	<p>Our learning data is showing us that:</p> <ol style="list-style-type: none"> 1. In Maths 28% of students are being marked above the expected level. The target was to 25% so we have exceeded our target. 2. In Reading 33% of students are being marked above the expected level. The target was to get from 30% so we have exceeded our target 3. In Writing 21% of students are being marked above the expected level. The target was to get from 20% so we have achieved our target. <p>The above has clearly indicated to us that in the FISO initiatives of Building Practice Excellence and Curriculum Planning and Assessment we are on the right track in Maths and Reading and further consolidation and refinement would be highly beneficial.</p> <p>Writing needs further work and as such will continue to be a main focus of the 2019 AIP. What we are seeing across the board is that a common understanding of student agency in learning is what will give us leverage in all areas.</p>	
Goal 2	To build collaborative teams that support teachers to learn from and with each other to develop high impact teaching practices and shared responsibility for school improvement.	

12 Month Target 2.1	Victorian Curriculum Increase no of students above expected level in: Writing - 20% NAPLAN Maintain a minimum of students making relative high growth: Writing 30%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Use communities of practice to build capability beyond the individual school and to provide professional challenge to reflect on and extend current practice.	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.	<p>Our learning data is showing us that:</p> <ol style="list-style-type: none"> 1. In Maths 28% of students are being marked above the expected level. The target was to 25% so we have exceeded our target. 2. In Reading 33% of students are being marked above the expected level. The target was to get from 30% so we have exceeded our target 3. In Writing 21% of students are being marked above the expected level. The target was to get from 20% so we have achieved our target. <p>The above has clearly indicated to us that in the FISO initiatives of Building Practice Excellence and Curriculum Planning and Assessment we are on the right track in Maths and Reading and further consolidation and refinement would be highly beneficial.</p> <p>Writing needs further work and as such will continue to be a main focus of the 2019 AIP. What we are seeing across the board is that a common understanding of student agency in learning is what will give us leverage in all areas.</p>	
Goal 3	To deepen and strengthen students' learning motivation and sense of engagement in their learning	
12 Month Target 3.1	Attitudes to school survey The following elements all to be at or above 90% (4th quartile) Teacher effectiveness Stimulating learning	

	Teacher empathy	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	Teachers listen to student voice to build relationships that are respectful and supportive. They also gain valuable insights into how to support student engagement and build more positive and collaborative relationships with all students.	Yes
KIS 2 Empowering students and building school pride	Teachers support students to develop strategies to build student engagement and motivation in their learning.	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.	<p>Our AtoSS data is showing us that:</p> <ol style="list-style-type: none"> 1. Teacher effectiveness - Fourth quartile 2. Stimulating learning - Third quartile 3. Teacher concern - Third quartile <p>What we are seeing across the board is that a common understanding of student agency in learning is what will give us leverage in all areas.</p> <p>We believe that things such as student learning journals, student led conferences, and HITS will continue to enhance student engagement and motivation.</p>	

Define Actions, Outcomes and Activities

Goal 1	To improve learning outcomes and achieve continuous learning growth for all students in literacy and numeracy.
12 Month Target 1.1	<p>Victoria Curriculum targets Increase number of students above the expected level to: Reading 35% Number and algebra – maintenance of a minimum 25%</p> <p>NAPLAN Maintain a minimum of students making relative high growth: Reading 25% Number & Algebra 40%</p>
KIS 1 Curriculum planning and assessment	Deepen teacher knowledge, skill and understanding of the curriculum and our model of teaching (I do, we do, you do) to enable high levels of learning for students.
Actions	<ol style="list-style-type: none"> 1. Revise the Power standards in all areas of maths, reading and writing to identify essential skills and supporting skills. 2. Implement strategies to allow higher levels of collaboration, within teams and across whole school. 3. Refine proficiency scales so that they reflect the learning expectation for one year level each. 4. Develop teachers' understanding of the 'I do, we do, you do' (gradual release) model of teaching. 5. Action research to determine best practice in reading. 6. Evolve our whole school reading program to ensure a balanced approach.
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - use proficiency scales to identify where they are in their learning and what their next step is - set goals in their learning - participate in a range of learning experiences in reading <p>Teachers will:</p> <ul style="list-style-type: none"> - actively use updated power standards documents in their planning. - regularly discuss best practice and stronger dialogue when responding to building collective practice in the PLT logs. - have increased ownership of curriculum documents – power standards and proficiency scales - confidently use the gradual release of responsibility model in all areas of the curriculum

	<p>Leaders will:</p> <ul style="list-style-type: none"> - lead staff through professional learning sessions around curriculum documents - model the use of the school's instructional model - have a strong understanding of teams' progress in achieving their SMART goals - facilitate and support collaborative practices across the whole school 			
Success Indicators	<ul style="list-style-type: none"> - Pre and Post Data from CFATs - NAPLAN match cohort - PAT Maths 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Action 1 Curriculum leader runs sessions on Power Standards and proficiency scales. These will be collated and refined at PLC Support meetings.	<input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,984.00 <input checked="" type="checkbox"/> Equity funding will be used
Action 2 Adjusting our timetabling and meeting schedule to allow more time for team/whole school collaboration. Ensure PLT agendas protect time to discuss best practice in all areas of learning. Refine meeting agenda templates to reflect altered meeting schedule.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> PLT Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Creation of a Level leaders handbook and pack prior to the start of the school year, e.g. norms, learning log templates, timetables, purpose statements.	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Action 5 & 6 One year level to trial reading strategy groups. PLC Support to monitor trial and discuss options.	<input checked="" type="checkbox"/> KLA Leader	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Common online storage (with consistent protocols) for all curriculum documentation: power standards, proficiency scales, pacing guides, CFATs,	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Action 2 Utilise professional practice days to view best practice – both in school and at other schools. Teams to discuss and share model of teaching as best of best practice discussions.	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> PLT Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$22,880.00 <input type="checkbox"/> Equity funding will be used
Monitor the progress of student learning at SIT meetings – data walls and team SMART goals.	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Curriculum planning and assessment	Improve the consistency of teacher judgements to ensure teachers are effectively using data as a guide to ongoing instruction.			
Actions	<ol style="list-style-type: none"> 1. Revise the CHPS assessment schedule, including the purpose of different assessments, and timely collection of different data sources. 2. Develop assessment strategies to monitor and measure effective teaching and learning (Assessment pyramid). 3. Embed consistent practices around creating SMART goals that allow teams to monitor their overall progress in a unit of learning. 4. Provide professional learning around reading assessment, including running records and Fountas & Pinnell benchmarking. 5. Develop units of work in all areas of learning that will support our move to ongoing reporting. 			

Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - Self and peer assess and articulate the next goals in their learning - Articulate the goals of each lesson and how they will know if they have successfully achieved them <p>Teachers will:</p> <ul style="list-style-type: none"> - Work collaboratively with colleagues to moderate common assessment tasks to develop consistent teacher judgement outcomes. - Demonstrate increased understanding of formative assessment and how different assessments fit in to the Assessment Pyramid. - Identify and adopt teaching and assessment practices that meet the learning needs of students. - Embed SMART goals into learning logs that target overall progress in a unit of learning - Increased understanding of the range of ways that information can be collected about student achievement. <p>Leaders</p> <ul style="list-style-type: none"> - Monitor team's progress towards their SMART goals. - Provide professional learning to staff to deepen their understanding of different types of assessment. - Facilitate and support collaborative practices across the school. 			
Success Indicators	<ul style="list-style-type: none"> - Running Records - Cross School Moderation using the Panorama report as to whether they align with NAPLAN and Teacher Judgement - Determine whether teachers are achieving their SMART goals 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Action 1 Assessment schedule updated and staff informed and implementing school wide.	<input checked="" type="checkbox"/> KLA Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Action 2. Professional development on the assessment pyramid and forms of assessment. Teachers using multiple sources of data to inform teaching and assessment.	<input checked="" type="checkbox"/> KLA Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

<p>Action 3. Professional learning around development and monitoring of SMART goals.</p>	<input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>Action 3. PLTs schedule in regular time to moderate assessment items to ensure consistent judgements. CFATs are reviewed and updated at the end/beginning of each unit of learning.</p>	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> PLT Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>Action 4. Reading leader to run professional learning around reading assessment.</p>	<input checked="" type="checkbox"/> KLA Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>Action 5. Common assessments developed in other areas of learning – Reading and Writing.</p>	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> PLT Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>Goal 2</p>	To build collaborative teams that support teachers to learn from and with each other to develop high impact teaching practices and shared responsibility for school improvement.			
<p>12 Month Target 2.1</p>	Victorian Curriculum Increase no of students above expected level in: Writing - 20% NAPLAN Maintain a minimum of students making relative high growth: Writing 30%			

KIS 1 Building practice excellence	Use communities of practice to build capability beyond the individual school and to provide professional challenge to reflect on and extend current practice.			
Actions	<ol style="list-style-type: none"> 1. Regular time in the PD schedule to develop teacher's understanding of our whole school approach to Writing. 2. Collect and monitor data around teacher knowledge and confidence in writing. 3. PLC Support used as an avenue to monitor and share progress in Writing. 4. Literacy Leader to attend Kingston Network Literacy meetings in 2019 and share resources/learning from sessions. 5. Strengthen teachers' ability to assess student writing through regular moderating sessions. 6. Promoting writing within the school – opportunities for students to share their writing. 			
Outcomes	<p>Students</p> <ul style="list-style-type: none"> - Increased student engagement in writing – tracked through surveys. - Increased ownership of writing – Writer's Notebooks and choice. - Able to share their writing in a variety of ways: Writing Wall, assembly, newsletters etc. <p>Teachers</p> <ul style="list-style-type: none"> - Improved teacher confidence in writing and language knowledge - Teachers willing to share and take on new strategies based on best practice. - Teachers more confident in assessment through moderation which would support the scaffolding of skills <p>Leaders</p> <ul style="list-style-type: none"> - Work with colleagues across network, share back at school. - Monitor data around writing. 			
Success Indicators	<ul style="list-style-type: none"> - Kingston Network Data - Writing Data Wall - Teacher & Student Survey Data (Writing) 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Action 1 Regular professional learning about our whole school writing approach: Writer's Notebook, 6 +1 traits of Writing, Scaffolding Literacy,	<input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$500.00

Genre and Choice.			to: Term 4	<input type="checkbox"/> Equity funding will be used
Action 1 Regular time to discuss best practice in Writing, with teachers running mini PD, or sharing what their team is doing.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Action 2. Conduct Writing Survey twice a year – analyse and compare results to 2019.	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Action 5. Conduct writing moderating sessions each term. Continue to build resources around the collection of moderated samples.	<input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Action 5. Develop consistent expectations around to how collect and monitor student achievement in Writing.	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Action 6. Students share on writing walls, assembly, newsletters, etc. Organise students to participate in the network Writing Competition.	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Action 1. Build a supply of mentor texts for each year level with supporting	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$1,000.00

resources.			to: Term 2	<input type="checkbox"/> Equity funding will be used
Goal 3	To deepen and strengthen students' learning motivation and sense of engagement in their learning			
12 Month Target 3.1	Attitudes to school survey The following elements all to be at or above 90% (4th quartile) Teacher effectiveness Stimulating learning Teacher empathy			
KIS 1 Empowering students and building school pride	Teachers listen to student voice to build relationships that are respectful and supportive. They also gain valuable insights into how to support student engagement and build more positive and collaborative relationships with all students.			
Actions	<ol style="list-style-type: none"> 1. Assign a Student Engagement leader as a portfolio in Roles and Responsibilities. 2. Clearly define student engagement (for parents, teachers and students) in learning and be able to clarify and communicate this effectively. 3. Monitor and evaluate evidence of student engagement. 4. Provide professional learning around High Impact Teaching Strategies (HITS), including the Critical and Creative elements of the Vic Curriculum. 5. Teams develop avenues for increased student voice/choice in their learning. 6. Create an agreed approach to Student Learning Journals and provide professional learning to all staff around how to utilise these as part of the learning process. 7. Establish a shared understanding of the purpose of student led conferences and develop a common format to support students in facilitating these. 			
Outcomes	<p>Students</p> <ul style="list-style-type: none"> - Students are able to articulate and define what student engagement looks like at CHPS. - Students able to articulate their levels of proficiency based on units of work and presented in consistent Learning Journals. - Increased AToSS and Pivot survey results. <p>Teachers & Leaders.</p> <ul style="list-style-type: none"> - Teachers are able to articulate and define what student engagement looks like at CHPS. 			

	<ul style="list-style-type: none"> - Teachers prioritise where possible avenues of choice in learning. <p>Parents</p> <ul style="list-style-type: none"> - Parents are able to articulate and define what student engagement look likes at CHPS. - Higher attendance of Parents at Student Led Conferences. - Parent Opinion Survey results in Effective Teaching improve / maintain 			
Success Indicators	<ul style="list-style-type: none"> - AToSS Results - Pivot Survey - Teacher developed survey - Attendance at School Events eg. Parent Teacher Interviews/SLCs 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Action 1. Portfolio Leader develops a roles and responsibilities timeline in terms of budget and accountability	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> KLA Leader	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Action 3. Teams to create short surveys to monitor student engagement in units of work. Reflect on their practice using the Practice Principles.	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> PLT Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Action 4. Regular PD provided to staff about Metacognition and Critical and Creative elements of the Vic Curriculum	<input checked="" type="checkbox"/> KLA Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Action 4. Feedback buddies used to develop teachers' capacity in HITS and	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

focus for staff.			to: Term 4	<input type="checkbox"/> Equity funding will be used
Action 5. Teams document voice/choice in planning.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Action 6. PD for staff on how to produce and utilise Student Learning Journals	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> KLA Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Produce video evidence of quality teaching and learning.	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Action 7. Facilitators / Portfolio Leader develop agreed structure for Student Led Conferences	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> KLA Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$20,984.00	\$20,984.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$20,984.00	\$20,984.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Action 1 Curriculum leader runs sessions on Power Standards and proficiency scales. These will be collated and refined at PLC Support meetings.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$20,984.00	\$20,984.00
Totals			\$20,984.00	\$20,984.00

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
Action 1 Curriculum leader runs sessions on Power Standards and proficiency scales. These will be collated and refined at PLC Support meetings.	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Action 2 Utilise professional practice days to view best practice – both in school and at other schools. Teams to discuss and share model of teaching as best of best practice discussions.	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> PLT Leaders	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Action 2. Professional development on the assessment pyramid and forms of assessment. Teachers using multiple sources of data to inform teaching and assessment.	<input checked="" type="checkbox"/> KLA Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Action 3. Professional learning around development and monitoring of SMART goals.	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development <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"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site

<p>Action 3. PLTs schedule in regular time to moderate assessment items to ensure consistent judgements. CFATs are reviewed and updated at the end/beginning of each unit of learning.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> PLT Leaders 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Action 4. Reading leader to run professional learning around reading assessment.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> KLA Leader 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy Leaders 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Action 5. Common assessments developed in other areas of learning – Reading and Writing.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> PLT Leaders 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy Leaders 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Action 1 Regular professional learning about our whole school writing approach: Writer's Notebook, 6 +1 traits of Writing, Scaffolding Literacy, Genre and Choice.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leading Teacher(s) 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Curriculum development 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole School Pupil Free Day 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy Leaders 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Action 1 Regular time to discuss best practice in Writing, with teachers running mini PD, or sharing what their team is</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Teacher(s) 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

doing.						
Action 5. Conduct writing moderating sessions each term. Continue to build resources around the collection of moderated samples.	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Action 4. Regular PD provided to staff about Metacognition and Critical and Creative elements of the Vic Curriculum	<input checked="" type="checkbox"/> KLA Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Action 4. Feedback buddies used to develop teachers' capacity in HITS and focus for staff.	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Action 6. PD for staff on how to produce and utilise Student Learning Journals	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> KLA Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site