**2019 Annual Implementation Plan**

Submitted for review by Jo Howard (School Principal) on 25 February, 2019 at 05:16 PM  
Endorsed by Jason Coningsby (Senior Education Improvement Leader) on 27 February, 2019 at 11:53 AM  
Endorsed by Faye Khalil (School Council President) on 13 March, 2019 at 02:56 PM

**for improving student outcomes**

Campbellfield Heights Primary School (5034)



**Self-evaluation Summary - 2019**

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|  | 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 | Evolving moving towards Embedding |
|  | Curriculum planning and assessment | Evolving |
|  | Evidence-based high-impact teaching strategies |  |
|  | Evaluating impact on learning |  |

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

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

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

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| **Enter your reflective comments** | Building Practice Excellence:  - Structures and processes facilitate the building of teacher practice through PLCs, Peer Observations, AIP Teams, Instructional models and working with learning leaders. - Professional learning plan centres around FISO and PLCs  - PDP goals are linked with enhancing our PLC way of working - Introduction of Independent Reading program - Received 3 PLC coaching days  Curriculum Planning and Assessment: - Working from a viable curriculum based on the Victorian Curriculum  - MAPPEN program used for all other learning areas and capabilities - Assessment schedule revised to ensure triangulation of data - Dufour questions introduced in PLTs - Common literacy template F-6 - Extended moderation time - New writing moderation checklist  Build Leadership Teams The Leadership Team focussed on the AIP and building leadership capacity The AIP was regularly discussed and future goals actioned Attended BASTOW Leading Maths and Literacy Workshops  Empowering students and building school pride Emphasised student voice Worked within the SWPB framework to build school pride  Setting Expectations and promoting inclusion SWPB framework continued to be implemented SWPB Matrix and Consequences were implemented More work is required regarding minor to moderate behaviours  Building Communities Parents continue to engage with the school during events, more work is required to engage them with student learning |
| **Considerations for 2019** | Consistent practice in PLTs: Student centred Collaborative Use assessment data when planning for learning Draw on current research to improve practice Following Agreed Principles  Consistent classroom practice: Agree instructional model - Workshop model Key structures and routines (Learning Architecture: what does ‘reading’ look like? etc) Evidence based high impact teaching strategies  HITS: Using language  Intentionally planning for HITS in our teaching and learning cycle  SWPB: Consistent practice with positive and undesirable behaviours Embed ratio of positive to negative behaviour Explicit teaching of behaviour on Matrix, continue to reference Gathering data and using this to identify focus of learning |
| **Documents that support this plan** |  |

**SSP Goals Targets and KIS**

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| Goal 1 | To improve individual learning outcomes in literacy and numeracy |
| Target 1.1 | **PLC Survey  -** Data not out yet.   |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | **2017**  **Actual** | **2018**  **Target** | **2018**  **Actual** | **2019**  **Target** | **2019**  **Actual** | **2020**  **Target** | **2020**  **Actual** | **2020** | | **Openness Practice** | **3.8** | **3.9** | **8th Dec** |  |  |  |  | **>** | | **Collaboration** | **3.6** | **3.7** |  |  |  |  |  | **>** | | **Inquiry Cycle** | **3.7** | **3.8** |  |  |  |  |  | **>** | | **PLC Leader Support** | **3.3** | **3.4** |  |  |  |  |  | **>** | | **Develop PLC leaders** | **3.5** | **3.6** |  |  |  |  |  | **>** | | **Feedback** | **2.8** | **2.9** |  |  |  |  |  | **>** | |
| Target 1.2 | |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **School Staff Survey (% endorsement all staff)** | | | | | | | | | | |  | **2016**  **Actual** | **2017 Actual** | **2018 Target** | **2018 Actual** | **2019 Target** | **2019 Actual** | **2020 Target** | **2020 Target** | **2020**  **Actual** | | Collective Efficacy | 58% | 53% | 60% | 44% | 70% |  |  | >80% |  | | Collective Responsibility | 74% | 74% | 78% | 65% | 70% |  |  | >80% |  | | Academic Emphasis | 44% | 38% | 45% | 30% | 60% |  |  | >70% |  | | Staff Trust Colleagues | 32% | 74% | 75% | 57% | 70% |  |  | >80% |  | | Teacher Collaboration | 68% | 70% | 73% | 36% | 75% |  |  | >80% |  | |
| Target 1.3 | **NAPLAN Relative Growth Yr.3- 5**   |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Decrease low relative growth** | | | | | | | | | |  | **2016**  **Actual** | **2017**  **Actual** | **2018 Target** | **2018 Actual** | **2019**  **Target** | **2019**  **Actual** | **2020**  **Target** | **2020**  **Actual** | | Reading | 50% | 44% | 38% | 33% | 25% |  | ≤ 25% |  | | Writing | 12% | 33% | 20% | 27% | 20% |  | ≤ 10% |  | | Numeracy | 45% | 39% | 32% | 19% | 20% |  | ≤ 25% |  |   **NAPLAN Relative Growth Yr.3- 5**   |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Increased high relative growth** | | | | | | | | | |  | **2016**  **Actual** | **2017**  **Actual** | **2018 Target** | **2018 Actual** | **2019**  **Target** | **2019**  **Actual** | **2020**  **Target** | **2020**  **Actual** | | Reading | 11% | 11% | 15% | 14% | 18% |  | >20% |  | | Writing | 24% | 14% | 20% | 32% | 32% |  | >25% |  | | Numeracy | 5% | 13% | 13% | 24% | 25% |  | >15% |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **TOP 2 BANDS - Year 3 (Band 5 & 6)** | | | | | | | | | | **TOP 2 BANDS - Year 5 (Band 7 & 8)** | | | | | | | | | |  | **2016** | **2017**  **Target** | **2017**  **Actual** | **2018**  **Target** | **2018**  **Actual** | **2019**  **Target** | **2019**  **Actual** | **2020**  **Target** | **2020**  **Actual** | **2016**  **Actual** | **2017**  **Target** | **2017**  **Actual** | **2018**  **Target** | **2018**  **Actual** | **2019**  **Target** | **2019**  **Actual** | **2020**  **Target** | **2020**  **Actual** | | Reading | 11% | 12% | 0% | 11% | 29% | **30%** |  |  |  | 20% | 7% | 12% | 15% | **4%** | **15%** |  | >20 |  | | Writing | 24% | 20% | 16% | 20% | 29% | **30%** |  |  |  | 12% | 3% | 10% | 10% | **0%** | **10%** |  | >18 |  | | Numeracy | 3% | 5% | 5% | 7% | 5% | **10%** |  |  |  | 8% | 0% | 10% | 10% | **0%** | **10%** |  | >15 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **NAPLAN**  **Mean Score** | **Year 3** | | | | | | | | | | **Year 5** | | | | | | | | | | |  | **State** | **2016** | **2017 Actual** | **2018 Target** | **2018 Actual** | **2019 Target** | **2019 Actual** | **2020 Target** | **2020 Actual** | **2020** | **State** | **2016** | **2017 Actual** | **Target 2018** | **Actual 2018** | **Target 2019** | **Actual 2019** | **Target 2020** | **Target 2020** | **Actual 2020** | | **Reading** | 435.4 | 352.9 | 364 | 375 | 385 | **390** |  | >400 |  |  | 508.1 | 450.5 | 443 | 460 | 439 | **450** |  |  | >480 |  | | **Writing** | 433.3 | 381.1 | 393 | 395 | 409 | **415** |  | >400 |  |  | 487.7 | 483.5 | 450 | 460 | 428 | **440** |  |  | >488 |  | | **Numeracy** | 414.2 | 343 | 324 | 340 | 385 | **395** |  | >380 |  |  | 501.5 | 443.9 | 430 | 450 | 431 | **450** |  |  | >480 |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **NAPLAN 5 - 7 Transitional Growth Low** | | | | | | | | | |  | **2016** | **Actual 2017** | **Target 2018** | **Actual 2018** | **Target 2019** | **Actual 2019** | **Target 2020** | **Actual 2020** | | **Reading** | 35% | 28% | 28% | 33% | **28%** |  | <25% |  | | **Writing** | 27% | 32% | 30% | 27% | **27%** |  | <25% |  | | **Numeracy** | 20% | 12% | 12% | 19% | **17%** |  | <15% |  | | **NAPLAN 5 - 7 Transitional Growth High** | | | | | | | | | | **Reading** | 25% | 6% | 12% | 14% | **15%** |  | >15% |  | | **Writing** | 5% | 11% | 11% | 32% | **35%** |  | >20% |  | | **Numeracy** | 35% | 12% | 20% | 23% | **24%** |  | >20% |  | |
| Target 1.4 | **Teacher Judgement,: Victorian Curriculum  Progressions**  A minimum of one year of growth for 80% of students in Reading and Number assessed in relation to the Victorian Curriculum.  (10% Low Growth 10% HIgh Growth)  Validity Target: The school will develop an assessment schedule in Semester 2 2017 .  This will support triangulation of data to increase accuracy of assessment and reduce variation.   2018: This was reviewed and amended with staff input.  The scheduled was followed and data reviewed after each assessment. 2019::  NAPLAN Maths and Reading will be used at Year 3 and Year 5.    2018: NAPLAN Data was analysed and misconceptions were noted and discussed in numeracy. 2019: |
| Key Improvement Strategy 1.a Building practice excellence | Embed a PLC culture of team collaboration inquiry, evidence based practice and feedback |
| Goal 2 | To enhance the school’s learning climate and student and community engagement in learning. |

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| Target 2.1 | **Parent Opinion Survey**   |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | 2017 Actual | 2018 Target | 2018 Actual | 2019 Target | 2019 Actual | 2020 Target | 2020 Actual | 2020 | | Cognitive Engagement | 85% | 87% | 90% | 92% |  |  |  | > | | Student Development | 80% | 85% | 94% | 95% |  |  |  | > | | Safety | 81% | 83% | 84% | 87% |  |  |  | > | | Parent Community Involvement | 87% | 89% | 93% | 95% |  |  |  | > | |

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| Target 2.2 | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Attitude to School Survey   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Excellence in teaching  and learning** | **2017** | **20**  **18**  **Targ** | **20**  **18**  **Actual** | **20**  **19**  **Targ** | **20**  **19**  **Actual** | **20**  **20**  **Targ** | **20**  **20**  **Actual** | **Positive climate for learning** | **20**  **17** | **20**  **18**  **Targ** | | **20**  **18**  **Actual** | | **20**  **19**  **Targ** | | **20**  **19**  **Actual** | | **20**  **20**  **Target** | | **20**  **20**  **Actual** | | | Effective Teaching Time | 69 | 72 | 51 | 60 |  | > |  | Differentiated Learning |  |  | |  | |  | |  | | 89 | | > | | | Stimulating Learning | 25 | 28 | 15 | 25 |  | > |  | Connectedness |  |  | |  | |  | |  | | 74 | | > | | | Effort | 36 | 40 | 13 | 30 |  | > |  | Advocate at school |  |  | |  | |  | |  | | 88 | | > | | | High Expectations | 57 | 60 | 23 | 50 |  | > |  | Managing Bullying |  |  | |  | |  | |  | | 81 | | > | | | Teacher Concern | 40 | 45 | 29 | 45 |  | > |  | Respect for Diversity |  |  | |  | |  | |  | | 81 | | > | | | Sense of  Confidence | 68 | 70 | 28 | 45 |  | > |  |  |  | |  | |  | |  | |  | |  | |  | | | Differentiated Learning Challenge | 58 | 65 | 43 | 50 |  | > |  |  |  | |  | |  | |  | |  | |  | |  | | | Student Voice and Agency | 70 | 75 | 39 | 50 |  | > |  |  |  | |  | |  | |  | |  | |  | |  | | | |
| Target 2.3 | **100% or ILP Goals met by 2020**  **2017 -** All ILIP Goals were met.  SSG Meeting took place each semester  **2018 -**All ILIP Goals were met.  SSG Meeting took place each semester |
| Key Improvement Strategy 2.a Setting expectations and promoting inclusion | Establish School Wide Positive Behaviour as an evidence based framework for creating a positive school climate |

**Select Annual Goals and KIS**

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| Four Year Strategic Goals | Is this selected for focus this year? | **Four Year Strategic Targets** | 12 month targetThe 12 month target is an incremental step towards meeting the 4-year target, using the same data set. | |
| To improve individual learning outcomes in literacy and numeracy | Yes | **PLC Survey**  Data not out yet.   |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | **2017**  **Actual** | **2018**  **Target** | **2018**  **Actual** | **2019**  **Target** | **2019**  **Actual** | **2020**  **Target** | **2020**  **Actual** | **2020** | | **Openness Practice** | **3.8** | **3.9** | **8th Dec** |  |  |  |  | **>** | | **Collaboration** | **3.6** | **3.7** |  |  |  |  |  | **>** | | **Inquiry Cycle** | **3.7** | **3.8** |  |  |  |  |  | **>** | | **PLC Leader Support** | **3.3** | **3.4** |  |  |  |  |  | **>** | | **Develop PLC leaders** | **3.5** | **3.6** |  |  |  |  |  | **>** | | **Feedback** | **2.8** | **2.9** |  |  |  |  |  | **>** | | Refer to targets in table in 4 year strategic target column | |
| |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **School Staff Survey (% endorsement all staff)** | | | | | | | | | | |  | **2016**  **Actual** | **2017 Actual** | **2018 Target** | **2018 Actual** | **2019 Target** | **2019 Actual** | **2020 Target** | **2020 Target** | **2020**  **Actual** | | Collective Efficacy | 58% | 53% | 60% | 44% | 70% |  |  | >80% |  | | Collective Responsibility | 74% | 74% | 78% | 65% | 70% |  |  | >80% |  | | Academic Emphasis | 44% | 38% | 45% | 30% | 60% |  |  | >70% |  | | Staff Trust Colleagues | 32% | 74% | 75% | 57% | 70% |  |  | >80% |  | | Teacher Collaboration | 68% | 70% | 73% | 36% | 75% |  |  | >80% |  | | Refer to targets in table in 4 year strategic target column | |
| **NAPLAN Relative Growth Yr.3- 5**   |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Decrease low relative growth** | | | | | | | | | |  | **2016**  **Actual** | **2017**  **Actual** | **2018 Target** | **2018 Actual** | **2019**  **Target** | **2019**  **Actual** | **2020**  **Target** | **2020**  **Actual** | | Reading | 50% | 44% | 38% | 33% | 25% |  | ≤ 25% |  | | Writing | 12% | 33% | 20% | 27% | 20% |  | ≤ 10% |  | | Numeracy | 45% | 39% | 32% | 19% | 20% |  | ≤ 25% |  |   **NAPLAN Relative Growth Yr.3- 5**   |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Increased high relative growth** | | | | | | | | | |  | **2016**  **Actual** | **2017**  **Actual** | **2018 Target** | **2018 Actual** | **2019**  **Target** | **2019**  **Actual** | **2020**  **Target** | **2020**  **Actual** | | Reading | 11% | 11% | 15% | 14% | 18% |  | >20% |  | | Writing | 24% | 14% | 20% | 32% | 32% |  | >25% |  | | Numeracy | 5% | 13% | 13% | 24% | 25% |  | >15% |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **TOP 2 BANDS - Year 3 (Band 5 & 6)** | | | | | | | | | | **TOP 2 BANDS - Year 5 (Band 7 & 8)** | | | | | | | | |  | **2016** | **2017**  **Target** | **2017**  **Actual** | **2018**  **Target** | **2018**  **Actual** | **2019**  **Target** | **2019**  **Actual** | **2020**  **Target** | **2020**  **Actual** | **2016**  **Actual** | **2017**  **Target** | **2017**  **Actual** | **2018**  **Target** | **2018**  **Actual** | **2019**  **Target** | **2019**  **Actual** | **2020**  **Target** | **2020**  **Actual** | | Reading | 11% | 12% | 0% | 11% | 29% | **30%** |  |  |  | 20% | 7% | 12% | 15% | **4%** | **15%** |  | >20 |  | | Writing | 24% | 20% | 16% | 20% | 29% | **30%** |  |  |  | 12% | 3% | 10% | 10% | **0%** | **10%** |  | >18 |  | | Numeracy | 3% | 5% | 5% | 7% | 5% | **10%** |  |  |  | 8% | 0% | 10% | 10% | **0%** | **10%** |  | >15 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **NAPLAN**  **Mean Score** | **Year 3** | | | | | | | | | | **Year 5** | | | | | | | |  | **State** | **2016** | **2017 Actual** | **2018 Target** | **2018 Actual** | **2019 Target** | **2019 Actual** | **2020 Target** | **2020 Actual** | **2020** | **State** | **2016** | **2017 Actual** | **Target 2018** | **Actual 2018** | **Target 2019** | **Actual 2019** | | **Target 2020** | **Target 2020** | **Actual 2020** | | **Reading** | 435.4 | 352.9 | 364 | 375 | 385 | **390** |  | >400 |  |  | 508.1 | 450.5 | 443 | 460 | 439 | **450** |  | |  | >480 |  | | **Writing** | 433.3 | 381.1 | 393 | 395 | 409 | **415** |  | >400 |  |  | 487.7 | 483.5 | 450 | 460 | 428 | **440** |  | |  | >488 |  | | **Numeracy** | 414.2 | 343 | 324 | 340 | 385 | **395** |  | >380 |  |  | 501.5 | 443.9 | 430 | 450 | 431 | **450** |  | |  | >480 |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **NAPLAN 5 - 7 Transitional Growth Low** | | | | | | | | | |  | **2016** | **Actual 2017** | **Target 2018** | **Actual 2018** | **Target 2019** | **Actual 2019** | **Target 2020** | **Actual 2020** | | **Reading** | 35% | 28% | 28% | 33% | **28%** |  | <25% |  | | **Writing** | 27% | 32% | 30% | 27% | **27%** |  | <25% |  | | **Numeracy** | 20% | 12% | 12% | 19% | **17%** |  | <15% |  | | **NAPLAN 5 - 7 Transitional Growth High** | | | | | | | | | | **Reading** | 25% | 6% | 12% | 14% | **15%** |  | >15% |  | | **Writing** | 5% | 11% | 11% | 32% | **35%** |  | >20% |  | | **Numeracy** | 35% | 12% | 20% | 23% | **24%** |  | >20% |  | | Refer to targets in table in 4 year strategic target column | |
| **Teacher Judgement,: Victorian Curriculum  Progressions**  A minimum of one year of growth for 80% of students in Reading and Number assessed in relation to the Victorian Curriculum.  (10% Low Growth 10% HIgh Growth)  Validity Target: The school will develop an assessment schedule in Semester 2 2017 .  This will support triangulation of data to increase accuracy of assessment and reduce variation.   2018: This was reviewed and amended with staff input.  The scheduled was followed and data reviewed after each assessment. 2019::  NAPLAN Maths and Reading will be used at Year 3 and Year 5.    2018: NAPLAN Data was analysed and misconceptions were noted and discussed in numeracy. 2019: | Refer to targets in table in 4 year strategic target column | | |
| To enhance the school’s learning climate and student and community engagement in learning. | Yes | **Parent Opinion Survey**   |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | 2017 Actual | 2018 Target | 2018 Actual | 2019 Target | 2019 Actual | 2020 Target | 2020 Actual | 2020 | | Cognitive Engagement | 85% | 87% | 90% | 92% |  |  |  | > | | Student Development | 80% | 85% | 94% | 95% |  |  |  | > | | Safety | 81% | 83% | 84% | 87% |  |  |  | > | | Parent Community Involvement | 87% | 89% | 93% | 95% |  |  |  | > | | Refer to targets in table in 4 year strategic target column | | |
| |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Attitude to School Survey**   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Excellence in teaching  and learning** | **20**  **17** | **20**  **18**  **Targ** | **20**  **18**  **Act** | **20**  **19**  **Targ** | **20**  **19**  **Act** | **20**  **20**  **Targ** | **20**  **20**  **Act** | **Positive climate for learning** | **20**  **17** | **20**  **18**  **Targ** | **20**  **18**  **Act** | **20**  **19**  **Targ** | **20**  **19**  **Act** | **20**  **20**  **Targ** | **20**  **20**  **Act** | | Effective Teaching Time | 69 | 72 | 51 | 60 |  | > |  | Differentiated Learning |  |  |  |  |  | 89 | > | | Stimulating Learning | 25 | 28 | 15 | 25 |  | > |  | Connectedness |  |  |  |  |  | 74 | > | | Effort | 36 | 40 | 13 | 30 |  | > |  | Advocate at school |  |  |  |  |  | 88 | > | | High Expectations | 57 | 60 | 23 | 50 |  | > |  | Managing Bullying |  |  |  |  |  | 81 | > | | Teacher Concern | 40 | 45 | 29 | 45 |  | > |  | Respect for Diversity |  |  |  |  |  | 81 | > | | Sense of  Confidence | 68 | 70 | 28 | 45 |  | > |  |  |  |  |  |  |  |  |  | | Differentiated Learning Challenge | 58 | 65 | 43 | 50 |  | > |  |  |  |  |  |  |  |  |  | | Student Voice and Agency | 70 | 75 | 39 | 50 |  | > |  |  |  |  |  |  |  |  |  | | | | Refer to targets in table in 4 year strategic target column | | |
| **100% or ILP Goals met by 2020**  **2017 -** All ILIP Goals were met.  SSG Meeting took place each semester  **2018 -**All ILIP Goals were met.  SSG Meeting took place each semester | | Refer to targets in table in 4 year strategic target column | | |

|  |  |  |
| --- | --- | --- |
| Goal 1 | To improve individual learning outcomes in literacy and numeracy | |
| 12 Month Target 1.1 | Refer to targets in table in 4 year strategic target column | |
| 12 Month Target 1.2 | Refer to targets in table in 4 year strategic target column | |
| 12 Month Target 1.3 | Refer to targets in table in 4 year strategic target column | |
| 12 Month Target 1.4 | Refer to targets in table in 4 year strategic target column | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1**  Building practice excellence | Embed a PLC culture of team collaboration inquiry, evidence based practice and feedback | 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. | In 2018 we focussed on building middle leadership and introducing the PLC way of working in PLTs (collaborative planning). We believe we were successful in a few teams. In Term 4 2018 we have been working with Meredith and Anita (PLC coach and DET PLC Coach) to plan for our PLC 2019 Journey. At the end of 2018 all PLT leaders (one from each team), along with our newly appointed Leading Teacher came together with Anita for a PLC planning day. They planned for a 2 hour session (Day 1 2019) revising and expanding staff knowledge on the PLC Process. In 2019 we have nominated a PLT leader for each team. In Term 1 they will be supported and guided by the Leading Teacher, Principal and AP. We will have 5 new staff at CHPS in 2019 and thus we need to continue to embed the PLC process with current staff and bring along the new staff. | |
| Goal 2 | To enhance the school’s learning climate and student and community engagement in learning. | |
| 12 Month Target 2.1 | Refer to targets in table in 4 year strategic target column | |
| 12 Month Target 2.2 | Refer to targets in table in 4 year strategic target column | |
| 12 Month Target 2.3 | Refer to targets in table in 4 year strategic target column | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1**  Setting expectations and promoting inclusion | Establish School Wide Positive Behaviour as an evidence based framework for creating a positive school climate | 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. | We have successfully completed 2 years of our 4 year SWPB PD and implementation journey. We have 5 new staff members in 2019 and need to ensure that they have a thorough induction to SWPB and that the rest of the staff continue on our implementation journey. | |

**Define Actions, Outcomes and Activities**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Goal 1 | To improve individual learning outcomes in literacy and numeracy | | | | |
| 12 Month Target 1.1 | Refer to targets in table in 4 year strategic target column | | | | |
| 12 Month Target 1.2 | Refer to targets in table in 4 year strategic target column | | | | |
| 12 Month Target 1.3 | Refer to targets in table in 4 year strategic target column | | | | |
| 12 Month Target 1.4 | Refer to targets in table in 4 year strategic target column | | | | |
| KIS 1 Building practice excellence | Embed a PLC culture of team collaboration inquiry, evidence based practice and feedback | | | | |
| **Actions** | 1. Continue to build distributive leadership and staff voice to embed teaching excellence 2. Continue to build Capacity to embed consistent high impact teaching strategies to enhance student learning 3. Enhance teacher knowledge and understanding of the Victorian Curriculum 4. Build school and staff capacity to meet the needs of EAL Learners | | | | |
| **Outcomes** | Teachers - Contribute to the actively to the PLC cycle in PLTs and other whole school forums (AIP and PL)  - Use research and data to plan for student needs - Be confident and competent in delivering HITS  - Use the Vic Curric when planning as a learning sequence not specific grade level - Ensure all Areas of the Vic Curric are taught over the year - Work towards all students achieving the essential learning each term - Get to know students background, strengths and previous educational experience - Become familiar with the DET EAL resources - TEAL RVEAL   Leaders - Provide resources, opportunities, structures and processes in order for staff to have a voice  - Strategically assign leadership roles to staff throughout the school - Provide resources, opportunities for professional learning in relation to HITS - Model embedding HITS into the classroom - Facilitate the discussion around HITS during PLTs - Ensure staff have access to Vic Curric documentation when planning termly and weekly  Students - Be engaged as work will be targeted to their point of need - Be setting goals and acting on feedback - Develop confidence in asking for help and contributing to group and whole class activities  EAL Coordinator: - Develop deepened knowledge of the issues and challenges facing EAL students in the transition to mainstream school - Understand students’ background, aspiration and needs through the completion of sociolinguistic profiles  - Develop reliable during year and end of year process  Community - Be open and honest about their children's social and educational history | | | | |
| **Success Indicators** | School Staff Survey - See targets in Selected annual goals and KIS TAB Parent Opinion Survey - See targets in Selected annual goals and KIS TAB Attitudes to School Survey data - See targets in Selected annual goals and KIS TAB Planning documentation and classroom observation PDP Goals meet  Idividual EAL Continuum checklist Vic Curric and EAL report growth PLC Survey Progress of new arrival cohorts within EAL will be tracked on a five week cycle. Participation rates in Language school and EAL classes | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Bastow Leadership Courses | | 🗹 Leadership Team | 🗹 PLP Priority | from: Term 1  to: Term 4 | $20,000.00  🗹 Equity funding will be used |
| PLC Support - PLT Leader release | | 🗹 PLT Leaders | 🗹 PLP Priority | from: Term 1  to: Term 4 | $10,000.00  🗹 Equity funding will be used |
| Classroom instructions that work - HITS AEU 2 days per staff member | | 🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $20,000.00  🗹 Equity funding will be used |
| Planning week - one day per term per team to embed, audit Vic Curric | | 🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $10,000.00  🗹 Equity funding will be used |
| Employ a .8 leading teacher to support PLC. Curriculum and Teacher practice | | 🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $85,000.00  🗹 Equity funding will be used |
| Whole School Curriculum Day (EAL and HITS) | | 🗹 All Staff | 🗹 PLP Priority | from: Term 2  to: Term 2 | $15,000.00  🗹 Equity funding will be used |
| Release Learning Specialist - Peer Obs, learning walk and collaborating with the leading teaching x 3 days per term | | 🗹 Leading Teacher(s)  🗹 Learning Specialist(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $5,000.00  🞎 Equity funding will be used |
| One hour extra Non Face to Face Teaching per teacher pro rata to support PLC and Peer Observations | | 🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $35,000.00  🗹 Equity funding will be used |
| Continue partnership with Bethal PS - to support Literacy development and improving Reading Data | | 🗹 All Staff | 🗹 PLP Priority | from: Term 1  to: Term 4 | $10,000.00  🗹 Equity funding will be used |
| Release classroom teacher one day per semester to complete Fountas and Pinnell testing | | 🗹 Teacher(s) | 🞎 PLP Priority | from: Term 2  to: Term 4 | $8,000.00  🗹 Equity funding will be used |
| Introduction and implementation of the Student Support Model 2019 - Employment of external Coach, resources, release | | 🗹 Assistant Principal  🗹 Education Support | 🗹 PLP Priority | from: Term 1  to: Term 2 | $10,000.00  🗹 Equity funding will be used |
| Goal 2 | To enhance the school’s learning climate and student and community engagement in learning. | | | | |
| 12 Month Target 2.1 | Refer to targets in table in 4 year strategic target column | | | | |
| 12 Month Target 2.2 | Refer to targets in table in 4 year strategic target column | | | | |
| 12 Month Target 2.3 | Refer to targets in table in 4 year strategic target column | | | | |
| KIS 1 Setting expectations and promoting inclusion | Establish School Wide Positive Behaviour as an evidence based framework for creating a positive school climate | | | | |
| **Actions** | 1. Consistent practice in responding to all types of behaviour including Behaviour Support Plans 2. Embed ratio of more positive to negative interactions/acknowledgements 3. Explicit teaching and modelling of School Wide Expectation Matrix 4. Gathering and utilizing SWPBS data to inform SWPBS focus for staff and students 5. Continue to develop staff professional learning and skills in SWPBS | | | | |
| **Outcomes** | Students  • will have an understanding school values and behaviour expectations • will have an understanding of the whole school approach to behaviour response • will recall more positive interactions/acknowledgments vs negative Teachers • will further develop their knowledge and understanding of SWPBS processes • will embed the practice of Prevent, Teach and Reinforce • will be embed proactive SWPBS strategies within their classrooms and yard • will familiarize and utilize the school wide response to behaviour process consistently • will regularly collect and record student behaviour data using school wide system  • will liaise with Support staff/SWPBS Leader to support students needing individual support  • will regularly feedback to SWPBS Team • will regularly reflect on their SWPBS practices and set goals according ES Support Staff • will further develop their knowledge and understanding of SWPBS processes • will continue to utilise the whole school acknowledgment system within the classroom and yard • will regularly collect and record student behaviour data using school wide system  • will liaise with Teachers/SWPBS Leader to support students needing individual support  SWPBS Team • will attend regular meetings that focus on SWPBS Action Plan and use data to determine future Action Plan goals • will consult with staff, students, parents (entire school community) • will attend Professional Learning days to enhance their knowledge of up to date knowledge of SWPBS • will build their knowledge and understanding of Behaviour Support Plans SWPBS Leader will: • will monitor the progress of SWPBS implementation feedback to Leadership Team • will provide staff with support to embed SWPBS Framework/Practices Principal Class will: • Implement understanding of SWPBS framework and practices • utilize SWPBS strategies for dealing with positive/undesired behaviour • liaise with and support SWPBS Leader and Team with SWPBS AP • monitor the effectiveness of SWPBS practice | | | | |
| **Success Indicators** | ATSS, Focus Group Data, Tier 1 Fidelity Data, Staff Surveys, Parent Surveys, Attendance data, Behaviour Data, SWPBS 20 day surveys, timetabled SWPBS lessons, PLC evidence | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| DET SWPBS PL SWPBS Team | | 🗹 Principal  🗹 Student Wellbeing Co-ordinator  🗹 Teacher(s)  🗹 Team Leader(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $8,000.00  🗹 Equity funding will be used |
| Professional Development - Troy Johns Whole School | | 🗹 All Staff | 🗹 PLP Priority | from: Term 1  to: Term 3 | $5,000.00  🗹 Equity funding will be used |
| Release time for team to observe other schools | | 🗹 Student Wellbeing Co-ordinator  🗹 Team Leader(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $5,000.00  🗹 Equity funding will be used |
| Behaviour Support Plans Training  SWPBS Team 2 days release for teachers es in team | | 🗹 Team Leader(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $10,000.00  🗹 Equity funding will be used |
| School Wide acknowledgement System Resources | | 🗹 Team Leader(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $5,000.00  🞎 Equity funding will be used |

**Equity Funding Planner**

Equity Spending Totals

|  |  |  |
| --- | --- | --- |
| **Category** | **Total proposed budget ($)** | **Spend ($)** |
| Equity funding associated with Activities and Milestones | $251,000.00 | $251,000.00 |
| Additional Equity funding | $0.00 | $0.00 |
| **Grand Total** | $251,000.00 | $251,000.00 |

Activities and Milestones

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activities and Milestones** | **When** | **Category** | **Total proposed budget ($)** | **Equity Spend ($)** |
| Bastow Leadership Courses | from: Term 1  to: Term 4 | 🗹 Professional development (excluding CRT costs and new FTE)  🗹 CRT | $20,000.00 | $20,000.00 |
| PLC Support - PLT Leader release | from: Term 1  to: Term 4 | 🗹 Professional development (excluding CRT costs and new FTE)  🗹 CRT | $10,000.00 | $10,000.00 |
| Classroom instructions that work - HITS AEU 2 days per staff member | from: Term 1  to: Term 4 | 🗹 Professional development (excluding CRT costs and new FTE)  🗹 CRT | $20,000.00 | $20,000.00 |
| Planning week - one day per term per team to embed, audit Vic Curric | from: Term 1  to: Term 4 | 🗹 Teaching and learning programs and resources | $10,000.00 | $10,000.00 |
| Employ a .8 leading teacher to support PLC. Curriculum and Teacher practice | from: Term 1  to: Term 4 | 🗹 School-based staffing | $85,000.00 | $85,000.00 |
| Whole School Curriculum Day (EAL and HITS) | from: Term 2  to: Term 2 | 🗹 Professional development (excluding CRT costs and new FTE) | $15,000.00 | $15,000.00 |
| One hour extra Non Face to Face Teaching per teacher pro rata to support PLC and Peer Observations | from: Term 1  to: Term 4 | 🗹 School-based staffing | $35,000.00 | $35,000.00 |
| Continue partnership with Bethal PS - to support Literacy development and improving Reading Data | from: Term 1  to: Term 4 | 🗹 Teaching and learning programs and resources  🗹 Professional development (excluding CRT costs and new FTE)  🗹 CRT | $10,000.00 | $10,000.00 |
| Release classroom teacher one day per semester to complete Fountas and Pinnell testing | from: Term 2  to: Term 4 | 🗹 CRT | $8,000.00 | $8,000.00 |
| Introduction and implementation of the Student Support Model 2019 - Employment of external Coach, resources, release | from: Term 1  to: Term 2 | 🗹 Professional development (excluding CRT costs and new FTE)  🗹 Other  Consultant - Troy | $10,000.00 | $10,000.00 |
| DET SWPBS PL SWPBS Team | from: Term 1  to: Term 4 | 🗹 CRT | $8,000.00 | $8,000.00 |
| Professional Development - Troy Johns Whole School | from: Term 1  to: Term 3 |  | $5,000.00 | $5,000.00 |
| Release time for team to observe other schools | from: Term 1  to: Term 4 | 🗹 CRT | $5,000.00 | $5,000.00 |
| Behaviour Support Plans Training  SWPBS Team 2 days release for teachers es in team | from: Term 1  to: Term 4 |  | $10,000.00 | $10,000.00 |
| **Totals** | | | $251,000.00 | $251,000.00 |

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 |
| Bastow Leadership Courses | 🗹 Leadership Team | from: Term 1  to: Term 4 | 🗹 Collaborative Inquiry/Action Research team | 🗹 Network Professional Learning | 🗹 Bastow program/course | 🗹 Off-site  BASTOW |
| PLC Support - PLT Leader release | 🗹 PLT Leaders | from: Term 1  to: Term 4 | 🗹 Preparation  🗹 Collaborative Inquiry/Action Research team  🗹 Formalised PLC/PLTs | 🗹 PLC/PLT Meeting | 🗹 PLC Initiative  🗹 External consultants  Anita NWMR will assist with the PL | 🗹 On-site |
| Classroom instructions that work - HITS AEU 2 days per staff member | 🗹 Teacher(s) | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation | 🗹 Network Professional Learning | 🗹 External consultants  AEU | 🗹 Off-site  AEU |
| Planning week - one day per term per team to embed, audit Vic Curric | 🗹 Teacher(s) | from: Term 1  to: Term 4 | 🗹 Planning | 🗹 Timetabled Planning Day | 🗹 Internal staff | 🗹 On-site |
| Whole School Curriculum Day (EAL and HITS) | 🗹 All Staff | from: Term 2  to: Term 2 | 🗹 Collaborative Inquiry/Action Research team | 🗹 Whole School Pupil Free Day | 🗹 External consultants  TBA | 🗹 Off-site  TBA |
| Release Learning Specialist - Peer Obs, learning walk and collaborating with the leading teaching x 3 days per term | 🗹 Leading Teacher(s)  🗹 Learning Specialist(s) | from: Term 1  to: Term 4 | 🗹 Design of formative assessments  🗹 Curriculum development  🗹 Peer observation including feedback and reflection | 🗹 Timetabled Planning Day | 🗹 Literacy Leaders | 🗹 On-site |
| Continue partnership with Bethal PS - to support Literacy development and improving Reading Data | 🗹 All Staff | from: Term 1  to: Term 4 | 🗹 Moderated assessment of student learning  🗹 Collaborative Inquiry/Action Research team  🗹 Peer observation including feedback and reflection | 🗹 Network Professional Learning | 🗹 School improvement partnerships | 🗹 Off-site  Bethal PS |
| Introduction and implementation of the Student Support Model 2019 - Employment of external Coach, resources, release | 🗹 Assistant Principal  🗹 Education Support | from: Term 1  to: Term 2 | 🗹 Collaborative Inquiry/Action Research team  🗹 Formalised PLC/PLTs  🗹 Individualised Reflection | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 External consultants  Troy | 🗹 On-site |
| DET SWPBS PL SWPBS Team | 🗹 Principal  🗹 Student Wellbeing Co-ordinator  🗹 Teacher(s)  🗹 Team Leader(s) | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation  🗹 Curriculum development | 🗹 Network Professional Learning | 🗹 External consultants  Troy will mentor staff at CHPS | 🗹 Off-site  SWPB - Network meetings |
| Professional Development - Troy Johns Whole School | 🗹 All Staff | from: Term 1  to: Term 3 | 🗹 Planning  🗹 Preparation  🗹 Peer observation including feedback and reflection | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 External consultants  Troy will continue to work with CHPS | 🗹 On-site |
| Release time for team to observe other schools | 🗹 Student Wellbeing Co-ordinator  🗹 Team Leader(s) | from: Term 1  to: Term 4 | 🗹 Peer observation including feedback and reflection | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 School improvement partnerships  🗹 Internal staff  🗹 Learning Specialist  🗹 Literacy Leaders  🗹 Maths/Sci Specialist | 🗹 On-site |
| Behaviour Support Plans Training  SWPBS Team 2 days release for teachers es in team | 🗹 Team Leader(s) | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 External consultants  Troy | 🗹 On-site |