

Annual Implementation Plan: for Improving Student Outcomes

School name: Canterbury Primary School

Year: 2017

School number: 3572

Based on strategic plan: 2017-2020

Endorsement:

Principal David Wells

7/12/2016

Senior Education Improvement Leader Sharon Saitlik 21/2/2017

School council Michelle Lawson

7/12/2016

Section 1: The school's Improvement Priorities and Initiatives

Report here the goals identified in the current School Strategic Plan and tick the Improvement Initiative/s that your school will address in this Annual Implementation Plan: for Improving Student Outcomes.

| School Strategic Plan goals | Improvement Priorities | Improvement Initiatives | ✓ |
|---|--|---|---|
| <ul style="list-style-type: none"> To ensure high levels of learning growth for every student in English, mathematics and science To improve student engagement by embedding student agency and voice in all aspects of learning To foster a positive learning culture for all students, staff, parents and community | Excellence in teaching and learning | Building practice excellence | ✓ |
| | | Curriculum planning and assessment | ✓ |
| | Professional leadership | Building leadership teams | |
| | Positive climate for learning | Empowering students and building school pride | |
| | | Setting expectations and promoting inclusion | |
| | Community engagement in learning | Building communities | |

Improvement Initiatives rationale:
Explain why the school, in consultation with the Senior Education Improvement Leader (SEIL), has selected the above Improvement Initiative/s as a focus for this year. Please make reference to the evaluation of school data, the progress against School Strategic Plan (SSP) goals and targets, and the diagnosis of issues requiring particular attention.

Excellence in teaching and learning – Building practice excellence, Curriculum planning and assessment
Variability in pedagogical practices across the school has led to inconsistency in student achievement progress. While some areas of literacy and numeracy are near expected levels at year 3 (NAPLAN), student learning growth from year 3 to 5 is not particularly strong in reading, grammar and punctuation and numeracy. Agreed classroom curriculum delivery models, and teaching and assessment strategies are not consistently implemented across the school. In addition, the use of data and evidence to track student learning and growth varies across teachers and teaching teams. The development and implementation of a whole school agreed approach to curriculum planning, instruction and assessment will improve student learning growth and achievement will improve. A systematic approach to setting of challenging goals and providing rich effective feedback to students and to teachers will enhance student learning across the school.

Key improvement strategies (KIS)
List the Key improvement strategies that enable the implementation of each Improvement Initiative. This could include existing strategies already being implemented as well as new ones identified through analysis of data, evaluation of impact of prior efforts, measurement of progress against targets and the diagnosis of issues requiring particular attention. KIS may be specific to one outcome area or applicable across several areas.

| Improvement initiative: | Key improvement strategies (KIS) |
|-------------------------------------|---|
| Building practice excellence | <ul style="list-style-type: none"> Build collaborative teaching teams with a focus on student learning <ul style="list-style-type: none"> Define and embed a culture of high expectations within the Canterbury Primary School community Develop a whole school consistent approach to teacher observations and feedback for consistency of practice |



| | |
|---|---|
| | <ul style="list-style-type: none"> • Develop a systematic approach to challenging goals and effective feedback for all students and teachers <ul style="list-style-type: none"> - Refine and embed a consistent whole school approach to enabling student voice in all learning opportunities - Build student capacity to reflect on their learning and understand next steps for growth • Develop an agreed CPS research-based classroom curriculum delivery and instructional model in all areas of English, mathematics and science |
| Curriculum planning and assessment | <ul style="list-style-type: none"> • Build, document and implement a guaranteed and viable curriculum based on the Victorian curriculum • Build a consistent whole school approach to the use of data and evidence to track student learning and growth, analyse and inform next level of learning <ul style="list-style-type: none"> - Develop strong understanding of zone of proximal development (ZPD) to inform teaching and target student need |



Framework for Improving Student Outcomes

Published: February 2016



Section 2: Improvement Initiatives

Each table below is designed to plan for and monitor each Improvement Initiative. Add or delete tables – one for each Improvement Initiative from Section 1 on the previous page. You can also add or delete rows so that there is alignment and line of sight between the key improvement strategies, actions, success criteria and monitoring. The goals come directly from your School Strategic Plan (SSP) – you will find it helpful to keep them in the same order. Please note that, in the progress status section, ● ● ● respectively indicate: ● not commenced or severely behind schedule, ● slightly behind schedule but remediation strategies are in place to get back on schedule and ● on schedule and/or completed.

| STRATEGIC PLAN GOALS | <p>Student Achievement: To ensure high levels of learning growth for every student in English, mathematics and science</p> <p>Student Engagement: To improve student engagement by embedding student agency and voice in all aspects of learning</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--------------------------------------|--|--------|--------|------|--------|--|------|------|------|------|---------|-----|-----|-----|-----|---------|-----|-----|-----|-----|----------|-----|-----|-----|-----|----------|-----|-----|-----|-----|-----------|-----|-----|-----|-----|-----------------------|------|------|--------------------------------|-------|-----|-------------------|-------|-----|---------------------------|-------|-----|-----------------------|-------|-----|--------------------------------------|-------|-----|
| IMPROVEMENT INITIATIVE | Building practice excellence | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| STRATEGIC PLAN TARGETS | <p>Student Achievement</p> <p>NAPLAN</p> <ul style="list-style-type: none"> The number of students achieving high growth in all NAPLAN relative growth assessments to be greater than 35%. (2016 – Reading 12%, Writing 33%, Numeracy 15%, Spelling 14%, Grammar & punctuation 21%) The number of students achieving low relative growth from Year 3 to Year 5 on all NAPLAN assessments to be less than 15%. (2016– Reading 34%, Writing 16%, Numeracy 32%, Spelling 25%, Grammar and punctuation 35%) Increase the percentage of students achieving in the top two bands of NAPLAN in literacy and numeracy in Years 3 and 5 to the following: <table border="1"> <thead> <tr> <th rowspan="2">Domain</th> <th colspan="2">Year 3</th> <th colspan="2">Year 5</th> </tr> <tr> <th>2016</th> <th>2020</th> <th>2016</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>71%</td> <td>80%</td> <td>52%</td> <td>70%</td> </tr> <tr> <td>Writing</td> <td>71%</td> <td>80%</td> <td>33%</td> <td>50%</td> </tr> <tr> <td>Numeracy</td> <td>74%</td> <td>80%</td> <td>46%</td> <td>60%</td> </tr> <tr> <td>Spelling</td> <td>76%</td> <td>80%</td> <td>48%</td> <td>60%</td> </tr> <tr> <td>Grammar &</td> <td>69%</td> <td>75%</td> <td>53%</td> <td>60%</td> </tr> </tbody> </table> <p>Teacher Judgements</p> <ul style="list-style-type: none"> Increase the percentage of students achieving above the expected standards (A &B) of Victorian Curriculum P-6 to 75% with 40% 12 months or more above expected standards (A) All students achieve at least 12 months growth in 12 months in all learning areas based on an analysis of student achievement data (NAPLAN & teacher judgement) <p>School Staff survey</p> <p>The 2020 School staff survey data will demonstrate improvement in the following area:</p> <table border="1"> <thead> <tr> <th>School climate module</th> <th>2016</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>Guaranteed & viable curriculum</td> <td>76.76</td> <td>>85</td> </tr> <tr> <td>Academic emphasis</td> <td>73.75</td> <td>>85</td> </tr> <tr> <td>Staff trust in colleagues</td> <td>83.09</td> <td>>85</td> </tr> <tr> <td>Teacher collaboration</td> <td>71.89</td> <td>>85</td> </tr> <tr> <td>Collective focus on student learning</td> <td>85.17</td> <td>>85</td> </tr> </tbody> </table> | Domain | Year 3 | | Year 5 | | 2016 | 2020 | 2016 | 2020 | Reading | 71% | 80% | 52% | 70% | Writing | 71% | 80% | 33% | 50% | Numeracy | 74% | 80% | 46% | 60% | Spelling | 76% | 80% | 48% | 60% | Grammar & | 69% | 75% | 53% | 60% | School climate module | 2016 | 2020 | Guaranteed & viable curriculum | 76.76 | >85 | Academic emphasis | 73.75 | >85 | Staff trust in colleagues | 83.09 | >85 | Teacher collaboration | 71.89 | >85 | Collective focus on student learning | 85.17 | >85 |
| Domain | Year 3 | | Year 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 2016 | 2020 | 2016 | 2020 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading | 71% | 80% | 52% | 70% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Grammar & | 69% | 75% | 53% | 60% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| School climate module | 2016 | 2020 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Guaranteed & viable curriculum | 76.76 | >85 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Academic emphasis | 73.75 | >85 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Staff trust in colleagues | 83.09 | >85 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Teacher collaboration | 71.89 | >85 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Collective focus on student learning | 85.17 | >85 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |



Student Engagement

The Attitude to Schools survey variable means of the Teaching and Learning factors to be in at least the third quartile throughout the life of the strategic plan.

| | 2016 mean | Quartile | 2020 mean |
|-----------------------|-----------|----------|-----------|
| Learning confidence | 4.10 | 2nd | >4.25 |
| School connectedness | 4.27 | 2nd | >4.45 |
| Stimulating learning | 4.05 | 2nd | >4.30 |
| Student motivation | 4.52 | 2nd | >4.60 |
| Teacher effectiveness | 4.22 | 1st | >4.45 |
| Teacher empathy | 4.21 | 1st | >4.45 |

The School staff survey will demonstrate improvement in the following areas:

| | 2016 mean | 2020 mean |
|---|-----------|-----------|
| Feedback | 75.87 | >80 |
| Active participation | 69.09 | >80 |
| Collective focus on student learning | 85.17 | >90 |
| Setting Objectives and Providing Feedback | ND | >87.50 |

The mean for the stimulating learning variable on the Parent Opinion survey to be 5.8 or greater and/or above the 50th percentile by 2020



12 MONTH TARGETS

Student Achievement

NAPLAN

- The number of students achieving high growth in all NAPLAN relative growth assessments to be greater than 25%.
- The number of students achieving low relative growth from Year 3 to Year 5 on all NAPLAN assessments to be less than 25%.
- Increase the percentage of students achieving in the top two bands of NAPLAN in literacy and numeracy in Years 3 and 5 to the following:

| Domain | Year 3 | | Year 5 | |
|-----------|--------|------|--------|------|
| | 2016 | 2017 | 2016 | 2017 |
| Reading | 71% | 75% | 52% | 58% |
| Writing | 71% | 75% | 33% | 38% |
| Numeracy | 74% | 76% | 46% | 52% |
| Spelling | 76% | 78% | 48% | 53% |
| Grammar & | 69% | 75% | 53% | 56% |

Teacher Judgements

- Increase the percentage of students achieving above the expected standards (A & B) of Victorian Curriculum P-6 to 75% with 40% 12 months or more above expected standards (A)
- All students achieve at least 12 months growth in 12 months in all learning areas based on an analysis of student achievement data

Student Engagement

The Attitude to Schools survey variable means of the Teaching and Learning factors to improve to the following:

| | 2016 mean | 2017 mean |
|-----------------------|-----------|-----------|
| Learning confidence | 4.10 | >4.15 |
| School connectedness | 4.27 | >4.30 |
| Stimulating learning | 4.05 | >4.10 |
| Student motivation | 4.52 | >4.55 |
| Teacher effectiveness | 4.22 | >4.25 |
| Teacher empathy | 4.21 | >4.25 |


The School staff survey will demonstrate improvement in the following areas:

| | 2016 mean | 2017 mean |
|---|-----------|-----------|
| Feedback | 75.87 | >76 |
| Active participation | 69.09 | >70 |
| Collective focus on student learning | 85.17 | >86 |
| Setting Objectives and Providing Feedback | ND | >75 |



| KEY IMPROVEMENT STRATEGIES | ACTIONS | WHO | WHEN | SUCCESS CRITERIA | MONITORING | | | |
|---|--|--|------------|---|---|--|----------|-----|
| | | | | | Progress Status | Evidence of impact | Budget | |
| | | | | | | | Estimate | YTD |
| Build collaborative teaching teams with a focus on student learning - Define and embed a culture of high expectations within the Canterbury Primary School community | <ul style="list-style-type: none"> Team building focus for professional development - day 1 & 2, 2017 – student free days Develop teaching team collaborative plans outlining team goals based on data, protocols and expectations of team members Develop a thorough and ongoing induction process for new, returning and existing staff. Improve moderation processes in English, maths and Science for teaching – considered in whole school meeting schedule Develop, document and implement consistent school wide approaches to team teaching. Develop peer coaching structure for teachers. | Leadership Team | Jan 31st | 6 months: <ul style="list-style-type: none"> Teaching teams collaborative plans used for accountability and feedback on practice. Referred to in all team meetings Targeted professional learning for all new staff ensuring consistency of school processes and culture Science moderation processes researched and developed Protocols and expectations for team teaching developed and evident in teaching pair practice Peer coaching model developed and trialled through VIT mentoring process | ● ● ● | [Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice] | | |
| | | Teaching teams | Feb | 12 months: <ul style="list-style-type: none"> Positive feedback on induction program through feedback survey Moderation activities measurement and geometry and statistics and probability taking place at junior (P-2) and senior (3-6) fortnightly meetings/focus on evidence based judgements, challenge and next steps. Moderation activity schedule developed for English, Science and maths with a focus on next steps in teaching practice Peer coaching model evaluated and process documented. Peer observation and feedback evident and documented in teacher PDP's | ● ● ● | | | |
| Develop a systematic approach to challenging goals and effective feedback for all students and teachers - Refine and embed a consistent whole school approach to enabling student voice in all learning opportunities - Build student capacity to reflect on their learning and understand next steps for growth | <ul style="list-style-type: none"> Develop a whole school consistent approach to teacher observations and feedback for consistency of practice: - Teacher to teacher - Teacher to student - Student to teacher - Student to student Make the curriculum clear and accessible to ensure students know where they are and their next steps in learning Embed consistent application of CPS pedagogical principles model in planning and teaching | Leadership Team/ SIT | Semester 1 | | 6 months: <ul style="list-style-type: none"> Agreed consistent approaches to feedback developed for use across the school. Accountability measures in place to ensure consistency of practice Student goal setting process developed CPS Pedagogical principles model evident in planning documents | ● ● ● | | |
| | | SIT/ Instructional coach/ Teaching teams | Semester 1 | 12 months: <ul style="list-style-type: none"> Various forms of feedback evident in all student activities – formal and informal, written and oral – ensuring students have a clear understanding of what is next in their learning. Evidence of teacher to student and student to student feedback in student work and online platforms. Learning continuums and success criteria evident in classrooms for students to track their progress and set goals for next steps in learning | ● ● ● | | | |
| | | Teaching teams | Semester 1 | | | | | |
| Develop an agreed CPS research-based classroom curriculum delivery and instructional model in all areas of English, mathematics and science | <ul style="list-style-type: none"> Develop and implement a CPS instructional model Improve instructional consistency through the appointment of an instructional coach. Apply learning intentions and success criteria to all lessons. Refine and embed the CPS integrated planning model. | Instructional coach/ SIT | Semester 1 | 6 months: <ul style="list-style-type: none"> Agreed instructional model developed and implemented consistently across the school for all curriculum areas Instructional coach working with graduates and targeted staff to develop consistency in practice –pedagogy and student management Documented lesson structure to be implemented for Science and Making Baseline data collected on science and Maker teaching through a science and maker teaching audit. Learning intentions and success criteria evident in all classes and planning documents | ● ● ● | | | |
| | | Teachers | Term 1 | | | | | |
| | | SIT/ Teaching teams | Semester 1 | | | | | |



| | | | | | | | | |
|--|---|---------------|------------|---|---|--|--|--|
| | <ul style="list-style-type: none"> Develop and embed school Maker culture for consistency of practice and engagement | STEM AIP team | Semester 1 | <ul style="list-style-type: none"> All classes equally accessing Maker space - timetabled | | | | |
| | | | | 12 months: <ul style="list-style-type: none"> Documented SWOT analysis of the science and maker baseline data. |  | | | |



Section 2: Improvement Initiatives

| STRATEGIC PLAN GOALS | Student Achievement: To ensure high levels of learning growth for every student in English, mathematics and science | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--------------------------------------|--|--------|--------|------|--------|--|------|------|------|------|---------|-----|-----|-----|-----|---------|-----|-----|-----|-----|----------|-----|-----|-----|-----|----------|-----|-----|-----|-----|-----------|-----|-----|-----|-----|-----------------------|------|------|--------------------------------|-------|-----|-------------------|-------|-----|---------------------------|-------|-----|-----------------------|-------|-----|--------------------------------------|-------|-----|
| IMPROVEMENT INITIATIVE | Curriculum planning and assessment | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | 2016 | 2020 | 2016 | 2020 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading | 71% | 80% | 52% | 70% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Spelling | 76% | 80% | 48% | 60% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grammar & | 69% | 75% | 53% | 60% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| School climate module | 2016 | 2020 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Teacher collaboration | 71.89 | >85 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Collective focus on student learning | 85.17 | >85 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 12 MONTH TARGETS | <p>Student Achievement</p> <p>NAPLAN</p> <ul style="list-style-type: none"> The number of students achieving high growth in all NAPLAN relative growth assessments to be greater than 35%. (2016 – Reading 12%, Writing 33%, Numeracy 15%, Spelling 14%, Grammar & punctuation 21%) The number of students achieving low relative growth from Year 3 to Year 5 on all NAPLAN assessments to be less than 15%. (2016– Reading 34%, Writing 16%, Numeracy 32%, Spelling 25%, Grammar and punctuation 35%) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |



- Increase the percentage of students achieving in the top two bands of NAPLAN in literacy and numeracy in Years 3 and 5 to the following:

| Domain | Year 3 | | Year 5 | |
|-----------|--------|------|--------|------|
| | 2016 | 2020 | 2016 | 2020 |
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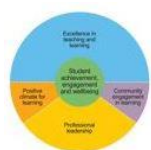
Teacher Judgements

- Increase the percentage of students achieving above the expected standards (A &B) of Victorian Curriculum P-6 to 75% with 40% 12 months or more above expected standards (A)
- All students achieve at least 12 months growth in 12 months in all learning areas based on an analysis of student achievement data (NAPLAN & teacher judgement)

School Staff survey

The 2020 School staff survey data will demonstrate improvement in the following area:

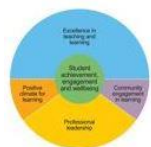
| School climate module | 2016 | 2020 |
|--------------------------------------|-------|------|
| Guaranteed & viable curriculum | 76.76 | >85 |
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| KEY IMPROVEMENT STRATEGIES | ACTIONS | WHO | WHEN | SUCCESS CRITERIA | MONITORING | | | |
|---|---|--|--|--|-----------------|--|----------|-----|
| | | | | | Progress Status | Evidence of impact | Budget | |
| | | | | | | | Estimate | YTD |
| Build, document and implement a guaranteed and viable curriculum based on the Victorian curriculum | <ul style="list-style-type: none"> Instructional coach and English coordinator to undertake Bastow course <i>Leading Literacy</i> Implement Victorian Curriculum and develop yearly overview documents for English, Maths and Science at each year level for planning and tracking. Develop a consistent school wide approach to the teaching of reading comprehension through explicit teaching of skills within contextualised experiences. Work with literacy consultant to further improve literacy and focus on strategies for improvement in reading comprehension. Strengthen writing curriculum knowledge for the improved capacity to improve student outcomes. Develop a school wide consistent planning document for English, maths and Science. Implement consistent approach to time allocation for learning areas within teams. Integrate Victorian Curriculum capabilities through the teaching of STEM. Refine CPS maths continuum and assessment to reflect the Victorian curriculum. | RW & KA SIT/ AIP teams – English, Maths STEM English AIP team English AIP team English AIP team AIP teams – English, Maths STEM SIT/ teaching teams STEM AIP team/ teaching teams Maths AIP team | Whole year Semester 1 Semester 1 Whole year Whole year Semester 1 Term 1 Whole year Semester 1 | 6 months: <ul style="list-style-type: none"> Documented audit of 2016 NAPLAN reading and writing data, including individual school and state responses to specific questions to identify areas for improvement. Data to be used to inform teaching. Documented evidence of whole school audit of practice in the teaching of reading comprehension. Documented evidence of audit of time allocation of reading, writing and speaking and listening. Selected staff to have undertaken professional learning in use of BAS Fountas and Pinnell. Selected staff to have commenced Bastow course <i>Leading Literacy</i> End of Term 2 all staff to complete one benchmark per student using F&P Development of reading and writing overview Yearly overview developed for each year level for mathematics based on the Victorian Curriculum. Consistent planning document for Applied Mathematics developed and used by all teams. CPS Number and Algebra, continuum revised and updated to reflect Victorian Curriculum. Commence development of the Applied Mathematics (measurement and geometry, statistics and probability) Continuum. A scope and sequence document developed to guide teacher planning in science. The document includes student voice, Canterbury PS context, Victoria Curriculum. A planning document for Science developed and implemented across the school Documented evidence of audit of time allocation of S.T.E.M. | ● ● ● | [Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice] | | |
| | | | | 12 months: <ul style="list-style-type: none"> End of year benchmarking across the school to be completed using Fountas and Pinnell. Documented evidence of staff learning focused on best practice in teaching reading comprehension and writing strategies Fortnightly focus on writing curriculum knowledge evident in junior and senior school meetings / professional learning including teachers sharing best practice Documented evidence of Victorian Curriculum being taught in all classrooms, with explicit links in planning documents All staff to be using reading and writing overview document to plan the teaching of literacy Selected staff to have attended Vic Curriculum training and report back to whole school at staff learning Evidence of change of teaching reflecting audit of NAPLAN results Mathematical Assessments developed and linked to the continua. | ● ● ● | | | |



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|---|--|-----------------------------------|------------|---|-------|--|--|--|
| | | | | <ul style="list-style-type: none"> Annotated work samples linked to updated CPS Mathematics Continuum. A planning document for Making that incorporates Critical and Creative thinking as well as other curriculum areas such as Digital Tech, Applied Maths, Design thinking etc. | | | | |
| <p>Build a consistent whole school approach to the use of data and evidence to track student learning and growth, analyse and inform next level of learning</p> <p>- Develop strong understanding of zone of proximal development (ZPD) to inform teaching and target student need</p> | <ul style="list-style-type: none"> Review and refine whole school assessment schedule. Use student management system to deliver and track a common assessment task for English, maths and Science in all year levels. Improve evidence based teacher judgements to target ZPD in English, Maths and Science. Improve student growth measurement and tracking through COMPASS student management system Implement an action research professional learning program based on Assessment for Teaching (Patrick Griffin). Build curriculum knowledge and assessment in Science | SIT/ AIP teams | Whole year | 6 months: | ● ● ● | | | |
| | | English, Maths and STEM AIP teams | Semester 2 | <ul style="list-style-type: none"> Literacy common assessment task trialled in Years Prep and 3 and pushed out through COMPASS Common assessment tasks developed in all mathematics strands. All teachers undertaking action research professional learning program on Assessment for Teaching. School-wide Science scope and sequence documented and implemented Plan for assessment and moderation of science developed and documented | | | | |
| | | Leadership team | Semester 1 | 12 months: | ● ● ● | | | |
| | | Leadership team/ DW | Semester 1 | <ul style="list-style-type: none"> All levels to have implemented one common assessment task in Literacy, delivered through COMPASS Number and Algebra common assessment tasks uploaded to progress reports on COMPASS for parents School-wide assessment and moderation expectations for Science documented and implemented Whole school assessment, data analysis and moderation schedule developed | | | | |
| | | STEM AIP team | Semester 1 | | | | | |



Section 3: Other Improvement Model Dimensions

| STRATEGIC PLAN GOALS | | <p>Student Achievement: To ensure high levels of learning growth for every student in English, mathematics and science Student Engagement: To improve student engagement by embedding student agency and voice in all aspects of learning Student Wellbeing: To foster a positive learning culture for all students, staff, parents and community</p> | | | | | | |
|--|---|---|--|--|-----------------|--|----------|-----|
| OTHER IMPROVEMENT MODEL DIMENSIONS | | <p>Professional Learning – Building Leadership Teams Community engagement in learning – Building communities</p> | | | | | | |
| STRATEGIC PLAN TARGETS | | <p>Student Achievement – see above (section 2)</p> <p>Student Engagement – see above (section 2)</p> <p>Student Wellbeing</p> <ul style="list-style-type: none"> The Attitudes to School survey variable means of Student Safety, Student Distress and Student Morale are increased with results in at least the third quartile throughout the life of the strategic plan. The mean for the Student Safety variable of the Parent Opinion survey to be at least 5.6. | | | | | | |
| 12 MONTH TARGETS | | <p>Student Achievement – see above (section 2)</p> <p>Student Engagement – see above (section 2)</p> <p>Student Wellbeing</p> <ul style="list-style-type: none"> The Attitudes to School survey variable means of Student Safety, Student Distress and Student Morale are increased with results in at least the third quartile. The mean for the Student Safety variable of the Parent Opinion survey to be at least 5.45 | | | | | | |
| KEY IMPROVEMENT STRATEGIES | ACTIONS | WHO | WHEN | SUCCESS CRITERIA | MONITORING | | | |
| | | | | | Progress Status | Evidence of impact | Budget | |
| | | | | | | | Estimate | YTD |
| Review and establish the organisational structure of the school | <ul style="list-style-type: none"> Develop an organisational structure that includes AIP teams (English, Maths, STEM and Wellbeing), School Improvement Team and level leadership | Leadership Team | January 2017 | 6 months: | | <p>[Drafting Notes report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]</p> | | |
| | <ul style="list-style-type: none"> Appoint Level leaders to each Learning Centre teaching team | Leadership Team | January 2017 | <ul style="list-style-type: none"> Organisational model developed and documented with all teachers involved in an AIP team Role clarity document developed - Leadership team roles and responsibilities defined. Roles and responsibilities of staff documented | | | | |
| | <ul style="list-style-type: none"> SIT and Leadership team members co-lead AIP teams | Leadership Team/ SIT | Whole year | <ul style="list-style-type: none"> Emerging and aspirant leaders targeted for professional learning programs – e.g. Bastow, Leaders in the Making, in school professional learning and mentoring Mid-year AIP audit to monitor progress – AIP teams undertaking individual audit of progress. | | | | |
| | <ul style="list-style-type: none"> Establish role clarity for all staff. | Leadership Team | Jan/ Feb | 12 months: | | | | |
| <ul style="list-style-type: none"> Strengthen leadership across the school through targeting and developing emerging leaders. | Leadership Team | Whole year | <ul style="list-style-type: none"> School organisational structure reviewed and refined for 2018 AIP team audits and evaluation determine focus areas for 2018 | | | | | |
| Build learning partnerships locally and globally | <ul style="list-style-type: none"> Strengthen existing partnership with Xinsu Normal School and investigate new opportunities within the internationalising education program to broaden learning opportunities for all CPS stakeholders. | Leadership team – MF & RW, Specialist teachers | Whole year | 6 months: | | | | |
| | <ul style="list-style-type: none"> Seek opportunities to collaborate on joint learning programs with other schools and educational settings – FISO group NPDL focus, Writing group – Camberwell HS and Ashburton PS Engage community members to enhance authentic | Leadership team (FISO group) | Whole year | <ul style="list-style-type: none"> increased learning opportunities evident between cohorts of students and teachers – CPS and Xinsu Normal School Regular professional learning between schools in FISO group with a focus on STEM, the Vic Curriculum capabilities and Digital Learning Writing professional learning program developed between Camberwell High School, Ashburton Primary and CPS developed to enhance student learning outcomes – including Writers Festival, moderation activities and across school moderation practices | | | | |



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|--|--|--|---|--|-------|--|--|--|
| | <p>learning.</p> <ul style="list-style-type: none"> Refine and expand student leadership across the school. Engage community members to enhance authentic learning in S.T.E.M. | <p>Wellbeing AIP team</p> <p>Wellbeing AIP team</p> <p>STEM AIP team</p> | <p>Whole year</p> <p>Whole year</p> <p>Whole year</p> | <ul style="list-style-type: none"> Parent register developed to collect data based on parent qualifications, skills and interests that can support teaching and learning programs Student leadership PDP process developed and documented Parliament process implemented for Year Six students Connections with schools with a shared interest in the Maker Movement and/or S.T.E.M developed. Students engaged in sharing Maker Learning in person and using technology to connect with Makerspaces around the world. Documented register of parent expertise | | | | |
| | | | | <p>12 months:</p> <ul style="list-style-type: none"> Parent and staff survey conducted to evaluate the effectiveness of the Parent Register Student leadership PDP process reviewed and refined for 2018 Parents engaging with students and sharing their specialised expertise in Science and Making | ● ● ● | | | |
| <p>Embed the school's mission, vision and values into the everyday work of the school</p> | <ul style="list-style-type: none"> Audit wellbeing programs and processes for effectiveness | Wellbeing AIP team | Term 1 | <p>6 months:</p> <ul style="list-style-type: none"> Increased lunch time clubs and opportunities Meeting schedule to include a minimum of 2 staff wellbeing sessions each term | ● ● ● | | | |
| | <ul style="list-style-type: none"> Embed school values in all aspects of schooling through explicit teaching and contextualised learning. | Wellbeing AIP team/ | Semester 1 | <ul style="list-style-type: none"> Documented whole-school approach to student management that has an increased focus on intrinsic motivation and embeds the school values | | | | |
| | <ul style="list-style-type: none"> Implement consistent approaches to improving resilience, gratitude and student safety - including exploring principles of positive psychology and building parent awareness | Wellbeing AIP team | Whole year | <ul style="list-style-type: none"> Documented whole school approach to Individual Learning Plans, including the tracking and documentation of teacher, parent and aide interaction Tribes and Play is the way is re-introduced through induction processes for new, returning and existing staff | | | | |
| | <ul style="list-style-type: none"> Develop a shared understanding about personalising students wellbeing and behaviour management – increase consistency and application of behaviour management strategies used by staff | Wellbeing AIP team | Whole year | <ul style="list-style-type: none"> Connections are made with health professionals in the community to support the professional knowledge of staff Documented parent volunteer process, including the development of a School Fair Sub-committee Anti-bullying initiatives investigated and CPS shared approached developed and documented | | | | |
| | <ul style="list-style-type: none"> Review and refine school communication strategy to enhance community engagement. | Leadership team/ School Council | Semester 1 | <ul style="list-style-type: none"> Documented process and protocols for sensory room developed Information session on Zoned Learning conducted for parent community. | | | | |
| | <ul style="list-style-type: none"> Foster diverse community involvement to enhance learning opportunities and community spirit. | Wellbeing and STEM AIP teams | Whole year | <p>12 months:</p> <ul style="list-style-type: none"> Staff Opinion Survey used to audit the effectiveness of staff wellbeing program All teachers to have participated in professional development with Andrew Fuller and the Resilience Project to increase understanding of resilience | ● ● ● | | | |
| <ul style="list-style-type: none"> Implement student incident tracking through Compass 'Chronicle' including teacher actions relating to student incidents and actions for resolution | MF, Compass Coords | Semester 1 | <ul style="list-style-type: none"> Review conducted to measure the effectiveness of the School Fair sub-committee and refined process for 2019 Evidence of whole school approach to anti-bullying Sensory room reviewed and suggestions made for 2018 Evidence of planning and implementation of a S.T.E.M. community evening | | | | | |
| <ul style="list-style-type: none"> Implement whole school anti-bullying approach (including online) and increase the opportunities for lunch time clubs and interest groups | Wellbeing AIP team | | | | | | | |
| <ul style="list-style-type: none"> Develop a sensory room to cater for students with sensory needs | | | | | | | | |



Section 4: Annual Self-Evaluation

[Drafting Note Annual self-evaluation section enables schools to continuously collect, monitor and analyse school data about all aspects of school performance. This ensures that all aspects of school performance are considered throughout the year and that any risks, issues and opportunities are identified as they emerge. The Annual self-evaluation against the Continua of Practice should be completed as data becomes available]

| Priority | Improvement model dimensions – note state-wide Improvement Initiatives are bolded | Is this an identified initiative or dimension in the AIP? | Continuum status | Evidence and analysis |
|--|---|---|------------------|--|
| Excellence in teaching and learning | Building practice excellence | Select | Select status | [Drafting note For current AIP improvement initiatives and/or dimensions, please provide a succinct and conclusive statement referring to the monitoring section of this plan. This statement can refer to the progress status and/or make reference to the achievement of the appropriate goals, targets and success criteria.] |
| | Curriculum planning and assessment | Select | Select status | |
| | Evidence-based high impact teaching strategies | Select | Select status | |
| | Evaluating impact on learning | Select | Select status | |
| Professional leadership | Building leadership teams | Select | Select status | |
| | Instructional and shared leadership | Select | Select status | |
| | Strategic resource management | Select | Select status | |
| | Vision, values and culture | Select | Select status | |
| Positive climate for learning | Empowering students and building school pride | Select | Select status | |
| | Setting expectations and promoting inclusion | Select | Select status | |
| | Health and wellbeing | Select | Select status | |
| | Intellectual engagement and self-awareness | Select | Select status | |
| Community engagement in learning | Building communities | Select | Select status | |
| | Global citizenship | Select | Select status | |
| | Networks with schools, services and agencies | Select | Select status | |
| | Parents and carers as partners | Select | Select status | |
| Reflective comments: [Drafting Note Please use this section to summarise your learnings from the self-evaluation process, including professional growth and key findings] | | | | |
| Confidential cohorts analysis: [Drafting note This section is not for public distribution. Report here the extent to which cohorts of students within the school (including Koorie, high ability, refugee, EAL, PSD, out of home care students, etc.) are being supported and challenged, leading to an inclusive and stimulating environment for all students] | | | | |
| Considerations for 2018: | | | | |

