

2018 Annual Implementation Plan

for improving student outcomes

Camberwell Primary School (0888)



Submitted for review by Janet Gale (School Principal) on 21 February, 2018 at 03:34 PM

Endorsed by Irene Harding (Senior Education Improvement Leader) on 27 February, 2018 at 02:14 PM

Endorsed by Elizabeth Molyneux (School Council President) on 01 March, 2018 at 10:40 AM

Self-evaluation Summary - 2018

	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	Evolving
	Evaluating impact on learning	Emerging moving towards Evolving
Professional leadership	Building leadership teams	Evolving
	Instructional and shared leadership	Embedding
	Strategic resource management	Evolving moving towards Embedding
	Vision, values and culture	Evolving

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

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

Enter your reflective comments	Establishing a distributive leadership model with significant pd for mid-tier leaders has led to capacity building with the flow on of a strategic approach to leading school initiatives, the PLTs and YL Teams. Developing an Instructional Model was the initial step to establish consistency in teaching and learning. The data cycle will continue to be a major focus in teams using the four questions to verify teacher efficacy. Student engagement is a priority with teacher empathy and student agency particular concerns. Ensuring that learning is challenging and meaningful, where strategies support all children to engage with their learning in a supportive, inclusive classroom will be our next step. Our approach to student learning, student engagement and wellbeing needs to become systemic.
Considerations for 2019	<p>Budget:</p> <ul style="list-style-type: none"> - Professional Learning: Continue targeted coaching for Leadership at both upper and mid levels and via the TaLCs for all teaching staff. - Staffing: Increase time frame of Teaching and Learning Coaches to ensure all teachers receive coaching at their ZPD. Establish a Data Literacy role to support the work of the TaLCs.

	Meeting time: Imbed Instructional Model by providing targeted professional learning for the Frameworks to ensure that they are owned by all teaching staff.
Documents that support this plan	

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Camberwell Primary School (0888)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative																														
For each student to demonstrate at least one year's growth each year with a particular focus on Writing and	<p>Increase the proportion of students in the top two NAPLAN bands. Students identified in the bottom two NAPLAN bands in Year 3 are to achieve medium or high student gain in Year 5.</p> <table border="1"> <thead> <tr> <th>Year 3</th> <th>2015</th> <th>2019</th> <th>Year 5</th> <th>2015</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Bands</td> <td>5-6</td> <td>5-6</td> <td></td> <td>7-8</td> <td>7-8</td> </tr> <tr> <td>Reading</td> <td>87%</td> <td>88%</td> <td>Reading</td> <td>82%</td> <td>83%</td> </tr> <tr> <td>Writing</td> <td>86%</td> <td>87%</td> <td>Writing</td> <td>48%</td> <td>60%</td> </tr> <tr> <td>Numeracy</td> <td>82%</td> <td>83%</td> <td>Numeracy</td> <td>78%</td> <td>80%</td> </tr> </tbody> </table>	Year 3	2015	2019	Year 5	2015	2019	Bands	5-6	5-6		7-8	7-8	Reading	87%	88%	Reading	82%	83%	Writing	86%	87%	Writing	48%	60%	Numeracy	82%	83%	Numeracy	78%	80%	Yes	<p>Outline what you want achieve in the next 12 months against your Strategic Plan target.</p> <p>Student growth reflects one year's growth for one year's learning for every student.</p> <p>Increase the percentages of the number of</p>	Building practice excellence
Year 3	2015	2019	Year 5	2015	2019																													
Bands	5-6	5-6		7-8	7-8																													
Reading	87%	88%	Reading	82%	83%																													
Writing	86%	87%	Writing	48%	60%																													
Numeracy	82%	83%	Numeracy	78%	80%																													

<p>Numeracy and, in French, on Speaking and Reading.</p>			<p>students receiving and A or a B</p> <p>Improve the 2017 SASS percentage of positive scores in the Excellence in Teaching and Learning domain: Stimulated Learning</p> <p>Differentiated Learning Challenge</p>																	
<p>To develop a culture where students are empowered to be active and inquisitive learners.</p>	<p>By 2019 survey data will demonstrate an improvement in the following areas:</p> <table border="1" data-bbox="302 909 1422 1029"> <thead> <tr> <th></th> <th>2014</th> <th>2015</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Student attitudes to school</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Stimulating Learning</td> <td>12.2</td> <td>9.8</td> <td>15</td> </tr> <tr> <td>Student Motivation</td> <td>37.7</td> <td>24.7</td> <td>30.0</td> </tr> </tbody> </table>		2014	2015	2019	Student attitudes to school				Stimulating Learning	12.2	9.8	15	Student Motivation	37.7	24.7	30.0	<p>Yes</p>	<p>Improve the 2017 SASS percentage of positive scores in: Positive Climate for Learning domain: • School Connectedness • Student Voice and Agency</p>	<p>Empowering students and building school pride</p>
	2014	2015	2019																	
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<p>To develop a culture where wellbeing is at the forefront of a positive climate for learning.</p>	<p>To develop a culture where wellbeing is at the forefront of a positive climate for learning.</p> <table border="0"> <tr> <td>Parent Opinion Survey</td> <td>2015</td> <td>2019</td> </tr> <tr> <td>Transitions percentile</td> <td>2.6</td> <td>25</td> </tr> </table>	Parent Opinion Survey	2015	2019	Transitions percentile	2.6	25	<p>Yes</p>	<p>Improve the 2017 SASS percentage of positive scores in:</p> <p>Excellence in Teaching and Learning domain:</p> <ul style="list-style-type: none"> • Teacher Concern <p>Positive Climate for Learning domain:</p> <ul style="list-style-type: none"> • Respect for Diversity • Sense of Inclusion 	<p>Empowering students and building school pride</p>
Parent Opinion Survey	2015	2019								
Transitions percentile	2.6	25								

Improvement Initiatives Rationale
<p>Goal 1: FISO Priority_ Excellence in Teaching and Learning_ FISO Initiative_ Building Practice Excellence</p> <p>Establishing consistent implementation of effective teaching practices, collaboration and using data to personalise learning.</p> <p>Our common instructional model, data management system, teacher planning practices and professional development will focus teaching and learning on differentiating teaching and personalising learning which will lead to improved student outcomes. Our PLTs will use the FISO improvement cycle to facilitate this work.</p> <p>Goal 2: FISO Priority_ Positive climate for Learning_ FISO Initiative_ Empowering Students and Building School Pride</p> <p>When teachers create a welcoming and stimulating learning environment, students will be supported to develop positive learner capabilities, actively engage in their learning and feel more connected to school.</p> <p>Goal 3: FISO Priority_ Positive Climate for Learning (Wellbeing)_ FISO Initiative_ Setting Expectations and Promoting Inclusion</p> <p>When we support students to develop strong social competencies, positive relationships, resilience, personal and interpersonal skills the students will develop greater connectedness to their teachers, peers and community and be more successful learners.</p>

Goal 1	For each student to demonstrate at least one year's growth each year with a particular focus on Writing and Numeracy and, in French, on Speaking and Reading.
12 month target 1.1	<p>Student growth reflects one year's growth for one year's learning for every student.</p> <p>Increase the percentages of the number of students receiving and A or a B</p> <p>Improve the 2017 SASS percentage of positive scores in the Excellence in Teaching and Learning domain: Stimulated Learning Differentiated Learning Challenge</p>
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	Create an instructional model that includes shared planning, effective pedagogies and personalised instruction that is consistently implemented by all staff.
KIS 2	Build teacher capacity in the rigorous use of student data to inform planning, teacher practice personalizing learning and the monitoring of student progress

Goal 2	To develop a culture where students are empowered to be active and inquisitive learners.
12 month target 2.1	<p>Improve the 2017 SASS percentage of positive scores in: Positive Climate for Learning domain:</p> <ul style="list-style-type: none"> • School Connectedness • Student Voice and Agency
FISO Initiative	Empowering students and building school pride
Key Improvement Strategies	

KIS 1	Increase opportunities for students to engage in meaningful, personalised learning which includes opportunities to connect with local and global learning communities
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Goal 3	To develop a culture where wellbeing is at the forefront of a positive climate for learning.
12 month target 3.1	<p>Improve the 2017 SASS percentage of positive scores in:</p> <p>Excellence in Teaching and Learning domain:</p> <ul style="list-style-type: none"> • Teacher Concern <p>Positive Climate for Learning domain:</p> <ul style="list-style-type: none"> • Respect for Diversity • Sense of Inclusion
FISO Initiative	Empowering students and building school pride
Key Improvement Strategies	
KIS 1	Embed practices that encourage students to develop friendships, social competence, resilience and self-esteem.

Define Evidence of Impact and Activities and Milestones - 2018

Camberwell Primary School (0888)

Goal 1	For each student to demonstrate at least one year's growth each year with a particular focus on Writing and Numeracy and, in French, on Speaking and Reading.
12 month target 1.1	<p>Student growth reflects one year's growth for one year's learning for every student.</p> <p>Increase the percentages of the number of students receiving and A or a B</p> <p>Improve the 2017 SASS percentage of positive scores in the Excellence in Teaching and Learning domain:</p> <ul style="list-style-type: none"> Stimulated Learning Differentiated Learning Challenge

FISO Initiative	Building practice excellence			
Key Improvement Strategy 1	Create an instructional model that includes shared planning, effective pedagogies and personalised instruction that is consistently implemented by all staff.			
Actions	<ol style="list-style-type: none"> 1. Support teachers to differentiate planning and more effectively cater to students' learning needs 2. Provide professional Learning that targets pedagogy, curriculum knowledge and understanding and data literacy 			
Evidence of impact	<ol style="list-style-type: none"> 1. Teachers will differentiate planning and more effectively cater to students' learning needs 2. Professional Learning will target pedagogy, curriculum knowledge and understanding and data literacy 3. Teachers use Learning Intentions regularly and differentiate success criteria 4. Teachers will use the four questions to get student feedback 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Finalise the CPS Instructional Model: Bilingual Framework documentation (Learning Frameworks) in all curriculum areas	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
PLT Meetings <ul style="list-style-type: none"> o FISO Improvement cycle to be embedded o Embed the FISO Improvement cycle to help teachers problem solve by using evidence, sharing practice and collaborating 	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Whole School Meeting structure <ul style="list-style-type: none"> o Meeting template to include time to share practice excellence o Meeting template to include time for feedback and input 	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Support the implementation of the CPS Lesson Design	PLC Leaders	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used

Support the implementation of Learning Intentions and Success Criteria	PLC Leaders	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Coach Leading teachers to build the capacity of the PLC leaders and the Year Level Coordinators.	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$2,200.00 <input type="checkbox"/> Equity funding will be used
Coaching for leadership	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$4,000.00 <input type="checkbox"/> Equity funding will be used
PD on the HITS strategy number 3: Explicit Teaching and number 10: Differentiated Teaching	PLC Leaders	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Development of the Personalised Learning and PLP Protocol	PLC Leaders	<input type="checkbox"/> No	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Development of resources to support students in class in EAL, FAL and learning difficulties at all levels of ability.	Teaching and Learning Coordinator	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$2,700.00 <input checked="" type="checkbox"/> Equity funding will be used
Literacy Leader to undertake professional learning through Bastow and work with the leadership team to plan and implement	Teaching and Learning Coordinator	<input type="checkbox"/> No	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 1	For each student to demonstrate at least one year's growth each year with a particular focus on Writing and Numeracy and, in French, on Speaking and Reading.
12 month target 1.1	Student growth reflects one year's growth for one year's learning for every student. Increase the percentages of the number of students receiving and A or a B

	Improve the 2017 SASS percentage of positive scores in the Excellence in Teaching and Learning domain: Stimulated Learning Differentiated Learning Challenge			
FISO Initiative	Building practice excellence			
Key Improvement Strategy 2	Build teacher capacity in the rigorous use of student data to inform planning, teacher practice personalizing learning and the monitoring of student progress			
Actions	1. Provide professional learning in data literacy 2. Support teachers to differentiate their planning based on data and student feedback 3. Research, trial and evaluate continuous assessment			
Evidence of impact	1. Differentiated planners identify learning at ZPD 2. More regular and targeted feedback for student curriculum outcomes - teacher to teacher, teacher to student, student to teacher and with parents			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Timetabled professional learning to improve data literacy (whole staff, PLC leaders and in PLC meetings)	School Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Trial and evaluate student feedback surveys.	School Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Leadership pd on data literacy with external providers	School Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 3	\$3,000.00 <input type="checkbox"/> Equity funding will be used
Learning Specialists to undertake Bastow PD to support working in class with teachers at their ZPD.	Learning Specialist(s)	<input checked="" type="checkbox"/> Yes	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 2	To develop a culture where students are empowered to be active and inquisitive learners.			
12 month target 2.1	Improve the 2017 SASS percentage of positive scores in: Positive Climate for Learning domain: <ul style="list-style-type: none"> • School Connectedness • Student Voice and Agency 			
FISO Initiative	Empowering students and building school pride			
Key Improvement Strategy 1	Increase opportunities for students to engage in meaningful, personalised learning which includes opportunities to connect with local and global learning communities			
Actions	1. Establish and orderly environment to ensure a welcoming and stimulating learning environment, where students will be supported to develop positive learner capabilities, actively engage in their learning and feel more connected to school 2. Establish formal classroom observations with a focus on an orderly environment, engaged learners 3. Research and trial student feedback strategies to provide greater student agency 4. Explore opportunities to connect with students in AAFEBS schools and l'École in New Caledonia			
Evidence of impact	<ul style="list-style-type: none"> • Classroom observations will show a common approach to establishing an orderly learning environment (their "third" teacher) • Teachers will engage in the practices and use the shared language outlined in the CPS Working and Learning Together Protocols, Parent Partnerships in Learning Protocol, Student Voice and Student Agency Protocols. • Anecdotal feedback from teachers and students will indicate that student and teachers are interacting more positively. 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Collaboratively develop an approach to using the school values to describe how students work, learn and relate together - an orderly learning environment	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Draft, trial and implement Student Voice & Student Agency Protocols including the use of the Four Questions and Student Reflection Journals from Foundation to Y6	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Draft, trial and implement CPS Working & Learning Together Protocols (including common definition and practices around an orderly environment)	PLC Leaders	<input type="checkbox"/> No	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Implement learning that provides agency in learning from Foundation to Year 6: o 'Make A Difference' as part of Inquiry units o Project based learning in Mathematics	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$4,000.00 <input type="checkbox"/> Equity funding will be used
Draft, trial and implement Parent Partnerships in Learning Protocol	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 3	To develop a culture where wellbeing is at the forefront of a positive climate for learning.
12 month target 3.1	Improve the 2017 SASS percentage of positive scores in: Excellence in Teaching and Learning domain: • Teacher Concern Positive Climate for Learning domain: • Respect for Diversity • Sense of Inclusion
FISO Initiative	Empowering students and building school pride
Key Improvement Strategy 1	Embed practices that encourage students to develop friendships, social competence, resilience and self-esteem.
Actions	1. Progress Positive Education at CPS by developing the Wellbeing Framework including a SEL Scope and Sequence for learning foci. 2. Provide professional learning to staff on inclusive practices, student social competencies, building resilience, and building student interpersonal skills.
Evidence of impact	<ul style="list-style-type: none"> • Students will speak more positively about school and their teachers. • Staff will speak more positively about incidents involving students and students as learners (unconditional positive regard). • Staff will model a growth mindset for their students. • Teachers will facilitate active home-school partnerships, including two-way communication about learning and wellbeing

	(positive and concerns), involving families in their child's learning experience and building individual students' resilience and social competencies			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Audit current programs and practices related to wellbeing, including Character Strengths, Bounce Back, CLANS, KidsMatter, Zones of Regulation	All Staff	<input type="checkbox"/> No	from: Term 2 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Provide professional development for staff, students and community on Restorative Practices, Circle Time and Positive Behaviour Management (the Matrix) and Playground Pals (Playground Third Teacher) including a common language (English and French), sharing strategies and resources. Attend Positive Schools Conference	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 2 to: Term 2	\$700.00 <input type="checkbox"/> Equity funding will be used
Develop protocols and explicitly teach to maximise the classroom learning environment (third teacher) and playground learning environment (playground third teacher) including transition times to develop agreed practices for teachers and students	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Provide parents with information and learning around developing resilience, conflict resolution, independence and form positive relationships.	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 3	\$1,000.00 <input type="checkbox"/> Equity funding will be used

Professional Learning and Development Plan - 2018

Camberwell Primary School (0888)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
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Finalise the CPS Instructional Model: Bilingual Framework documentation (Learning Frameworks) in all curriculum areas	Leadership Team	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants External coaches working with teams.	<input checked="" type="checkbox"/> On-site
PLT Meetings o FISO Improvement cycle to be embedded o Embed the FISO Improvement cycle to help teachers problem solve by using evidence, sharing practice and collaborating	Leadership Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
Whole School Meeting structure o Meeting template to include time to share practice excellence o Meeting template to include time for feedback and input	Leading Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <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"/> PLC Initiative <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> External consultants External coach.	<input checked="" type="checkbox"/> On-site
Support the implementation of the CPS Lesson Design	PLC Leaders	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

				<input checked="" type="checkbox"/> PLC/PLT Meeting		
Support the implementation of Learning Intentions and Success Criteria	PLC Leaders	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Coach Leading teachers to build the capacity of the PLC leaders and the Year Level Coordinators.	Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants external coaches	<input checked="" type="checkbox"/> On-site
Coaching for leadership	Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants external coaches	<input checked="" type="checkbox"/> On-site
PD on the HITS strategy number 3: Explicit Teaching and number 10: Differentiated Teaching	PLC Leaders	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Timetabled professional learning to improve data literacy (whole staff, PLC leaders and in PLC meetings)	School Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <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"/> PLC Initiative <input checked="" type="checkbox"/> External consultants Anne Marie Quinn and Lisa Sperling	<input checked="" type="checkbox"/> On-site

Trial and evaluate student feedback surveys.	School Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <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"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
Learning Specialists to undertake Bastow PD to support working in class with teachers at their ZPD.	Learning Specialist(s)	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> Off-site Bastow course for Learning Specialists
Collaboratively develop an approach to using the school values to describe how students work, learn and relate together - an orderly learning environment	All Staff	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <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"/> PLC Initiative <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Draft, trial and implement Student Voice & Student Agency Protocols including the use of the Four Questions and Student Reflection Journals from Foundation to Y6	Leadership Team	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Subject association <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Implement learning that provides agency in learning from Foundation to Year 6: <ul style="list-style-type: none"> o 'Make A Difference' as part of Inquiry units o Project based learning in Mathematics 	Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> Off-site sue Fine - external consultant.

				<input checked="" type="checkbox"/> Communities of Practice		
Develop protocols and explicitly teach to maximise the classroom learning environment (third teacher) and playground learning environment (playground third teacher) including transition times to develop agreed practices for teachers and students	All Staff	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Individualised Reflection	<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
Provide parents with information and learning around developing resilience, conflict resolution, independence and form positive relationships.	Leadership Team	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Documents that support the plan

The school has uploaded the following documents to support the self-evaluation.

Dimension 1

- [2017 Growth coaching - Erin Davies 15.5.17.docx \(0.35 MB\)](#)
- [2017 Growth coaching - Erin Davies 29.5.17.docx \(0.35 MB\)](#)
- [2017 learning journal .docx \(0.31 MB\)](#)
- [2017.10.00 - Master PD Budget Planning.xlsx \(0.05 MB\)](#)
- [Camberwell PS Growth Coaching Template.docx \(0.34 MB\)](#)
- [T2W5 Teaching Learning Journal - Emily M \(Y4\).docx \(0.33 MB\)](#)

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- [2016.08.18 - Framework for Bilingual Education.docx \(0.16 MB\)](#)
- [2017.03.09 CPS Consistent Term Planner- Protocols.docx \(0.06 MB\)](#)
- [DRAFT 2017 Term Planner Template.docx \(0.04 MB\)](#)
- [Weekly Planner - Teacher Timetable template.docx \(0.09 MB\)](#)

[Weekly Planner Template v2 vertical.docx \(0.09 MB\)](#)

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[2017.02.14 - Leadership Model.pdf \(0.69 MB\)](#)

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