

2019 Annual Implementation Plan

for improving student outcomes

Cheltenham Primary School (0084)



Submitted for review by Bronwyn Morgan (School Principal) on 28 December, 2018 at 01:48 PM
Endorsed by Sarah Burns (Senior Education Improvement Leader) on 28 December, 2018 at 02:05 PM
Endorsed by Susan Norwood (School Council President) on 14 February, 2019 at 03:00 PM

Self-evaluation Summary - 2019

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Evolving moving towards Embedding
	Curriculum planning and assessment	Embedding
	Evidence-based high-impact teaching strategies	Evolving moving towards Embedding
	Evaluating impact on learning	Embedding
Professional leadership	Building leadership teams	Embedding moving towards Excelling
	Instructional and shared leadership	Embedding moving towards Excelling
	Strategic resource management	Embedding moving towards Excelling
	Vision, values and culture	Embedding

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

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

Enter your reflective comments	<p>In 2018, we continued our focus on the FISO dimension of Excellence in Teaching and Learning (Building practice excellence) through the planned actions and activities in our AIP. KIS 1) The audit of the school's Literacy practice (Renew Project) confirmed the need for whole school professional development in the instructional core for Literacy. In Literacy F-6 we focused on making visible the High Impact Teaching Strategies (HITS) in all learning. The whole staff, weekly professional learning schedule and individual Performance Plans, reflected our focus on Data Literacy, STEAM and Literacy. Through the introduction of PAT R and PAT Mathematics online we were better able to map Literacy growth across and within cohorts. Two staff were trained as Literacy facilitators through the Bastow's Leading Literacy for Networks program. Reader's workshop (Gradual release of responsibility model) was trialed in the priority area of Years 3 and 4 and an impact strategy for point of need learning to challenge all students implemented. In NAPLAN 72% of Year 5 students attained the top two bands in Year 5 with 40% of students achieving high relative gain from Years 3 to 5.</p> <p>KIS 2) The school's STEAM curriculum framework has continued to evolve through the explicit use of the FISO Improvement Cycle. Enhancements over the last 12 months include: refinement of collaborative planning documentation; improved timetabling for collaboration in teams; use of 21CLD collaboration matrix to design high level collaborative tasks; specific focus on Literacy arising from the inquiry; attending to opportunities for student voice and agency; consolidation of</p>
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	STEAM/Literacy project focus within all specialist disciplines; implementation of STEAM Learning Expos for students in Years F-6 to celebrate and articulate their learning at the completion of each STEAM project; reconfiguring learning spaces, resources and teams for optimal learning and teaching.
Considerations for 2019	The research and evidence based Gradual Release of Responsibility model will be implemented as the school's whole school approach to Reading in 2019. All staff will receive focused training in this approach in a whole staff Professional Development Day at the commencement of the school year facilitated by Bastow Master Trainers. Each learning level will have a staff member trained in Leading Literacy to better facilitate this strategic priority. Currently 3 staff are trained with a further 3 staff to be trained in 2019. The school's Literacy Leaders will work collaboratively with the Principal (as a Bastow Master Trainer) in a Literacy PLC to develop a Literacy Strategic Implementation Plan to address the developmental needs of students F-6 to include: resources, professional development, planning documentation, formative and summative assessment, focus for professional practice days.
Documents that support this plan	

Key Improvement Strategy 1.a Building practice excellence	To embed the whole school instructional Literacy model (Gradual Release of Responsibility) that incorporates High Impact Teaching Strategies to improve instructional practice in Reading.
Goal 2	To improve student outcomes in Science and Mathematics within a STEAM curriculum framework.
Target 2.1	<p>Increase % of students in Top two bands in Numeracy (Year 5)</p> <p>Decrease % of students in bottom two bands In Numeracy (Year 5)</p> <p>Increase % of students with high or medium relative learning gain in Numeracy (Years 3 to 5)</p> <p>Increase % of students achieving high and medium growth in Science.</p>
Key Improvement Strategy 2.a Building practice excellence	To consolidate the whole school instructional STEAM curriculum framework model to improve instructional practice in problem based, collaborative inquiry.

		<p>Decrease % of students in bottom 2 bands (Year 5) in reading (2016: 6% 2017: 6% 2018: 1.5%)</p> <p>Increase % of students with high or medium relative learning gain (Years 3 to 5) in reading (2016: 80% 2017: 76% 2018: 88.9%)</p>	
To improve student outcomes in Science and Mathematics within a STEAM curriculum framework.	Yes	<p>Increase % of students in Top two bands in Numeracy (Year 5)</p> <p>Decrease % of students in bottom two bands In Numeracy (Year 5)</p> <p>Increase % of students with high or medium relative learning gain in Numeracy (Years 3 to 5)</p> <p>Increase % of students achieving high and medium growth in Science.</p>	To consolidate the whole school instructional STEAM curriculum framework model to improve instructional practice in problem based, collaborative inquiry.

Goal 1	To improve student outcomes in Literacy - Reading	
12 Month Target 1.1	To embed the whole school instructional model for Reading, with a focus on High Impact Teaching Strategies, to improve instructional practice.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	To embed the whole school instructional Literacy model (Gradual Release of Responsibility) that incorporates High Impact Teaching Strategies to improve instructional practice in Reading.	Yes

<p>Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.</p>	<p>The organisational audit led by the SIT and STAND teams at commenced of 2018 achieved more uninterrupted time for learning and teaching allowing our focus to remain firmly on making a difference to the learning lives of our students. This was reflected in a rise in the percentage of agreement in Stimulated Learning in the annual Attitudes to School Survey - 83.9% (73% in 2017) and in Learning Confidence - 83.9% (81% in 2017).</p> <p>In 2018 Cheltenham engaged in SEVR's Renew Project with five other schools in the Beachside and SAGE networks. Renew focused on supporting schools to increase the percentage of students achieving in the top two bands in NAPLAN Literacy by researching best practice; auditing each school's current practice; developing a school Strategic Literacy Plan; participating in various focused Learning Walks. In NAPLAN 2018 Cheltenham achieved its Strategic Targets: increasing the percentage of students in the top two bands in Year 5 - 72% (55% in 2017) and the percentage of students with high or medium relative gain Years 3 to 5 - 40% (18% in 2017). Pat R Online (English) was also introduced to better identify priority cohorts in Years 2 to 6. At the end of the year we re-assessed all students to measure improvement and map achievement across each cohort.</p> <p>In 2019 each team will be provided with cohort data at the beginning of the year which will be monitored each term to evaluate individual and cohort growth. Following a successful reading impact strategy in 2018 (Years 3 and 4), explicit point of need teaching will be implemented as a Literacy strategy for priority cohorts as required. Pre and post measures for engagement and academic growth will be developed to measure gain. All class and specialist teachers, will receive professional development in Reader's workshop (Gradual release of responsibility model) and implement this evidence based approach in 2019 with the support of instructional Literacy Leaders in all learning teams.</p>	
<p>Goal 2</p>	<p>To improve student outcomes in Science and Mathematics within a STEAM curriculum framework.</p>	
<p>12 Month Target 2.1</p>	<p>To consolidate the whole school instructional STEAM curriculum framework model to improve instructional practice in problem based, collaborative inquiry.</p>	
<p>Key Improvement Strategies</p>		<p>Is this KIS selected for focus this year?</p>
<p>KIS 1 Building practice excellence</p>	<p>To consolidate the whole school instructional STEAM curriculum framework model to improve instructional practice in problem based, collaborative inquiry.</p>	<p>Yes</p>

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.

Through problem based inquiry in STEAM an authentic context is provided for students to apply their knowledge in Science, Technology, Engineering, Arts and Mathematics. English provides the means by which they articulate their learning (speaking and listening, writing) and develop their understanding (reading research).

In 2018 there was further focus on developing open ended challenging tasks in STEAM for students at the high end. The STEAM Learning specialist explicitly taught the Mathematics and Science content students required in the term preceding their STEAM project. This ensured they had the knowledge, competency and skill for deep inquiry and higher learning outcomes. Learning Expos were conducted at the end of each STEAM unit which afforded students and their families the opportunity to celebrate the learning. The Principal and STEAM Learning specialist continued to seek feedback from students about their learning and provide feedback to each team derived from student feedback and their own observations to move the learning forward. This continuous cycle of feedback has supported higher student learning outcomes. In NAPLAN 2018 Cheltenham achieved its Strategic Targets: increasing the percentage of students in the top two bands in Year 5 Numeracy - 62.7% (60% in 2017) and the percentage of students with high or medium relative gain Years 3 to 5 - 85.7% (73% in 2017).

In 2019 we will continue to implement the 21CLD collaboration matrix to develop high level collaborative tasks; maintain a specific focus on Literacy (Writing) arising from the inquiry; continue to focus on challenging Mathematics within STEAM, attend to opportunities for student voice and agency; celebrate our journey in STEAM through a whole of school STEAM Expo that will promote achievement in all disciplines.

Define Actions, Outcomes and Activities

Goal 1	To improve student outcomes in Literacy - Reading
12 Month Target 1.1	To embed the whole school instructional model for Reading, with a focus on High Impact Teaching Strategies, to improve instructional practice.
KIS 1 Building practice excellence	To embed the whole school instructional Literacy model (Gradual Release of Responsibility) that incorporates High Impact Teaching Strategies to improve instructional practice in Reading.
Actions	<p>All staff trained in Instructional Model for Reading (Gradual Release of Responsibility Model).</p> <p>Explicit units of study developed around mentor texts in Years 2 to 6.</p> <p>Explicit focus on formative practices in Reading F-6.</p> <p>Implement point of need instruction in year level teams.</p> <p>Purchase high quality mentor texts Years 2-6.</p>
Outcomes	<p>Teachers will:</p> <p>Actively participate in weekly Professional Learning Community (PLC) meetings and scheduled staff professional learning.</p> <p>Implement the new Instructional Model for Reading, incorporating the HITS. Provide evidence of this in their Performance and Development Plan.</p> <p>Reflect on their instructional practice in Reading, using evidenced based data in designated Staff Forums, Terms 1, 3 and 4.</p> <p>Source consistent, timely and ongoing feedback from students re engagement, growth and challenge.</p> <p>Implement units of study in Reading with sequenced lessons.</p> <p>Instruct at the point of need.</p> <p>Focus on formative assessment processes for Reading.</p> <p>Students will:</p> <p>Provide feedback on new Instructional Model for Reading to teachers through feedback proformas and focus groups.</p> <p>Demonstrate improved engagement and persistence in Reading; aiming for their Personal Best at all times.</p> <p>Leaders will:</p>

	<p>Ensure that all professional learning is aligned to the school's KIS. Deliver whole staff or team instructional professional learning in Reading as needed. Proactively support staff to implement the KIS goal for Reading and to improve their practice: mentoring and coaching as required; minimising disruption to the learning and teaching environment; providing improved resourcing to achieve the KIS. Provide timely and regular feedback to staff on individual and whole staff progress towards achieving the KIS. Research, network with colleagues, source appropriate professional learning and participate in coaching to build their capacity to lead improvement in Reading. Work collaboratively with Literacy leaders from other schools within a Community of Practice to improve student learning outcomes in Reading.</p>			
<p>Success Indicators</p>	<p>Data</p> <ul style="list-style-type: none"> • The Attitudes to School Survey data for Years 5 and 6 will show growth in positive responses to Stimulated Learning (83.9% 2019) to 88% and Learning Confidence (83.9% in 2018) • Achievement Reading (NAPLAN): the percentage of students in the top two bands will show growth (71.6% in 2018) and in students with high or medium relative learning gain in Years 3 to 5 (85.7% in 2018) • Achievement Reading (PAT R) learning gain against 2018 baseline cohort data for Years 2 to 6. • Staff Opinion Survey data will show growth in positive endorsement for Collective Efficacy (88.2% in 2018) and Academic Emphasis (76.9% in 2018). • Parent Opinion survey data will show growth in positive endorsement for Stimulating Learning Environment (83% in 2018) <p>Number of teachers:</p> <ul style="list-style-type: none"> • using rubrics • using HITs • collecting student feedback • participating in Literacy Learning Walks <p>Evidence</p> <ul style="list-style-type: none"> • Literacy units of study and planning documentation • Reader's notebooks • Student feedback • Video models of classroom practice 			
<p>Activities and Milestones</p>	<p>Who</p>	<p>Is this a PL Priority</p>	<p>When</p>	<p>Budget</p>
<p>All staff trained in Instructional Model for Reading (Gradual Release of Responsibility Model).</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1</p>	<p>\$5,000.00</p>

	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Principal		to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
Explicit units of study developed around mentor texts in Years 2 to 6.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used
Explicit focus on formative practices in Reading F-6.	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Purchase high quality mentor texts Years 2-6.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$10,000.00 <input type="checkbox"/> Equity funding will be used
Goal 2	To improve student outcomes in Science and Mathematics within a STEAM curriculum framework.			
12 Month Target 2.1	To consolidate the whole school instructional STEAM curriculum framework model to improve instructional practice in problem based, collaborative inquiry.			
KIS 1 Building practice excellence	To consolidate the whole school instructional STEAM curriculum framework model to improve instructional practice in problem based, collaborative inquiry.			

<p>Actions</p>	<p>Consolidate the 21CLD collaboration matrix to develop high level collaborative tasks.</p> <p>Maintain a specific focus on Literacy (Writing) arising from the STEAM inquiry.</p> <p>Purchase Robotics resources for Years 3 and 4 within the school's Robots Plan.</p> <p>Continue to refine the school's Cyclic Problem Based Units of Inquiry in alignment to STEAM and the Victorian Curriculum incorporating feedback, from students, staff and leaders, collected pre/during/post STEAM projects for quality improvement.</p> <p>Embed evidence based data in all STEAM planning, projects and documentation.</p> <p>Deliver a whole of school STEAM Expo to promote high achievement in all STEAM disciplines</p>
<p>Outcomes</p>	<p>Teachers will:</p> <p>Be active participants in weekly whole staff STEAM PLC training.</p> <p>Implement professional learning activities and actions related to the CPS Instructional Model, HITS and Design Language in their teaching and learning program for STEAM and provide evidence of this in their Performance and Development Plan.</p> <p>Share and reflect on their instructional practice, using evidenced based data in designated Staff Forums: Terms 2, 3 and 4.</p> <p>Source consistent, timely and ongoing feedback from students re their pedagogical approaches in STEAM.</p> <p>Consolidate evidence based data approaches in STEAM.</p> <p>Plan collaboratively using one consistent planner for STEAM - integrating English -shared online.</p> <p>Students will:</p> <p>Provide feedback on Teaching and Learning to teachers using the CPS student feedback proformas as well as through focus groups.</p> <p>Demonstrate adherence to the school's new values by using class time productively, demonstrating engagement and persistence for new learning and aiming for their Personal Best at all times.</p> <p>Leaders will:</p> <p>Ensure that all professional learning is aligned to the school's KIS.</p> <p>Deliver whole staff or team instructional professional learning as required.</p> <p>Proactively support staff to implement the KIS goal for STEAM and to improve their practice: mentoring and coaching as required; minimising disruption to the learning and teaching environment; providing improved resourcing to achieve the KIS.</p> <p>Provide timely and regular feedback to staff on individual and whole staff progress towards achieving the KIS.</p> <p>Research, source and appropriate professional learning and participate in coaching to build their capacity to lead improvement in STEAM.</p>

Success Indicators	<p>Data</p> <ul style="list-style-type: none"> • Growth in the percentage of students achieving high and medium gain in Science. <p>Number of teachers:</p> <ul style="list-style-type: none"> • using rubrics • using Design Language • High Impact Teaching Strategies • 21 CLD collaboration matrix • collecting student feedback <p>Evidence</p> <ul style="list-style-type: none"> • STEAM learning journals • Feedback from students, staff and leaders • Videos of STEAM Learning Expos • Formative assessment 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Consolidate the 21CLD collaboration matrix to develop high level collaborative tasks.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Maintain a specific focus on Literacy (Writing) arising from the STEAM inquiry.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Purchase Robotics resources for Years 3 and 4 within the school's Robots Plan.	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$5,000.00

				<input type="checkbox"/> Equity funding will be used
Continue to refine the school's Cyclic Problem Based Units of Inquiry in alignment to STEAM and the Victorian Curriculum incorporating feedback, from students, staff and leaders, collected pre/during/post STEAM projects for quality improvement.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Embed evidence based data in all STEAM planning, projects and documentation.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Deliver a whole of school STEAM Expo to promote high achievement in all STEAM disciplines	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$10,000.00 <input type="checkbox"/> Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$5,000.00	\$4,246.00
Additional Equity funding	\$41,691.00	0.00
Grand Total	\$46,691.00	\$4,246.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
All staff trained in Instructional Model for Reading (Gradual Release of Responsibility Model).	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> Support services	\$5,000.00	\$4,246.00
Totals			\$5,000.00	\$4,246.00

Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Consolidate Early Intervention program for students in Foundation to Year 2 with targetted instruction from Early Intervention teacher.	from: Term 1	<input checked="" type="checkbox"/> School-based staffing	\$41,691.00	

	to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)		
Totals			\$41,691.00	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
All staff trained in Instructional Model for Reading (Gradual Release of Responsibility Model).	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Principal 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Demonstration lessons 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole School Pupil Free Day <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"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Departmental resources <p>EIL Master Trainer</p>	<input checked="" type="checkbox"/> On-site
Explicit units of study developed around mentor texts in Years 2 to 6.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Literacy Leaders 	<input checked="" type="checkbox"/> On-site

Explicit focus on formative practices in Reading F-6.	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> 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"/> Literacy expertise <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Consolidate the 21CLD collaboration matrix to develop high level collaborative tasks.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <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"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Maintain a specific focus on Literacy (Writing) arising from the STEAM inquiry.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> PLC Leaders	from: Term 2 to: Term 4	<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"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> External consultants 6+1 Traits Consultant	<input checked="" type="checkbox"/> On-site
Continue to refine the school's Cyclic Problem Based Units of Inquiry in alignment to STEAM and the Victorian Curriculum incorporating feedback, from students, staff and leaders, collected pre/during/post STEAM projects for quality improvement.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Student voice, including input and feedback	<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"/> VCAA Curriculum Specialist <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

Embed evidence based data in all STEAM planning, projects and documentation.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 2 to: Term 4	<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"/> Timetabled Planning Day <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
Deliver a whole of school STEAM Expo to promote high achievement in all STEAM disciplines	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> VCAA Curriculum Specialist <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> External consultants CSIRO partner	<input checked="" type="checkbox"/> On-site