

# Define Evidence of Impact and Activities and Milestones - 2018

Cheltenham Primary School (0084)

# Cheltenham

Primary School



Submitted for review by Bronwyn Morgan (School Principal) on 17 December, 2017 at 06:35 PM  
Endorsed by Sarah Burns (Senior Education Improvement Leader) on 17 December, 2017 at 10:25 PM  
Endorsed by Peter Cutting (School Council President) on 20 December, 2017 at 12:33 PM

## Define Evidence of Impact and Activities and Milestones - 2018

Cheltenham Primary School (0084)

|                                   |   |
|-----------------------------------|---|
| <b>Goal 1</b>                     | To improve student outcomes in Literacy - Reading   |
| <b>12 month target 1.1</b>        | To increase the percentage of students achieving High Growth in NAPLAN Reading, in Years 3 and 5.   |
| <b>FISO Initiative</b>            | Building practice excellence  |
| <b>Key Improvement Strategy 1</b> | To embed the whole school instructional model that includes High Impact Teaching Strategies to improve instructional practice in Reading.   |
| Actions                           | <p>Teaching approaches for Reading – revisit school approaches to Reading and how they impact the reader's need as they progress from Foundation to Junior school (Years 1 and 2), Middle school (Years 3 and 4), Senior school (Years 5 and 6) for secondary school.</p> <p>Implement evidenced based Critical reading strategy in Years 3 and 4 with extended professional learning focus.</p> <p>Audit whole school formative and summative practices in Reading.</p> <p>Document Teaching and Learning Protocols in Reading and Develop a Cohort Reading Plan.</p>  |
| Evidence of impact                | <p>Teachers will:</p> <p>Be active participants in weekly Professional Learning Team (PLT) meetings and weekly whole staff STEAM PLT training.</p> <p>Implement professional learning activities and actions related to the CPS Instructional Model and HITS in their teaching and learning program for Reading 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 Reading.</p> <p>Implement revised school formative assessment processes for Reading.</p> <p>Students will:</p> <p>Provide feedback on Teaching and Learning to teachers online using the CPS student feedback proformas as well as through focus groups. The proforma will be aligned to the school's Instructional model and change elements within the Attitudes to School Survey.</p> <p>Demonstrate adherence to the school's new values by using class time productively, demonstrating engagement and persistence for</p> |

new learning and aiming for their Personal Best at all times.

Leaders will:  
 Ensure that all professional learning is aligned to the school's KIS.  
 Deliver whole staff or team instructional professional learning as required.  
 Proactively support staff to implement the KIS goal for Reading and to improve their practice: mentoring and coaching as required; minimizing 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 the SEIL and EIL and leaders from other schools within a Community of Practice to improve student learning outcomes in Reading.

| Activities and Milestones   | Who                     | Is this a Professional Learning Priority | When                       | Budget   |
|---|-------------------------|--|----------------------------|--|
| Complete a Needs Analysis of the school's approaches to Reading: staff, students and parents in Years 2 to 6.   | School Improvement Team | <input checked="" type="checkbox"/> Yes  | from: Term 1<br>to: Term 1 | \$0.00<br><input type="checkbox"/> Equity funding will be used     |
| Audit school formative and summative practices in Reading.  | School Improvement Team | <input type="checkbox"/> No              | from: Term 1<br>to: Term 2 | \$5,000.00<br><input type="checkbox"/> Equity funding will be used |
| Develop whole school Teaching and Learning protocols for Reading F-6.   | School Improvement Team | <input checked="" type="checkbox"/> Yes  | from: Term 1<br>to: Term 2 | \$0.00<br><input type="checkbox"/> Equity funding will be used     |
| Develop a Reading Cohort Plan F-6 with targeted interventions.  | School Improvement Team | <input checked="" type="checkbox"/> Yes  | from: Term 1<br>to: Term 4 | \$5,000.00<br><input type="checkbox"/> Equity funding will be used |
| Professional learning provided for all staff in the CPS instructional model that includes High Impact Teaching Strategies and its relevance to Reading. | School Improvement Team | <input checked="" type="checkbox"/> Yes  | from: Term 2<br>to: Term 4 | \$0.00<br><input type="checkbox"/> Equity funding will be used     |

|   |                        |                             |                            |   |
|---|------------------------|-----------------------------|----------------------------|---|
| Consolidate Early Intervention program for students in Foundation to Year 2 with targetted instruction from Early Intervention teacher. | Learning Specialist(s) | <input type="checkbox"/> No | from: Term 1<br>to: Term 4 | \$3,098.00<br><input checked="" type="checkbox"/> Equity funding will be used |
|---|------------------------|-----------------------------|----------------------------|---|

|                                   |  |
|-----------------------------------|--|
| <b>Goal 2</b>                     | To improve student outcomes in Literacy - Writing  |
| <b>12 month target 2.1</b>        | To increase the percentage of students demonstrating High Growth in NAPLAN Writing, in Years 3 and 5   |
| <b>FISO Initiative</b>            | Building practice excellence   |
| <b>Key Improvement Strategy 1</b> | To embed the whole school instructional model that includes High Impact Teaching Strategies to improve instructional practice in Writing.  |
| Actions                           | <p>Written voice – writing process<br/>Teaching approaches for writing – revisit school approaches/ writing PD</p> <p>Audit whole school formative and summative practices in writing</p> <p>Documented Teaching &amp; Learning Protocols in Writing and Developing a Cohort Writing Plan.</p> <p>Documented collection of moderated student writing samples at each level.</p>  |
| Evidence of impact                | <p>Teachers will:</p> <p>Be active participants in weekly Professional Learning Team (PLT) meetings and weekly whole staff STEAM PLT training.<br/>Implement professional learning activities and actions related to the CPS Instructional Model and HITS in their teaching and learning program for Writing and provide evidence of this in their Performance and Development Plan.<br/>Share and reflect on their instructional practice, using evidenced based data in designated Staff Forums: Terms 2, 3 and 4.<br/>Source consistent, timely and ongoing feedback from students re their pedagogical approaches in Writing.<br/>Implement revised school formative assessment processes for Writing.<br/>Ensure that Writing is visible in their classrooms, embedded within all STEAM planning and all subject disciplines.</p> <p>Students will:</p> <p>Provide feedback on Teaching and Learning to teachers online using the CPS student feedback proformas as well as through focus groups. The proforma will be aligned to the school's Instructional model and change elements within the Attitudes to School Survey.<br/>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:<br/>         Ensure that all professional learning is aligned to the school's KIS.<br/>         Deliver whole staff or team instructional professional learning as required.<br/>         Proactively support staff to implement the KIS goal for Writing and to improve their practice: mentoring and coaching as required; minimizing disruption to the learning and teaching environment; providing improved resourcing to achieve the KIS<br/>         Provide timely and regular feedback to staff on individual and whole staff progress towards achieving the KIS.<br/>         Research, source appropriate professional learning and participate in coaching to build their capacity to lead improvement in Writing.<br/>         Work collaboratively with the SEIL and EIL within a Community of Practice to improve outcomes.</p> |  |                            |  |
|---|--|--|----------------------------|--|
| Activities and Milestones   | Who  | Is this a Professional Learning Priority | When                       | Budget   |
| Whole staff training day in VCOP  | All Staff  | <input checked="" type="checkbox"/> Yes  | from: Term 1<br>to: Term 1 | \$5,000.00<br><input type="checkbox"/> Equity funding will be used |
| Embedding VCOP strategies F-6.  | School Improvement Team  | <input checked="" type="checkbox"/> Yes  | from: Term 2<br>to: Term 4 | \$0.00<br><input type="checkbox"/> Equity funding will be used     |
| Review effectiveness of teaching approaches to Writing F-6.<br>Implement new High Impact approaches where required such as, Critical Literacy in Years 3 and 4. | PLT Leaders  | <input checked="" type="checkbox"/> Yes  | from: Term 1<br>to: Term 4 | \$5,000.00<br><input type="checkbox"/> Equity funding will be used |
| Professional learning provided for all staff in the CPS instructional model that includes High Impact Teaching Strategies and its relevance to Writing.         | PLT Leaders  | <input checked="" type="checkbox"/> Yes  | from: Term 2<br>to: Term 4 | \$0.00<br><input type="checkbox"/> Equity funding will be used     |

|                            |   |
|----------------------------|---|
| <b>Goal 3</b>              | To improve student outcomes in Science.   |
| <b>12 month target 3.1</b> | All teams using the school's new instructional model for consistency in instructional practice F-6 and improved learning outcomes |

|                                   |   |
|-----------------------------------|---|
| <b>FISO Initiative</b>            | Building practice excellence  |
| <b>Key Improvement Strategy 1</b> | To embed the whole school instructional model within the STEAM curriculum framework to improve outcomes in Engineering and Design Language.   |
| Actions                           | <p>Deliver professional learning for staff in F-2 in the use and implementation of the Scientific Language within the school's new Instructional model.</p> <p>Review Robotics resources and develop a whole school Robotics Plan.</p> <p>Audit and refine the school's Cyclic Problem Based Units of Inquiry in alignment to STEAM and the Victorian Curriculum.</p> <p>Evidence based data embedded in all STEAM planning, projects and documentation.</p> <p>Evaluative feedback, from students and staff, collected pre/during/post STEAM projects for quality improvement.</p>   |
| Evidence of impact                | <p>Teachers will:</p> <p>Be active participants in weekly whole staff STEAM PLT 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 and Mathematics and shared online.</p> <p>Students will:</p> <p>Provide feedback on Teaching and Learning to teachers online using the CPS student feedback proformas as well as through focus groups. The proforma will be aligned to the school's Instructional model and change elements within the Attitudes to School Survey.</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; minimizing 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> |

|   | Research, source and appropriate professional learning and participate in coaching to build their capacity to lead improvement in STEAM. |  |                            |  |
|---|--|--|----------------------------|--|
| Activities and Milestones   | Who  | Is this a Professional Learning Priority | When                       | Budget   |
| Professional learning provided for all staff in the CPS instructional model that includes High Impact Teaching Strategies and its relevance to STEAM. | School Improvement Team  | <input checked="" type="checkbox"/> Yes  | from: Term 1<br>to: Term 4 | \$5,000.00<br><input type="checkbox"/> Equity funding will be used |
| Robotics plan F-6 completed and robotics resources deployed as per plan.  | PLT Leaders  | <input type="checkbox"/> No              | from: Term 1<br>to: Term 1 | \$0.00<br><input type="checkbox"/> Equity funding will be used     |
| Review Cyclic Planner of Problem based Units of Inquiry and relevance to STEAM and the Victorian Curriculum.  | School Improvement Team  | <input type="checkbox"/> No              | from: Term 3<br>to: Term 3 | \$0.00<br><input type="checkbox"/> Equity funding will be used     |
| Develop and trial two STEAM projects in Years 1-6 integrated with English and Mathematics and one STEAM project in Foundation.                        | PLT Leaders  | <input checked="" type="checkbox"/> Yes  | from: Term 1<br>to: Term 4 | \$5,000.00<br><input type="checkbox"/> Equity funding will be used |
| Research and implement evidenced based data for STEAM   | School Improvement Team  | <input checked="" type="checkbox"/> Yes  | from: Term 1<br>to: Term 2 | \$5,000.00<br><input type="checkbox"/> Equity funding will be used |