

School Strategic Plan
for
Chatham Primary School
No: 4314]
2015 - 2019



Endorsements

<p>Endorsement by School Principal</p>	 <p>Signed</p> <p>Name: Stephen ROTHWELL</p> <p>Date 24th March 2016</p>
<p>Endorsement by School Council</p>	 <p>Signed</p> <p>Name: John DOYLE</p> <p>Date 24th March 2016</p> <p>School Council President's endorsement represents endorsement of School Strategic Plan by School Council</p>
<p>Endorsement by the delegate of the Secretary</p>	 <p>Signed</p> <p>Name: Sharon Saitlik</p> <p>Date 24th March 2016</p>
<p>Legislative context for endorsement</p> <p>Section 2.3.24, subsection (2) of the act states that "A school plan prepared under subsection (1) must be signed by both the president of the school council and the principal and must be submitted to the Secretary for approval within the period specified in a Ministerial Order."</p> <p>Ministerial Order 470 states that "the requirements for the school plan are set out in guidelines produced by the Department of Education and Early Childhood Development." This template forms the guidelines.</p>	

School Profile

Purpose	<p>Chatham Primary School fosters a supportive and engaging learning environment which aims to develop motivated students who exhibit positive attitudes to learning as global citizens.</p> <p>We acknowledge the unique abilities of every child and encourage an inquisitive approach to learning to assist students to reach their academic, social, emotional and physical potential. Through the delivery of a child centred curriculum we foster individual, independent, collaborative and cooperative learning and acknowledge and celebrate the efforts and achievements of every student.</p> <p>Chatham Primary School is a learning community which fosters a shared partnership between children, staff, parents and the wider community. Our dynamic learning environment is based around our six school values and the core skills in numeracy, literacy and technology to help prepare our students for their global future.</p> <p>A rich history of community spirit allows a connectedness to, and an appreciation of the past whilst building optimism for a sustainable future.</p>
Values	<ul style="list-style-type: none"> • Learning – developing critical, creative and reflective thinking skills and knowledge to maximise each child’s potential as independent, motivated and lifelong learners in a global world. • Respect – valuing the differences, beliefs and abilities of others by displaying tolerance, good manners, compassion and care. Having regard for oneself and others, as well as the community and our environment. • Resilience – having a belief in yourself and your own unique abilities and recognising that you are valued by others. Developing self-worth, flexibility, initiative and persistence. • Partnership – embracing the development of cooperative, inclusive and supportive relationships between students, parents, teachers and the wider community to achieve common and shared goals. • Responsibility – displaying self-discipline, being accountable for the decisions you make and the actions and words you use. • Honesty – being reliable, truthful and fair, while being true to yourself and others.
Environmental Context	Chatham Primary School is located in Surrey Hills in Melbourne’s eastern suburbs with students drawn from a relatively

	<p>small catchment area. Chatham Primary School's main facility is a two storey red brick building with a three-arched entry. The school opened with an enrolment of 212 students on the 1st of August 1927. Many students came from overcrowded surrounding schools. Surrey Hills was once the home of an older retired population, but the area has become attractive to young professional families. Enrolments have stayed constant with between 416 and 440 students attending the school over the past years and indications are that the enrolments will remain stable into the immediate future.</p> <p>The school values underpin all decisions made in the school and form the framework for our student management and welfare programs.</p> <p>Chatham Primary School prides itself on providing a friendly and supportive learning community with a strong focus on high quality teaching and learning, student well-being and fostering of positive relationships. As a school community, we are proud of the high achievements of our students across all areas of the curriculum, especially in the areas of Literacy and Numeracy.</p> <p>The staff at Chatham Primary School are characterised by their enthusiasm, collegiate support and dedication to professional growth. Our approach to teaching and learning ensures every student experiences success through a broad based curriculum and a focus on personalised learning through a differentiated curriculum. This enables students to work independently and collaboratively whilst developing their skills, confidences and the ability to define values, express ideas, formulate opinions, take risks, and enjoy a love of learning.</p> <p>Targeted specialist programs, enrichment and support programs cater for the individual needs and interests of our students, ensuring that each child is catered for as an individual and attains their full potential. The school operates a number of extra-curricular programs and having been an accredited 5 star Sustainable School, has a number of practices and initiatives in place the involves the whole school community in maintaining this as a priority in our school.</p> <p>At Chatham we value the strong partnerships that exists between students, teachers, parents and the wider community.</p>
<p>Service Standards</p>	<ul style="list-style-type: none"> • The school fosters close links with parents and the broader school community through its commitment to open and regular communications. • The school guarantees all students access to a broad, balanced, flexible and challenging curriculum. • The school provides a safe and stimulating learning environment to ensure all students can achieve their full potential. • All students will receive instruction that is adapted to their individual needs.

Achievement		Key improvement strategies
Goals	To Improve learning outcomes for students from Prep to Year 6 in Literacy and Numeracy	<p>Refinement and further development of the whole school’s instructional models in Reading and Writing and Mathematics.</p> <p>Continue to build teacher capacity to implement the school’s Literacy and Numeracy through teacher teams, coaching and other means</p> <p>Continue to develop a strong, consistent, explicit and differentiated whole school approach to teaching and learning</p> <p>Provide strong support for staff professional learning focused on improving teaching practice, consistency of practice and the sharing of highly effective teaching strategies.</p> <p>Ensuring a range of assessment practices and feedback mechanisms are used to: monitor and evaluate each child’s progress; guide instructional practice; identify learning and report to students and families.</p>
Targets	<ol style="list-style-type: none"> 1. All deemed capable students to make at least one Victorian Curriculum level progress from December 2015 to December 2016 as measured by teacher judgments 2. An annual increase in the Percentage of A and B grades measured by teacher judgments for each cohort as they progress through the school 3. The Year 3 to 5 NAPLAN matched cohort growth will match or exceed the Match School Mean in the areas of Reading, Writing and Numeracy. 4. The Year 3 to 5 NAPLAN matched cohort relative gain growth will increase in the High Band for Reading and Numeracy. 5. Decrease the percentage of deemed capable Year 3 and Year 5 students at or below the National Benchmarks to zero. 6. In line with “the Education State targets” – to increase the percentage of Year 5 students performing in the top 2 NAPLAN bands in Reading, Writing & Numeracy by 25% by 2019. 	
Theory of action	Literacy and Numeracy are essential building blocks for all learning. Through the continuation of a strong culture of coaching, mentoring and peer support we can further ensure that a whole school differentiated teaching and learning model is embedded in	

	<p>every classroom. This will also ensure that consistently high quality teaching will occur and every student will demonstrate good learning progress.</p> <p>Through team planning and meaningful assessments learning tasks are purposeful, clearly defined differentiated and challenging, then all students will experience powerful and precise learning.</p> <p>-</p>	
	Actions	Success criteria
Year 1 (2016)	<ul style="list-style-type: none"> • Undertake professional learning and audit against school curriculum of the Victorian Curriculum • Implement the Victorian Curriculum progressions in Literacy & Numeracy • Implement a new leadership structure • Ensure that level meetings are regularly timetabled and that a collective responsibility is built through regular moderation of student work • Release LT for Literacy and Numeracy coaching and mentoring • Release LT for level planning in Literacy and Numeracy • Ensure that full day planning sessions are organised before each term • Provide 1 day a week for Literacy or Numeracy leader to be released for coaching, mentoring and assisting with planning • Literacy & Numeracy Co-ordinators lead professional learning for all staff • Review & introduction of a new Reporting system 	<ul style="list-style-type: none"> • Mid Year and End of Year Student Reports reflect new criteria for the Victorian Curriculum in Literacy and Numeracy compared to 2015 student Reports • Agendas are produced for every level leader briefing which are held at least 5 times a term from Term 2, 2016 • Literacy and Numeracy coaches' have worked in every classroom across the school at least twice over the year as reflected by their diary notes • Literacy & Numeracy Co-ordinators have delivered at least 1 Professional Learning session for all staff per term • A new reporting system has been introduced before the mid-year reporting schedule and all staffed in-serviced
Year 2 (2017)	<ul style="list-style-type: none"> • Implement the required areas of the Victorian Curriculum • Continue to provide support for teachers around Literacy & Numeracy • Continue to apply processes for teacher observation and feedback to ensure consistency of practice. • Continue to provide targeted professional learning in Literacy & Numeracy for all staff 	<ul style="list-style-type: none"> • All required areas of the Victorian Curriculum have been reported against • Literacy & Numeracy support is in place • At least 1 Literacy & 1 Numeracy Professional Learning session has been conducted each term for all staff

	<ul style="list-style-type: none"> Continue to utilise the NPDL project, to ensure ICT is used effectively and consistently to engage students in their learning. Review 3 way interview process for Year 5 & 6 	<ul style="list-style-type: none"> NPDL surveys provide evidence that ICT is effectively applied to personalise learning and give students voice 3 way interview process is introduced into Year 4
Year 3 (2018)	<ul style="list-style-type: none"> Continue to provide support for teachers around Literacy & Numeracy Continue to apply processes for teacher observation and feedback to ensure consistency of practice. Continue to provide targeted professional learning in Literacy & Numeracy for all staff Continue to ensure ICT is used effectively and consistently to engage students in their learning Review 3 way interview process for Years 4, 5 & 6 	<ul style="list-style-type: none"> Literacy & Numeracy support is in place At least 1 Literacy & 1 Numeracy Professional Learning session has been conducted each term for all staff NPDL surveys provide evidence that ICT is effectively applied to personalise learning and give students voice 3 way interview process is introduced into Year 3
Year 4 (2019)	<ul style="list-style-type: none"> Continue to provide support for teachers around Literacy & Numeracy Continue to apply processes for teacher observation and feedback to ensure consistency of practice. Continue to provide targeted professional learning in Literacy & Numeracy for all staff Review all support programs in Literacy & Numeracy in line of student achievement data Continue to ensure ICT is used effectively and consistently to engage students in their learning. Review effectiveness of ICT resources and effectiveness in supporting teaching & learning 3 way interviews & reporting to parents process reviewed 	<ul style="list-style-type: none"> Literacy & Numeracy support is in place At least 1 Literacy & 1 Numeracy Professional Learning session has been conducted each term for all staff NPDL surveys provide evidence that ICT is effectively applied to personalise learning and give students voice

Engagement		Key improvement strategies
Goals	To develop curious and creative students who are highly engaged and connected to their learning.	<ul style="list-style-type: none"> - Engage students in deep learning through implementing new pedagogies and new measures to assist the school in making decisions around constructing the deep learning experience in the following areas: <ul style="list-style-type: none"> ○ Critical thinking ○ Citizenship. ○ Communication ○ Collaboration ○ Creativity ○ Character Embed the use of digital device to enhance, stimulate and engage students in their learning. - Further extend the student choice-student voice approach to student agency in their own learning. - Continue with parent partnership/engagement strategies to support improved student learning.
Targets	<p>To maintain Student Attitudes to School measures mean scores above four on the five point scale and at least in the top 75% of all school scores in the Teaching and Learning section.</p> <ul style="list-style-type: none"> - Learning Confidence - School Connectedness - Stimulating Learning - Student Motivation - Teacher Effectiveness - Teacher Empathy 	
Theory of action	If students are cognitively, emotionally and behaviourally engaged with schooling then their outcomes will improve.	
	Actions	Success criteria
Year 1 (2016)	<ul style="list-style-type: none"> • Participate in the New Pedagogies in Deep Learning program & available Professional Learning opportunities • Implement the 6 C's Curriculum Framework of NPD • Meet all accountability requirements of NPD • Release staff to NPD professional learning sessions • Develop a more consistent approach to inquiry learning 	<ul style="list-style-type: none"> • Establish School Benchmarks in <ul style="list-style-type: none"> ○ Learning Partnerships ○ Learning Environment ○ Pedagogical Practices ○ & Leveraging Digital by all teachers undertaking the NPD Teacher Assessment Survey

	<p>based on NPDL framework</p> <ul style="list-style-type: none"> • Utilise and improve ICT resources and access for students and teachers • Ensure that ICT is embedded in all areas of the curriculum <ul style="list-style-type: none"> • Investigations program is in place for all Prep & Year 1 classes • Provide more opportunities for students to have a voice and choice in their own learning • Involve parents in their child's learning <ul style="list-style-type: none"> • Develop stronger links & rich tasks with wider & global community 	<ul style="list-style-type: none"> • Establish Audit Benchmarks for current Concept Planning documents around <ul style="list-style-type: none"> ○ Learning Partnerships ○ Learning Environments ○ Pedagogical practices – learning & teaching strategies ○ & Leveraging Digital by undertaking the NPDL Learning Design Rubric • Establish School Benchmarks for <ul style="list-style-type: none"> ○ Vision & Goals ○ Leading Deep Change ○ Creating & Learning Culture ○ Capacity Building ○ New Measures & Evaluation ○ and Leveraging Digital by all staff undertaking the NPDL School Conditions for Deep Learning Rubric • Provide Professional Learning opportunities in NPDL for at least 50% of all staff from Years 2 – 6 as evidenced by Professional Learning Data Base • Submit at least one deep learning task as exemplars each semester to the NPDL website • Teachers and students are provided with more access to digital devices • All Year 1 & Prep teachers undertake Professional Learning around Investigations program • Establish 3 way interview process for all grades in Years 5 & 6 for mid-year interviews. • All grades to have moved to from Student Learning Journals to Digital Portfolios by June 2016. • Undertake Study Tour to Japan including a visit to at least 2 sister schools • Pen Pal program is in operation
--	---	---

		<ul style="list-style-type: none"> • School participates in sustainability promotions/events within the local and wider community
<p>Year 2 (2017)</p>	<ul style="list-style-type: none"> • Continue to participate in the New Pedagogies in Deep Learning program & available Professional Learning opportunities • Meet all accountability requirements of NPDL program • Release staff to NPDL professional learning sessions • Refine a more consistent approach to inquiry learning based on NPDL framework • Utilise and improve ICT resources and access for students and teachers • Ensure that ICT is embedded in all areas of the curriculum • Introduce a 1:1 program into Year 4 • Investigations program is in place for all Prep & Year 1 classes 	<ul style="list-style-type: none"> • The 6 C's Curriculum Framework of NPDL has been implemented into planning and assessment documents • Improve on the established School Benchmarks in <ul style="list-style-type: none"> ○ Learning Partnerships ○ Learning Environment ○ Pedagogical Practices ○ & Leveraging Digital by all teachers undertaking the NPDL Teacher Assessment Survey • Improve on the established School Benchmarks for Concept Planning documents around <ul style="list-style-type: none"> ○ Learning Partnerships ○ Learning Environments ○ Pedagogical practices – learning & teaching strategies ○ & Leveraging Digital by undertaking the NPDL Learning Design Rubric • Improve on the established School Benchmarks for <ul style="list-style-type: none"> ○ Vision & Goals ○ Leading Deep Change ○ Creating & Learning Culture ○ Capacity Building ○ New Measures & Evaluation ○ and Leveraging Digital by all staff undertaking the NPDL School Conditions for Deep Learning Rubric • Provide Professional Learning opportunities in NPDL for at least 50% of all staff from Years 2 – 6 as evidenced by Professional Learning Data Base • Submit at least one deep learning task as exemplars each semester to the NPDL website • Teachers and students are provided with more access to digital devices • All Year 4 students have access to a digital device as

	<ul style="list-style-type: none"> • Continue to provide more opportunities for students to have a voice and choice in their own learning • Involve parents in their child’s learning • Continue to develop stronger links & rich tasks with wider & global community 	<p>part of the 1:1 program</p> <ul style="list-style-type: none"> • Establish 3 way interview process for all grades in Years 4, 5 & 6 for mid-year interviews. • Pen Pal program is in operation • School participates in sustainability promotions/events within the local and wider community
<p>Year 3 (2018)</p>	<ul style="list-style-type: none"> • Continue to participate in the New Pedagogies in Deep Learning program & available Professional Learning opportunities • Meet all accountability requirements of NPDL program • Release staff to NPDL professional learning sessions • Refine a more consistent approach to inquiry learning based on NPDL framework • Utilise and improve ICT resources and access for students and teachers • Ensure that ICT is embedded in all areas of the curriculum • Introduce a 1:1 program into Year 4 & 5 • Investigations program is in place for all Prep & Year 1 classes 	<ul style="list-style-type: none"> • The 6 C’s Curriculum Framework of NPDL has been implemented into planning and assessment documents • Improve on the established School Benchmarks in <ul style="list-style-type: none"> ○ Learning Partnerships ○ Learning Environment ○ Pedagogical Practices ○ & Leveraging Digital by all teachers undertaking the NPDL Teacher Assessment Survey • Improve on the established School Benchmarks for Concept Planning documents around <ul style="list-style-type: none"> ○ Learning Partnerships ○ Learning Environments ○ Pedagogical practices – learning & teaching strategies ○ & Leveraging Digital by undertaking the NPDL Learning Design Rubric • Improve on the established School Benchmarks for <ul style="list-style-type: none"> ○ Vision & Goals ○ Leading Deep Change ○ Creating & Learning Culture ○ Capacity Building ○ New Measures & Evaluation ○ and Leveraging Digital by all staff undertaking

	<ul style="list-style-type: none"> • Continue to provide more opportunities for students to have a voice and choice in their own learning • Involve parents in their child’s learning • Continue to develop stronger links & rich tasks with wider & global community 	<p>the NPDL School Conditions for Deep Learning Rubric</p> <ul style="list-style-type: none"> • Provide Professional Learning opportunities in NPDL for at least 50% of all staff from Years 2 – 6 as evidenced by Professional Learning Data Base • Submit at least one deep learning task as exemplars each semester to the NPDL website • Teachers and students are provided with more access to digital devices • All Year 4 & 5 students have access to a digital device as part of the 1:1 program • Establish 3 way interview process for all grades in Years 3, 4, 5 & 6 for mid-year interviews. • Undertake Study Tour to Japan including a visit to at least 2 sister schools • Pen Pal program is in operation • School participates in sustainability promotions/events within the local and wider community
<p>Year 4 (2019)</p>	<ul style="list-style-type: none"> • Continue to participate in the New Pedagogies in Deep Learning program & available Professional Learning opportunities • Meet all accountability requirements of NPDL program • Release staff to NPDL professional learning sessions • Refine a more consistent approach to inquiry learning based on NPDL framework • Utilise and improve ICT resources and access for students and teachers • Ensure that ICT is embedded in all areas of the curriculum 	<ul style="list-style-type: none"> • The 6 C’s Curriculum Framework of NPDL has been implemented into planning and assessment documents • Improve on the established School Benchmarks in <ul style="list-style-type: none"> ○ Learning Partnerships ○ Learning Environment ○ Pedagogical Practices ○ & Leveraging Digital by all teachers undertaking the NPDL Teacher Assessment Survey • Improve on the established School Benchmarks for Concept Planning documents around <ul style="list-style-type: none"> ○ Learning Partnerships ○ Learning Environments

Wellbeing		Key improvement strategies
Goals	To develop resilient students who demonstrate attitudes and behaviours consistent with our school values	<ul style="list-style-type: none"> - Design a whole school approach to build a positive attitude to life for students and to enhance student wellbeing. - Review Chatham wellbeing and welfare program to incorporate student mindfulness and resilience - Continue with transition arrangements designed to ensure that all students are prepared and ready for the next stage of their learning/schooling.
Targets	<p>To maintain the Student Attitudes to School mean scores for the following measures in at least the 50% of all school scores</p> <ul style="list-style-type: none"> • Classroom behaviour (<i>at and above 4 on the 5 point scale</i>) • Connectedness to peers (<i>at and above 4 on a 5 point scale</i>) • Student Safety (<i>at and above 4 on a 5 point scale</i>) 	
Theory of action (optional)	<p>An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences.</p> <p>Positive/authentic relationships and high levels of relational trust are correlated to maintaining high levels of student outcomes.</p>	
	Actions	Success criteria
Year 1 (2016)	<ul style="list-style-type: none"> • Reach a whole school agreement around the introduction of a Restorative Practice approach • All staff implement the agreed strategies around a Restorative Practice approach • Staff to undertake further Professional Development around this approach • Develop Essential Agreements at a subject, class and school level 	<ul style="list-style-type: none"> • Class rules (2015) are replaced by Essential Agreements for every grade in the school • Class rules (2015) are replaced by Essential Agreements for every Specialist Program in the school • New areas of Essential Agreements being established are documented across the school • A whole school Essential Agreement is established for 2016

	<ul style="list-style-type: none"> • Undertake professional learning around mindfulness strategies. • Provide release time for dedicated teacher to conduct Yoga sessions to specific classes • Review School Values and Vision Statement • Review and further develop the various transition program across the school 	<ul style="list-style-type: none"> • Establish a data base of student behaviour • School Values have been reviewed and edited to reflect whole school community views • Programs maintained for 2015 include :- <ul style="list-style-type: none"> ○ Buddy Program – Prep – Yr 5 ○ Peer Support Program – Yr 3 & Yr 6 leaders ○ Teacher handover sessions ○ Yr 6 transition conference ○ Student kindergarten visits • Increase the end of year transition day timing to at least ½ a day session. • Transition area has improved from Parent Survey 2015 results
Year 2 (2017)	<ul style="list-style-type: none"> • Undertake review of student welfare & management programs • All staff consistently implement the agreed strategies around a Restorative Practice approach • Staff to undertake further Professional Development around this approach • Essential Agreements at a subject, class and school level • Undertake professional learning around mindfulness strategies & restorative practice approach • Review and further develop the various transition program across the school 	<ul style="list-style-type: none"> • Essential agreements are in place in each classroom & specialist program • Student behaviour numbers have decreased on student behaviour data base from 2016 • Parent Survey transition results have improved from 2016
Year 3 (2018)	<ul style="list-style-type: none"> • Undertake review of student welfare & management programs • All staff consistently implement the agreed strategies around a Restorative Practice approach 	<ul style="list-style-type: none"> • Essential agreements are in place in each classroom & specialist program • Student behaviour numbers have decreased on student behaviour data base from 2017

	<ul style="list-style-type: none"> • Staff to undertake further Professional Development around this approach • Essential Agreements at a subject, class and school level • Undertake professional learning around mindfulness strategies & restorative practice approach • Review and further develop the various transition program across the school 	<ul style="list-style-type: none"> • Parent Survey transition results have improved from 2017
<p>Year 4 (2019)</p>	<ul style="list-style-type: none"> • Undertake review of student welfare & management programs • All staff consistently implement the agreed strategies around a Restorative Practice approach • Staff to undertake further Professional Development around this approach • Essential Agreements at a subject, class and school level • Undertake professional learning around mindfulness strategies & restorative practice approach • Review and further develop the various transition program across the school 	<ul style="list-style-type: none"> • Essential agreements are in place in each classroom & specialist program • Student behaviour numbers have decreased on student behaviour data base from 2018 • Parent Survey transition results have improved from 2018

Productivity		Key improvement strategies
Goals	<ol style="list-style-type: none"> 1. Use multiple sources of evidence to make effective decisions and allocate resources that result in sustained improvement to student learning, engagement and well-being 2. Improve the performance and development culture within the school, with an emphasis on leadership development, professional learning, teacher collaboration and a culture of feedback 	<ul style="list-style-type: none"> - Resources allocated effectively to optimise the achievement, engagement and wellbeing of all students. - Improve the performance and development culture within the school, with an emphasis on leadership development, professional learning and a culture of feedback.
Targets	<ol style="list-style-type: none"> 1. All deemed capable students to make at least one Victorian Curriculum level progress from December 2015 to December 2016 as measured by teacher judgments 2. Maintain high levels of staff opinion as measured through the Staff Opinion Survey Climate Module. <ul style="list-style-type: none"> • An increase in the Active Participation element]of Professional Learning • An increase in the Feedback element of Professional Learning • An increase in the Teacher Collaboration element of Professional Learning 3. Increase the percentile scores in the Parent Survey in the following areas :- <ul style="list-style-type: none"> • Stimulating Learning • Learning focus • Behaviour Management 	

	<ul style="list-style-type: none"> • General Satisfaction 	
Theory of action	<p>The strategies and actions described in each of the Achievement, Engagement and Wellbeing sections of the Self Evaluation provide the basis for a general resource allocation strategy in the new Strategic Plan</p> <p>Successful productivity outcomes exist when a school uses its resources – people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities – to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets</p>	
	Actions	Success criteria
Year 1 (2016)	<ul style="list-style-type: none"> • Strategically plan with local and global budgets • Negotiate & appoint appropriate staff to key positions • Appoint NPDL leaders and provide release time to mentor & coach staff • Target Professional Learning around areas of improvement 	<ul style="list-style-type: none"> • LT Literacy Coordinator is released to equivalent of 1 day a fortnight by the beginning of Term 2 to work with teachers in classrooms • LT Numeracy Coordinator is released to equivalent of 1 day a fortnight by the beginning of Term 2 to work with teachers in classrooms • Class teacher is released 0.5 to work with students across the school for Yoga and wellness classes for 8 weeks in Term 2 • 3 teachers appointed as NPDL Lead Teachers by the beginning of Term 1 to support teachers and students with digital resources in classrooms commencing by Term 2. • Restorative Practice Coordinator appointed • Database of Professional Learning maintained to reflect PL priorities of

	<ul style="list-style-type: none"> • Build effective teams and teacher capacity through collaborative and reflective practice • Continue to provide opportunities for aspirant leaders to participate in appropriate professional learning and develop their skills. • Embed a whole school agreed processes for staff to give and receive feedback. 	<ul style="list-style-type: none"> ○ NPDL ○ Literacy ○ Numeracy ○ Investigations ○ Restorative Practice ○ ICT ○ Victorian Curriculum <ul style="list-style-type: none"> • Data collected and used regularly by PLTs to identify student cohorts, to plan, implement and monitor precise intervention strategies and to improve outcomes for all students • All staff to include peer observation as a strategy and form of evidence in PDPs • All Professional Learning Teams to have team goals in PDPs • Improve the following Professional Learning areas of the Staff Survey in the following areas of <ul style="list-style-type: none"> ○ School level Professional Learning ○ Application of Professional Learning ○ Active Participation ○ Feedback
<p>Year 2 (2017)</p>	<ul style="list-style-type: none"> • Strategically plan with local and global budgets • Negotiate & appoint appropriate staff to key positions • Appoint NPDL leaders and provide release time to mentor & coach staff • Target Professional Learning around areas of improvement 	<ul style="list-style-type: none"> • Appropriate key staff have been appointed to key positions • NPDL leader in place to work with students & teachers • Database of Professional Learning maintained to reflect PL priorities of <ul style="list-style-type: none"> ○ NPDL ○ Literacy

	<ul style="list-style-type: none"> • Build effective teams and teacher capacity through collaborative and reflective practice • Continue to provide opportunities for aspirant leaders to participate in appropriate professional learning and develop their skills. • Embed a whole school agreed processes for staff to give and receive feedback. 	<ul style="list-style-type: none"> ○ Numeracy ○ Investigations ○ Restorative Practice ○ ICT ○ Victorian Curriculum <ul style="list-style-type: none"> • Data collected and used regularly by PLTs to identify student cohorts, to plan, implement and monitor precise intervention strategies and to improve outcomes for all students • All staff to include peer observation as a strategy and form of evidence in PDPs • All Professional Learning Teams to have team goals in PDPs • Improve the following Professional Learning areas of the Staff Survey in the following areas of <ul style="list-style-type: none"> ○ School level Professional Learning ○ Application of Professional Learning ○ Active Participation ○ Feedback
<p>Year 3 (2018)</p>	<ul style="list-style-type: none"> • Strategically plan with local and global budgets • Negotiate & appoint appropriate staff to key positions • Appoint NPDL leaders and provide release time to mentor & coach staff • Target Professional Learning around areas of improvement 	<ul style="list-style-type: none"> • Appropriate key staff have been appointed to key positions • NPDL leader in place to work with students & teachers • Database of Professional Learning maintained to reflect PL priorities of <ul style="list-style-type: none"> ○ NPDL ○ Literacy ○ Numeracy ○ Investigations

	<ul style="list-style-type: none"> • Build effective teams and teacher capacity through collaborative and reflective practice • Continue to provide opportunities for aspirant leaders to participate in appropriate professional learning and develop their skills. • Embed a whole school agreed processes for staff to give and receive feedback. 	<ul style="list-style-type: none"> ○ Restorative Practice ○ ICT ○ Victorian Curriculum • Data collected and used regularly by PLTs to identify student cohorts, to plan, implement and monitor precise intervention strategies and to improve outcomes for all students • All staff to include peer observation as a strategy and form of evidence in PDPs • All Professional Learning Teams to have team goals in PDPs • Improve the following Professional Learning areas of the Staff Survey in the following areas of <ul style="list-style-type: none"> ○ School level Professional Learning ○ Application of Professional Learning ○ Active Participation ○ Feedback
<p>Year 4 (2019)</p>	<ul style="list-style-type: none"> • Strategically plan with local and global budgets • Negotiate & appoint appropriate staff to key positions • Appoint NPDL leaders and provide release time to mentor & coach staff • Target Professional Learning around areas of improvement 	<ul style="list-style-type: none"> • Appropriate key staff have been appointed to key positions • NPDL leader in place to work with students & teachers • Database of Professional Learning maintained to reflect PL priorities of <ul style="list-style-type: none"> ○ NPDL ○ Literacy ○ Numeracy ○ Investigations ○ Restorative Practice ○ ICT

	<ul style="list-style-type: none"> • Build effective teams and teacher capacity through collaborative and reflective practice • Continue to provide opportunities for aspirant leaders to participate in appropriate professional learning and develop their skills. • Embed a whole school agreed processes for staff to give and receive feedback. 	<ul style="list-style-type: none"> ○ Victorian Curriculum • Data collected and used regularly by PLTs to identify student cohorts, to plan, implement and monitor precise intervention strategies and to improve outcomes for all students • All staff to include peer observation as a strategy and form of evidence in PDPs • All Professional Learning Teams to have team goals in PDPs • Improve the following Professional Learning areas of the Staff Survey in the following areas of <ul style="list-style-type: none"> ○ School level Professional Learning ○ Application of Professional Learning ○ Active Participation ○ Feedback
--	---	---