

# 2018 Annual Implementation Plan

for improving student outcomes

Chaffey Secondary College (7250)



Submitted for review by Graeme Forrester (School Principal) on 05 February, 2018 at 10:02 PM  
Awaiting endorsement by Senior Education Improvement Leader  
Awaiting endorsement by School Council President

# Self-evaluation Summary - 2018

Chaffey Secondary College (7250)

	<b>FISO Improvement Model Dimensions</b> The 6 High-impact Improvement Initiatives are highlighted below in red.	<b>Self-evaluation Level</b>	<b>Evidence and Analysis</b>
--	---	------------------------------	------------------------------

Draft

<p style="text-align: center;"><b>Excellence in teaching and learning</b></p>	<p>Building practice excellence</p>	<p>Emerging</p>	<p>Priority Review findings:  This priority was considered emerging by reviewers. Collaborative processes to analyse data, regular moderation, reflection and feedback and monitoring and evaluation of practice were not consistent. High impact strategies that were informed and embedded through professional learning and feedback practices were not consistent. This was evidenced by discussions with staff, leadership, students, classroom observations and curriculum planning documentation.</p>
---	-------------------------------------	-----------------	--

Draft

	Curriculum planning and assessment	Emerging moving towards Evolving	<p>Priority review findings: Curriculum documentation Prior to 2014 the college had a curriculum designed around Chaffey modular learning (CML). The approach was changed with a core curriculum introduced with sequenced units and electives.</p> <ul style="list-style-type: none"> <li>• KLA's audited and aligned units to the Victorian Curriculum</li> <li>• Common templates and assessment tasks were included in each unit</li> <li>• Detail in units varied with some omissions such as academic language.</li> <li>• Some PACE units were developed around a PBL model of learning. Leadership and staff reported students were engaged in PACE classes and students reported they enjoyed lessons and were challenged.</li> </ul> <p>Some unit writing was continuing. For example, the Maths Association of Victoria (MAV) assisted with Mathematics unit writing. The change from CML to a core curriculum and electives took time to embed. The outcome of alignment firstly to AusVELS and then Victoria Curriculum resulted in students across year levels receiving a common curriculum and assessment tasks. Learning growth in reading improved and the percentage in the top bands in English improved when compared to similar schools. Omission of academic language was a barrier for EAL students learning. The PACE program has enabled high expectations to be developed for learning. Lack of completed units in Mathematics and consistent approaches impacted student learning growth which had not improved in numeracy.</p>
--	------------------------------------	----------------------------------	--

			<p>Reviewers analysed curriculum units and discussed assessment practices with KLA teams, leadership and students.</p> <ul style="list-style-type: none"> <li>• Units included detailed assessment tasks and in some there were choices of tasks and/or assessment rubrics. Some completed unit assessments included written teacher feedback and student feedback.</li> <li>• The ADI process was completed each term and the student profiles and assessments centralised on the learning management system. Expectations about discussion of these reports was not explicit and if discussion occurred it was informal.</li> <li>• Assessment data on th</li> </ul>
--	--	--	--

Draft

	<p>Evidence-based high-impact teaching strategies</p>	<p>Emerging</p>	<p>Priority Review findings:  There was no agreed instructional model. At the beginning of the SSP there was an agreed lesson format, the Effective Lesson. ASOT was introduced to build high impact strategies. Elements of both were observed in lessons but were not in consistent practice.</p> <p>Research-based pedagogy  Findings following discussion with staff, leadership and students and classroom observations included:</p> <ul style="list-style-type: none"> <li>• Use of learning intentions and success criteria were not evident in all classes. Some learning intentions were not explicit and described the task rather than the skill to be learnt. Some students could not describe the purpose of the learning or how they could be successful. Feedback to students that referenced the learning intention or success criteria varied.</li> <li>• Reviewers observed students working on the same booklet or text. Students confirmed tasks were usually the same for all students. Some core subjects had pathway learning based on ability. However, the range of abilities within each group was not addressed through differentiated expectations.</li> <li>• Design questions covered in the ASOT were not evident in some classes. For example, calm classrooms, positive student/teacher relationships, academic games and engaging students with technology.</li> <li>• Students worked individually with few opportunities for collaborative learning. Most classes were led by teacher talk with only some students responding to questions.</li> <li>• Questioning techniques showed great variability with some evidence of probing student thinking, clarifying understanding and giving feedback. In other classes questions were closed, there was</li> </ul>
--	---	-----------------	--

			<p>insufficient wait time and few students were involved in discussions.</p> <ul style="list-style-type: none"><li>• Feedback was not regularly structured to support further learning and was not always specific to the learning intention.</li><li>• There was evidence of worked examples in some classes including in Mathematics and English.</li><li>• Reviewers did not observe evidence of reflection however students a</li></ul>
--	--	--	---

Draft

	Evaluating impact on learning	Emerging	<p>Priority Review findings: Reviewers analysed curriculum units and discussed assessment practices with KLA teams, leadership and students.</p> <ul style="list-style-type: none"> <li>• Units included detailed assessment tasks &amp; some there were choices of tasks and/or assessment rubrics. Some completed unit assessments included written teacher feedback &amp; student feedback.</li> <li>• The ADI process was completed each term &amp; the student profiles &amp; assessments centralised on the learning management system. Expectations about discussion of these reports was not explicit &amp; if discussion occurred it was informal.</li> <li>• Assessment data on the learning management system was summative &amp; used for reporting with little diagnosis or tracking student progress.</li> <li>• Student &amp; peer self-assessment was utilised regularly by some teachers but not by others.</li> <li>• Moderation of common assessment tasks was not regular.</li> <li>• The EAL continuum was not used for assessing EAL students &amp; there were no documented criteria for when students would be assessed against Victorian Curriculum.</li> <li>• Reporting to parents/carers had changed format several times during the SSP &amp; included semester reports &amp; progress reporting on Compass. Reviewers confirmed that reports differed in the extent that comments for improvement referenced skills. Some only referenced work habits.</li> </ul> <p>Rich assessment tasks with feedback resulted in clarity for students about expectations &amp; an opportunity to embed learning through self-assessment. Without discussion of the ADI outcomes within or across levels tracking of students was limited</p>
--	-------------------------------	----------	--



			<p>&amp; planning for future improvement not utilised. The variability in assessment practices &amp; lack of collaborative diagnostic analysis of data or moderation to inform teaching &amp; learning had impacted provision of a differentiated curriculum &amp; seamless progressions for students through the year levels.</p> <p>Inconsistent approaches to improvement comments on reports.</p>
--	--	--	---

Draft

Building leadership teams

Emerging

Priority Review findings:  
 Evidence from meeting minutes, documentation of college expectations, discussion with leadership and staff confirmed the priority was emerging. Leadership of school improvement was hindered by irregular leadership meetings and lack of role clarity for some leaders. Leadership was distributed across the college teams and leading teachers led professional learning for staff and supported staff through observations to build their instructional practices. Review of student data by leaders was not regular. Staff and student views were not regularly canvassed.

The college team structure included a leadership team, SET, KLA teams, Koorie Education Team, Year Level teams, PLTs, PSD team, Action Research teams, Instructional leaders and a consultative committee.

Discussion with teams and leadership confirmed that team protocols were not set. Most meetings had an agenda and kept minutes but these were not on Compass. Some were placed on a staffroom board. There was no common format for agendas and minutes and some were not dated. Staff and leadership agreed that decisions made in meetings were not always transparent or communicated to staff. Role statements were documented and aligned to the professional standards. Discussion with staff, including some members of leadership, showed some were unsure of the key purpose of their roles and what was expected of them. For some more recently appointed as leaders there were few documented records made available or a formal handover process.

KLA leaders' title was changed to instructional leaders. Analysis of meeting minutes and discussion with teams however confirmed that meetings were still largely administrative and leaders had no roles in delivering professional learning or feedback processes

			<p>to build practice excellence. Leadership accountability for strategic planning was hindered by irregular meetings and lack of in-depth analysis of data.</p>
--	--	--	---

Draft

	Instructional and shared leadership	Emerging	<p>Priority Review findings:</p> <ul style="list-style-type: none"> <li>• Leadership decisions were not transparent and meeting minutes were not on the learning management system. Most leadership meetings included reports from each leader, some discussion of initiatives and professional learning with little discussion of AIP progress or student data. There was evidence that meetings were cancelled and irregular. For example, there was no leadership team meeting until week 5 in Term 3 2017 and KLA meetings were cancelled with little notice</li> <li>• Professional relationships between some members of leadership during the SSP had not been consistently modelled for staff. This was confirmed by leadership and staff. The Leadership module of the staff survey showed cultural leadership was endorsed by 21% of staff and leadership overall was endorsed by 30% of staff.</li> <li>• Some management processes were not in place. For example, there was no current staff handbook for 2017, school policies required by the VRQA were not complete and there was no induction pack.</li> <li>• Professional expectations and accountability were not consistently reinforced. Leadership agreed that many staff did not attend the daily briefings and all performance development plan (PDP) meetings were not timely</li> <li>• Leadership professional learning was undertaken but changes in leadership had occurred. Staff and parents endorsed that more recent leadership appointments and training had raised the leadership profile and trust in consultation</li> <li>• Leadership visibility was raised as an issue by some staff and confirmed by the leadership module factor for visibility which was endorsed by 25% of staff.</li> </ul>
--	-------------------------------------	----------	---

			The staff safety and wellbeing survey module was endorsed by 27% of staff.
	Strategic resource management	Emerging	Priority Review findings: Without strategic and distributed leadership that canvassed staff and student views and made transparent decisions based on analysis of data a culture of trust and collective responsibility had not been built. This impacted the extent that an improvement culture had developed with high levels of accountability.
	Vision, values and culture	Emerging	Priority Review findings: Priority: A coalition of leaders who clearly articulated the school's improvement goals and empowered and developed staff to improve educational outcomes for students was not evident. Processes and practices to ensure role clarity, transparent management practices, clear communication channels and accountability were not embedded.

Positive climate for learning

Empowering students and building school pride

Emerging

Priority Review findings:

As goals for learning were not regularly set motivation for student to challenge themselves and achieve goals was not activated. Thorough goals & strategies in ILP and ISEPs resulted in clarity for some students about their next steps in learning when plans were shared & followed by staff. Explicit teaching strategies were not consistent & as the intention of learning was not always clear & reflection on the learning was not always completed student understanding of what & how they were learning was not reinforced. Student self-assessment had not been used as a frequent strategy. This had impacted the extent of self-regulated learning. Limited opportunities for students to work collaboratively or to develop awareness of their own learning & thinking processes resulted in some students not being challenged in their thinking. Processes to develop pathway goals enabled students to make choices about their learning. Some college provision had limited pathway choices. Student choice enabled students some agency over their learning pathway and generated enthusiasm for subjects where learning was engaging and relevant. The impact of a range of services and support personnel available for students and their families was improved wellbeing support and retention of students in school. At Year 9 retention had improved although not at Year 10. Leadership development was not extended to all students. This resulted in few students aspiring to be leaders by the time they reached Year 10 evident in the low number of applicants for school captains. The restricted opportunities for leadership and the limited roles that leaders had within the school had not led to a strong student voice in decision making. Organisation of the SRC had not enabled strong representation of student views. While there were some opportunities for student

			feedback, without action around suggested changes, students were not empowered.
--	--	--	---

Draft

	<p>Setting expectations and promoting inclusion</p>	<p>Emerging</p>	<p>Priority Review findings:  As the future focussed vision was not clearly articulated to the whole school community collective focus on learning and high expectations had not been fully developed. PROGRAM had raised some awareness of expectations but as this was recent work it had not enabled a shift in the culture. Celebrations of learning had enabled building of school pride and valuing of achievements. PACE learning had enabled some students to set high expectations for their learning and to be challenged by an engaging program. Lack of differentiation was a barrier for learning at each student's point of need. A lack of a united culture of trust and collective responsibility for school improvement was a barrier for consistent approaches and effective high expectations modelled by all staff.  Insufficient collaboration with feeder primary schools resulted in limited information for initial planning. The organisation at Year 7 had not enabled a foundation of common high expectations for learning and behaviour to be developed. This had resulted in:</p> <ul style="list-style-type: none"> <li>• diminished student engagement</li> <li>• disconnected year level and lack of positive relationships between teachers and students</li> <li>• interrupted learning and disruptive behaviour.</li> </ul>
--	---	-----------------	---



	Health and wellbeing	Evolving	<p>Priority Review findings:          Teams included SET, PSD and a Koorie Team. Discussion with these teams, leadership, staff and parents showed practices were supportive for students and case management ensured students were linked to appropriate support services. Teams carried out restorative approaches including students writing letters to staff who had used a common system of blue cards to refer inappropriate behaviour. The Attitudes to School Survey in 2017 showed 45% of students felt connected to school and 58% responded they had an advocate at school.</p> <p>Collaborative teams to support student wellbeing and a safe environment - Team practices and processes for referral enabled wellbeing staff to systematically cater for student needs. Collaborative team action contributed to student connectedness to school for some students.</p>
	Intellectual engagement and self-awareness	Emerging	<p>Priority Review findings:          Positive climate for learning was assessed as emerging, except health and wellbeing, which was considered evolving. Classroom observations, discussion with students, teachers and leadership showed that student voice, leadership and agency were not highly developed and a culture of high expectations supported by consistent practices was not shared by all.</p> <p>Lack of student agency and consistent high expectations for learning and behaviour was a barrier for student engagement in learning, high aspirations and achievement in the top bands of NAPLAN and calm, orderly classrooms.</p>

Community engagement in learning		Building communities	Evolving	<p>Priority Review findings: Links with community services enabled care for students and led to monitored mental health plans, attendance plans and improved case management for vulnerable students.</p> <p>Teams included SET, PSD and a Koorie Team. Discussion with these teams, leadership, staff and parents showed practices were supportive for students and case management ensured students were linked to appropriate support services. Teams carried out restorative approaches including students writing letters to staff who had used a common system of blue cards to refer inappropriate behaviour. The Attitudes to School Survey in 2017 showed 45% of students felt connected to school and 58% responded they had an advocate at school.</p> <p>Team practices and processes for referral enabled wellbeing staff to systematically cater for student needs. Collaborative team action contributed to student connectedness to school for some students.</p>
		Global citizenship	Emerging	<p>Priority Review findings: Links with community services enabled care for students and led to monitored mental health plans, attendance plans and improved case management for vulnerable students.</p>

	Networks with schools, services and agencies	Emerging	<p>Priority Review findings:  Insufficient collaboration with feeder primary schools resulted in limited information for initial planning. The organisation at Year 7 had not enabled a foundation of common high expectations for learning and behaviour to be developed. This had resulted in:</p> <ul style="list-style-type: none"> <li>• diminished student engagement</li> <li>• disconnected year level and lack of positive relationships between teachers and students</li> <li>• interrupted learning and disruptive behaviour.</li> </ul> <p>Team practices and processes for referral enabled wellbeing staff to systematically cater for student needs. Collaborative team action contributed to student connectedness to school for some students.</p>
	Parents and carers as partners	Emerging	Emerging

<b>Enter your reflective comments</b>	Each of the School Strategic Plan initiatives were put in place as a result of the priority review in Term 3, 2017 and the formation of the Design Team. Each of the priorities are to improve areas in which the College was not meeting the thresholds.
<b>Considerations for 2019</b>	<p>Priority Review feedback:  The following FISO aligned areas are for the consideration of the Design and Implementation Team to assist in developing the next School Strategic Plan:</p> <ul style="list-style-type: none"> <li>¥ Build the capabilities of the leadership team to communicate and lead transparent school improvement strategies aligned to FISO priorities. Develop, document and embed policies and practices for strategic and accountable whole school management.</li> <li>¥ Build staff capacity and collective responsibility to embed high expectations for learning and consistent school wide agreed positive behaviour management.</li> <li>¥ Embed an agreed whole school instructional model to drive consistent and evidence-based high impact teaching and learning strategies.</li> <li>¥ Develop and embed in practice regular staff professional learning aligned to the goals and targets of the Annual Implementation Plan (AIP) and with a focus on developing feedback and reflection practices on teaching and learning for staff and students.</li> </ul>

	<p>¥ Build staff understanding of data and embed regular, collaborative team analysis of data and moderation of common student assessment tasks to inform differentiated planning.</p> <p>¥ Evaluate processes for transition and the structure and organisation at Year 7 and implement a model that builds high expectations for learning and behaviour and provides co-ordinated pastoral care.</p> <p>¥ Develop student agency in learning and widen opportunities for authentic student leadership and voice within the college.</p> <p>Develop and document processes and communication protocols to support school connectedness and attendance. Develop programs for social and emotional learning within the curriculum.</p>
<b>Documents that support this plan</b>	<p>Chaffey SC Priority Review Report 2017 Final Draft.doc (1.07 MB)</p> <p>CSC 2017 AIP Final.docx (0.15 MB)</p>

## Annual Implementation Plan - 2018

### FISO Improvement Initiatives and Key Improvement Strategies

Chaffey Secondary College (7250)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
To optimise learning growth for all students in every Key Learning Area.	<p>Increase high growth in NAPLAN Data in all domains to above 25%</p> <p>Reduce the amount of low growth in NAPLAN Data to be less than 20% in all domains.</p> <p>PAT Maths data:</p>	Yes	<p>Outline what you want achieve in the next 12 months against your Strategic Plan target.</p> <p>Increase high growth in NAPLAN Data in all domains to above 25%</p> <p>Reduce the amount of low growth in NAPLAN Data to</p>	Building practice excellence

	<ul style="list-style-type: none"> <li>• growth to exceed the 6 monthly targets of 0.57 points for all students.</li> </ul> <p>PAT Comprehension and Vocabulary:</p> <ul style="list-style-type: none"> <li>• growth to exceed the 6 monthly targets of 1.15 for all students.</li> </ul> <p>Teacher judgements in all learning areas to show growth of all students by minimum expected level of 1.0 in 12 months.</p>		<p>be less than 20% in all domains.</p> <p>PAT maths data – growth to exceed the 6 monthly targets of 0.57 points for all students.</p> <p>PAT comprehension and vocabulary – growth to exceed the 6 monthly targets of 1.15 for all students.</p> <p>Teacher judgements in all learning areas to show growth of all students by expected level of 1.0 in 12 months.</p>	
<p>To develop highly motivated, confident and engaged students who are active agents in their own learning.</p>	<p>Improve Attitudes to School Survey data Learner characteristics and disposition factors:</p> <ul style="list-style-type: none"> <li>• Motivation and interest to be at or above the 50th percentile.</li> <li>• Sense of confidence to be at or above the 50th percentile.</li> <li>• Self-regulation to be at or above the 50th percentile.</li> <li>• Goal setting to be at or above the 50th percentile.</li> </ul> <p>Social engagement factors:</p>	<p>No</p>	<p>.</p>	

	<ul style="list-style-type: none"> <li>• Sense of connectedness to be at or above the 50th percentile.</li> <li>• Student Voice to be at or above the 50th percentile.</li> <li>• Agency to be at or above the 50th percentile.</li> </ul> <p>School Staff survey data:</p> <ul style="list-style-type: none"> <li>• Teaching and Learning to be at or above the 50th percentile.</li> <li>• Implementation to be at or above the 50th percentile</li> </ul> <p>Parent Opinion Survey data</p> <ul style="list-style-type: none"> <li>• Student cognitive engagement to be at or above the 50th percentile.</li> <li>• Student motivation and support to be at or above the 50th percentile.</li> <li>• Stimulating learning environment to be at or above the 50th percentile</li> <li>• Student development - Student agency and voice to be at or above the 50th percentile</li> </ul>			
<p>To develop positive and resilient students who display behaviours and attitudes that reflect the high expectations of the college community.</p>	<p>Improve Attitudes to School Survey data.</p> <ul style="list-style-type: none"> <li>• Learner characteristics and disposition factors to be at or above the 50th percentile.</li> <li>• Resilience to be at or above the 50th percentile.</li> <li>• Effective teaching practice for cognitive engagement to be at or above the 50th percentile.</li> </ul>	<p>Yes</p>	<p>Improve Attitudes to School Survey data.</p> <p>Learner characteristics and disposition factors - Resilience to be at or above the 50th percentile.</p>	<p>Empowering students and building school pride</p>

	<ul style="list-style-type: none"> <li>• Effective classroom behaviour to be at or above the 50th percentile.</li> <li>• Effective teaching time to be at or above the 50th percentile.</li> </ul> <p>School Staff survey data:</p> <ul style="list-style-type: none"> <li>• Teaching and Learning to be at or above the 50th percentile.</li> <li>• Implementation to be at or above the 50th percentile</li> <li>• School Climate to be at or above the 50th percentile</li> <li>• School Staff Safety to be at or above the 50th percentile.</li> <li>• Wellbeing to be at or above the 50th percentile</li> </ul> <p>Parent Opinion Survey data</p> <ul style="list-style-type: none"> <li>• Student cognitive engagement to be at or above the 50th percentile.</li> <li>• High expectations for success to be at or above the 50th percentile.</li> <li>• Effective teaching to be at or above the 50th percentile</li> <li>• Student development to be at or above the 50th percentile.</li> <li>• Confidence and resiliency skills to be at or above the 50th percentile</li> <li>• Safety to be at or above the 50th percentile.</li> <li>• All domains to be at or above the 50th percentile</li> </ul>		<p>Effective teaching practice for cognitive engagement - Effective classroom behaviour/Effective teaching time to be at or above the 50th percentile.</p> <p>School Staff survey data</p> <p>Teaching and Learning - Implementation to be at or above the 50th percentile</p> <p>School Climate to be at or above the 50th percentile.</p> <p>School Staff Safety and Wellbeing to be at or above the 50th percentile</p> <p>Parent Opinion Survey data</p> <p>Student cognitive engagement - High expectations for success/Effective teaching to be at or above the 50th percentile</p>	
--	---	--	---	--

			<p>Student development - Confidence and resiliency skills to be at or above the 50th percentile</p> <p>Safety - All domains to be at or above the 50th percentile</p>	
To create a culture of shared and distributed leadership with collective responsibility for student outcomes	<ul style="list-style-type: none"> <li>• School Staff Survey results above 75th percentile for: <ul style="list-style-type: none"> <li>○ Collective efficacy</li> <li>○ Collective responsibility</li> <li>○ Academic emphasis</li> <li>○ Collective focus on students learning</li> <li>○ Teacher Collaboration</li> </ul> </li> <li>• School Staff Survey results to show an increase in the following area of School Leadership from below 25th percentile to above 75th percentile in the following areas: <ul style="list-style-type: none"> <li>○ Leading Change</li> <li>○ Cultural Leadership</li> <li>○ Flexibility</li> <li>○ Intellectual Stimulation</li> <li>○ Instructional Leadership</li> <li>○ Leaders' Support for Change</li> <li>○ Visibility</li> </ul> </li> </ul>	Yes	<p>School Staff Survey results above 75th percentile for:</p> <ul style="list-style-type: none"> <li>Collective efficacy</li> <li>Collective responsibility</li> <li>Academic emphasis</li> <li>Collective focus on students learning</li> <li>Teacher Collaboration</li> </ul> <p>School Staff Survey results to show an increase in the following area of School Leadership from below 25th percentile to above 75th percentile in the following areas:</p> <ul style="list-style-type: none"> <li>Leading Change</li> </ul>	Building leadership teams



			Cultural Leadership Flexibility Intellectual Stimulation Instructional Leadership Leaders' Support for Change Visibility	
--	--	--	---	--

<b>Improvement Initiatives Rationale</b>
Each of the School Strategic Plan initiatives were put in place as a result of the priority review in 2017 and the formation of the Design Team. Each of the priorities are to improve areas in which the college was not meeting the thresholds.

<b>Goal 1</b>	To optimise learning growth for all students in every Key Learning Area.
<b>12 month target 1.1</b>	Increase high growth in NAPLAN Data in all domains to above 25%  Reduce the amount of low growth in NAPLAN Data to be less than 20% in all domains.  PAT maths data – growth to exceed the 6 monthly targets of 0.57 points for all students.  PAT comprehension and vocabulary – growth to exceed the 6 monthly targets of 1.15 for all students.  Teacher judgements in all learning areas to show growth of all students by expected level of 1.0 in 12 months.

<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategies</b>	
KIS 1	The development of a Chaffey Secondary College instructional model that guides effective teaching and learning with a focus on consistency, differentiation and high expectations for all.
KIS 2	Establish professional learning teams with a focus on the implementation of an agreed instructional model, lesson observations in teams and regular feedback and reflection on teacher practice.

<b>Goal 2</b>	To develop positive and resilient students who display behaviours and attitudes that reflect the high expectations of the college community.
<b>12 month target 2.1</b>	<p>Improve Attitudes to School Survey data.</p> <p>Learner characteristics and disposition factors - Resilience to be at or above the 50th percentile.</p> <p>Effective teaching practice for cognitive engagement - Effective classroom behaviour/Effective teaching time to be at or above the 50th percentile.</p> <p>School Staff survey data</p> <p>Teaching and Learning - Implementation to be at or above the 50th percentile</p> <p>School Climate to be at or above the 50th percentile.</p> <p>School Staff Safety and Wellbeing to be at or above the 50th percentile</p>

	<p>Parent Opinion Survey data</p> <p>Student cognitive engagement - High expectations for success/Effective teaching to be at or above the 50th percentile</p> <p>Student development - Confidence and resiliency skills to be at or above the 50th percentile</p> <p>Safety - All domains to be at or above the 50th percentile</p>
<b>FISO Initiative</b>	Empowering students and building school pride
<b>Key Improvement Strategies</b>	
KIS 1	Introduction and implementation of Respectful Relationships framework and School Wide Positive Behaviours. Review curriculum mapping of Capabilities to ensure all are explicitly taught and applied across all learning areas.
KIS 2	Development of a consistent model of managing classrooms and student behavior in every classroom and the yard with high expectations for all.

<b>Goal 3</b>	To create a culture of shared and distributed leadership with collective responsibility for student outcomes
<b>12 month target 3.1</b>	<p>School Staff Survey results above 75th percentile for:</p> <p>Collective efficacy</p> <p>Collective responsibility</p> <p>Academic emphasis</p> <p>Collective focus on students learning</p>

	<p>Teacher Collaboration</p> <p>School Staff Survey results to show an increase in the following area of School Leadership from below 25th percentile to above 75th percentile in the following areas:</p> <p>Leading Change</p> <p>Cultural Leadership</p> <p>Flexibility</p> <p>Intellectual Stimulation</p> <p>Instructional Leadership</p> <p>Leaders' Support for Change</p> <p>Visibility</p>
<b>FISO Initiative</b>	Building leadership teams
<b>Key Improvement Strategies</b>	
KIS 1	School Improvement Team (SIT) established as part of the Bastow Leadership Teams Program to facilitate the formation of Action Teams, to build both collective and leadership capacity and drive whole-school improvement.
KIS 2	Develop a distributed team based model at Year 7 to provide academic, behavioural and social / emotional leadership.

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

Chaffey Secondary College (7250)

<b>Goal 1</b>	To optimise learning growth for all students in every Key Learning Area.
<b>12 month target 1.1</b>	<p>Increase high growth in NAPLAN Data in all domains to above 25%</p> <p>Reduce the amount of low growth in NAPLAN Data to be less than 20% in all domains.</p> <p>PAT maths data – growth to exceed the 6 monthly targets of 0.57 points for all students.</p> <p>PAT comprehension and vocabulary – growth to exceed the 6 monthly targets of 1.15 for all students.</p> <p>Teacher judgements in all learning areas to show growth of all students by expected level of 1.0 in 12 months.</p>
<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategy 1</b>	The development of a Chaffey Secondary College instructional model that guides effective teaching and learning with a focus on consistency, differentiation and high expectations for all.
Actions	<p>Data analysis and moderation of student work samples in learning areas and as professional learning teams to develop consistency around teacher judgements with a collective focus on improving student growth.</p> <p>Introduction of Quicksmart Numeracy and extension of Literacy intervention and supports.</p> <p>Reduce the percentage of students below level in Literacy and Numeracy.</p> <p>Increase the levels medium-high growth across the school.</p> <p>Build data literacy skills and practices of all staff in the interpretation and analyse of all data.</p>
Evidence of impact	<p>Students will:</p> <ul style="list-style-type: none"> <li>Be provided with learning opportunities based on their learning needs.</li> <li>Understand subject specific language.</li> <li>Undertake PAT testing in Mathematics, comprehension, grammar and punctuation.</li> <li>Improve their own data literacy and their understanding of where they are in the learning continuum and the next steps in growing their learning.</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>Collect subject specific data to identify where students are situated on the learning continuum.</li> </ul>

	<p>Plan their lessons around the data and the specific needs of their students to grow in their subject.          Undertake professional learning in the use of SPA and analysis of data.          Moderate student assessment in their Key Learning Areas with other colleagues to improve consistency of teacher judgements.          Principal will:          Understand the needs of staff to support the development of their knowledge and capacity in using the College instructional model.          Provide resources (financial and human) to implement Quicksmart Numeracy and literacy interventions at Year 7.          Provide meeting time and leadership support to implement each of the above strategies.</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Develop a consistent approach to moderation and teacher judgements across all learning areas, including the analysis of data and supporting evidence in and across teams to support teacher judgements against the Victoria Curriculum F-10; whole-school consistency in the tracking of student achievement throughout the semester and over the year.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Employment of ES Classroom Support: Quick Smart tutor and subsequent training to implement the program targeting Year 7 students.	Education Support	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$90,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Focus on building the data literacy skills of all staff and ensure the analysis and interpretation of data is a regular, ongoing conversation within teams and with all staff to map future teaching and learning of students.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Moderation of student assessment to take place in Key Learning Area Teams under the leadership of the Instructional Leaders.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

<b>Goal 1</b>	To optimise learning growth for all students in every Key Learning Area.
---------------	--

<p><b>12 month target 1.1</b></p>	<p>Increase high growth in NAPLAN Data in all domains to above 25%</p> <p>Reduce the amount of low growth in NAPLAN Data to be less than 20% in all domains.</p> <p>PAT maths data – growth to exceed the 6 monthly targets of 0.57 points for all students.</p> <p>PAT comprehension and vocabulary – growth to exceed the 6 monthly targets of 1.15 for all students.</p> <p>Teacher judgements in all learning areas to show growth of all students by expected level of 1.0 in 12 months.</p>
<p><b>FISO Initiative</b></p>	<p>Building practice excellence</p>
<p><b>Key Improvement Strategy 2</b></p>	<p>Establish professional learning teams with a focus on the implementation of an agreed instructional model, lesson observations in teams and regular feedback and reflection on teacher practice.</p>
<p>Actions</p>	<p>Develop a Chaffey Secondary College instructional model that guides effective teaching and learning with a focus on consistency, differentiation and high expectations for all.</p> <p>Establish professional learning teams (PLTs) with a focus on instructional model, lesson observations in teams and regular feedback/reflection on teacher practice.</p>
<p>Evidence of impact</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Understand the learning intention of each lesson and understand what they need to do to be successful.</li> <li>Know how to check the success criteria and see how they are going in their work, and what they need to do to move forward.</li> <li>Be provided with learning opportunities based on their learning needs.</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>Plan their lessons around the Chaffey Secondary College instructional model.</li> <li>Write clear and succinct learning intentions and success criteria for each lesson.</li> <li>Provide timely feedback, both formative and summative</li> <li>Allow opportunities within the classroom for all types of feedback.</li> <li>Engage the students in formative assessment they can use to plan future learning</li> <li>Take part in a visible learning foundation day.</li> <li>The leadership team will attend two Visible Learning ‘Evidence into Action’ days to learn how to collect data and analyse it to improve</li> </ul>

the teaching practice in the school.  
 Observe lessons and provide feedback in PLTs throughout the year (3 observations per term).  
 Principal will:  
 Understand the needs of staff to support the development of their knowledge and capacity in using the College instructional model.  
 Provide meeting time and leadership support to implement each of the above strategies.  
 Provide resources to implement the Visible Learning framework and data collection using the Evidence into Action Series.

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Establish professional learning teams - their roles and protocols and regular meeting focii.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Whole-staff professional development focusing on Visible Learning.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$50,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Leadership Team to undertake data collection on the impact in classrooms of visible learning	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 3	\$25,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Evidence of data collection to be presented to staff for analysis and feedback. The next stage of visible learning to be informed by the data analysis.	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 3 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Publication of an agreed and implemented Chaffey Secondary College Instructional Model.	Assistant Principal	<input type="checkbox"/> No	from: Term 4 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

<b>Goal 2</b>	To develop positive and resilient students who display behaviours and attitudes that reflect the high expectations of the college community.
---------------	--



<p><b>12 month target 2.1</b></p>	<p>Improve Attitudes to School Survey data.</p> <p>Learner characteristics and disposition factors - Resilience to be at or above the 50th percentile.</p> <p>Effective teaching practice for cognitive engagement - Effective classroom behaviour/Effective teaching time to be at or above the 50th percentile.</p> <p>School Staff survey data</p> <p>Teaching and Learning - Implementation to be at or above the 50th percentile</p> <p>School Climate to be at or above the 50th percentile.</p> <p>School Staff Safety and Wellbeing to be at or above the 50th percentile</p> <p>Parent Opinion Survey data</p> <p>Student cognitive engagement - High expectations for success/Effective teaching to be at or above the 50th percentile</p> <p>Student development - Confidence and resiliency skills to be at or above the 50th percentile</p> <p>Safety - All domains to be at or above the 50th percentile</p>
<p><b>FISO Initiative</b></p>	<p>Empowering students and building school pride</p>

<b>Key Improvement Strategy 1</b>	Introduction and implementation of Respectful Relationships framework and School Wide Positive Behaviours. Review curriculum mapping of Capabilities to ensure all are explicitly taught and applied across all learning areas.			
Actions	Introduction and implementation of Respectful Relationships framework and School Wide Positive Behaviours.  Establish a coordinating team to lead the implementation of School Wide Positive Behaviours.			
Evidence of impact	<p>Staff using a common language in student engagement. Evidence of the teaching of Respectful Relationships and Capabilities across the curriculum. Students will: Participate in a workshop centered around respectful relationships Students will participate in the development of agreed expected behaviours at Chaffey Secondary College</p> <p>Teachers will: Participate in SWPB training days throughout 2018 Support the development of an agreed Behaviour Purpose statement for Chaffey Secondary College during staff meetings Work together to decide upon agreed expected behaviours and procedures for Chaffey Secondary College during staff meetings Complete professional development on Respectful Relationships Organise, facilitate and attend a workshop for students based around Respectful Relationships</p> <p>Principal will: Provide required meeting time for staff to participate in SWPB and RR discussions and program development at Chaffey Secondary College Provide release time for members of the SWPB team to attend 4 training days throughout 2018 Provide all necessary resources to ensure the success of the programs</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>
Participation in School Wide Positive Behaviours training as a team of 5 (AP, Prin, 2 x teachers and 1 ES)	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Implementation of School Wide Positive Behaviour across whole-school and subsequent provision of professional development by the SWPB team to all staff.	Team Leader(s)	<input checked="" type="checkbox"/> Yes	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Curriculum mapping of Respectful Relationships and the Victorian Curriculum F-10 Capabilities and the development of assessment to report of student progress in this area.	KLA Leader	<input type="checkbox"/> No	from: Term 4 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

<b>Goal 2</b>	To develop positive and resilient students who display behaviours and attitudes that reflect the high expectations of the college community.
<b>12 month target 2.1</b>	<p>Improve Attitudes to School Survey data.</p> <p>Learner characteristics and disposition factors - Resilience to be at or above the 50th percentile.</p> <p>Effective teaching practice for cognitive engagement - Effective classroom behaviour/Effective teaching time to be at or above the 50th percentile.</p> <p>School Staff survey data</p> <p>Teaching and Learning - Implementation to be at or above the 50th percentile</p> <p>School Climate to be at or above the 50th percentile.</p> <p>School Staff Safety and Wellbeing to be at or above the 50th percentile</p> <p>Parent Opinion Survey data</p>

	<p>Student cognitive engagement - High expectations for success/Effective teaching to be at or above the 50th percentile</p> <p>Student development - Confidence and resiliency skills to be at or above the 50th percentile</p> <p>Safety - All domains to be at or above the 50th percentile</p>
<b>FISO Initiative</b>	Empowering students and building school pride
<b>Key Improvement Strategy 2</b>	Development of a consistent model of managing classrooms and student behavior in every classroom and the yard with high expectations for all.
Actions	<ol style="list-style-type: none"> <li>1. Implement Chaffey Secondary College student and teacher expectations and the fixed responses linked with student behaviour expectations. Explicit language, consistent practice and classroom observations used to support and embed the fixed responses.</li> <li>2. Implement Schoolwide Positive behaviour framework and link with classroom expectations, fixed responses and values and vision.</li> </ol>
Evidence of impact	<p>Students will: Participate in the development of agreed expected behaviours at Chaffey Secondary College. Be inducted at the start of the year and on enrolment in the expected behaviours and responses at Chaffey Secondary College.</p> <p>Teachers will: Support the development of the classroom expectations and responses at Chaffey Secondary College during staff meetings. Implement the classroom expectations and responses consistently in every classroom and with every student. Conduct classroom observations with an explicit focus on the classroom expectations and fixed responses. Reflect and analyse the classroom expectations observations in Professional Learning Teams.</p> <p>Principal will: Provide required meeting time for staff to participate in implementation of the classroom expectations and fixed responses at Chaffey Secondary College Provide PLT meeting time to reflect on observations throughout 2018 Provide all necessary resources to ensure the success of the model. Provide ongoing reflection, measurement and improvement of the expectations.</p>

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Whole-staff professional learning to focus on the initial implementation of classroom expectations and fixed responses implementation across the school.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Classroom observations to support and identify classroom expectations in action including the consistent application of the fixed responses.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Professional Learning Teams conduct conversations and reflection of classroom expectations system.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Analysis, evaluation and modification of classroom expectations and fixed responses to be inclusive of SWPB.	Leadership Team	<input type="checkbox"/> No	from: Term 2 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Publication of final Classroom expectations model in every classroom, office and planners (teacher and student).	Assistant Principal	<input type="checkbox"/> No	from: Term 4 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used

<b>Goal 3</b>	To create a culture of shared and distributed leadership with collective responsibility for student outcomes
<b>12 month target 3.1</b>	School Staff Survey results above 75th percentile for:  Collective efficacy  Collective responsibility  Academic emphasis

	<p>Collective focus on students learning</p> <p>Teacher Collaboration</p> <p>School Staff Survey results to show an increase in the following area of School Leadership from below 25th percentile to above 75th percentile in the following areas:</p> <p>Leading Change</p> <p>Cultural Leadership</p> <p>Flexibility</p> <p>Intellectual Stimulation</p> <p>Instructional Leadership</p> <p>Leaders' Support for Change</p> <p>Visibility</p>
<b>FISO Initiative</b>	Building leadership teams
<b>Key Improvement Strategy 1</b>	School Improvement Team (SIT) established as part of the Bastow Leadership Teams Program to facilitate the formation of Action Teams, to build both collective and leadership capacity and drive whole-school improvement.
Actions	<p>Continue whole-staff participation in Bastow Coaching for Leadership Teams program. The leadership team and School Improvement Team to be coached by Insight SRC.</p> <p>Establishment of Action Teams focusing on an area of school improvement - facilitated by the School Improvement Team. School Improvement Team continue to work with all staff to identify areas of improvement and develop Action Teams to address areas of whole-school improvement.</p> <p>Partner with the Leadership Teams program to facilitate school improvement.</p>

Evidence of impact	<p>Collective focus on school improvement and identification of key areas of focus for teams to identify rationale, priorities and actions to enact change.</p> <p>Students will: See a whole school approach to school improvement with a focus on consistency.</p> <p>Teachers will: Participate in the whole school SIT day Provide feedback and data on school improvement priorities Implement actions identified from the SIT team</p> <p>SIT team will: Participate in the coaching sessions throughout the course of the year Develop a format and run the whole school PD day for staff in term 2 Identify and develop change priorities for implementation from the ground up. Evaluate the effectiveness of the SIT initiatives.</p> <p>Leadership Team will: Participate in the coaching sessions in parallel with the SIT team Develop expectations, protocols and procedures as and of a team aiming to be a high performing team. Implement consistency in approach, action and communication. Focus on school improvement. Work collaboratively with the leadership partners to build and develop their own capacity to Lead the College in school improvement. Build their own coaching capacity</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Coaching as SIT team with Bastow program	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Organise a whole school pupil free day with a focus on school improvement.	School Improvement Team	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 2	\$500.00 <input type="checkbox"/> Equity funding will be used

Leadership Partners Program to build leadership capacity of Leadership Team	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
---	-----------------	---	----------------------------	---

<b>Goal 3</b>	To create a culture of shared and distributed leadership with collective responsibility for student outcomes
<b>12 month target 3.1</b>	<p>School Staff Survey results above 75th percentile for:</p> <ul style="list-style-type: none"> <li>Collective efficacy</li> <li>Collective responsibility</li> <li>Academic emphasis</li> <li>Collective focus on students learning</li> <li>Teacher Collaboration</li> </ul> <p>School Staff Survey results to show an increase in the following area of School Leadership from below 25th percentile to above 75th percentile in the following areas:</p> <ul style="list-style-type: none"> <li>Leading Change</li> <li>Cultural Leadership</li> <li>Flexibility</li> <li>Intellectual Stimulation</li> <li>Instructional Leadership</li> <li>Leaders' Support for Change</li> </ul>



	Visibility			
<b>FISO Initiative</b>	Building leadership teams			
<b>Key Improvement Strategy 2</b>	Develop a distributed team based model at Year 7 to provide academic, behavioural and social / emotional leadership.			
Actions	Develop a teams based distributed leadership structure as a trial at Year 7 with 2 coordinators as leaders and Home group teachers as Team members.			
Evidence of impact	<p>Year 7 students will:          Have less teacher changes and relationships to manage          Identify with a main home group teacher and 2 coordinators</p> <p>Year 7 teachers will:          Locate work space in the Year 7 area.          Take a more pastoral approach with their home group.          Teach mainly in the year 7 team within their domains to reduce the number of teachers each home group has.          Analyse the effectiveness of the model at the end of the Year.</p> <p>Principal will:          Provide a timetable created to support this.          Resource a space to support the location of all Year 7 students          Provide a model of pastoral care and teacher teams for implementation on a wider scale in 2019</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>
Creation of Year 7 timetable to support the model, focusing on reduced number of teachers; teachers teaching multiple subjects within the team and each having a Year 7 home group.	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop pastoral care model to better support the Year 7 cohort	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

# Professional Learning and Development Plan - 2018

Chaffey Secondary College (7250)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Develop a consistent approach to moderation and teacher judgements across all learning areas, including the analysis of data and supporting evidence in and across teams to support teacher judgements against the Victoria Curriculum F-10; whole-school consistency in the tracking of student achievement throughout the semester and over the year.	All Staff	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Student Free Day	<input checked="" type="checkbox"/> VCAA Curriculum Specialist	<input checked="" type="checkbox"/> On-site
Employment of ES Classroom Support: Quick Smart tutor and subsequent training to implement the program targeting Year 7 students.	Education Support	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Design of formative assessments <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"/> External consultants  Quick Smart	<input checked="" type="checkbox"/> Off-site  Quick Smart tutor training in Term 1, 2018
Focus on building the data literacy skills of all staff and ensure the analysis and interpretation of data is a regular, ongoing conversation	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

within teams and with all staff to map future teaching and learning of students.			<input checked="" type="checkbox"/> Moderated assessment of student learning			
Moderation of student assessment to take place in Key Learning Area Teams under the leadership of the Instructional Leaders.	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Establish professional learning teams - their roles and protocols and regular meeting focii.	All Staff	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Whole-staff professional development focusing on Visible Learning.	All Staff	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Student Free Day	<input checked="" type="checkbox"/> External consultants  Visible Learning	<input checked="" type="checkbox"/> On-site
Leadership Team to undertake data collection on the impact in classrooms of visible learning	Leadership Team	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Evidence of data collection to be presented to staff for analysis and feedback. The next stage of visible learning to be informed by the data analysis.	Leadership Team	from: Term 3 to: Term 3	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Participation in School Wide Positive Behaviours training as a team of 5 (AP, Prin, 2 x teachers and 1 ES)	Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> External consultants  School Wide Positive Behaviours	<input checked="" type="checkbox"/> Off-site  Team training in Melbourne Term 1, 2018
Implementation of School Wide Positive Behaviour across whole-school and subsequent provision of professional development by the SWPB team to all staff.	Team Leader(s)	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Planning <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"/> Internal staff <input checked="" type="checkbox"/> External consultants  School Wide Positive Behaviours	<input checked="" type="checkbox"/> On-site
Whole-staff professional learning to focus on the initial implementation of classroom expectations and fixed responses implementation across the school.	All Staff	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Classroom observations to support and identify classroom expectations in action including the consistent application of the fixed responses.	All Staff	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Professional Learning Teams conduct conversations and	All Staff	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

reflection of classroom expectations system.						
Coaching as SIT team with Bastow program	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants  Bastow Coaching for Leadership Teams: Insight SRC	<input checked="" type="checkbox"/> On-site
Organise a whole school pupil free day with a focus on school improvement.	School Improvement Team	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Whole School Student Free Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> External consultants  Jenny Lewis	<input checked="" type="checkbox"/> On-site
Leadership Partners Program to build leadership capacity of Leadership Team	Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Leadership partners	<input checked="" type="checkbox"/> On-site
Creation of Year 7 timetable to support the model, focusing on reduced number of teachers; teachers teaching multiple subjects within the team and each having a Year 7 home group.	Leadership Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> External consultants  Local primary schools	<input checked="" type="checkbox"/> On-site

## Documents that support the plan

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

### Self-evaluation Summary

[Chaffey SC Priority Review Report 2017 Final Draft.doc \(1.07 MB\)](#)  
[CSC 2017 AIP Final.docx \(0.15 MB\)](#)

Draft