

# 2018 Annual Implementation Plan

## for improving student outcomes

Chewton Primary School (1054)



Submitted for review by Julie Holden (School Principal) on 12 December, 2017 at 05:18 PM  
Endorsed by Campbell McKay (Senior Education Improvement Leader) on 26 February, 2018 at 10:28 AM  
Endorsed by Daydd Kelly (School Council President) on 15 March, 2018 at 06:12 PM

# Self-evaluation Summary - 2018

Chewton Primary School (1054)

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

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

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

<b>Enter your reflective comments</b>	<p>Felt that we need to have a greater emphasis on students input in terms of setting their own learning tasks and goals and having a greater input into curriculum planning</p> <p>Need to create greater opportunities for staff to develop leaderships skills within the school setting and later beyond</p> <p>The school has a vision but not an agreed pedagogical approach to underpin all of our learning</p> <p>Professional learning opportunities whilst following our school plan have not always followed a rigorous evaluation of best practice</p> <p>Not all areas of the curriculum have been fully documented. There are gaps</p> <p>We have not focused on high impact teaching strategies but rather on frameworks for teaching curriculum areas</p> <p>We lack a clear professional development plan that links to our AIP. Staff have individual plans but not the whole picture</p>
<b>Considerations for 2019</b>	<ul style="list-style-type: none"> <li>The school will develop an agreed pedagogical approach that uses evidence based research</li> <li>Teachers will enhance their capacity to identify, implement and use high teaching strategies across the curriculum</li> <li>Teachers will build on their capacity for leadership towards collectively implementing HITS within an agreed area of the curriculum.</li> </ul>

	<ul style="list-style-type: none"> <li>The school will review the current data collection to support personalized learning</li> <li>As a school community we will continue to embed sustainable practices in curriculum, environment and resource management</li> </ul>
<b>Documents that support this plan</b>	Strategic Plan 2017.docx (0.07 MB)

## Annual Implementation Plan - 2018

### FISO Improvement Initiatives and Key Improvement Strategies

Chewton Primary School (1054)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
To refine teaching practice in literacy, numeracy and science to improve student outcomes	Reduce the percentage of students making low relative growth to below 25% in all NAPLAN areas Maintain the percentage of students making high relative growth to above 33% in all NAPLAN areas To increase the percentage of student assessed with A or B grades in the areas of Maths, English dimensions by 2021 ( indicator –Teacher assessment of student achievement against the Victorian Curriculum standards from Semester 1 2017 baseline data)	Yes	Outline what you want achieve in the next 12 months against your Strategic Plan target.  Reduce the percentage of student making low relative growth to below 25% in all NAPLAN areas Maintain the percentage of students making high relative growth to above 33% in all NAPLAN areas Teacher judgement in science and critical thinking will be supported by documented assessment tasks	Evaluating impact on learning

	To maintain the Collective Efficacy variables in the Staff Opinion Survey above the 80% percentile	Yes	To maintain the Collective Efficacy variables in the Staff Opinion Survey above the 80% percentile	Evaluating impact on learning
To develop distributive instructional leadership	<b>Student Attitude to School Survey:</b> Maintain targets at above State average for: Stimulating Learning. Effectiveness of Teaching Time. Learning Confidence. Motivation and interests	Yes	Students attitude to school survey results being above State average for: Stimulating Learning. Effectiveness of teaching time. Learning Confidence. Motivation and interest	Evidence-based high-impact teaching strategies
	<b>School Staff Survey:</b> Maintain targets at above State average for: Collective Responsibility. Collective Efficacy. Teacher Collaboration. Collective Focus on Student Learning	Yes	School Staff Survey results to be above State average for Collective Responsibility. Collective Efficacy. Teacher Collaboration. Collective Focus on Student Learning	Instructional and shared leadership
To ensure the unique teaching and learning culture is embedded across all classrooms and curriculum areas	<b>School Staff Survey :</b> Maintain these targets at above State average for: Guaranteed and viable curriculum	Yes	School staff survey results being above State average for: Guaranteed and viable curriculum .	Vision, values and culture
	<b>Parent Opinion Survey :</b> Maintain these targets at above State average for: Classroom Behaviour <b>Student Attitude to School Survey :</b> Classroom Behaviour	Yes	Parent opinion and Student attitude to school survey results at above State average for: Classroom behaviour.	Health and wellbeing

	<b>Parent Opinion Survey :</b> Maintain these targets at above State average for: Parent Input	Yes	Parent opinion and survey results at above State average for:Parent Input	Building communities
	<b>Student Attitude to School Survey:</b> Maintain these targets at above State average for: Differentiated Learning Challenges	Yes	Students attitude to school survey results being above State average for: Differential Learning Challenges	Intellectual engagement and self-awareness

<b>Improvement Initiatives Rationale</b>
<p>: To improve student outcomes, teachers need to have confidence in their knowledge of curriculum and high impact strategies to teach children at their point of need. The introduction of Literacy and Numeracy High Impact Teaching Strategies would support staff to refine their teaching practices to meet the individual needs of students.</p> <p>The successful implementation of the new Strategic Plan will be dependent on the capacity of all staff to have a shared responsibility for student learning. The new strategic vision would support the school to build teacher capacity to effectively implement change through enhanced leadership skills</p> <p>A supportive and inclusive learning environment that places students at the centre of the learning process will improve the engagement and learning of every student. When students are encouraged to be actively involved in their learning and are provided with genuine stimulating and challenging learning experiences, their engagement will increase. Student learning and the value of education will be further enhanced with a strong partnership between the school and the students, their families and the wider community. Consistency of pedagogical approach will increase teaching and learning effectiveness.</p>

<b>Goal 1</b>	To refine teaching practice in literacy, numeracy and science to improve student outcomes
<b>12 month target 1.1</b>	Reduce the percentage of student making low relative growth to below 25% in all NAPLAN areas Maintain the percentage of students making high relative growth to above 33% in all NAPLAN areas Teacher judgement in science and critical thinking will be supported by documented assessment tasks
<b>FISO Initiative</b>	Evaluating impact on learning
<b>Key Improvement Strategies</b>	
KIS 1	To review and improve on the current data collection and analysis strategies

<b>12 month target 1.2</b>	To maintain the Collective Efficacy variables in the Staff Opinion Survey above the 80% percentile
<b>FISO Initiative</b>	Evaluating impact on learning
<b>Key Improvement Strategies</b>	
KIS 1	To implement high impact teaching strategies in Literacy Numeracy and Science

<b>Goal 2</b>	To develop distributive instructional leadership
<b>12 month target 2.1</b>	Students attitude to school survey results being above State average for: Stimulating Learning. Effectiveness of teaching time. Learning Confidence. Motivation and interest
<b>FISO Initiative</b>	Evidence-based high-impact teaching strategies
<b>Key Improvement Strategies</b>	
KIS 1	To enhance teachers capacity to identify, implement and evaluate their use of high impact teaching strategies across all areas of the curriculum
<b>12 month target 2.2</b>	School Staff Survey results to be above State average for Collective Responsibility. Collective Efficacy. Teacher Collaboration. Collective Focus on Student Learning
<b>FISO Initiative</b>	Instructional and shared leadership
<b>Key Improvement Strategies</b>	
KIS 1	Create opportunities for staff to build collective efficacy and leadership both within and beyond Chewton Primary School

<b>Goal 3</b>	To ensure the unique teaching and learning culture is embedded across all classrooms and curriculum areas
<b>12 month target 3.1</b>	School staff survey results being above State average for: Guaranteed and viable curriculum .

<b>FISO Initiative</b>	Vision, values and culture
<b>Key Improvement Strategies</b>	
KIS 1	Document an whole school pedagogical approach to teaching and learning that reflects the unique learning culture of our school whilst embedding high impact teaching strategies
<b>12 month target 3.2</b>	Parent opinion and Student attitude to school survey results at above State average for:Classroom behaviour.
<b>FISO Initiative</b>	Health and wellbeing
<b>Key Improvement Strategies</b>	
KIS 1	Continue to refine and embed a whole school approach to student well-being
<b>12 month target 3.3</b>	Parent opinion and survey results at above State average for:Parent Input
<b>FISO Initiative</b>	Building communities
<b>Key Improvement Strategies</b>	
KIS 1	Continue to refine and embed a whole school approach to student well-being To continue to embed sustainable practice in curriculum, environment and resource management
<b>12 month target 3.4</b>	Students attitude to school survey results being above State average for: Differential Learning Challenges
<b>FISO Initiative</b>	Intellectual engagement and self-awareness
<b>Key Improvement Strategies</b>	
KIS 1	Begin to implement STEM programs to develop skills in Critical and Creative Thinking, Design and Technology

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



## Chewton Primary School (1054)

<b>Goal 1</b>	To refine teaching practice in literacy, numeracy and science to improve student outcomes			
<b>12 month target 1.1</b>	Reduce the percentage of student making low relative growth to below 25% in all NAPLAN areas Maintain the percentage of students making high relative growth to above 33% in all NAPLAN areas Teacher judgement in science and critical thinking will be supported by documented assessment tasks			
<b>FISO Initiative</b>	Evaluating impact on learning			
<b>Key Improvement Strategy 1</b>	To review and improve on the current data collection and analysis strategies			
Actions	Develop staff knowledge in the teaching and assessing of science and critical and creative thinking with an assessment plan being investigated with the view to being developed in 2019			
Evidence of impact	Staff to have greater skills and knowledge in their teaching and be able to make more consistent judgement of student progress Students to develop confidence as learners in the area of science			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>
Professional Development provided for all staff	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Begin to update the assessment schedule to include assessment for Science and Critical and Creative Thinking	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Teachers trialing assessment tasks in Science and Critical and Creative thinking	Teacher(s)	<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 refine teaching practice in literacy, numeracy and science to improve student outcomes			
<b>12 month target 1.2</b>	To maintain the Collective Efficacy variables in the Staff Opinion Survey above the 80% percentile			
<b>FISO Initiative</b>	Evaluating impact on learning			
<b>Key Improvement Strategy 1</b>	To implement high impact teaching strategies in Literacy Numeracy and Science			
Actions	<p>Teachers to select the HIT to work on each term: Order chosen for future discussion:            Goal Setting            Student feedback            Reflection.</p> <p>4 week cycle of learning and implementation for each HIT during one of the PD meeting each week            Week 1: research Week 2: Trail and discuss Week 3 Peer observations Week 4; discussion on evidence of impact</p>			
Evidence of impact	<p>Teachers will be more confident in their use of HITS            Observation of the HITS being used in the classroom after 8 weeks            Improved teacher practice to improve outcomes            Student learning will improve with greater targeted teaching to meet student need</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>
4 week cycle of learning and implementation for each HIT during one of the PD meeting each week Week 1: research Week 2: Trail and discuss Week 3 Peer observations Week 4; discussion on evidence of impact	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 2</b>	To develop distributive instructional leadership
<b>12 month target 2.1</b>	Students attitude to school survey results being above State average for: Stimulating Learning. Effectiveness of teaching time. Learning Confidence. Motivation and interest

<b>FISO Initiative</b>	Evidence-based high-impact teaching strategies			
<b>Key Improvement Strategy 1</b>	To enhance teachers capacity to identify, implement and evaluate their use of high impact teaching strategies across all areas of the curriculum			
Actions	Teaching staff to use professional learning time to develop a deep understanding of 5 of the 10 high impact teaching strategies as part of a 2 year plan Professional learning time will target a deep understanding of each high impact teaching strategy			
Evidence of impact	Teachers will : Develop a common language to use in planning, monitoring and reflecting on classroom practice Use Professional learning time to self -evaluate/ discuss and reflect on their use of HITS . Base line data will be collected in term one and reviewed in consecutive terms. Evidence based high impact teaching strategies will be consistently implemented and reflected in planning documents			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>
Professional learning time will target a deep understanding of each high impact teaching strategy over 4 terms As each strategy is reviewed and discussed, teachers will monitor their use of this in the classroom and report back the following week This will work on a 4 week cycle. Week 1: Group study of the impact of the strategy on student learning Week 2: Trial I practice in the classroom Week 3: 10 min peer ob session observing just this part of the session Week 4: Discussion of impact	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Teachers to demonstrate in their planning documents their use of HITS for teaching and learning outcomes	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

<b>Goal 2</b>	To develop distributive instructional leadership			
<b>12 month target 2.2</b>	School Staff Survey results to be above State average for Collective Responsibility. Collective Efficacy. Teacher Collaboration. Collective Focus on Student Learning			
<b>FISO Initiative</b>	Instructional and shared leadership			
<b>Key Improvement Strategy 1</b>	Create opportunities for staff to build collective efficacy and leadership both within and beyond Chewton Primary School			
Actions	Teachers will select an area to become an expert when using HITS and share their knowledge at PLT meetings			
Evidence of impact	Teachers to develop confidence as leaders			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>
Teachers will have a leadership goal in their PD plan and lead discussion in their chosen areas	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 3</b>	To ensure the unique teaching and learning culture is embedded across all classrooms and curriculum areas			
<b>12 month target 3.1</b>	School staff survey results being above State average for: Guaranteed and viable curriculum .			
<b>FISO Initiative</b>	Vision, values and culture			
<b>Key Improvement Strategy 1</b>	Document a whole school pedagogical approach to teaching and learning that reflects the unique learning culture of our school whilst embedding high impact teaching strategies			
Actions	Research and implement an agreed pedagogical model that is consistent with our school values and culture			
Evidence of impact	The school will have a documented pedagogical model that is shared with the community and embedded in future strategic and annual implementation plans			

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Provide professional reading time to developing that focuses on school pedagogy	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Seek outside support to in developing and robust and school specific pedagogical approach	Principal	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Share and celebrate our approach with the school community	Principal	<input checked="" type="checkbox"/> Yes	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

<b>Goal 3</b>	To ensure the unique teaching and learning culture is embedded across all classrooms and curriculum areas
<b>12 month target 3.2</b>	Parent opinion and Student attitude to school survey results at above State average for:Classroom behaviour.
<b>FISO Initiative</b>	Health and wellbeing
<b>Key Improvement Strategy 1</b>	Continue to refine and embed a whole school approach to student well-being
Actions	Implement CASE ( Bendigo Health) program for identified Grade 1/2/3 students and parents and build teacher capacity through professional learning in embedding associated well-being elements  Implement Respectful Relationships program across all classrooms
Evidence of impact	Selected Parents will: Have a better understanding of how to support their child's social and emotional well being Selected Students will: Show and improvement in their ability to self monitor their social and emotional well being Have improved knowledge in understanding the importance of respect for all people regardless of gender

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
CASEA team to provide professional development to whole staff	Education Support	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Whole school to implement respectful relationships p-6	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

<b>Goal 3</b>	To ensure the unique teaching and learning culture is embedded across all classrooms and curriculum areas			
<b>12 month target 3.3</b>	Parent opinion and survey results at above State average for:Parent Input			
<b>FISO Initiative</b>	Building communities			
<b>Key Improvement Strategy 1</b>	Continue to refine and embed a whole school approach to student well-being To continue to embed sustainable practice in curriculum, environment and resource management			
Actions	Student leadership team established with a sustainability focus continue to be part of the Resource Smart Schools program			
Evidence of impact	School to remain as a leader in best practice for sustainability			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
As per above	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

<b>Goal 3</b>	To ensure the unique teaching and learning culture is embedded across all classrooms and curriculum areas			
<b>12 month target 3.4</b>	Students attitude to school survey results being above State average for: Differential Learning Challenges			
<b>FISO Initiative</b>	Intellectual engagement and self-awareness			
<b>Key Improvement Strategy 1</b>	Begin to implement STEM programs to develop skills in Critical and Creative Thinking, Design and Technology			
Actions	Begin to implement STEM programs to develop skills in Critical and Creative Thinking, Design and Technology			
Evidence of impact	Teachers will be have improved skills in the teaching and implementation of programs in STEM related areas Students will have improved learning confidence by participating in STEM program Parent/ school partnerships will be further enhanced by working with staff in the planning and implementation of STEM program			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>
Teacher dedicated to researching STEM program	PLT Leaders	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Teaching staff planning and implementing the STEM program for 2018	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used

## Professional Learning and Development Plan - 2018

Chewton Primary School (1054)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Professional Development provided for all staff	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Begin to update the assessment schedule to include assessment for Science and Critical and Creative Thinking	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Teachers trialing assessment tasks in Science and Critical and Creative thinking	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
4 week cycle of learning and implementation for each HIT during one of the PD meeting each week Week 1: research Week 2: Trail and discuss Week 3 Peer observations Week 4; discussion on evidence of impact	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> Off-site  is on site. cant tick box
Professional learning time will target a deep understanding of each high impact teaching strategy over 4 terms As each strategy is reviewed and discussed, teachers will	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site



<p>monitor their use of this in the classroom and report back the following week This will work on a 4 week cycle. Week 1: Group study of the impact of the strategy on student learning Week 2: Trial I practice in the classroom Week 3: 10 min peer ob session observing just this part of the session Week 4: Discussion of impact</p>						
<p>Teachers to demonstrate in their planning documents their use of HITS for teaching and learning outcomes</p>	Teacher(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
<p>Teachers will have a leadership goal in their PD plan and lead discussion in their chosen areas</p>	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
<p>Provide professional reading time to developing that focuses on school pedagogy</p>	Teacher(s)	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
<p>Seek outside support to in developing and robust and school specific pedagogical approach</p>	Principal	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
<p>Share and celebrate our approach with the school community</p>	Principal	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

CASEA team to provide professional development to whole staff	Education Support	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> External consultants CASEA Team	<input checked="" type="checkbox"/> On-site
Whole school to implement respectful relationships p-6	Teacher(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Teaching partners	<input checked="" type="checkbox"/> On-site
As per above	Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Teacher dedicated to researching STEM program	PLT Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Teaching staff planning and implementing the STEM program for 2018	Teacher(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

## Documents that support the plan

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

### Dimension 1

[Action research teacher questionnaire.docx \(0.01 MB\)](#)

### Dimension 2

[Capabilities audit.docx \(0.01 MB\)](#)

[Curriculum plan 2017.docx \(0.02 MB\)](#)

[curriculum policy.pdf \(0.21 MB\)](#)

[Elearningplan2016 docx \(003\).docx \(0.02 MB\)](#)

[Maths assessment plan revised Revised Aug 2017.docx \(0.02 MB\)](#)

[Reading assessment plan revised Aug 2017.docx \(0.02 MB\)](#)

[writing assessment plan including language conventions.docx \(0.02 MB\)](#)

### Dimension 3

[classroom observation reading 20.6.17.docx \(0.03 MB\)](#)

Dimension 4

[progression June 2017.xls \(0.06 MB\)](#)

Dimension 5

[Chewton PS Reading AssessmentCorrelation Chart.docx \(0.01 MB\)](#)

Dimension 8

[Capture.PNG \(0.03 MB\)](#)

Dimension 9

[Leadership June 2.docx \(0.01 MB\)](#)

[student survey Chewton.docx \(0.01 MB\)](#)

Dimension 10

[Behaviour and Inclusion.pdf \(0.43 MB\)](#)

[Positive Behaviour Supports Handbook.pdf \(1.41 MB\)](#)

Dimension 11

[Anti Bullying Policy.pdf \(0.21 MB\)](#)

[Chewton Sunsmart Policy.pdf \(0.18 MB\)](#)

[Heathy Eathing and Oral Health Policy.pdf \(0.13 MB\)](#)

[Safe enviroment.pdf \(0.12 MB\)](#)

[sexual health policy.pdf \(0.21 MB\)](#)

[Student Wellbeing .pdf \(0.21 MB\)](#)

[students with a disablity and special needs policy.pdf \(0.23 MB\)](#)

[Tabacco and Alcohol Policy.pdf \(0.12 MB\)](#)

Dimension 13

[Capture.PNG \(0.03 MB\)](#)

Dimension 14

[Capture.PNG \(0.07 MB\)](#)

Dimension 15

[August 2017 Eureka Reef.pdf \(0.34 MB\)](#)

[Bendigo Health CASEA Brochure.doc \(0.41 MB\)](#)

Dimension 16

[Capture.PNG \(0.08 MB\)](#)

[Family Maths Night edited.docx \(0.04 MB\)](#)

[HOME READING BLITZ NEWSLETTER.docx \(0.52 MB\)](#)

Self-evaluation Summary

[Strategic Plan 2017.docx \(0.07 MB\)](#)