

Annual Implementation Plan: for Improving Student Outcomes

School name: Chelsea Primary School

Year: 2017

School number: 3729

Based on strategic plan: 2015-2018

Endorsement:

Principal Michelle Liddle 21/2/2017

Senior Education Improvement Leader –Jennifer McCrabb 21/2/2017

School council Sarah Johnstone 21/2/2017

Section 1: The school's Improvement Priorities and Initiatives

Report here the goals identified in the current School Strategic Plan and tick the Improvement Initiative/s that your school will address in this Annual Implementation Plan: for Improving Student Outcomes.

School Strategic Plan goals	Improvement Priorities	Improvement Initiatives	✓
<ul style="list-style-type: none"> By 2018 student achievement in Reading, Writing and Mathematics will be at or above state benchmarks. By 2018 all children will have shown an increase in their enjoyment of and interest in reading. By 2018 students will have increased leadership opportunities with greater involvement and voice in general school activities and operations. By 2018 the allocation of resources, spaces, staff and materials will be developed to maximise the delivery of 21st Century Learning. 	Excellence in teaching and learning	Building practice excellence	✓
		Curriculum planning and assessment	✓
	Professional leadership	Building leadership teams	
	Positive climate for learning	Empowering students and building school pride	
		Setting expectations and promoting inclusion	
	Community engagement in learning	Building communities	

Improvement Initiatives rationale:

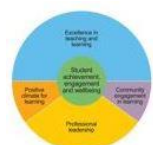
Explain why the school, in consultation with the Senior Education Improvement Leader (SEIL), has selected the above Improvement Initiative/s as a focus for this year. Please make reference to the evaluation of school data, the progress against School Strategic Plan (SSP) goals and targets, and the diagnosis of issues requiring particular attention.

A priority Review in 2014 indicated the need to develop a school wide approach to the teaching of reading and mathematics. To support this, our reviewer recommended that the school develop whole school scope and sequence documents for English and Mathematics, common and consistent curriculum planning templates and the introduction of a rigorous school wide assessment program where data is tracked for every student. We are committed to consistent monitoring against Strategic Plan targets and addressing issues requiring attention.

Key improvement strategies (KIS)

List the Key improvement strategies that enable the implementation of each Improvement Initiative. This could include existing strategies already being implemented as well as new ones identified through analysis of data, evaluation of impact of prior efforts, measurement of progress against targets and the diagnosis of issues requiring particular attention. KIS may be specific to one outcome area or applicable across several areas.

Improvement initiative:	Key improvement strategies (KIS)
Building practice excellence	<ul style="list-style-type: none"> Action research to develop the Chelsea PS Teaching and Learning Framework



Curriculum planning and assessment	<ul style="list-style-type: none"> • Development of scope and sequence curriculum documents • Continue the TRIAD model of teacher observation and feedback. • Develop and implement Chelsea PS Writing program • Implementation of peer and student assessment strategies
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Framework for Improving Student Outcomes

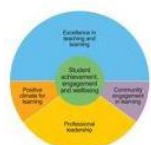
Published: February 2016



Section 2: Improvement Initiatives

Each table below is designed to plan for and monitor each Improvement Initiative. Add or delete tables – one for each Improvement Initiative from Section 1 on the previous page. You can also add or delete rows so that there is alignment and line of sight between the key improvement strategies, actions, success criteria and monitoring. The goals come directly from your School Strategic Plan (SSP) – you will find it helpful to keep them in the same order. Please note that, in the progress status section, ● ● ● respectively indicate: ● not commenced or severely behind schedule, ● slightly behind schedule but remediation strategies are in place to get back on schedule and ● on schedule and/or completed.

STRATEGIC PLAN GOALS		By 2018 student achievement in Reading, Writing and Mathematics will be at or above state benchmarks.																																																																																																																																														
IMPROVEMENT INITIATIVE		Building practice excellence																																																																																																																																														
STRATEGIC PLAN TARGETS		<p>Achievement: NAPLAN data in Reading, Writing and Numeracy for years 3 and 5 to be above State mean.</p> <table border="1"> <thead> <tr> <th rowspan="2">Targets for 2015 - 2018</th> <th colspan="4">READING</th> <th colspan="4">WRITING</th> <th colspan="4">SPELLING</th> <th colspan="4">GRAMMAR & PUNCTUATION</th> <th colspan="4">NUMERACY</th> </tr> <tr> <th>Yr3</th> <th>Yr5</th> <th>Target Growth</th> <th>Actual Growth</th> <th>Yr3</th> <th>Yr5</th> <th>Target Growth</th> <th>Actual Growth</th> <th>Yr3</th> <th>Yr5</th> <th>Target Growth</th> <th>Actual Growth</th> <th>Yr3</th> <th>Yr5</th> <th>Target Growth</th> <th>Actual Growth</th> <th>Yr3</th> <th>Yr5</th> <th>Target Growth</th> <th>Actual Growth</th> </tr> </thead> <tbody> <tr> <td>2013 - 2015</td> <td>382</td> <td>506</td> <td>110</td> <td>124</td> <td>411</td> <td>497</td> <td>91</td> <td>86</td> <td>372</td> <td>464</td> <td>117</td> <td>92</td> <td>398</td> <td>499</td> <td>113</td> <td>101</td> <td>378</td> <td>520</td> <td>130</td> <td>142</td> </tr> <tr> <td>2014 - 2016</td> <td>406</td> <td>506</td> <td>99</td> <td>100</td> <td>399</td> <td>478</td> <td>97</td> <td>79</td> <td>394</td> <td>482</td> <td>106</td> <td>88</td> <td>406</td> <td>517</td> <td>109</td> <td>111</td> <td>400</td> <td>506</td> <td>115</td> <td>106</td> </tr> <tr> <td>2015 - 2017</td> <td>424</td> <td>514</td> <td>90</td> <td>62</td> <td>426</td> <td>508</td> <td>82</td> <td>54</td> <td>425</td> <td>518</td> <td>93</td> <td>83</td> <td>447</td> <td>533</td> <td>86</td> <td>61</td> <td>393</td> <td>515</td> <td>123</td> <td>117</td> </tr> <tr> <td>2016 - 2018</td> <td>439</td> <td>524</td> <td>85</td> <td></td> <td>431</td> <td>510</td> <td>79</td> <td></td> <td>440</td> <td>533</td> <td>93</td> <td></td> <td>444</td> <td>530</td> <td>86</td> <td></td> <td>395</td> <td>514</td> <td>119</td> <td></td> </tr> </tbody> </table> <p>All students deemed capable achieving at least 12 months growth annually, demonstrated by Pat Maths, NAPLAN, Fountas and Pinnell and AusVELS teacher judgement. Staff Opinion Survey results for Collective Efficacy and Academic Emphasis to be above state mean. Parent Opinion Survey scores for Learning Focus to be above 75%</p>																		Targets for 2015 - 2018	READING				WRITING				SPELLING				GRAMMAR & PUNCTUATION				NUMERACY				Yr3	Yr5	Target Growth	Actual Growth	Yr3	Yr5	Target Growth	Actual Growth	Yr3	Yr5	Target Growth	Actual Growth	Yr3	Yr5	Target Growth	Actual Growth	Yr3	Yr5	Target Growth	Actual Growth	2013 - 2015	382	506	110	124	411	497	91	86	372	464	117	92	398	499	113	101	378	520	130	142	2014 - 2016	406	506	99	100	399	478	97	79	394	482	106	88	406	517	109	111	400	506	115	106	2015 - 2017	424	514	90	62	426	508	82	54	425	518	93	83	447	533	86	61	393	515	123	117	2016 - 2018	439	524	85		431	510	79		440	533	93		444	530	86		395	514	119	
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12 MONTH TARGETS		<p>Achievement: Staff Opinion Survey results for Trust in students and Parents and Academic Emphasis to be at or above 80%. Parent Opinion Survey scores for Learning Focus to increase to 75% NAPLAN growth in Reading to be 90 or greater NAPLAN growth in Writing to be 82 or greater NAPLAN growth in Spelling to be 93 or greater NAPLAN growth in Grammar and Punctuation to be 86 or greater NAPLAN growth in Numeracy to be 123 or greater</p>																																																																																																																																														
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Action Research to further develop the Chelsea PS Teaching and Learning Model	<p>PLT – Lemov, Teach like a Champion Starting point Professional learning – introduction to all staff</p>	Michelle	Term 1	6 months: All teachers have trialled at least 6 new techniques from professional reading in classrooms. Teachers act on Triad feedback to improve practice Teachers display progress along continuum of proficiency	●	Change in the amount and type of teacher talk Increased student participation in class discussion	\$8930	\$2858																																																																																																																																								
	<p>Teacher self-audit of proficiency using techniques from text Development of differentiated PLTs based on audit of proficiency</p>	All teaching staff	Term 1	12 months: All teachers have embedded 6 techniques into teaching practice. All teachers are trialling 6 new techniques Teacher reflections on improved practice presented in P&D end cycle evidence. School Staff Survey	● ● ●	Greater collaboration between teachers Strategies trialled: No Opt Out Right is Right																																																																																																																																										

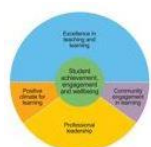


	<p>Professional Learning Plan goal linked to improved practice</p> <p>Ongoing actions Professional reading and discussion. TRIAD observation and feedback of how strategies are being implemented in classrooms Track individual progress against continuum of proficiency Student feedback to teachers</p>	<p>All teaching staff</p> <p>PLTs</p> <p>All teachers</p>	<p>Terms 1-4</p>			<p>SLANT (used in forums such as assembly, class discussions) Stretch It Without Apology Format Matters</p>		
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Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS		By 2018 student achievement in Reading, Writing and Mathematics will be at or above state benchmarks.							
IMPROVEMENT INITIATIVE		Curriculum planning and assessment							
STRATEGIC PLAN TARGETS		Wellbeing: Parent Opinion Survey Reporting variable to be above 75%							
12 MONTH TARGETS		NAPLAN growth in Reading to be 90 or greater NAPLAN growth in Writing to be 82 or greater NAPLAN growth in Spelling to be 93 or greater NAPLAN growth in Grammar and Punctuation to be 86 or greater NAPLAN growth in Numeracy to be 123 or greater							
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING				
					Progress Status	Evidence of impact	Budget		
						Estimate	YTD		
[Drafting Note report here the KIS from the previous summary page]	[Drafting Note report here what the school will do and how - including financial and human resources]	[Drafting Note report here the person responsible]	[Drafting Note report here the timeframe for completion]	6 months: [Drafting Note report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress] 12 months:		[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]			
Whole school approach to teaching and learning in Reading	Incorporate specific teaching and learning strategies to support students with specific learning difficulties eg Dyslexia, into the CAFE reading program. (Literacy AIP team)	Jan, Leigh, Kathy	Term 4	6 months: Teachers identify students with SLDs and develop individual Learning Plans Curriculum planning identifies range of strategies being used to support students with SLDs Student learning data is collected and analysed 12 months: All students deemed capable have made at least 12 months progress	● ● ●	Students with SLD can name and use strategies to support learning Teachers feel confident working with students with specific learning differences Strategies for teaching students with SLD become embedded in practice and planning	\$2680	\$900 (\$600 decodable books, \$300 CRT release)	
Whole school approach to teaching and learning in Writing	Develop Chelsea PS Writing program including specific teaching and learning strategies to support students with specific learning difficulties eg Dyslexia (Literacy AIP team)	Jan, Leigh, Kathy	Term 4	6 months: Chelsea PS Writing Program developed and implemented 12 months: All students deemed capable have made at least 12 months progress	● ● ● ● ● ●	There is a whole school approach to the teaching of writing. Teachers work collaboratively to moderate writing. There is trust in colleague's assessment of writing			
Whole school approach to teaching and learning in Spelling	Develop specific teaching and learning strategies to support students with specific learning difficulties eg Dyslexia Specifically: <ul style="list-style-type: none"> teaching handwriting using correct pencil grip, letter formation and sizing explicit instruction in spelling – using synthetic phonics(Literacy AIP team) 	Jan, Leigh, Kathy	Term 4	6 months: Teachers identify students with SLDs and develop individual Learning Plans Curriculum planning identifies range of strategies being used to support students with SLDs Collection of handwriting samples Student learning data is collected and analysed 12 months: All students deemed capable have made at least 12 months progress	● ● ● ●	There is a noticeable improvement in the quality of written displays around the school. Students have greater stamina in writing as a result of using correct pencil grip and letter formation. There is a whole school approach to the teaching of spelling			
Whole school approach to teaching and learning in Mathematics	Create a staff handbook, with lesson structure, key language, U.F.P.R etc (Numeracy AIP team)	Wendy	Term 1	6 months: Finalised 12 months: Monitoring and adding additional information as necessary.	● ●	Whole school agreement on the teaching of problem solving Students across the school use the language of problem solving			



	Staff Professional Learning in Mathematics. In particular problem solving, creative thinking, student reflection and goal setting.	AIP team	Term 1	6 months: mathematics planning includes weekly problem solving lessons. Student reflection is embedded in mathematics lesson structure. Students set goals	●	There is a greater emphasis on problem solving across the school Teachers are confident to use a range of student reflection tools Students are setting challenging learning goals.		
				12 months: All students deemed capable have made at least 12 months progress	● ● ●			
	At level meetings, teachers share ideas for using children's literature and "real life" maths to teach mathematical concerns. (Sub School Leaders)	Trudi, Chris, Mel, Fiona	Term 4	6 months: Level meeting minutes document how teachers are incorporating children's literature and "real life" maths into mathematics lessons	●	Mathematics planning reflects real life mathematical experiences for all levels Students can make connections of mathematics in literature		
				12 months: Each level will develop a bank of children's literature books and activities to teach mathematics.	●			
	Professional learning – Number fluency games show and share session. Staff bring their favourite games with instructions and resources for staff to share. (Numeracy AIP team)	Wendy	Term 4	6 months: Staff sessions to share number fluency games occur at least twice per term	●	Regular sharing of numeracy resources at fortnightly briefings		
				12 months: Each level will develop a bank of number fluency games to teach mathematics.	●	Knowledge of mathematical games and their pedagogical use increases		
Assess the impact of ability based mathematics teaching	Collect and analyse data – effect size and student growth, pre and post-tests, Pat maths, Naplan (Assessment and Data AIP Team)	Vicki	Term 4	6 months: Collecting data	●	Student growth in mathematics is high Student engagement in mathematics increases Student automatic response (number facts) improves		
				12 months: Maths Annual Implementation Plan Team report assessing the impact of ability based mathematics teaching.	● ● ●			



Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS		By 2018 all children will have shown an increase in their enjoyment of and interest in reading. By 2018 students will have increased leadership opportunities with greater involvement and voice in general school activities and operations.						
OTHER IMPROVEMENT MODEL DIMENSIONS		Positive Climate For Learning						
STRATEGIC PLAN TARGETS		Engagement: Maintain 75 % of students participating in Premiers Reading Challenge Reading survey data improvement Student Attitudes to Survey Maintain results in the fourth quartile for Teaching and Learning Parent Opinion Survey Student Motivation Variable to remain in the 4th quartile Staff Opinion Survey Trust in Students and Parents variable exceeds state mean						
12 MONTH TARGETS		Engagement: Classroom libraries in each section of the school to have at least 20 books per student Classroom libraries to incorporate books relating to Australian History. 75 % of students participating in Premiers Reading Challenge Maintain/improve, Student Attitudes to Survey Data in the fourth quartile for Teaching and Learning Parent Opinion Survey Student Motivation Variable to be in the 4th quartile Wellbeing: Year 3/4 students complete leadership training P-2 students participate in Three Way Conferences Minutes of School Council meeting to record JSC attendance and input Student Voice Survey improvement on identified data						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
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Increased Student Voice and goal setting	Explore strategies being used in other schools about how they go about goal setting in mathematics.	Wendy	Term 2	6 months: Collaboration with schools in the Kingston Network and beyond Trial appropriate strategies 12 months: Document Chelsea PS strategies for student goal setting in mathematics.	●	Teachers collaborate with colleagues in neighbouring schools		
	Professional development on learning intentions and success criteria.	Michelle	Term 2	6 months: Document Chelsea PS strategies for developing learning intentions and success criteria 12 months: Finalised	● ● ●	Students are setting challenging learning goals		
				6 months: Document Chelsea PS strategies for developing learning intentions and success criteria 12 months: Finalised	● ● ●	Teachers writing explicit learning intentions and success criteria. Learning Intentions and success Criteria professional reading commenced for all staff. Documentation of strategies not started		
	Student led interviews introduced in years 5/6	Fiona	June	6 months: Student led interviews implemented Years 5 & 6	●	Parents asking deeper questions about student learning		

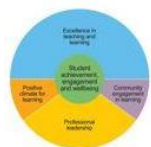


	Student led interviews training for students in years 3/4	Mel	Dec	12 months: Peer tutoring – year 5/6 students conduct student led interview training for year 3/4 students	● ● ●	Students clearly articulate their progress against goals and future learning		
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STRATEGIC PLAN GOALS	By 2018 the allocation of resources, spaces, staff and materials will be developed to maximise the delivery of 21st Century Learning.
OTHER IMPROVEMENT MODEL DIMENSIONS	Professional Leadership
STRATEGIC PLAN TARGETS	Complete Annual Implementation Plan based on evaluation of progress towards the School Strategic Plan School budget reviewed and ratified at School Council School Council Communication Sub-Committee report on Partnership Development Staff Opinion Survey scores for identified areas of focus to improve Parent Opinion Survey scores for identified areas of focus to improve
12 MONTH TARGETS	Productivity: Complete Annual Implementation Plan based on evaluation of progress towards the School Strategic Plan School budget reviewed and ratified at School Council School Council Communication Sub-Committee report on Partnership Development Staff Opinion Survey scores for identified areas of focus to improve - Trust in students and Parents; Academic Emphasis; Homework and Practice Parent Opinion Survey scores for identified areas of focus to improve - Learning Focus; Student Motivation Reporting; Homework

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
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Improving and evaluating teaching effectiveness	Develop school wide expectations for homework (Leadership Team, Education sub Committee of School Council)	Michelle Jan	Term 2	6 months: Homework expectations community consultation Homework policy reviewed and ratified at School Council Homework expectations communicated to school community All sub schools setting homework according to Chelsea PS Homework Policy 12 months: Parent Opinion survey scores for Homework to be in 3 rd quartile	● ● ●	A high sense of consultation within the school community including parents and students Clarity of homework expectations within the school community Students increasing self- responsibility for completing homework Greater uniformity of homework tasks between years 3-6, P-2 Policy developed-Ratified SC July		
Aligning resources to meet goals	Track progress towards goals in SSP and AIP (Leadership Team)	Michelle	Term 4	6 months: 6 month AIP Progress report completed and presented to SERV and School Council Progress communicated to school community	●	AIP Teams regularly report on progress and achievement		

				12 months: 12 month AIP Progress report completed and presented to SERV and School Council Parent Opinion Survey scores for identified areas of focus to improve - Learning Focus; Student Motivation Reporting; Homework	● ● ●	Principal team meet weekly to monitor implementation of Annual Implementation Plan Progress communicated to School Council and the school community. Annual Implementation Plan and School Strategic Plan goals are well known within the school community School Council regularly tracks progress of Annual Implementation Plan.		
	Monitor and review budget spending in relation to SSP and AIP goals (Leadership Team, Finance sub Committee of School Council)	Michelle	Term 4	6 months: Resources necessary to each priority area have been or planned to be purchased Spending does not exceed budget Fundraising activities support priority areas for teaching and learning 12 months: Program budget evaluations inform budget allocation for 2018 2018 draft budget completed and presented to School Council for ratification	● ● ●	Revenue from fundraising allocated to purchase Literacy and Numeracy resources. Community awareness of purpose for fundraising. As of 4 th May; <ul style="list-style-type: none"> • 39.92% of Budget expended. • Revenue exceeds budget. As of 30 th June: <ul style="list-style-type: none"> • 64.57% of Budget expended • Revenue exceeds budget. Monitoring of Annual sub-program report at weekly meetings between Principal and Business Manager. Budget evaluations are based on evidence Budget submissions target School Strategic Plan priorities		\$2000



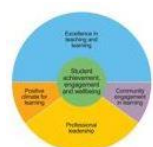
Section 4: Annual Self-Evaluation

[Drafting Note Annual self-evaluation section enables schools to continuously collect, monitor and analyse school data about all aspects of school performance. This ensures that all aspects of school performance are considered throughout the year and that any risks, issues and opportunities are identified as they emerge. The Annual self-evaluation against the Continuum of Practice should be completed as data becomes available]

Priority	Improvement model dimensions – note state-wide Improvement Initiatives are bolded	Is this an identified initiative or dimension in the AIP?	Continuum status	Evidence and analysis																																																																																																																												
Excellence in teaching and learning	Building practice excellence	Yes	2 - Evolving	<p>[Drafting note For current AIP improvement initiatives and/or dimensions, please provide a succinct and conclusive statement referring to the monitoring section of this plan. This statement can refer to the progress status and/or make reference to the achievement of the appropriate goals, targets and success criteria.]</p> <p>PLT – Lemov, Teach like a Champion</p> <p>Starting point</p> <p>Change in the amount and type of teacher talk</p> <p>Increased student participation in class discussion</p> <p>Greater collaboration between teachers</p> <p>Strategies trialled: No Opt Out Right is Right ...</p>																																																																																																																												
	Curriculum planning and assessment	Yes	3 - Embedding	<p>SLD Mathematics</p> <p>Staff Opinion Survey results for Trust in students and Parents and Academic Emphasis to be at or above 80%.</p> <p>Parent Opinion Survey scores for Learning Focus to increase to 75%</p> <p>NAPLAN growth in Reading to be 90 or greater</p> <p>NAPLAN growth in Writing to be 82 or greater</p> <p>NAPLAN growth in Spelling to be 93 or greater</p> <p>NAPLAN growth in Grammar and Punctuation to be 86 or greater</p> <p>NAPLAN growth in Numeracy to be 123 or greater</p> <table border="1"> <thead> <tr> <th rowspan="2">Targets for 2015 - 2018</th> <th colspan="4">READING</th> <th colspan="4">WRITING</th> <th colspan="4">SPELLING</th> <th colspan="4">GRAMMAR & PUNCTUATION</th> <th colspan="4">NUMERACY</th> </tr> <tr> <th>Yr3</th> <th>Yr5</th> <th>Targ et Gro wth</th> <th>Act ual Gro wth</th> <th>Yr3</th> <th>Yr5</th> <th>Targ et Gro wth</th> <th>Act ual Gro wth</th> <th>Yr3</th> <th>Yr5</th> <th>Targ et Gro wth</th> <th>Act ual Gro wth</th> <th>Yr3</th> <th>Yr5</th> <th>Targ et Gro wth</th> <th>Act ual Gro wth</th> <th>Yr3</th> <th>Yr5</th> <th>Targ et Gro wth</th> <th>Act ual Gro wth</th> </tr> </thead> <tbody> <tr> <td>2013 - 2015</td> <td>382</td> <td>506</td> <td>110</td> <td>124</td> <td>411</td> <td>497</td> <td>91</td> <td>86</td> <td>372</td> <td>464</td> <td>117</td> <td>92</td> <td>398</td> <td>499</td> <td>113</td> <td>101</td> <td>378</td> <td>520</td> <td>130</td> <td>142</td> </tr> <tr> <td>2014 - 2016</td> <td>406</td> <td>506</td> <td>99</td> <td>100</td> <td>399</td> <td>478</td> <td>97</td> <td>79</td> <td>394</td> <td>482</td> <td>106</td> <td>88</td> <td>406</td> <td>517</td> <td>109</td> <td>111</td> <td>400</td> <td>506</td> <td>115</td> <td>106</td> </tr> <tr> <td>2015 - 2017</td> <td>424</td> <td>514</td> <td>90</td> <td>62</td> <td>426</td> <td>508</td> <td>82</td> <td>54</td> <td>425</td> <td>518</td> <td>93</td> <td>83</td> <td>447</td> <td>533</td> <td>86</td> <td>61</td> <td>393</td> <td>515</td> <td>123</td> <td>117</td> </tr> <tr> <td>2016 - 2018</td> <td>439</td> <td>524</td> <td>85</td> <td></td> <td>431</td> <td>510</td> <td>79</td> <td></td> <td>440</td> <td>533</td> <td>93</td> <td></td> <td>444</td> <td>530</td> <td>86</td> <td></td> <td>395</td> <td>514</td> <td>119</td> <td></td> </tr> </tbody> </table> <p>[refer to the progress status and/or make reference to the achievement of the appropriate goals, targets and success criteria]</p> <p>Students with SLD can name and use strategies to support learning</p> <p>Teachers feel confident working with students with specific learning differences</p> <p>Strategies for teaching students with SLD become embedded in practice and planning</p> <p>There is a whole school approach to the teaching of writing. Teachers work collaboratively to moderate writing. There is trust in colleague's assessment of writing</p> <p>There is a noticeable improvement in the quality of written displays around the school.</p>	Targets for 2015 - 2018	READING				WRITING				SPELLING				GRAMMAR & PUNCTUATION				NUMERACY				Yr3	Yr5	Targ et Gro wth	Act ual Gro wth	Yr3	Yr5	Targ et Gro wth	Act ual Gro wth	Yr3	Yr5	Targ et Gro wth	Act ual Gro wth	Yr3	Yr5	Targ et Gro wth	Act ual Gro wth	Yr3	Yr5	Targ et Gro wth	Act ual Gro wth	2013 - 2015	382	506	110	124	411	497	91	86	372	464	117	92	398	499	113	101	378	520	130	142	2014 - 2016	406	506	99	100	399	478	97	79	394	482	106	88	406	517	109	111	400	506	115	106	2015 - 2017	424	514	90	62	426	508	82	54	425	518	93	83	447	533	86	61	393	515	123	117	2016 - 2018	439	524	85		431	510	79		440	533	93		444	530	86		395	514	119
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				<p>Students have greater stamina in writing as a result of using correct pencil grip and letter formation.</p> <p>There is a whole school approach to the teaching of spelling refer to the progress status and/or make reference to the achievement of the appropriate goals, targets and success criteria</p> <p>Whole school agreement on the teaching of problem solving Students across the school use the language of problem solving</p> <p>There is a greater emphasis on problem solving across the school Teachers are confident to use a range of student reflection tools Students are setting challenging learning goals.</p> <p>Mathematics planning reflects real life mathematical experiences for all levels</p> <p>Students can make connections of mathematics in literature</p> <p>Regular sharing of numeracy resources at fortnightly briefings</p> <p>Knowledge of mathematical games and their pedagogical use increases</p> <p>Student growth in mathematics is high Student engagement in mathematics increases Student automatic response (number facts) improves</p>
	Evidence-based high impact teaching strategies	No	3 - Embedding	Teachers have high expectations of all students. Peer observation occurs on a regular basis. The work of John Hattie informs the Chelsea PS Instructional model. Teachers use data to tailor their teaching. For 2018 the school has identified HITS strategies 1 and 10 as a focus for professional learning.
	Evaluating impact on learning	No	3 - Embedding	The impact of ability based mathematics groups has been high. Formative and summative testing is an integral part of teaching. Teachers analyse data and adjust practice to meet the needs of all students. A focus on student learning data is a whole school requirement for teacher Performance and Development plans.
Professional leadership	Building leadership teams	No	2 - Evolving	An opportunity exists to develop coaching and mentoring to provide teachers with consistent and ongoing feedback about teaching and learning.
	Instructional and shared leadership	No	2 - Evolving	There is an opportunity for improved analysis of data on a continuous basis.
	Strategic resource management	No	3 - Embedding	There is an opportunity to provide external professional learning to develop the capacity of emerging leaders and to support teaching and learning.
	Vision, values and culture	No	4 - Excelling	A culture of support and engagement for every student is apparent in all aspects of school operation. The school values diversity.
Positive climate for learning	Empowering students and building school pride	Yes	3 - Embedding	The school will work towards increasing the opportunities for authentic student feedback.
	Setting expectations and promoting inclusion	No	3 - Embedding	There is a high commitment to wellbeing across the school. There is a developing sense that students have high aspirations and are intrinsically motivated.
	Health and wellbeing	No	4 - Excelling	There is a strong whole school approach to health and wellbeing.
	Intellectual engagement and self-awareness	No	2 - Evolving	Opportunities exist to further develop challenging activities that engage and extend leading to deep understanding.
Community engagement in learning	Building communities	No	3 - Embedding	The school has developed a strong network of community organisations that are accessed on a needs basis. Opportunity to develop more consistent and regular engagement with these agencies is a future goal.
	Global citizenship	No	2 - Evolving	There is a strong global collaboration with our sister school in South Korea. The school is beginning to address global issues in particular sustainability.
	Networks with schools, services and agencies	No	3 - Embedding	Successful partnerships exist with schools, services and agencies such as Yarrabah and Katandra schools, Monash CHYMS, the City of Kingston, Freeway Baptist Church, Chelsea Longbeach Place, Chelsea Community church, local and federal Members of Parliament..
	Parents and carers as partners	No	3 - Embedding	Review of the Homework Policy provided parents and carers with a forum to communicate and engage with the school. The use of Class Dojo has enabled continuous and immediate contact between parents/carers and teachers.



Reflective comments: [Drafting Note Please use this section to summarise your learnings from the self-evaluation process, including professional growth and key findings]

Confidential cohorts analysis: [Drafting note This section is not for public distribution. Report here the extent to which cohorts of students within the school (including Koorie, high ability, refugee, EAL, PSD, out of home care students, etc.) are being supported and challenged, leading to an inclusive and stimulating environment for all students]

Koorie: Engagement with KESO

High Ability: Invitations to Gateways, Ability based maths groups, lunchtime clubs eg Chess, drama, tech

Refugee: Support through SSSO psychologist, wellbeing team developed programs

Program for Students with a Disability: SSGs, professional learning from Katandra and SSSOs, support from integration aides, additional resources, development of trauma room, ipad

OHC: Lookout Program mentors, SSGs, professional learning for mentors, trauma room developed

SLD: screening program, small group support, ipad apps, teacher release

Next Steps:

