



School Strategic Plan for:

Chalcot Lodge Primary School Outer sub region 2012-2015

Endorsement by School Principal	Signed  Name: Kay Davies Date: 29/02/2012
Endorsement by School Council	Signed:  Name: Paul Newton Date: 29/02/2012 School Council President signs indicating that the School Strategic Plan has been endorsed by School Council
Endorsement by Regional Network Leader	Signed..... Name Ross Bevege Date.....

School Profile

Purpose	To provide high quality education for each student in a safe, supportive and inclusive environment, preparing them for life and learning as global citizens in an ever changing world.
Values	<p>The following values are agreed as being the foundations upon which all members of the school community should conduct themselves and treat each other:</p> <p>RESPECT, demonstrated by:</p> <ul style="list-style-type: none">• accepting and valuing others, their opinions, ideas and feelings;• understanding, accepting and appreciating individual differences and similarities;• having a 'kind heart';• communicating to and about others in a polite and positive way;• treating your own and others' property appropriately;• caring for yourself, others and the environment;• getting along with others by being helpful, acting cooperatively & harmoniously; and• giving everyone an opportunity to succeed and treating everyone fairly.

	<p>INTEGRITY, demonstrated by:</p> <ul style="list-style-type: none"> • having a good character by doing the right thing; • being honest, sincere, truthful and trustworthy; • being responsible for your own actions ; • sorting out problems in a positive way; and • by acting in accordance with Chalcot Lodge PS values; <p>EXCELLENCE, demonstrated by:</p> <ul style="list-style-type: none"> • always doing your best and working hard; • being persistent and never giving up; and • being organised and getting your work done on time.
Environmental Context	<p>Social - community and demographics</p> <ul style="list-style-type: none"> • Chalcot Lodge Primary School, located in Endeavour Hills, was established in 1983. • The Chalcot school community refers to itself as the ‘Chalcot family’, and this culture reflects the care, respect and friendship felt between students, their teachers, Student Support Officers and parents. • The school community represents diverse cultural and economic backgrounds, with a third of the students from homes where English is their second language. • There is an increasing trend in the percentage of students, whose parents’ occupations are classified in the trades, semi skilled and unemployed groups, increasing from 57.3% in 2003 to 73.83% in 2008 and 78.10% in 2010.

	<ul style="list-style-type: none"> • The percentage of students whose families receive Education Maintenance Allowance have remained stable at around 50% over the past four years. • Enrolment numbers have declined steadily over the past ten years and have plateaued during the past two years to be 204. This pattern has been impacted upon by the changing demographics from Endeavour Hills to Narre Warren, Berwick and Cranbourne along with the decision by some parents to send their children to private schools of varying religions. • There are equal numbers of male and female students and minimal fluctuation in enrolments occurring during a year. • In 2011, there are two Koori students, two Torres Strait Islanders, sixty three students supported by the Language Support Program and the number of students funded through the Disabilities Program has increased from eight in 2008 to twelve in 2011. • Chalcot Lodge has a history of stability with experienced staff and employs an effective mix of Expert, Accomplished and Graduate teachers. The staff are highly skilled, hardworking, dedicated and caring professionals. In 2011, the school has 20.93 equivalent full time staff, including: 1.0 Principal class; 11.3 EFT teachers, including 1 substantive Leading Teacher, 6 Experts, 5 Accomplished and 1 Beginning Teacher; 0.4 Music Instructor and 7.73 Education Support staff. The small staff numbers has led to a heavy workload for all staff members. • The school has a strong Performance and Development culture with high priority given to whole school and personal professional development which is enhanced through the school's active participation in network and cluster committees. • Despite the heavy workloads, staff morale and team spirit are very high and all staff members are hard working, highly skilled professionals striving to ensure that all students receive an excellent education and are given a genuine opportunity to succeed. • Parents actively participate at all levels on the school, including in class programs, on committees and in whole school activities. Parental input into policies and programs is actively sought.
	<p>Educational</p> <ul style="list-style-type: none"> • The school focuses on giving every child every opportunity to succeed in their learning through provision of a stimulating learning environment, where high quality education addresses the individual learning needs of each student. • A comprehensive and relevant curriculum is provided, with focus on Literacy and Numeracy. • The use of technology is embedded in daily practice to support learning and teaching. • Staff work in Professional Learning Teams to plan and implement an integrated curriculum.

- Individual skills and interests are nurtured through a broad range of extra curricula programs including: Choir, Cheer Squad, Productions, Camping and Sports Program, Student Leadership Program, Robotics Club, Chess Club, Buddy Program, Instrumental Music, Swimming and Vegetable Garden Program.
- During 2011, a Cookery & Etiquette Program and a TV & Radio Program have been introduced into the curriculum using our newly built Media Centre and Cookery & Etiquette Centre.
- Curriculum is in line with the Victorian Essential Learning Standards and the Principles of Learning and Teaching underpin policies and practices.
- Teachers and Integration aides have made an initial self assessment against the e5 Instructional model but further work is needed for staff to unpack each domain in order to make better informed self assessments about their practice and use this information to inform professional development and growth.
- Collaborative planning and teaching practices have been introduced in relation to Reading for all year levels and for Mathematics in some classes.
- An Ultranet Lead User Team has been established and staff have received ongoing professional learning experiences. Senior classes have had minimal experience using the Ultranet.
- Parental expectations are that the school will provide excellence in education to all students, with students being challenged in their learning to facilitate them reaching their full potential. Parents expect provision of a comprehensive curriculum which promotes: life skills; good citizenship; an inquiring and problem solving mind; love of learning; self confidence; self esteem; respect for themselves, others and the environment; social skills, including manners, conflict resolution and empathy; ICT skills including knowledge about cyber safety; literacy, numeracy and communication skills; learning as global citizens; the ability to stay safe in all aspects of life; knowledge and appreciation of different cultures; and the flexibility and resilience to deal with change.
- Students expect the school environment to be attractive, well equipped and conducive to fun and learning. They appreciate the 'kind, helpful and friendly teachers', the colourful rooms and large shady playgrounds. Friendship and being treated kindly is of major importance to the students and they expect to treat and to be treated in a friendly, respectful and fair manner by other students and teachers. Students deem manners to be very important and want others to listen and speak politely to them and vice versa. Students see the curriculum as being relevant and learning as being fun. They want to be taught about the world and environment. They believe that 'doing your best' is important and they want to continue being provided with a rich curriculum, including extra curriculum activities such as Robotics, Chess, Choir and Cheer Squad. Underpinning all responses was the Chalcot spirit.

	<p>Technological</p> <ul style="list-style-type: none"> • Students have easy access to technology to support their learning. • Each classroom unit contains a hub of 8 to 10 computers, a scanner and printer and each classroom has been equipped with an interactive whiteboard and digital camera, updated data projector, • Electronic microscopes are stored in the Science cupboard. • Our newly built Media Centre incorporates a TV studio and Radio station in which groups of students create television and radio programs. • The school also has a large refurbished computer lab equipped with 25 computers. • The student to computer ratio is 3:1. • Approximately 91% of students have access to a computer at home. • Class teachers are currently incorporating ICT as a natural part of the classroom program and provision of professional development in its use is ongoing. • An ICT specialist has been employed on a part time basis to plan and implement a whole school skills-based program, to facilitate the further embedding of ICT into the curriculum.
	<p>Environmental – grounds and facilities</p> <ul style="list-style-type: none"> • The ten permanent air conditioned and heated classrooms have been recently refurbished and opened up to provide bright, colourful and flexible learning spaces to support collaborative teaching. • The breakout room in each unit is used as a computer hub, provides a space for small group work and also for parents to assist with the Literacy Program. • All rooms are well equipped and the newly installed storage units have enabled mathematics and English resources to be stored in an orderly and easily accessible way. • The school has: a Performing Arts room; Library; Visual Arts room; newly built Cookery & Etiquette Centre; newly built Media Centre within the Library, including the Chalcot TV studio and Chalcot FM Radio Station; a newly refurbished and widened ICT lab; and a general purpose hall. • The general purpose hall is used for whole school assemblies, whole school special activities, Physical Education / Sport activities and the Before & After School Care Program. • Our school is extremely proud of its attractive shady grounds, much of which is a legacy from its history as the Chalcot farm. The Chalcot family has worked hard since our school's opening twenty eight years ago, to create play areas conducive to good health, fun, learning and social interaction.

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| | <ul style="list-style-type: none">• The large central decking area in the courtyard enhances social interaction, the building of cross age friendships, the mixing of junior and senior ‘Buddies’ and the provision of a lovely venue for outdoor Visual Arts sessions.• Grounds facilities are excellent and include three separate play areas, one for senior students, one for junior students and a common central area. The senior students have access to: a large grassed oval, which incorporates a resurfaced cricket pitch, soccer nets and removable football goal posts, a basket ball / netball court, long jump pit and a large play equipment area. Junior students have access to a hard court and a large play equipment area. The enclosed sandpit adjacent to the central decking area is accessible by all students.• The canteen is located in the courtyard area, operates three days a week and its menu is in line with the Healthy Food Guidelines. |
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Strategic Intent: Student Learning

Goal(s)	1. To improve literacy standards especially Reading and Speaking & Listening 2. To improve Numeracy standards					
Benchmark Data/Evidence <i>(Include previous 3 years data where possible specific to each goal/target)</i>				Targets		Key Improvement Strategies
READING						
Year 3	Below	At	Band 3	Band 4	Band 5	Band 6
2009	0	14	24	24	24	14
2010	0	14	21	36	11	18
2011	0	0	35	31	15	19
Year 5	Below	At	Band 5	Band 6	Band 7	Band 8
2009	0	17	28	45	7	3
2010	6	31	25	19	19	0
2011	0	8	20	36	24	12
NUMERACY						
Year 3	Below	At	Band 3	Band 4	Band 5	Band 6
2009	0	6	6	6	44	39
2010	0	7	22	41	22	7
2011	0	0	4	24	32	40
Year 5	Below	At	Band 5	Band 6	Band 7	Band 8
2009	3	7	31	28	14	17
2010	6	12	35	29	6	12
2011	4	0	40	48	4	4
				1. Use NAPLAN Reading Data to reduce the proportion of students at Years 3 and 5 within the first three bands (At Year 3 Bands 1, 2 & 3. At Year 5 Bands 3,4 & 5) <ul style="list-style-type: none"> • Current performance of 2010 Year 3 is 35% 2011 = 35% • 2015 Target for Year 3 is 20% • Current performance of 2010 Year 5 is 62% 2011 = 28% • 2015 Target for Year 5 is 20% 2. Using NAPLAN Numeracy Data to reduce the proportion of students at Years 3 and 5 within the first three bands (At Year 3 Bands 1, 2 & 3. At Year 5 Bands 3,4 & 5) <ul style="list-style-type: none"> • Current performance of 2010 Year 3 is 29% of students. 2011 = 4% • 2015 Target for Year 3 is 15%. • Current performance of 2010 Year 5 is 53% 2011 = 44% • 2015 Target is 20% 3. Using teachers assessments increase the proportion of students achieving an A or B assessment in Speaking and Listening <ul style="list-style-type: none"> • Current Performance 2010 is 12.5% • 2015 Targeted performance is 20% 		1. Foster high quality leadership which leads learning, builds leadership at all levels, leads the school community and guides change. 2. Build teacher expertise especially to personalise the learning engage students in the highest quality learning activities and to work in a flexible collaborative manner

Indicative Planner: Student Learning

Year	Actions	Achievement Milestones (Changes in practice and behaviours)
Key Improvement Strategy 1 Foster high quality leadership which leads learning, builds leadership at all levels, leads the school community and guides change.		
Year 1	<ul style="list-style-type: none"> • Continue to implement distributed leadership to deliver on the new strategic plan. • Designated leaders to have individual meetings with the Principal in term 1 and Leaders meetings throughout the year to ensure that all leaders have extensive knowledge and understanding of their areas of responsibility and that their projects are achieved. • Provide leadership professional learning, focussing on the Developmental Learning Framework via regular 'Leadership PD meetings, Project Leader meetings and P&D meetings and facilitate involvement in leadership PD beyond the school such as Networks and Clusters. • The principal continues a high profile exemplar role, especially in engaging with people, modeling as a lead learner, and creating conditions where people and teams feel empowered and are confident that they can and do make a positive impact. • Designated leaders having input into the development of the Annual Implementation Plan particularly focussing on decreasing the number of students below the expected level in Reading and increasing the number of students above the expected level in Speaking & Listening. 	<ul style="list-style-type: none"> • Over the year, teachers participating directly in decisions about curriculum, professional learning priorities, school and resource management and policy decisions. • By the end of term 4, leaders positively facilitating the transformation of teaching and learning practice to improve student achievement. • By the end of term 4, leaders have a clear understanding about the leadership Domains and levels of the Developmental Learning Framework.
Year 2	<ul style="list-style-type: none"> • Build the leadership capacity through distributed leadership practices. • Provide Leadership professional learning via regular 'Leadership PD sessions, Project Leader meetings and P&D meetings and involvement in PD beyond the school. • Continue to provide PD to designated leaders in relation to the Leadership Domains 	<ul style="list-style-type: none"> • By the end of term 2, leaders self assessing against the Developmental Learning Framework as part of the Performance and Development process. • By the end of term 3, all teachers will have completed 1 peer observation and feedback session.

	<ul style="list-style-type: none"> Refine protocols for professional challenging conversations referencing against the Leadership Domains during Performance and Review meetings. All teachers carrying out peer observations and giving feedback to ensure effective practice in every classroom. 	
Year 3	<ul style="list-style-type: none"> Build the leadership capacity through distributed leadership practices. Provide Leadership professional learning via regular 'Leadership PD sessions, Project Leader meetings and P&D meetings and involvement in PD beyond the school. Refine peer observation and feedback program 	<ul style="list-style-type: none"> By the end of term 1, process for peer observation and feedback refined and feedback provided being reflected in improved teacher practice.
Year 4	<ul style="list-style-type: none"> Build the leadership capacity through distributed leadership practices. Provide Leadership professional learning via regular 'Leadership PD sessions, Project Leader meetings and P&D meetings and involvement in PD beyond the school. 	<ul style="list-style-type: none"> By the end of term 4, effective distributive leadership practices embedded.

Indicative Planner: Student Learning

Year	Actions	Achievement Milestones (Changes in practice and behaviours)
Key Improvement Strategy 2		
Build teacher expertise especially to personalise the learning engage students in the highest quality learning activities and to work in a flexible collaborative manner		
Year 1	<ul style="list-style-type: none"> Refine teachers' practices in the collection, documentation and effective use of multi source assessment data as, of and for learning in Reading and Number. In line with the Schools Strategic Plan and Annual Implementation Plan, PLT's negotiate with the principal to develop and implement and share an action research project. Each teacher to include in their Personal Professional Development Plan their PLT's project. 	<ul style="list-style-type: none"> By the end of term 1, Reading and Number being planned and taught collaboratively. By the end of term 1, teachers using school based pre and post tests in Number and CARS tests for Reading assessment for and of learning. By the end of term 1, teachers documenting student assessment data from CARS for Reading and the school based Pre and post tests for Number in a succinct and useful manner to inform student grouping and to support collaborative planning and teaching.

- Trial use of Speaking & Listening learning continuums and pre tests developed by the cluster.
- Professional learning teams using updated assessment maps for English and Mathematics.
- Provide opportunities for more regular and timely moderation between and across year levels colleagues and across schools to support teachers in the making of consistent judgements.
- Incorporate the explicit teaching of Speaking & Listening skills throughout the curriculum.
- Work with Maths teachers from local primary and secondary schools to complete the development of Pre / Post tests in Number.
- Teachers to document pedagogical practices which demonstrate the various levels of the 'Engage' and 'Evaluate' domains of the e5 Instructional Model and repeat the self assessment regularly to inform professional learning working towards level 4.
- Provide further professional learning, including peer observation, to support the continued introduction of collaborative planning and teaching to facilitate the implementation of differentiated curriculum which better accommodates the variations in the learning needs and styles of our students.
- Facilitate professional discussions to enable staff to develop an agreed understanding of 'personalised learning'.
- Provide professional learning to support personalised learning for all students, including ESL students and students funded through the Disabilities Program.
- Refine Individual Learning Plans for students supported through the Disabilities Program.
- Provide professional learning in relation to the ESL Companion.
- Involve Chalcot Lodge PS in an Instructional Round.
- Implement the CLPS Pedagogical Master Plan.

- By the end of term 1, teachers using data from Speaking and Listening assessment and pre tests to inform curriculum planning and implementation.
- By the end of term 1, teachers gain a clearer understanding of the 'Engage' and 'Evaluate' domains of the e5 Instructional Model, and information from self assessments being used to inform professional learning working towards level 4.
- By the end of term 1, curriculum planning and implementation including newly learnt strategies to support personalized learning for ESL, Koorie students and students supported through the Disabilities Program.
- By the end of term 2, Koorie Education Learning Plans developed and implemented.
- By the end of term 2, Teachers Prep to 6 explicitly planning and teaching Speaking & Listening skills throughout the curriculum.
- By the end of term 2, teachers reflecting on their practices in relation to 'Engage' and Evaluate' during the Performance and Review process.
- By the end of term 2, all teachers with a common understanding of 'personalised learning and this reflected in curriculum planning and implementation.
- Teachers implementing refined Individual Learning Plans for students supported through the Disabilities Program.
- By the end of term 2, all teachers using the ESL Companion to the VELs when appropriate, to assess ESL students' progress.
- By the end of term 3, teachers including new learnings to improve collaborative planning and teaching for Reading, Writing and all aspects of Mathematics.
- By the end of term 4, teachers making more informed and consistent judgements about student achievement, in particularly Speaking and listening.
- By the end of term 4, teachers reflecting on the feedback received through the Instructional Round and improving practices in relation to 'engage' and 'evaluate'.

	<ul style="list-style-type: none"> • Provide professional learning to familiarize teachers with the Australian Curriculum. • Expand provision of high interest reading materials, including digital resources, to cater for gender interests and individual student interests and ability levels. • Develop an agreed Writing implementation schedule across the school. • Trial the Sound Waves spelling program. • Provide professional learning to class and specialist teachers to support the development of digital and media literacy skills of students. • SWC and Principal to attend professional learning in relation to Koorie Education Learning Plans and support class teachers in their development. 	<ul style="list-style-type: none"> • By the end of term 4, teachers familiar with the content and expectations of the Australian Curriculum. • By the end of term 4 teachers implementing the agreed Writing Schedule Prep to 6. • By the end of term 4, teachers reaching agreement as to whether the school implements the Sound Waves Program. • By the end of term 4, teachers and students negotiate to plan Inquiry Based Learning units based on a global perspective. Students will be developing skills in the areas of creativity, critical thinking, communication and collaboration. • By the end of term 4, strategies to nurture digital and media literacy being trialled. • By the end of Term 4 each PLT has completed their action research project and share the outcome with all teaching staff.
<p>Year 2</p>	<ul style="list-style-type: none"> • Provide further professional learning to support teachers in the explicit planning and teaching of Speaking and Listening skills throughout the curriculum. • Refine assessment for, of and as learning through the consistent use of rubrics by Prep to 6 for Speaking & Listening and Writing. • Provide professional learning to further improve teachers' ability to regularly use multiple sources of data to inform skill based grouping and differentiated curriculum planning and implementation for Measurement. • Increased provision of opportunities for students to use ICT for self directed and personalised learning. • Commence development of pre/ post tests for some aspects of Measurement. • Teachers to document pedagogical practices which demonstrate the various levels of the 'Explore' and 'Elaborate' domains of the e5 Instructional Model and repeat the self assessment regularly to inform professional learning working towards level 4. 	<ul style="list-style-type: none"> • Teaching and Learning of Speaking & Listening skills embedded throughout the curriculum. • By the end of term 2, teachers planning and teaching some aspects of Measurement collaboratively. • By the end of term 2, the explicit planning and teaching of Speaking and Listening skills embedded throughout the curriculum. • By the end of term 2, teachers using Speaking & Listening and Writing rubrics as, of and for learning. • By the end of term 3, teachers using pre and post tests for Measurement as assessment for and of learning. • By the end of term 4, students using ICT for self directed and personalized learning. • By the end of term 1, teachers with a clearer understanding of the 'Explore and Elaborate' domains of the e5 Instructional Model, and data from the self assessment informing professional learning.

	<ul style="list-style-type: none"> • Provide support for teachers in planning and implementing curriculum which addresses the needs of students well above the expected level. • Continue to provide professional learning to familiarize teachers with the Australian Curriculum. • Teachers adjust assessment and reporting documentation in line with the Australian Curriculum. • Provide professional learning to class and specialist teachers to support the development of digital and media literacy skills of students. 	<ul style="list-style-type: none"> • By the end of term 2, teachers reflecting on their practices in relation to 'Explore' and Elaborate' during the Performance and Review process. • By the end of term 2, students who are well above the expected level being challenged and addressed in their learning. • By the end of term 1, Teachers plan, teach and assess in line with the Australian Curriculum. • By the end of term 4, a broader range of strategies to nurture digital and media literacy being planned and implemented.
Year 3	<ul style="list-style-type: none"> • Teachers to document pedagogical practices which demonstrate the various levels of the 'Explain' domain of the e5 Instructional Model and repeat the self assessment regularly to inform professional learning working towards level 4. • Review cluster and NAPLAN rubrics for Writing and develop student centred rubrics. • Complete development of pre/ post tests for the Measurement. • Provision of Professional learning in relation to the collaborative teaching and learning of globalised theme work in line with the Australian Curriculum. • Introduce a personalised Inquiry Learning Approach to the learning and teaching of globalised theme work to better accommodate the variations in the learning needs and styles of our students. • Development of rubrics for globalised units. • Provide professional learning to class and specialist teachers to support the development of digital and media literacy skills of students. 	<ul style="list-style-type: none"> • By the end of term 1, teachers with a clearer understanding of the 'Explain' domain of the e5 Instructional Model, and data from the self assessment informing professional learning . • By the end of term 2, teachers reflecting on their practices in relation to 'Explain' during the Performance and Review process. • By the end of term 2, teachers implementing rubrics for Writing and Science as assessment of, as and for learning. • By the start of term 3, teachers using pre and post tests for all aspects of Measurement as assessment for and of learning. • By the start of term 3, teachers planning and teaching all aspects of Measurement collaboratively. • By the end of term 4, globalised theme work being planned and implemented in line with the Australian Curriculum using a personalised Inquiry Learning Approach and rubrics being assessment as, of and for learning being implemented. • By the end of term 4, a broader range of strategies to nurture digital and media literacy being planned and implemented.
Year 4	<ul style="list-style-type: none"> • Develop pre/ post tests for Chance & Data. • Provide professional learning to class and specialist teachers to support the development of digital and media literacy skills for students. 	<ul style="list-style-type: none"> • By the end of term 1, teachers implementing pre/ post tests for Chance & Data and using data of and for learning.

		<ul style="list-style-type: none">• By the end of term 2, all staff routinely using all aspects of the e5 Instructional model during professional learning teams and as part of the Performance and Development Program to reflect on their classroom practice.• By the end of term 4 student and teachers identify learning needs and negotiate goals in the areas of English and Mathematics against the developmental curriculum.• By the end of term 4, strategies to nurture digital and media literacy embedded in the curriculum.
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Strategic Intent: Student Engagement & Wellbeing

Goal(s)	1. To strengthen student voice and students' personal learning skills and provide a student – centred, stimulating learning environment which engages students in their learning												
Benchmark Data/Evidence <i>(Include previous 3 years data where possible specific to each goal/target)</i>		Targets	Key Improvement Strategies										
LEARNING CONFIDENCE													
<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="text-align: left;">Year</th> <th style="text-align: left;">Learning Confidence Variable</th> <th style="text-align: left;">Benchmark 90th Percentile</th> </tr> </thead> <tbody> <tr> <td>2009</td> <td>4.54</td> <td>4.39</td> </tr> <tr> <td>2010</td> <td>4.34</td> <td>4.42</td> </tr> <tr> <td>2011</td> <td>4.33</td> <td>4.45</td> </tr> </tbody> </table>				Year	Learning Confidence Variable	Benchmark 90 th Percentile	2009	4.54	4.39	2010	4.34	4.42	2011
Year	Learning Confidence Variable	Benchmark 90 th Percentile											
2009	4.54	4.39											
2010	4.34	4.42											
2011	4.33	4.45											
		<p>1. To increase the score in the learning confidence variable of the Attitude to School Student survey</p> <ul style="list-style-type: none"> • 2010 Current Score 4.34 • 2011 – 4.33 • 2015 Targeted Score 4.5 <p>2. Using teachers assessments, increase the proportion of students achieving an A or B assessment in Personal Learning</p> <ul style="list-style-type: none"> • Current Performance 2010 is 30% achieving B and 1.4% achieving A • 2015 Targeted performance is 25% achieving B and 5% achieving A 	<p>1. Incorporate environmental sustainability and global perspectives within the curriculum and teaching and learning practices across all learning areas.</p> <p>2. Build a whole school approach for strengthening student voice and student empowerment using the VELs personal learning strand as the key resource.</p>										

Indicative Planner: Student Engagement & Wellbeing

Year	Actions	Achievement Milestones (Changes in practice and behaviours)
Key Improvement Strategy 1 Incorporate environmental sustainability and global perspectives within the curriculum and teaching and learning practices across all learning areas.		
Year 1	<ul style="list-style-type: none"> • Use the Global Perspectives – Framework for Global Education to guide the development a whole school approach. • Develop through lines across the curriculum in order to ensure that global education pervades the curriculum in classroom and specialist programs. • Environmental sustainability, Koori & Torres Strait Islander and Asian Studies incorporated within the curriculum planning and implementation. • Provision of PD to support teachers in the facilitating students' use of ICT to extend their learning, understandings and communication within the big picture of the world as global citizens. • Form partnerships with local restaurants and tap into our multicultural school community to heighten students' awareness of foods and recipes from across the world. 	<ul style="list-style-type: none"> • By the end of Term 1 planning and implementing an agreed two year cycle of global themes • By the end of term 1, through the framework of trans-disciplinary themes, students and teachers develop big questions around central ideas • By the end of Term 4, teachers and students negotiate units of theme work which incorporate an understanding of globalisation. • By the end of term 4 the Cookery & Etiquette Program incorporating international menus and dinning customs.
Year 2	<ul style="list-style-type: none"> • Have the principles of sustainability pervade the operations of the Junior School Council • Use of ICT to extend students' learning, understandings and communication within the big picture of the world as global citizens. • Years 3 to 6 students from Chalcot Lodge investigating their chosen aspect of an environmental issue within their community. 	<ul style="list-style-type: none"> • By the end of the year a suggestion made through Junior School Council in relation to Environmental Sustainability within the school implemented. • By the end of term 4 groups of Year 3 to 6 students present their findings on local environmental issues through Media and make recommendations and give solutions on how to solve these issues.
Year 3	<ul style="list-style-type: none"> • Use of ICT to extend students' learning, understandings and communication within the big picture of the world as global citizens. • Seek community partnerships to support the school embracing aspects of sustainability • Years 5 and 6 students from Chalcot Lodge & a local school involved in a global project in relation to issues that are occurring globally eg. Lack of water supplies in Africa, deforestation etc 	<ul style="list-style-type: none"> • By the end of term 4, years 3 – 6 students involved in global projects. • By the end of term 4, community groups working with the school in relation to sustainability. • By the end of term 4 groups of Yr 5 &6 students present their findings on global issues through Media and make recommendations and give solutions on how to solve these issues.

Year 4	<ul style="list-style-type: none"> Evaluate the agreed whole school themes. Form partnerships with CUA & a charity organisation such as World Vision to promote student awareness of global issues and support students in developing and implementing a whole school project. 	<ul style="list-style-type: none"> By the end of term 4, themes are evaluated and teachers planning for implementation in 2016. By the end of term 4 students in P-6 having formed a partnership with local business and a global charity organization to tackle a global issue.
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Indicative Planner: Student Engagement & Wellbeing

Year	Actions	Achievement Milestones (Changes in practice and behaviours)
Key Improvement Strategy 2 Build a whole school approach for strengthening student voice and student empowerment using the VELs personal learning strand as the key resource.		
Year 1	<ul style="list-style-type: none"> Provide professional learning to strengthen understanding of the Personal Learning Strand. Empower students to negotiate their learning during Inquiry Based units. Revisit and implement the school's new Thinking Scope & Sequence within English, Mathematics and Theme work. Refine assessment as learning by adopting student self assessment checklists in line with the developmental continuums in relation to Reading and Number to ensure that students are aware of what they know and what they need to learn. Through conferencing with their teachers, ensure that students engage in meaningful goal setting in Reading and Number- on line for Years 3 – 6 and hard copy for Years Prep to 2. 	<ul style="list-style-type: none"> By the end of term 1, year Prep to 6 self assessing achievement in Reading and Number using hard copy Individual Learning Goal folder. By the end of term 1, students supported through the Disabilities Program having input into their day's timetable. By the end of term 1, Years 3 to 6 students uploading Individual Learning Goals onto the Ultranet three times a including their ongoing self assessment as learning for Reading and Number Measurement, Chance & Data- on line for Years 3 – 6 and hard copy for Years Prep to 2. By the end of term 4, teachers incorporating teaching and learning strategies to develop personal learning skills in students. By the end of term 4, students in Years 3 to 6 having greater input into what and how they learn and present their work. Student voice will be demonstrated by student lead inquiry through a global perspective.

<p>Year 2</p>	<ul style="list-style-type: none"> • Ensure that students engage in meaningful goal setting in Speaking & Listening. Prep to 6 to ensure that students are aware of what they know and what they need to learn - on line for Years 3 – 6 and hard copy for Years Prep to 2. • Develop a whole school approach to delivering the Personal Learning Strand. • Students being empowered within the Inquiry Learning Approach. • Investigate student lead conferences 	<ul style="list-style-type: none"> • By the end of term 1, year 3 to 6 students uploading Individual Self Assessment checklists and Learning Goals onto the Ultranet and recording their ongoing assessment as learning for Speaking & Listening. • By the end of term 2, year Prep to 2 self assessing achievement in Speaking and Listening using hard copy Individual Learning Goal folder. • By the end of term 4, students in Years Prep to 2 having greater involvement in negotiated curriculum. • By the end of term 4, students engaging in collaborative group work with a stated purpose, provision to negotiate presentation of findings/learning's and assessment criteria. • By the end of term 4, teachers planning and implementing a coordinated curriculum to teach personal learning skills in students. • Teachers making a decision in relation to the introduction of student lead conferences.
<p>Year 3</p>	<ul style="list-style-type: none"> • Ensure that students engage in meaningful goal setting in Writing to ensure that students are aware of what they know and what they need to learn- on line for Years 3 – 6 and hard copy for Years Prep to 2. • Implement the Leadership Program to Year 4 as well as 5 students. • Introduce Student Lead Conferences if agreed upon by staff. 	<ul style="list-style-type: none"> • By the end of term 1, students uploading Individual Learning Goals onto the Ultranet and recording their ongoing assessment as learning for Writing on line for Years 3 – 6 and hard copy for Years Prep to 2. • By the end of term 4, Year 4 and 5 students understanding the roles and responsibilities of a leader. • Student Lead Conferences implemented.
<p>Year 4</p>	<ul style="list-style-type: none"> • Refine assessment as learning by developing student self assessment checklists in relation to Measurement and Chance & Data to ensure that students are aware of what they know and what they need to learn - on line for Years 3 – 6 and hard copy for Years Prep to 2. • Extend the highly regarded student Leadership Program throughout the school in order to increase the numbers of students at all year levels experiencing leadership roles and tasks. • Evaluate Student Individual Learning Pathways documents. 	<ul style="list-style-type: none"> • By the end of term 1, years 3 to 6 students uploading Individual Self Assessment checklists and Learning Goals onto the Ultranet and recording their ongoing assessment as learning for Measurement and Chance & Data. • By the end of term 1, each class to allocate various leadership roles. • By the end of term 4, student Individual Learning Goal Plan documents refined as necessary.

Strategic Intent: Student Pathways & Transitions

Goal(s)	1. To strengthen learning transition into, through and out of the school.		
Benchmark Data/Evidence <i>(Include previous 3 years data where possible specific to each goal/target)</i>	Targets	Key Improvement Strategies	
NAPLAN MEAN SCALED SCORES			
Reading			
	<i>School Mean</i>	<i>Matched Cohort</i>	<i>State</i>
2009	399	393	432
2011	515	506	505
Growth	116	113	73
Writing			
	<i>School Mean</i>	<i>Matched Cohort</i>	<i>State</i>
2009	437	437	428
2011	518	512	493
Growth	81	75	65
Numeracy			
	<i>School Mean</i>	<i>Matched Cohort</i>	<i>State</i>
2009	454	448	484
2011	481	484	501
Growth	27	36	89
<p>1. 90% or more of students from Years 1 - 6 to demonstrate a growth of 0.5 VELs achievement level in a 12 month period in Reading, Writing and Number. Prep students to demonstrate 1.0 VELs growth in their first year.</p> <p>2. Maintain the learning growth in Reading and Writing to be better than the NAPLAN State mean scaled score. To improve the learning growth in Numeracy to be in line with the NAPLAN State mean scaled score.</p>			
<p>1. Strengthen the use of current and emerging technologies to build student engagement and support teaching and learning especially to maximise the potential of the Ultranet</p>			

Indicative Planner: Student Pathways & Transitions

Year	Actions	Achievement Milestones (Changes in practice and behaviours)
Key Improvement Strategy 1		
Strengthen the use of current and emerging technologies to build student engagement and support teaching and learning especially to maximise the potential of the Ultranet		
Year 1	<ul style="list-style-type: none"> • Provide ongoing professional learning to teachers and Integration Aides to facilitate technology being fully embedded in the daily class program across the school, including the effective use of interactive whiteboards and Ultranet, to support student learning and communication & collaboration with students and teachers across Victoria and with parents of the school. • Provision of professional learning such as school visits and peer coaching in the use of the Ultranet, focusing on the Express Space, Collaborative, Design and Learning Task Spaces. • Effectively use technologies to better communicate with parents & the local community. • Effectively use technologies to assist student's personal learning skills and increase student empowerment. • Effectively use technologies to better connect students to the local & wider community. • Be more proactive in encouraging parents to be actively involved in their child's learning in the class room and through the Ultranet. • Increase access to laptop computers to Years 3 and 4. • Provide more regular learning experiences for students in the new TV studio and radio Station. • Provision of professional learning to teachers in relation to the use of the Media Centre equipment. • Trial the use of I-Pads in P-2 	<ul style="list-style-type: none"> • By the end of term 1, parents logged on to the Ultranet. <p style="margin-left: 20px;"><u>EXPRESS SPACE</u></p> <ul style="list-style-type: none"> • By the end of term 1, Year 5 & 6 student's express pages enhanced with several pieces of student work, to compliment our hard copy portfolios. <p style="margin-left: 20px;"><u>LEARNING TASKS</u></p> <ul style="list-style-type: none"> • By the end of term 2, year 3 -6 Teachers setting up learning tasks as part of homework in Literacy, Numeracy and Theme. <p style="margin-left: 20px;"><u>DESIGN SPACE</u></p> <ul style="list-style-type: none"> • By the end of term 2, all staff using the Design Space to gather resources and share ideas and resources with other schools. • By the end of term 4, Year 3 to 6 teachers and students using the Media Centre to promote student voice. • By the end of term 4, teachers confidently and regularly using technologies throughout the day such as interactive whiteboards and Ultranet, focusing on improving literacy and numeracy standards and engaging students in learning. • By the end of term 4, Year Prep to 2 teachers having a working knowledge of the Learning Tasks Space.

<p>Year 2</p>	<ul style="list-style-type: none"> • Use of ICT to extend students' learning, understandings and communication within the big picture of the world as global citizens. • Provision of ongoing professional learning about the Ultranet 	<p style="text-align: center;"><u>EXPRESS SPACE</u></p> <ul style="list-style-type: none"> • By the end of term 1, year 3 – 6 students developing their Express page to replace our yearly hard copy portfolios. • Students uploading their learning goals and self reflections. • By the end of term 4, Prep, 1 & 2 students developing a basic Express space. Hard copy portfolio sent home. <p style="text-align: center;"><u>COLLABORATIVE SPACE</u></p> <ul style="list-style-type: none"> • By the end of term 4, Year 5 -6 students establishing a global project with other schools. <p style="text-align: center;"><u>LEARNING TASKS</u></p> <ul style="list-style-type: none"> • By the end of term 2, Year 3 -6 teachers setting up differentiated learning tasks as part of homework. • By the end of term 4, Year Prep to 2 teachers have developed a bank of learning tasks for in preparation for 2014 theme work. <p style="text-align: center;"><u>DESIGN SPACE</u></p> <ul style="list-style-type: none"> • By the end of term 4, all staff beginning to use this Space as one of their main sources of locating resources
<p>Year 3</p>	<ul style="list-style-type: none"> • Continue use of ICT to extend students' learning, understandings and communication within the big picture of the world as global citizens. • Continue provision of ongoing professional learning about the Ultranet 	<p style="text-align: center;"><u>EXPRESS SPACE</u></p> <ul style="list-style-type: none"> • By the end of term 1, Year 3 – 6 students researching how the Express space can be further enhanced. • By the end of term 1, year Prep, 1&2 students further develop their Express space to include several pieces of student work, to compliment our hard copy portfolios <p style="text-align: center;"><u>COLLABOARTIVE SPACE</u></p> <ul style="list-style-type: none"> • By the end of term 2, Year 3 -6 students continuing to make links with other schools and sharing information on global issues

		<p style="text-align: center;"><u>LEARNING TASKS</u></p> <ul style="list-style-type: none"> • By the end of term 1, year 3 -6 teachers setting up weekly learning tasks as part of Literacy & Numeracy • By the end of term 4, Prep, 1 & 2 teachers setting up simple learning tasks as part of class work in Theme work.
<p>Year 4</p>	<ul style="list-style-type: none"> • Become an exemplar school in using technologies by the end of the next four year period. 	<p style="text-align: center;"><u>EXPRESS SPACE</u></p> <ul style="list-style-type: none"> • By the end of term 1, year 3 – 6 students using numerous functions of the Ultranet to further enhance their digital portfolio • By the end of term 1, Year 2 students developing their express page to replace our yearly hard copy portfolios. <p style="text-align: center;"><u>COLLABORATIVE SPACE</u></p> <ul style="list-style-type: none"> • By the end of term 4, year 3 -6 students establishing links with other schools in another country completing a project on a global issue • By the end of term 4, Prep, 1 & 2 students continue to use this Space to set simple tasks in all areas of the curriculum <p style="text-align: center;"><u>LEARNING TASKS</u></p> <ul style="list-style-type: none"> • By the end of term 4, Learning Task Space being used as a natural part of day to day activities in Year 3 -6. • By the end of term 4, 1 & 2 teachers using this space to set up simple homework tasks as part of English and Mathematics.