

2019 Annual Implementation Plan: for Improving Student Outcomes

The new Strategic Planning Online Tool (SPOT) is available to support schools to complete annual planning and monitoring online. For more information about SPOT please see [here](#).

School name: CAMBERWELL HIGH SCHOOL

School number: 7680

Based on School Strategic Plan: 2018 – 2021

Section 1: Document 2019 Goals and FISO High-impact Improvement Initiatives

STRATEGIC PLAN GOAL 1	<i>Build practice excellence to maximise the learning growth and achievement of all students across all year levels</i>						
STRATEGIC PLAN TARGETS	Staff Climate Survey , improve the positive response by 1% to the component Teacher collaboration.						
		2016 Actual	2017 Target	2017 Actual	2018 Target	2018 Actual	2019 Target
	Teacher collaboration	48%	49%	58.2%	59%	65.39%	66.39%
							2019 Actual
							62.86%
	Staff Survey Professional Learning module , improve the positive response to the following components by 1% per year.						
		2016 Actual	2017 Target	2017 Actual	2018 Target	2018 Actual	2019 Target
	Feedback	49%	50%	Not done	Not done	Not done	51%
	Active participation	57.48%	58.48%	Not done	Not done	Not done	59.48%
							2019 Actual
							64.79%
	Student Attitude to School Survey - improve the Likert index for the following questions by 0.2. (over 4 years)						
	Question: "The feedback I receive from my teachers enables me to improve my learning" 4 year target – 3.8						
		2017 Actual	2018 Target	2018 Actual	2019 Target	2019 Actual	
	Feedback	3.6	3.65	3.735	3.7	3.69	
	Questions "My teachers make learning interesting" 4 year target – 3.45						
		2017 Actual	2018 Target	2018 Actual	2019 Target	2019 Actual	
	Stimulating learning	3.2	3.25	3.32	3.30	3.44	
	Question: " I take responsibility for my own learning in my classes by using my time effectively" 4 year target – 3.83 + .2 = 4.03						
		2018 Actual	2019 Target	2019 Actual			
	Independent learning	3.83	3.88	3.71			
	Question: "I reflect on my learning to identify my strengths and how I can improve" 4 year target 3.59 + .2 = 3.79						
		2018 Actual	2019 Target	2019 Actual			
	Independent learning	3.59	3.64	3.40			
	Question: "Both genders are treated equitably at the school" 4 year target 3.75 + .2 = 3.95						
		2018 Actual	2019 Target	2019 Actual			
	Gender equity	3.75	3.8	3.92			
	Question: "People from all backgrounds are treated respectfully in this school" 4 year target = 3.76 + .2 = 3.96						
		2018 Actual	2019 Target	2019 Actual			
	Intercultural understanding	3.76	3.81	3.87			

	Year 9 NAPLAN results in the top two bands for the following increase by (1% per year).				
		2017 Actual	2018 Target	2018 Actual	2019 Target
	Writing	17%	18%	19.1%	19%
	Grammar and Punctuation	20%	21%	28.5%	22%
	Spelling	24%	25%	24%	26%
12 MONTH TARGETS	<ul style="list-style-type: none"> Staff Climate Survey, improve the positive response by 1% to the teacher collaboration component. Staff Survey Professional Learning module, improve the positive response by 1% to the feedback and active participation component. Student Attitude to School Survey - improve the Likert index for specified questions by 0.2. (over 4 years) Year 9 NAPLAN results in the top two bands for specified tests increase by (1% per year) 				
FISO IMPROVEMENT INITIATIVE	Building practice excellence				
FISO IMPROVEMENT INITIATIVE RATIONALE	<p>Effective schools are learning communities. At the core is a culture of collaboration and collective responsibility to develop effective and consistent teaching practices and to improve student achievement. Research highlights that the quality of teaching is a key determinant of variation in student achievement.</p> <p>Engaging teachers in contemporary high quality professional learning is the most successful way to improve teacher effectiveness. Effective professional learning is collaborative, inquiry focused, embedded in teaching practice and aligned with priority areas for school improvement and teachers' individual learning needs. Student outcomes data is used to evaluate the impact of professional learning on teaching practice and student achievement. Effective schools use Communities of Practice to build capability beyond the individual school and to provide professional challenge to reflect on and extend current practice.</p>				

Key Improvement Strategy 1	Build practice excellence of the leadership team and all teachers to enhance the professional learning community through agreed whole school approaches and focus on:
Actions	<ul style="list-style-type: none"> Targeted professional learning based on evidence based student learning needs (including achievement and learning dispositions and student feedback data) Regular and comprehensive peer coaching, peer observation and feedback. Use of data as a diagnostic tool to assist teachers in applying High Impact Teaching Strategies (HITS) Stimulate student learning by addressing their diverse needs and passions Develop consistent and agreed formative assessment practices incorporating student voice
Evidence of impact	Increased understanding of pedagogical practices Improved student outcomes

ACTIVITIES AND MILESTONES	WHO	PLP	WHEN	BUDGET ESTIMATE
Professional Learning <ol style="list-style-type: none"> The leadership team identifies and documents priorities for professional learning Professional Learning Plan informed by the priorities is developed and presented to staff at the commencement of the year The PLC contributes to the implementation, monitoring and evaluation of the PL plan at their meetings Professional Learning Teams, led by members of the Leadership Team, will be implemented with a focus on literacy and the HITS Publish for use as a teaching and learning resource, revised practices (Learning Statement, Landscape, Dispositions, Learning Sequences and high-impact teaching strategies) referenced against each other. Lead Professional Learning focused on the use of the learning spaces being developed in C, D and E buildings Lead Professional Learning for whole staff on use of the Learning Portfolios and their relationship to the development of the CHS Learner 	<ol style="list-style-type: none"> LT DA, JD DA, JD, PLC LT SL with LILs LILs LILs with JD & SW 	Yes	<ol style="list-style-type: none"> Term 1 Term 1 Semester 1 & 2 All year Semester 1 Semester 1 & 2 Both semesters 	
Data <ol style="list-style-type: none"> Implement the CHS Data Teaching and Learning Cycle to incorporate the use of data as a diagnostic tool for individual teachers, PLTs, TLTs and other collaborative teams across the school. (Differentiation, goal setting & feedback) Implement the CHS Data Teaching and Learning Cycle 2019. The new model to incorporate moderation and monitoring growth at a class, cohort and school level and rubrics that are aligned across the curriculum. Evaluate the impact of professional learning on teaching practice and student achievement using student outcomes and other data. 	<ol style="list-style-type: none"> LILs (PH) LILs (PH) LILs (PH) 		<ol style="list-style-type: none"> Semester 1 End of term 3 Semester 2 	
Coaching, observation and Feedback <ol style="list-style-type: none"> Consolidate (Document and communicate) formative assessment practices incorporating student voice, agency and feedback Recommendations made for the implementation of a consistent, whole school approach to formative assessment that incorporates student voice, agency and feedback The Leadership team documents and implements the model for classroom observation, feedback and coaching 	<ol style="list-style-type: none"> LILs DA, JD & Leadership Team LILs 		<ol style="list-style-type: none"> Term 1 Term 1 All year 	

Key Improvement Strategy 2	Develop and implement a whole school approach to Literacy, which includes the FISO collaboration and feeder primary school writing project.			
Actions	Implement the Literacy for Learning Action Plan, FISO and Primary School Writing Project.			
Evidence of impact	Increased understanding of pedagogical practices that support students' literacy growth Student literacy data			
ACTIVITIES AND MILESTONES	WHO	PLP	WHEN	BUDGET ESTIMATE
Implement the Literacy for Learning Action Plan Building Practice Excellence components including the following: 1. Implement CHS Literacy Action Plan 2. Implement PL plan for Literacy in line with the Literacy Action Plan	1. TLTLs & LT 2. JD & TLTLs	Yes	1. Semester 1 2. All year	
Camberwell High School and Canterbury Primary School writing project partnership: 1. Principal Team to meet to determine direction for 2019	1. JL & SU		1. Term 1	
1. Build a sustainable literacy model for each school, informed by our FISO collaboration 2. Implement Year 10 common assessment task in July /August in English and Science and use the data to measure the improvement in writing 3. Collecting and publishing exemplary samples of 2017, 2018, 2019 writing in English and Science 4. Sharing resources and providing opportunities for cross school collaboration and classroom observation to improve pedagogy and student writing outcomes	1. SL (FISO) 2. SL (FISO) 3. SL, PK, MR (FISO) 4. SL and JD (FISO & primary schools)	Yes	1. Term 3 2. Term 3 3. Semester 1 & 2 4. Ongoing	

Key Improvement Strategy 3	Further develop teacher understanding and practice in regard to the Respectful Relationships programs and practices			
Actions	Implement the Respectful Relationships Action Plan			
Evidence of impact	Improved understanding of pedagogical practices and curriculum that promote gender equity			
ACTIVITIES AND MILESTONES	WHO	PLP	WHEN	BUDGET ESTIMATE
Assist with Year 7 transition incorporating strategies into Peer Support , these strategies will be reinforced in Health curriculum Respectful Relationships workshop to be included in Learning to Learn Design specific strategies to extend Respectful Relationship initiatives within the planning for additional mentor period to be implemented in 2020 Sub schools and SRC and other student leaders work with specific cohorts of students to engage student voice in designing proactive and reactive needs based workshops with different year levels	JU,,SW, HA - other LILs and working groups from sub schools and SRC	Yes	Semester 1 Semester 1 Semester 1 & 2	
Further collaboration with Community of Practice, including possibility of students running activities in Community of Practice primary schools Schedule Parent workshop and invite Community of Practice partner schools	JD & JU	Yes	Ongoing	
Seek feedback from staff and also provide ongoing PL and support each semester on the Respectful Relationships strategies and initiatives	JD & JU		Ongoing	

STRATEGIC PLAN GOAL 2	Refine the curriculum to develop independent learners with the attributes articulated in the CHS Learner											
STRATEGIC PLAN TARGETS	Student Attitude to School Survey - improve the Likert index for the Independent Learner Questions by 0.2. (over 4 years) 35% of students achieve Victorian Curriculum results of A or B across the curriculum											
12 MONTH TARGETS	Learning Sequences completed for all subjects Years 7-12 as per table below, revision of existing Learning Sequences based on recommendations from moderation.											
	Learning Area & No. of staff	Year 7-10 Completed/to do	Year 11-12 Completed /to do	Target for 2018 Year 7-10	Actual for 2018 Year 7-10	Target for 2019 Year 7-10	Actual for 2019 Year 7-10	Target for 2018 Year 11-12	Actual for 2018 Year 11-12	Target for 2019 Year 11-12	Actual for 2019 Year 11-12	Still to be done
	ART	31/5	6/34	4	2 new/1 rewrite	0		6	7	9		21
	ENGLISH (20)	21/(3 new, 1 revise)	5/23	4	4	2		9	7	10		18
	HEALTH AND PE(8)	32 / 1 revise	1 / 23	1	4	1		7	5	9		9
	HUMANITIES (18)	23/(1 new, 1 revise)	3/34	2	2	2		4	4	8		36
	LANGUAGE (6)	9/23	0/16	5	7	7		0	0	4		30
	MATHEMATICS ()	12/6 revise	3/23	6	4	2		6	7	10		14
	SCIENCE ()	12/8(3 new, 5 revise)	1/35	8	3	5		6	9	7		19
	TECHNOLOGY (3)	15/9	0/12	2	1 new/1 rewrite	1 new/1 rewrite		1	1	1		18

2019:

YEAR	ARTS	ENGLISH	HUMANITIES	LOTE	MATHS	HEALTH	PE	Science	Digital Tech
7	42%	27%	35%	44%	37%	39%	38%	48%	31%
8	31%	36%	27%	47%	15%	39%	37%	22%	
9	31%	38%	38%	61%	49%	31%		30%	
10	45%	42%	28%	56%	31%	10%	50%	33%	
AVERAGE:	37%	36%	32%	52%	33%	30%	42%	33%	

Student Attitude to School Survey - improve the Likert index for the Independent Learner Questions by 0.2. (over 4 years)

35% of students achieve Victorian Curriculum results of A or B across the curriculum

FISO IMPROVEMENT INITIATIVE

Curriculum planning and assessment

FISO IMPROVEMENT INITIATIVE RATIONALE

Students and their needs are at the centre of curriculum planning and delivery.

Curriculum implementation requires a shared set of values and a clear sense of purpose. It provides a framework that articulates how student learning will be organised, taught and assessed. The documented whole-school curriculum plan demonstrates how the school will implement the mandated curriculum (be it the Victorian F-10 Curriculum, VCE, VET or VCAL) and other learning experiences that will be offered. It enables all students to become confident individuals, successful learners and responsible citizens. Curriculum planning and assessment recognises that schools are working with a curriculum that is designed as a continuum of learning and that students can be anywhere along this continuum. Effective teachers embed relevant assessment strategies into their curriculum plan so they can monitor student learning and make adjustments to their teaching strategies as required.

As the curriculum plan is being developed, students are involved, as they reflect on their own learning and on the use of assessment strategies such as self and peer evaluation, setting and monitoring learning goals or developing portfolios of evidence to demonstrate learning. Effective schools monitor and evaluate the impact of the curriculum plan on student engagement and learning outcomes and make adjustments aligned to mandated standards.

Key Improvement Strategy 1

Continue to develop independent learners through curriculum documentation and refinement in Learning Maps and Sequences:

Actions

- All teachers are involved in the development or refinement of Learning Sequences.
- Ensuring inclusion, differentiated learning (ILPs, ELPs)
- Extending and challenging all students
- Providing opportunities for students to lead and give feedback
- Further developing learning dispositions
- Further developing the use of student portfolios and student led conferences and student data with a focus on growth

Evidence of impact

Students will become more independent learners, demonstrated through learning growth

ACTIVITIES AND MILESTONES

WHO

PLP

WHEN

BUDGET ESTIMATE

- All teachers are involved in the development or refinement of Learning Sequences. (1 new learning sequence developed/substantially rewritten or two learning sequences refined per semester).

Teaching and Learning team Leaders

Semester 1 and 2

Develop and trial ELP model and evaluate ILP structure based on 2018 review and update presented to SLT

Independent Learning Leader (SW) and Learning Support Coordinator (RD) in SLT

Term 1

1. Use the findings of the working party of students and teachers to implement a whole school feedback model (student to teacher and teacher to student)
2. Working party makes recommendations regarding whole school feedback model.

Strategic Learning Team

Semester 1

1. Update the content of, and engagement with, the Learning Portfolios with teachers and students
2. Make recommendations regarding Learning Portfolios and implement the refined model in 2019

Independent Learning Leader (SW)

1. Semester 1

1. Use audit of Victorian Curriculum Capabilities against the Learning Dispositions to identify which areas and year levels are currently teaching and assessing each Learning Disposition. Implement the plan to ensure all capabilities and Dispositions are being taught and assessed in line with curriculum guidelines.	1. Independent Learning Leader (SW)		1. Semester 1	
2. Consolidate (Document and communicate) the plan for Learning Dispositions	2. SLT		2. Semester 1	
3. Continue the working party to develop student and staff capacity to reflect on growth in Learning Dispositions through the Learning Portfolio and implement the pilot program in Semester 1	3. Independent Learning Leader + LILs		3. Semester 1	
Key Improvement Strategy 2	Further develop learning programs within the curriculum and the Wellbeing Framework that promote gender equity			
Actions	Gender equity curriculum audit Gender equity wellbeing audit			
Evidence of impact	Data collected provides a base line from which to measure impact			
	ACTIVITIES AND MILESTONES	WHO	PLP	WHEN
	Annual auditing of course selection around gender based choices to gather data Resource and textbook audit for gender bias and cultural stereotyping Survey female students who have/have not chosen a STEAM subject in 2019. Continue this process moving forward Survey all Year 9s during Head start on subject selection from Year 9 to 10 Audit class data re gender, cultural background, EAL Develop an action plan around outcomes from above audits and identify areas for improvement	LilLs (SL)		2019 Term 1
	Gender equity wellbeing audit identify areas for improvement Annually implement proposed changes to Wellbeing Framework from wellbeing audit Establish a plan to communicate the Wellbeing Framework to all staff, students and parents.	Sub-school Leaders and Student Leaders		Semester 1 / annually Semester 2/ annually
	Develop action plan to address the curriculum and wellbeing audit recommendations regarding gender equity	Strategic Learning Team (LILs)		Semester 1 2019
Key Improvement Strategy 3	Continue internationalising education and intercultural understanding:			
Actions	<ul style="list-style-type: none"> Develop learning opportunities in all learning areas that promote intercultural understanding Provide ongoing opportunities through study tours and student exchange programs for students to experience other cultures Build the capacity of student leaders to promote intercultural understanding and empathy in the school community 			
Evidence of impact	Students surveys will indicate increased levels of intercultural understanding and empathy			
	ACTIVITIES AND MILESTONES	WHO	PLP	WHEN
	Use inclusivity survey results to develop an action plan for further incorporation of intercultural understanding across the curriculum (including sister schools) Survey resources and textbooks for cultural diversity and intercultural understanding Investigate opportunities for building understanding of indigenous cultures Investigate opportunities to enhance student and broader community understandings of refugee experiences	SL and Inclusiveness working party		Semester 1
	Students have the opportunity to participate in study tours to China, and France. The school continues to exchange students with the French and Chinese sister schools and to participate in the Antipodean Leadership Program.	Principal team		Ongoing
	1. Develop the capacity of student leaders to identify opportunities to promote intercultural understanding and empathy in the school community 2. Make a plan to further develop the whole school understanding of the CHS Learner and particularly the learning Dispositions of Collaboration and Ethical Behaviour to focus on empathy. 3. Examine the curriculum and other school structures such as Learning to Learn and Connections to develop an action plan to further extend cultural awareness and empathy	1. Sub School Leaders & HA, SW 2. SW and SLT/ LiLs 3. SW, SL and Sub- school leaders		Term 2 Semesters 1 & 2 Semesters 1 & 2
Key Improvement Strategy 4	Use the findings of the Year 10 curriculum evaluation and refinement and implement a model for the school that focuses on student growth data and the inclusion of a STEAM focus across years 7 - 10.			
Actions	Implement aspects of the Year 10 curriculum in 2019 and continue development of the full model for the 2020 implementation. Implement the CHS student growth data model			
Evidence of impact	Year 10 curriculum will be implemented based on recommendations. Consolidate and communicate the vision for STEAM and student growth			
	ACTIVITIES AND MILESTONES	WHO	PLP	WHEN
	Further development and implementation of Year 10 curriculum for full implementation in 2020	WT & Strategic Learning Team		Semester 1
	Define, document, communicate and implement the CHS collective vision regarding student growth data	Leadership Team		Semester 1
	Continue to document, communicate, implement and refine a whole school approach regarding STEAM in 2019	Leadership team		Semester 2

1. Develop a collective implementation plan for STEAM including within subject (design/critical creative thinking and scientific method) and across subjects	1. Leadership Team		1. Semester 1
2. Consolidate the work of the Learning Specialist in STEAM including measurement of impact on student learning outcomes	2. Leadership Team		2. Semester 1
3. Learning Specialist will continue to model inquiry pedagogy in the design process and scientific method through observation and running master classes	3. Learning Specialist		3. Semesters 1 & 2
4. Learning Specialist will collaborate with the Leadership Team in the implementation of the STEAM action plan in 2019 and tool for measuring impact on learning	4. Leadership team & Learning Specialists		4. Semesters 1 & 2

STRATEGIC PLAN GOAL 3	Build ownership by the whole school community of the CHS vision for learning as articulated in the CHS learner, dispositions, learning statement and landscape which promote development of the whole person
STRATEGIC PLAN TARGETS	Parent feedback and surveys Student feedback and surveys
12 MONTH TARGETS	To be determined from data collected in 2018
FISO IMPROVEMENT INITIATIVE	<ul style="list-style-type: none"> Building Communities Global citizenship
FISO IMPROVEMENT INITIATIVE RATIONALE	<p>Effective schools establish links and build relationships with a broad range of people and organisations to expand opportunities and improve outcomes for their students. They recognise that developing relationships with the local community, business, government, community organisations and other education providers, strengthens the capacity of schools and families to support their students' learning and development outcomes, as well as having the potential to enhance social inclusion and build social capital. These relationships provide access to expertise, facilities, resources, support and services, opening up additional opportunities for students to reach their full potential and achieve outcomes.</p> <p>Schools that partner with families and community-based organisations create a network of support for student wellbeing and engagement. Such networks can mitigate against barriers to student learning such as ill health, bullying and isolation.</p> <p>Genuine school/family partnerships are based on trust and mutual respect and support the school's vision and values. They have the greatest impact when they are focused on student learning and wellbeing and underpinned by student agency.</p> <p>Global citizenship means an awareness of our interconnectedness with people and environments around the globe and their contribution to a global society and economy. When students develop a sense of global citizenship, they learn to respect key universal values such as peace, sustainability and upholding the rights and dignity of all people.</p> <p>Global citizenship programs develop students' knowledge, skills, attitudes, values and competencies. Effective schools draw on real life intercultural experiences which deepen students' understanding of the world and their place in it.</p>

Key Improvement Strategy 1	Continue to build the community's understanding and ownership of the school vision for learning including respectful relationships and a focus on gender equity and global citizenship. Communicate the school vision for learning through the further development and implementation of the Community of Learners plan
Actions	<ul style="list-style-type: none"> Strengthen community understanding of the vision for learning and the CHS Learner through multimodal communication Identify and develop opportunities for building understanding of the Respectful Relationships Program Identify and develop opportunities for developing global citizens
Evidence of impact	Improved level of community understanding of the school's vision for learning

ACTIVITIES AND MILESTONES	WHO	PLP	WHEN	BUDGET ESTIMATE
Refine the Community of Learners Planner to ensure the educational vision (CHS Learner) is understood by the community (Students, Parents and Teachers)	Learning Improvement Leaders JD & Sub school team		Ongoing	
<ol style="list-style-type: none"> Refine 2018 action plan (documentation and communication) to build clarity and shared understanding of Respectful Relationships and gender equity for the CHS community: Implement the plan <ul style="list-style-type: none"> Staff: Identify and develop PL opportunities to build understanding Students: Work with students to develop the knowledge skills, attitudes, values and competencies to be respectful citizens Parents: Build understanding through multimodal communication as outlined in the community of learners planner. 	<ol style="list-style-type: none"> LT & LILs JD, JU, Sub-schools, HA, Student leaders 		1. Semester 1 2. Semester 2	
Incorporate into inclusivity action plan to build clarity and a shared understanding of Global Citizenship for the CHS community: <ul style="list-style-type: none"> Staff: Identify and develop PL opportunities to build understanding Students: Work with students to develop the knowledge skills, attitudes, values and competencies to be global citizens through student led groups (SRC, A to Z, Sustainability Collective) and Student Leaders – International and local. Parents: Build understanding through multimodal communication as outlined in the community of learners planner. 	JD, SL, Inclusivity Working Party, Learning Improvement Leaders & Sub-school Leadership Team & HA and student leaders	Yes	Semester 1 & 2	