

# 2019 Annual Implementation Plan

## for improving student outcomes

Clifton Hill Primary School (1360)



Submitted for review by Megan Smith (School Principal) on 07 March, 2019 at 12:53 PM  
Endorsed by Pauline Rice (Senior Education Improvement Leader) on 14 March, 2019 at 03:45 PM  
Endorsed by Brian Bird (School Council President) on 21 March, 2019 at 12:57 PM

## Self-evaluation Summary - 2019

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

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

Community engagement in learning	Building communities	Emerging moving towards Evolving
	Global citizenship	Evolving
	Networks with schools, services and agencies	Emerging moving towards Evolving
	Parents and carers as partners	Evolving

<b>Enter your reflective comments</b>	<p>In the FISO priority of Excellence in Teaching and Learning, we have made a number of gains in the various dimensions. For example, the school is now excelling in two dimensions of Evidence-Based High-Impact Teaching Strategies (high expectations for learning progress and teacher knowledge of HITS).</p> <p>In the FISO priority of Professional Leadership, we have progressed from evolving to embedding in 4 of the 10 dimensions with particular growth in the area of Vision, Values and Culture reflecting the focus on the development of refreshed vision and values through the Strategic Review Process.</p> <p>In the FISO priority of Positive Climate for Learning, no significant gains have been observed, attributable to not being a focus in the first year of our Strategic Plan.</p> <p>In the FISO priority of Community Engagement in learning, we have progressed from Emerging to Evolving in the dimension of Parent, Carer and Family Engagement. The three other dimensions remain static as they are not areas of focus at this stage.</p>
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<b>Considerations for 2019</b>	<p>As we move into year two of our 4 year Strategic Plan, the school will build on the progress made in 2018, with a specific focus on:</p> <ul style="list-style-type: none"> <li>- the development of student voice, agency and leadership</li> <li>- building consistent implementation of curriculum and pedagogy across the school following the results of action research findings from 2018</li> <li>- implementation of personal and social capabilities scope and sequence</li> </ul>
<b>Documents that support this plan</b>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	Develop curriculum and pedagogy that is consistently implemented across the school.
<b>Target 1.1</b>	All cohorts achieve positive growth year-on-year in English and Mathematics in relation to 2017 baseline data
<b>Target 1.2</b>	All staff consistently plan and implement point of need teaching based on data.
<b>Target 1.3</b>	Evidence of school-wide approach to critical and creative thinking capabilities is observed in all classrooms
<b>Key Improvement Strategy 1.a</b> Curriculum planning and assessment	<ul style="list-style-type: none"> <li>• Documented, sequential programs of learning with a focus on literacy &amp; numeracy</li> <li>• Reviewing &amp; implementing a consistent approach to assessment &amp; data management &amp; use</li> </ul>
<b>Key Improvement Strategy 1.b</b> Building practice excellence	<ul style="list-style-type: none"> <li>• Embed a school-wide approach to critical and creative thinking capabilities</li> </ul>
<b>Goal 2</b>	Review leadership structures to ensure they are relevant and effective in embedding the school's vision, values and culture.
<b>Target 2.1</b>	Year on year data improvement in Staff Survey school leadership measures.

<b>Target 2.2</b>	Year on year data improvement in the Parent Opinion Survey; including parent participation and involvement and teacher communication measures
<b>Key Improvement Strategy 2.a</b> Building leadership teams	<ul style="list-style-type: none"> <li>• Build role clarity, leadership capacity and structures that create a culture off empowerment, responsibility and growth for all staff</li> <li>• Develop and embed vision and values in line with the Strategic Plan</li> <li>• Effectively communicate and engage with all stakeholders</li> </ul>
<b>Goal 3</b>	Develop a whole school approach to student wellbeing and engagement
<b>Target 3.1</b>	Evaluate baseline data from the DET Attitudes to school survey.
<b>Target 3.2</b>	Implement whole school scope and sequence that addresses the teaching of personal and social learning.
<b>Key Improvement Strategy 3.a</b> Health and wellbeing	<ul style="list-style-type: none"> <li>• Evaluate the Attitudes to School Survey</li> </ul>
<b>Key Improvement Strategy 3.b</b> Health and wellbeing	<ul style="list-style-type: none"> <li>* Evaluate our current student well being programs and practices</li> <li>* Research new initiatives that align with the Personal and Social Capabilities</li> </ul>

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
Develop curriculum and pedagogy that is consistently implemented across the school.	Yes	All cohorts achieve positive growth year-on-year in English and Mathematics in relation to 2017 baseline data	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>By the end of 2019, all teachers will be able to articulate the whole school approach to spelling, show evidence in their work program, and collect baseline data for handover in 2020.</p> <p>2019 PatMaths results demonstrate improvement in growth at all year levels.</p>
		All staff consistently plan and implement point of need teaching based on data.	<p>Through the whole school spelling program, an appropriate assessment schedule will be developed and implemented to collect baseline data.</p> <p>All staff will use a consistent approach to spelling, reading and maths assessment.</p>
		Evidence of school-wide approach to critical and creative thinking capabilities is observed in all classrooms	By the end of 2019, all teachers will be actively striving to create a classroom where thinking and learning are visible.

Review leadership structures to ensure they are relevant and effective in embedding the school's vision, values and culture.	Yes	Year on year data improvement in Staff Survey school leadership measures.	2019 Staff Survey results in the measures of Flexibility and Visibility improve from 70.25 and 67.54 respectively.
		Year on year data improvement in the Parent Opinion Survey; including parent participation and involvement and teacher communication measures	2019 Parent Opinion results in the measures of Parent Participation and Involvement and Teacher Communication improve from 74% and 70% respectively.
Develop a whole school approach to student wellbeing and engagement	Yes	Evaluate baseline data from the DET Attitudes to school survey.	Improvement in the areas of student voice, agency and leadership areas from the DET Attitudes to school survey data 2019.
		Implement whole school scope and sequence that addresses the teaching of personal and social learning.	By the end of 2019, teachers will be able to demonstrate how they have used the Scope and Sequence for personal and social learning and contribute to a whole school evaluation of this document.

<b>Goal 1</b>	Develop curriculum and pedagogy that is consistently implemented across the school.
<b>12 Month Target 1.1</b>	By the end of 2019, all teachers will be able to articulate the whole school approach to spelling, show evidence in their work program, and collect baseline data for handover in 2020.  2019 PatMaths results demonstrate improvement in growth at all year levels.
<b>12 Month Target 1.2</b>	Through the whole school spelling program, an appropriate assessment schedule will be developed and implemented to collect baseline data.



	All staff will use a consistent approach to spelling, reading and maths assessment.	
<b>12 Month Target 1.3</b>	By the end of 2019, all teachers will be actively striving to create a classroom where thinking and learning are visible.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Curriculum planning and assessment	<ul style="list-style-type: none"> <li>Documented, sequential programs of learning with a focus on literacy &amp; numeracy</li> <li>Reviewing &amp; implementing a consistent approach to assessment &amp; data management &amp; use</li> </ul>	Yes
<b>KIS 2</b> Building practice excellence	<ul style="list-style-type: none"> <li>Embed a school-wide approach to critical and creative thinking capabilities</li> </ul>	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	<p>This is a continued focus for the school as we have not met the goals of the Strategic Plan. This year we plan to implement an evidenced-based spelling program and monitor our progress against baseline data. We need to continue to focus on consistency across the school.</p> <p>We have planned a staggered implementation to ensure we are able to embed the critical and creative thinking capabilities across the school in a manner that can be sustained.</p>	
<b>Goal 2</b>	Review leadership structures to ensure they are relevant and effective in embedding the school's vision, values and culture.	
<b>12 Month Target 2.1</b>	2019 Staff Survey results in the measures of Flexibility and Visibility improve from 70.25 and 67.54 respectively.	
<b>12 Month Target 2.2</b>	2019 Parent Opinion results in the measures of Parent Participation and Involvement and Teacher Communication improve from 74% and 70% respectively.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?

<b>KIS 1</b> Building leadership teams	<ul style="list-style-type: none"> <li>• Build role clarity, leadership capacity and structures that create a culture off empowerment, responsibility and growth for all staff</li> <li>• Develop and embed vision and values in line with the Strategic Plan</li> <li>• Effectively communicate and engage with all stakeholders</li> </ul>	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	We are in year 2 of the Bastow CLT program which aims to improve school culture by focusing on the four pillars of empathy, engagement, learning and clarity. Our data reflects minimal improvement and we feel that we need to further embed the practices. This is the first year we will focus on the results of the Parent Opinion Survey based on the work conducted in 2018 on the school vision and values.	
<b>Goal 3</b>	Develop a whole school approach to student wellbeing and engagement	
<b>12 Month Target 3.1</b>	Improvement in the areas of student voice, agency and leadership areas from the DET Attitudes to school survey data 2019.	
<b>12 Month Target 3.2</b>	By the end of 2019, teachers will be able to demonstrate how they have used the Scope and Sequence for personal and social learning and contribute to a whole school evaluation of this document.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Health and wellbeing	<ul style="list-style-type: none"> <li>• Evaluate the Attitudes to School Survey</li> </ul>	No
<b>KIS 2</b> Health and wellbeing	<ul style="list-style-type: none"> <li>* Evaluate our current student well being programs and practices</li> <li>* Research new initiatives that align with the Personal and Social Capabilities</li> </ul>	Yes

Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.

This year we will evaluate the Personal and Social capabilities developed by the Health and Wellbeing team and begin to focus on student voice and agency now that we have baseline Attitudes to School survey data from 2018.

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	Develop curriculum and pedagogy that is consistently implemented across the school.
<b>12 Month Target 1.1</b>	By the end of 2019, all teachers will be able to articulate the whole school approach to spelling, show evidence in their work program, and collect baseline data for handover in 2020.  2019 PatMaths results demonstrate improvement in growth at all year levels.
<b>12 Month Target 1.2</b>	Through the whole school spelling program, an appropriate assessment schedule will be developed and implemented to collect baseline data.  All staff will use a consistent approach to spelling, reading and maths assessment.
<b>12 Month Target 1.3</b>	By the end of 2019, all teachers will be actively striving to create a classroom where thinking and learning are visible.
<b>KIS 1</b> Curriculum planning and assessment	<ul style="list-style-type: none"> <li>• Documented, sequential programs of learning with a focus on literacy &amp; numeracy</li> <li>• Reviewing &amp; implementing a consistent approach to assessment &amp; data management &amp; use</li> </ul>
<b>Actions</b>	<p><b>TARGET 1.1</b></p> <p>Complete spelling action research program and select the preferred spelling program</p> <p>Implement whole school spelling program and provide relevant professional development</p> <p>Develop and communicate spelling lesson protocols</p> <p>Conduct analysis of maths data from 2018 to look at additional areas for improvement</p> <p>Maths team oversee and provide guidance on accurate PATMaths test selection</p> <p>Maths team provide professional development for new staff to continue the momentum from previous 4 years</p> <p>Team leaders prioritise maths and spelling planning during team meetings</p>
<b>Outcomes</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>* Explain the importance of learning spelling</li> <li>* Explain the purpose of a given maths lesson they are engaged in and what they need to do to achieve success</li> </ul> <p>Teachers will:</p>

	<ul style="list-style-type: none"> <li>* Explicitly teach a spelling lesson in accordance with the spelling lesson protocols</li> <li>* Explain what is currently best practice for the teaching of spelling</li> <li>* Engage in regular Maths PLTs to examine maths teaching and learning</li> <li>* Engage in regular Maths PDs provided by the Maths team</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>* Support and facilitate collaboration for staff to support the spelling action-research team</li> <li>* Support and facilitate the development of a consistent spelling model</li> <li>* Facilitate targeted professional learning in spelling and maths to build teacher capacity in these areas</li> <li>* Facilitate non-curriculum team discussions in alternate forums to team meetings</li> </ul>			
<b>Success Indicators</b>	<p>Baseline spelling data will be collected at all year levels which will be used to monitor the success of program  A spelling assessment schedule will be refined and implemented across the school  All teacher work planners will show evidence of explicit teaching of spelling  Meeting schedules will show allocation to Maths PLTs and Professional Development  Teacher PDPs will show links to targets of the 2019 AIP</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Complete spelling action research program and select the preferred spelling program	<input checked="" type="checkbox"/> Literacy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
Implement whole school spelling program and provide relevant professional development	<input checked="" type="checkbox"/> Literacy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$15,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Develop and communicate spelling lesson protocols	<input checked="" type="checkbox"/> Literacy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 2	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Engage in regular Maths PLTs to examine maths teaching and learning Engage in regular Maths PDs provided by the Maths team	<input checked="" type="checkbox"/> Numeracy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Building practice excellence	<ul style="list-style-type: none"> <li>Embed a school-wide approach to critical and creative thinking capabilities</li> </ul>			
<b>Actions</b>	<p>Staff focus-group meetings will closely examine 3 additional cultural forces. Staff will be offered the opportunity to attend the Cultures of Thinking conference and/or participate in online courses at Harvard as they become available. Teachers will participate in peer observations that focus on the cultural forces. Members of the Cultures of Thinking team will offer additional PD in our elective 'Choose Your Own Adventure' staff sessions. Teachers will use the 'Looking at Student Thinking' protocol to analyse student thinking in a collaborative environment.</p>			
<b>Outcomes</b>	<p>Students will: Use thinking language, such as "I've made a connection between...", "I wonder...", "I used to think....but now I think" during classroom observations. Understand and explain different types of thinking as relevant to their year level.</p> <p>Teachers will: Demonstrate an ability to notice and name types of thinking in their students during classroom observations. Develop classrooms that are places in which thinking is valued. Explicitly plan for thinking in work programs. Demonstrate an improvement in understanding of what a culture of thinking is, their ability to plan for thinking, and an understanding of the different types of thinking that contribute to the development of understanding (survey data at the beginning and end of the year).</p> <p>Leaders will: Try out thinking routines in meetings (as evidenced by agendas and minutes). Ensure that conversations about students' thinking is regularly taking place in team planning meetings.</p>			

<b>Success Indicators</b>	<p>Evidence of thinking will be visible in all classroom  Links to VC capabilities will appear in the integrated unit on Unit Hero.  Weekly planning documents of at least 75% of teachers will explicitly show planning for thinking.  Teacher PDPs will show links to targets of the 2019 AIP</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Staff focus-group meetings will closely examine 3 additional cultural forces.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Staff will be offered the opportunity to attend the Cultures of Thinking conference and/or participate in online courses at Harvard as they become available.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$8,000.00  <input type="checkbox"/> Equity funding will be used
Members of the Cultures of Thinking team will offer additional PD in our elective 'Choose Your Own Adventure' staff sessions.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>Goal 2</b>	Review leadership structures to ensure they are relevant and effective in embedding the school's vision, values and culture.			
<b>12 Month Target 2.1</b>	2019 Staff Survey results in the measures of Flexibility and Visibility improve from 70.25 and 67.54 respectively.			
<b>12 Month Target 2.2</b>	2019 Parent Opinion results in the measures of Parent Participation and Involvement and Teacher Communication improve from 74% and 70% respectively.			
<b>KIS 1</b> Building leadership teams	<ul style="list-style-type: none"> <li>Build role clarity, leadership capacity and structures that create a culture off empowerment, responsibility and growth for all staff</li> </ul>			

<ul style="list-style-type: none"> <li>• Develop and embed vision and values in line with the Strategic Plan</li> <li>• Effectively communicate and engage with all stakeholders</li> </ul>				
<b>Actions</b>	Participation in the Coaching for Leadership Teams (CLT) program via Bastow or Insight directly Continue to prioritise meeting protocols and feedback provided by internal leader advisors to drive cultural change Continuation of staff nominated School Improvement Team to drive newly identified initiatives Continue to embed the values of the school			
<b>Outcomes</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>* Make references to our school values in a learning context</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>* Incorporate consistent language of the school's values into their teaching</li> <li>* Participate in the CLT professional development days, including the continued focus on priority areas to improve our organisational health (Community and Engagement, Communication and Consistency, Space and Place, Learning and Opportunities)</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>* Empower the School Improvement Team to drive identified changes to improve school culture and climate</li> <li>* Build empathy and role clarity throughout the school</li> </ul> <p>Parents will:</p> <ul style="list-style-type: none"> <li>* Have an awareness of the school values</li> </ul>			
<b>Success Indicators</b>	Improvement in Staff Opinion Survey results Results of Cultural Audit 2019 Feedback received via the Internal Leader Advisor program			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Participation in round 2 of the CLT program	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$4,500.00  <input type="checkbox"/> Equity funding will be used



Allocation of curriculum day in term 3 for SIT priority identification	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$0.00  <input type="checkbox"/> Equity funding will be used
Nomination and creation of School Improvement Team in line with CLT program	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>Goal 3</b>	Develop a whole school approach to student wellbeing and engagement			
<b>12 Month Target 3.1</b>	Improvement in the areas of student voice, agency and leadership areas from the DET Attitudes to school survey data 2019.			
<b>12 Month Target 3.2</b>	By the end of 2019, teachers will be able to demonstrate how they have used the Scope and Sequence for personal and social learning and contribute to a whole school evaluation of this document.			
<b>KIS 1</b> Health and wellbeing	<ul style="list-style-type: none"> <li>* Evaluate our current student well being programs and practices</li> <li>* Research new initiatives that align with the Personal and Social Capabilities</li> </ul>			
<b>Actions</b>	<p>Health and Wellbeing team will conduct two 6-monthly evaluations of current Health and Wellbeing practice across all year levels.</p> <p>Health and Wellbeing team will research and evaluate new initiatives and resources, including Respectful Relationships (State Government), Student Wellbeing Hub (Federal Government), and resources provided by the Office of the e-Safety Commissioner.</p> <p>Initiatives to improve student voice, agency and leadership will be trialled and evaluated, such as the restructuring of the Junior School Council, development of School Captains and "Mercury Runners"</p>			
<b>Outcomes</b>	<p>Students will:</p> <p>Feel as though there is a focus on matters other than core curriculum in their classroom</p> <p>Feel as though there are multiple leadership opportunities available to them</p>			

	<p>Teachers will:          Have an awareness across the school of which HWB programs and practices are being used          Evaluate which HWB programs and practices are the most effective          Update resources to ensure continuous improvement          Support the development of leadership skills in students</p> <p>Leaders will:          * Provide guidance and support to the Wellbeing team and teachers around current and any new practices</p>			
<b>Success Indicators</b>	<p>Improvements in Attitudes to School Survey measure of Teacher Concern (68%) and Student Voice and Agency (64%)          Team meeting minutes will reflect discussion and planning of personal and social capabilities</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
<p>Conduct an evaluation of current HWB practice across all year levels, including:          -adjustments made to the Personal and Social Capabilities Scope and Sequence          -seeking teacher feedback on which programs and practices are the most effective</p> <p>Incorporate feedback and changes into the CHPS Personal and Social Capabilities scope and sequence</p>	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<p>Research the following initiatives and resources:</p> <ul style="list-style-type: none"> <li>- Respectful Relationships</li> <li>- Student Wellbeing Hub</li> <li>- e-safety resources provided by the e-safety commissioner</li> </ul>	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Review and update current CHPS e-safety scope and sequence	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 2	\$0.00

			to: Term 2	<input type="checkbox"/> Equity funding will be used
Restructure the student leadership program for senior students to include school captains, technology leaders and student-led school improvement teams.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

# Equity Funding Planner

## Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$15,000.00	\$9,000.00
Additional Equity funding	\$0.00	\$0.00
<b>Grand Total</b>	<b>\$15,000.00</b>	<b>\$9,000.00</b>

## Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Implement whole school spelling program and provide relevant professional development	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$15,000.00	\$9,000.00
<b>Totals</b>			<b>\$15,000.00</b>	<b>\$9,000.00</b>

## Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
<b>Totals</b>			<b>\$0.00</b>	<b>\$0.00</b>

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Complete spelling action research program and select the preferred spelling program	✔ Literacy Leader	from: Term 1 to: Term 1	✔ Collaborative Inquiry/Action Research team	✔ Formal School Meeting / Internal Professional Learning Sessions	✔ Literacy Leaders	✔ On-site
Implement whole school spelling program and provide relevant professional development	✔ Literacy Leader	from: Term 2 to: Term 4	✔ Curriculum development	✔ Whole School Pupil Free Day ✔ Professional Practice Day	✔ Literacy expertise ✔ Literacy Leaders	✔ On-site
Develop and communicate spelling lesson protocols	✔ Literacy Leader	from: Term 2 to: Term 4	✔ Planning ✔ Preparation ✔ Curriculum development	✔ Formal School Meeting / Internal Professional Learning Sessions	✔ Literacy Leaders	✔ On-site
Engage in regular Maths PLTs to examine maths teaching and learning Engage in regular Maths PDs provided by the Maths team	✔ Numeracy Leader	from: Term 2 to: Term 4	✔ Formalised PLC/PLTs	✔ PLC/PLT Meeting	✔ Internal staff	✔ On-site
Staff focus-group meetings will closely examine 3 additional cultural forces.	✔ Curriculum Co-ordinator (s)	from: Term 2 to: Term 4	✔ Curriculum development	✔ Formal School Meeting / Internal Professional Learning Sessions	✔ Internal staff	✔ On-site
Staff will be offered the opportunity to attend the Cultures of Thinking	✔ Curriculum Co-ordinator (s)	from: Term 2	✔ Formalised PLC/PLTs	✔ PLC/PLT Meeting	✔ External consultants Harvard Online	✔ Off-site

conference and/or participate in online courses at Harvard as they become available.		to: Term 2				On Line learning
Members of the Cultures of Thinking team will offer additional PD in our elective 'Choose Your Own Adventure' staff sessions.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Participation in round 2 of the CLT program	<input checked="" type="checkbox"/> All Staff	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Bastow/Insight	<input checked="" type="checkbox"/> On-site