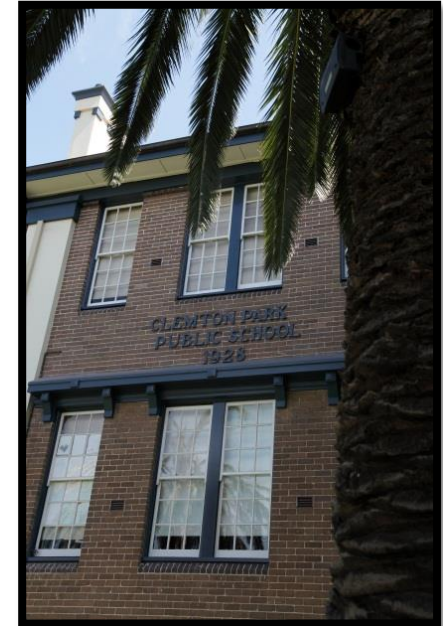


Clemton Park Public School Plan 2018-2020 (2018)



School background 2018 – 2020- (2018)

SCHOOL VISION STATEMENT

At Clemton Park Public School we believe that working in partnership within and beyond the school in a strategic, enthusiastic and purposeful way, we will inspire the development of confident, creative and innovative individuals, critical thinkers and problem solvers; and engaged learners, leaders and responsible citizens. Our legacy will be building the capacity of our community to become future focused learners. Clemton Park Public School, is committed to providing quality education in a nurturing, innovative learning environment is that all students can become active, confident participants within our ever changing, challenging world.

The school will implement teaching and learning and change pedagogy resulting in a growth mindset to best prepare students for the future.

The vision is held within the context of leading learning of essential skills and abilities for each student in literacy and numeracy; to be creative and productive users of technology; to think deeply and logically; to obtain and evaluate evidence in a disciplined way; to be creative, innovative and resourceful; to plan activities independently, collaborate, work in teams and communicate ideas; and to make sense of their world.

SCHOOL CONTEXT

Clemton Park Public School services students from the local community and beyond. The school has established a reputation for providing quality education, comprehensive sporting programs and dynamic creative and performing arts programs. It is a P3 school, comprising of an executive staff of 1 Principal, 1 Deputy Principal and 4 Assistant Principals. Current student enrolment is around 621, 85% of whom are from LBOTE. Our school has a high reputation in the community for scholarship, sport, student behaviour and the commitment of the teaching and ancillary staff to the welfare and the development of the pupils. The school is comprised of 24 classes. Specialist programs include Support Teacher Learning Assistance, Early Intervention, English as an Additional Language or Dialect, Enrichment programs, and a Community Language program in Italian and Greek.

SCHOOL PLANNING PROCESS

The planning process will encompass a simplified, integrated school planning and reporting process that will consist of a comprehensive school plan and annual report connected to student learning outcomes and budget. The School plan will link to the individual and professional growth of staff that will allow the community to contribute more meaningfully to the culture (products and practices) of the school. The plan will allow the implementation of workflows and ongoing evaluation to ensure its success. The process will permit the ability for our school to include its local context, community engagement processes and partnerships, as well as 'future vision' into the strategic directions, performance measures and evaluation strategy.

In 2017, a comprehensive process was undertaken across the school collecting the opinions of parents, students and teachers about the schools directions, opinions, achievements and directions for improvements. A variety of tools were used to seek the strategic directions for the next three years.

The community identified the current School Report using the Targets that were defined in the 2015-2017 School Plan, School Excellence Framework, surveys, forums and discussions.

The evaluation process included a review of the strengths, opportunities and areas of development across the school at a time of Departmental realignment changes, mandatory curriculum change, Local Management Business Reform, community uncertainty and Local Schools Local Decisions implementation.

School strategic directions 2018 – 2020

STRATEGIC DIRECTION 1

Quality Learning

To ensure all stakeholders achieve maximum personal learning growth; empowered with resilience to learn successfully in preparation for the challenges of future learning and work environments.

STRATEGIC DIRECTION 2

Quality Teaching

To ensure staff is prepared to deliver explicit, data driven, high level educational practices to significantly improve student learning outcomes across all key learning areas through collaboration with all stake holders.

STRATEGIC DIRECTION 3

Quality Leading

To ensure authentic educational leadership opportunities for all stakeholders and a shared sense of responsibility for engagement, learning, development and success.

Strategic Direction 1: Quality Learning

Purpose

To ensure all stakeholders achieve maximum personal learning growth; empowered with resilience to learn successfully in preparation for the challenges of future learning and work environments.

Improvement Measures:

Increase the proportion of students demonstrating active engagement with their learning in the area of Literacy and Numeracy.

Increase the proportion of students engaged with the wellbeing initiatives of the school.

Increase in the professional learning of staff which is aligned to the Australian Professional Standards for Teachers and their Performance Development Plan.

People

Students

To engage students in being a quality learner of literacy and numeracy in the class and home environments. Utilising experiences in their classroom to allow them to increase their expectations, capacity and achievement. Levels of achievement in Literacy and Numeracy will be improved through the implementation of differentiation and future-focused learning with skills and capabilities to thrive in a rapidly changing and interconnected world.

Staff

Develop capabilities through training and school-wide systems and structures to support and extend all students. Design and implement teaching and learning experiences and assessment that encompasses deep thinking, innovation and creativity. Participate in professional learning that will increase their skills in differentiated learning including, meeting the needs of gifted and talented students and specific learning needs.

Parents/Carers

To provide opportunities to inform and engage parents/carers in both the growth of their children's learning, their own learning and the educational priorities of the school.

Leaders

Leaders are empowered to be reflective in learning through future focused skills and

Processes

Visible Learning

Establish high expectations for student learning by investigating visible learning strategies and the Growth Mindset.

Wellbeing

Investigate a whole school integrated approach to support the cognitive, emotional, social, physical, and spiritual wellbeing of students in a context of quality teaching and learning.

Curriculum

Review teaching and learning programs through curriculum planning, reliable assessment and continual tracking promoting learning excellence and responsiveness in meeting the needs of all students.

Product & Practices

Visible Learning

Product: Whole school community is committed to the pursuit of excellence and displays aspiring expectations of learning progress and achievement for all students.

Practice: Whole school commitment to the pursuit of excellence through student feedback and visible learning to raise standards and improve student learning outcomes.

Wellbeing

Product: Positive, respectful relationships are evident and widespread among students and staff and promote wellbeing to ensure optimum conditions for learning across the whole school.

Practice: Whole school embeds wellbeing practices into programs where value is placed upon the growth and development of the spiritual, emotional, social, physical and academic domains.

Curriculum

Product: School partakes an integrated approach to quality teaching, curriculum planning and delivery. Assessment and reporting promote learning excellence in meeting the needs of every student in every classroom.

Practice: Teaching and learning programs are dynamic, showing evidence of differentiation, feedback on teaching practices, consistent and reliable student assessment and continual tracking of student progress and achievement.

capabilities; plan, support and lead the professional learning policies and programs that will enhance professional learning knowledge of their peers.

Community Members

Through the delivery of collaborative and professional opportunities, the school will engage with community members to develop the confidence in their ability to contribute to the school community.

Strategic Direction 1: Quality Learning

Purpose

To ensure all stakeholders achieve maximum personal learning growth; empowered with resilience to learn successfully in preparation for the challenges of future learning and work environments.

2018	TERM 1		TERM 2		TERM 3		TERM 4	
PROCESS	MID TERM	END TERM	MID TERM	END TERM	MID TERM	END TERM	MID TERM	END TERM
<p><u>Visible Learning</u></p> <p>Establish high expectations for student learning by investigating visible learning strategies and the Growth Mindset.</p>	<p>Gather data relating to School Excellence Framework Version 2 Learning Element Assessment and Reporting 2 days relief (\$1000) <u>Validation</u></p>	<p>Teachers actively engage in the implementation and programming of Visible Learning, Growth Mindset.</p>	<p>Engage staff in Professional Development in Visible Learning and Focus on Learning Intentions/ Success Criteria and Feedback</p>	<p>School staff meetings providing opportunities to reflect and share on Visible Learning implementation and strategies that work Staff Meeting</p>	<p>Engage staff in Professional Development in Visible Learning and Visible Learning classroom strategies. Focus on Assessment. In-service 4 days \$2000 <u>Validation</u></p>	<p>School staff meetings providing opportunities to reflect and share on Assessment implementation and strategies that work Staff Meeting</p>	<p>Gather data relating to School Excellence Framework Version 2 Learning Element Assessment and Reporting 2 days relief (\$1000) <u>Validation</u></p>	<p>Demonstrated commitment to focused professional learning in student feedback and visible learning to raise standards and improve student learning outcomes (results of formative assessments)</p>
	<p>Engage staff in Professional Development in Visible Learning and Visible Learning classroom strategies. Focus on The Growth Mindset. 2 days relief (\$1000) <u>English</u> Resources \$500 <u>English</u></p>	<p>School staff meetings providing opportunities to reflect and share on Growth Mindset implementation and strategies that work Staff Meeting</p>	<p>Whole stage collaborative planning/ programming – embedding learning intentions and success criteria into English program/ data walls / update to Bump it up walls – focus on writing 2 days relief (\$1000) <u>English</u> Resources \$1000 <u>English</u></p>	<p>Engage staff in Professional Learning in Visible Learning Stage Meeting - update</p>	<p>Develop tools for an effective student feedback framework. These include shared resources, students peer and self-assessment strategies 4 days relief (\$2000) <u>Student Welfare</u></p>	<p>Interschool visits to share quality practice in student feedback and visible learning – organise a Teach-Meet at CPPS (networking outside the school leadership for our school as well as other schools) Hospitality \$50 <u>English</u></p>	<p>Professional Learning session where Teachers demonstrate strategies they have utilised and discuss and evaluate their success rate Stage Meeting</p>	

	<p>Purchase children's picture books that promote growth mindset for each grade / stage to integrate into English programs Resources \$1500 <u>English</u></p> <p>Visible learning for staff – organise a wall in staffroom that can be used for visible learning information, Hattie's Effect size strategies, data walls etc 2 days relief (\$1000) Resources \$200 <u>English</u></p>	<p>Visible learning wall in staffroom - ongoing sharing of resources, strategies that work.</p>	<p>Sharing with school staff their progress, research articles and professional dialogue in Professional Learning sessions</p>	<p>Team teaching staff to support each other and implement visible learning ideas in other areas eg SOLE /Inquiry Based Learning STLA, EI specialist staff in classes. Staff which team teach will be able to take ideas from each other's style and adjust as desired See Direction 2</p>	<p>Parent engagement workshops and class visits with Student Feedback, Visible Learning in practice Hospitality \$50 <u>English</u></p>	<p>Evidence that CPPS students demonstrate a capacity to utilise effort and ability feedback to reflect on their learning and participate effectively in self and peer assessment</p>		
<p><u>Wellbeing</u></p> <p>Investigate a whole school integrated approach to support the cognitive, emotional, social, physical, and spiritual wellbeing of students in a context of quality teaching and learning.</p>	<p>Healthcare Plans to be updated by a medical practitioner and allocated to appropriate staff. Meeting with Principal – teacher and parent to be completed Work, Health and Safety Committee established</p>	<p>Meetings with Principal re: Healthcare plans to be completed</p> <p>WHS audit undertaken 2 days relief (\$1000)</p>	<p>WHS issues addressed by the Committee during their meeting</p>	<p>SASS staff to update and check dates on medications. Parents to keep teachers informed</p> <p>WHS raised at whole staff meeting to ask of any issues</p>	<p>WHS audit undertaken 2 days relief (\$1000)</p>	<p>SASS staff to update check dates on medications</p> <p>WHS issues addressed by the Committee during their meeting</p>	<p>CPR Child Protection Staff Meeting</p>	<p>SASS staff to update check dates on medications</p> <p>Mandatory training as indicated on time line</p>

	<p>Mandatory Training Timeline established and communicated to staff</p> <p>Transitions Kindergarten: Buddies in Kinder playground</p> <p>Yr 2 -3: Orientate students to primary rules and expectations</p> <p>Yr 6-7: Working with local feeder High School, Establish networks</p> <p>Class buddies to be established \$1000 for special buddy activities <u>Student Welfare</u></p> <p>Restorative Discipline Policy to be reviewed (change name in line with SEF) \$4000 – awards & medals <u>Student Welfare</u></p>	<p><u>WH&S</u></p> <p>Mandatory training as indicated on time line Code of Conduct Staff Meeting</p> <p>Buddies utilised on the playground to assist Kinder's transition to the larger school playground</p> <p>Monitor students who have transitioned into Year 3</p> <p>Investigate local Girls High School</p> <p>Class buddy activities ongoing Extra curricula and special events to be determined and scheduled</p> <p>Meeting to present to staff the Discipline Policy, blue cards, and letters. Staff Meeting</p> <p>Monitor behaviours of students in the classroom and on the playground –</p>	<p>Emergency drill conducted and evaluated</p> <p>Ongoing support for Kindergarten on the playground</p> <p>Establish links and connections with Local Girls High School Hospitality \$50 <u>Student Leadership</u></p> <p>Meeting to present to parents – awards and letters Students taken through Restorative Practise Hospitality \$50 <u>Student Welfare</u></p>	<p>Undertake mandatory training as indicated on time line</p> <p>Class buddy activities ongoing</p> <p>Monitor Discipline policy</p> <p>Monitor behaviours of students in the classroom and on the playground – reflected in the CPPS award and discipline policy</p>	<p><u>WH&S</u></p> <p>Kinder Orientation for following year, Year 4 to assist</p> <p>Year 5 to visit Kingsgrove North/Canterbury Boys High School</p> <p>Class buddies – Book Week activity</p> <p>Address consistency of green and red letters Staff Meeting</p>	<p>Emergency drill conducted and evaluated Mandatory training as indicated on time line</p> <p>Yr 6 teachers transition with High Schools about students attending their schools</p> <p>Class buddy activities ongoing Extra curricula and special events to be determined and scheduled</p> <p>Ordering of awards and medals for Presentation Day Monitor Discipline policy</p> <p>Monitor behaviours of students in the classroom and on the playground – reflected in the</p>	<p>Evaluate Mandatory training in relation to 2018</p> <p>School transition of students from pre to –kindergarten and all subsequent grades.</p> <p>Year 2 to attend Stage Assemblies to orientate for following year</p> <p>100% of Year 5 & 6 students are involved in their respective transition to High</p> <p>Award recipients chosen by CT and Specialist staff</p>	<p>Orientate students physically to the primary area</p> <p>Class buddy activities ongoing Evaluate project for 2019</p> <p>Academic and sporting presentation day Monitor behaviours of students in the classroom and on the playground – reflected in the CPPS award and discipline policy</p>
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		reflected in the CPPS award and discipline policy		New Blue Cards administered to all staff		CPPS award and discipline policy		Evaluate and assess Discipline policy
		Retrain staff in Restorative Justice Principles and how to work through				New Blue Cards administered to all staff		
	Investigation and awareness of the Well Being Framework And begin Staff awareness of quality programs to prepare for implementation for staff, students and community – utilise leaders trained in Term 4, 2017	Professional learning re the pedagogy of Mindfulness and Moral program - linking with the Well Being Framework	Professional learning of the Well Being Framework and Disseminate information about specific Mindfulness and Moral program (Staff Development Day 12-3pm 2x casual \$1000 <u>Student Welfare</u>	Promotion of Schools Open Day Demonstration Lessons re Mindfulness and Moral program 6x casual \$3000 <u>Student Welfare</u>	Implementation of Mindfulness and Moral program and continued Professional learning of the Well Being Framework	Implementation of Mindfulness and Moral program and continued Professional learning of the Well Being Framework	Stage Meeting evaluate program and how it is working in class	Evaluate Mindfulness programs Review the Wellbeing Framework
			Mindfulness and Moral program resources \$2000 <u>Student Welfare</u>					
			Establishment of “Staff Shout Outs” All staff given a piece of paper with a staff members name on it and they have to write a kind thing to that colleague \$100 set up <u>WH&S</u>					
		Welfare Committee to Investigate	Harmony Day Event with Class Buddies on	Look into different programs that can be run in school	Stage Meeting share ideas that have been	Students to do morale in class activity		

	<p>Establish a Social Skills Program to improve playground/social behaviours for targeted students</p> <p>Develop relationships with external service providers that have a direct impact on student learning eg establishing a model to assist families in accessing Occupational Therapists. Digital Citizenship to be discussed and a suitable project agreed upon</p> <p>ARCO – Anti Racism Staff meeting Investigate Mentors & Social Justice through student leadership project</p>	<p>resources – use Class Dojo Program Investigation \$1000 <u>Student Welfare</u></p> <p>Wet weather equipment replenished \$3000 <u>Student Welfare</u></p> <p>Children referred from CT or parent and asked to complete a EPC Plan through family doctor</p> <p>All classes to have Digital Citizenship lesson covered in computer lesson, All classes to be involved Staff Meeting ARCO (SDD) Establish Mentors & Social Justice through</p>	<p>Harmony Day Resources \$1000 <u>Student Leadership</u></p> <p>Social Skills Program to continue</p> <p>Students commence OT classes at school using 6 sessions from the enhanced care plan</p> <p>Invite ACMA (Australian Community, Media Authority) in to speak with staff about Digital Citizenship and online safety Issues addressed as they arise Implementation of</p>	<p>through lunchtimes to calm students, creating positive, respectful relationships (eg SRC playground monitors) Purchase of equipment</p> <p>Invite ACMA in to speak with parents about Digital Citizenship and online safety Parent Meeting - \$50 <u>ICT</u> Staff meeting on ARCO and how it can be</p>	<p>successful in your class. Agenda time set aside for professional development.</p> <p>Social Skills Program to continue</p> <p>Students continue OT Program</p> <p>Ongoing implementation of Mentors & Social Justice through student leadership project</p>	<p>Social Skills Program to continue</p> <p>OT program is finalised and assessed</p> <p>ARCO embedded in all school philosophy</p> <p>Ongoing implementation of Mentors & Social Justice through student leadership project</p>	<p>Review the effectiveness of the Mentors & Social Justice through student leadership project</p>
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		student leadership project	Mentors & Social Justice through student leadership project	implemented across the school Review the effectiveness of the Mentors & Social Justice through student leadership project		student leadership project		
<p>Curriculum</p> <p>Review teaching and learning programs through curriculum planning, reliable assessment and continual tracking promoting learning excellence and responsiveness in meeting the needs of all students.</p>	<p>Establish staff professional learning about the NSW syllabuses for the Australian Curriculum</p>	<p>Syllabus Implementation for PDHPE and Unit Development (5 x Casuals = \$2500) <u>PDHPE</u> Premiers Sporting Challenge Investigate learning progressions available on the ACARA website in staff meeting</p>	<p>Combined K-2 and 3-6 Stage Meeting to review school programs of PDHPE</p> <p>Register Sporting Challenge online</p> <p>Professional learning for Exec staff in PLAN 2 and the learning progressions (Casuals = \$2500) <u>English</u></p> <p>Staff revise Learning Continuums, learning intentions and success criteria and planning format through Staff Development Day Term 2</p>	<p>Monitor Students activity (in class)</p> <p>Planning week new progressions</p>	<p>Combined K-2 and 3-6 Stage Meeting to review school programs of PDHPE</p> <p>Staff revise Learning Continuums, learning intentions and success criteria and planning format through Staff Development Day Term 3</p>	<p>Update class activity on line</p> <p>Stage 1 undertake professional development on PLAN 2 and the learning progressions (Casuals = \$4000) <u>English</u></p>	<p>Staff Professional learning on assessment for PDHPE.</p> <p>Early Stage 1 undertake professional development on revised Best Start Kindergarten and the learning progressions (Casuals = \$2500) <u>English</u></p>	<p>Syllabus Implementation for PDHPE and Unit Development (5 x Casuals = \$2500) <u>PDHPE</u> Buy resources from activity</p>
	K-2 Early Intervention in Literacy and 3-6 in Numeracy.	K-2 and 3-6 Early Intervention initiatives.	K-2 and 3-6 Early Intervention initiatives.	K-2 and 3-6 Early Intervention initiatives.	K-2 and 3-6 Early Intervention initiatives.	K-2 and 3-6 Early Intervention initiatives.	K-2 and 3-6 Early Intervention initiatives.	

	<p>Curriculum leaders review the development of the whole school programs and purchase resources for the Australian Curriculum. <u>Maths</u>- \$500 <u>English</u>- \$500 <u>Science</u>- \$500 <u>History</u>- \$500 <u>Geography</u>- \$500 <u>PDHPE</u> - \$1000 (per grade)</p> <p>2018 Music K-6 Program Band established</p> <p>Class structures reviewed and staff</p>	<p>Cooperative Planning (4 x Casuals = \$1800) <u>Admin</u></p> <p>K-6 Maths Mentor Program including mentoring PLAN data updating and tracking for K-3 Set up resources = \$2000 <u>Maths</u></p> <p>ICT staff meetings x2 a term to assist with embedding ICT and Future Focused Learning into the curriculum. Staff update Computer Lab timetable to suit their classes</p> <p>Performance of Concert Band at assembly</p>	<p>K-6 Maths Mentor Program including mentoring PLAN data updating and tracking for K-3</p> <p>Establish ICT structures to enable optimal learning e.g. lab, iPads ET4 L rollout Timetable</p> <p>Band conductor to run staff meeting on Music K-6</p>	<p>Cooperative Planning (4 x Casuals = \$1800) <u>Admin</u></p> <p>K-6 Maths Mentor Program including mentoring PLAN data updating and tracking for K-3 (6x\$500= \$3000) <u>Maths</u></p> <p>ICT staff meetings x2 a term to assist with embedding ICT and Future Focused Learning into the curriculum.</p> <p>Performance of Intermediate Band at assembly</p>	<p>K-6 Maths Mentor Program including mentoring PLAN data updating and tracking for K-3</p> <p>Band conductor to run staff meeting on Music K-6</p> <p>Mid-Year Concert for band and Choir</p>	<p>Cooperative Planning (4 x Casuals = \$1800) <u>Admin</u></p> <p>K-6 Maths Mentor Program including mentoring PLAN data updating and tracking for K-3</p> <p>ICT staff meetings x2 a term to assist with embedding ICT and Future Focused Learning into the curriculum. Staff update Computer Lab timetable to suit their classes</p> <p>Performance of Concert Band at assembly</p> <p>COS Band workshop for</p>	<p>K-6 Maths Mentor Program including mentoring PLAN data updating and tracking for K-3</p> <p>ICT staff meetings x2 a term to assist with embedding ICT and Future Focused Learning into the curriculum.</p> <p>Performance of Intermediate Band at assembly Starter Group Band Performance at assembly</p>	<p>Evaluation of student achievement against continuums. Evaluation of student achievement against whole school standardized testing. Staff uploads ESR/PLAN data.</p> <p>ICT staff meetings x2 a term to assist with embedding ICT and Future Focused Learning into the curriculum.</p>
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	placed appropriately (room program allocation – Computer Lab / iPods) Information session held for K-2 Home Reading Helpers	Organise and Stage 3 Study Trip for Semester 1 Conduct a survey of information session attendees regarding the effectiveness of the Home Reading strategies		Canberra Excursion Overnight for Stage 3	Organise Stage 2 and Year 6 Camp for Semester 2	Concert and Intermediate band students	Stage 2 Camp Year 6 School Camp	Feedback through staff surveys and external feedback reviewing programs and initiatives. Professional learning teams (Curriculum Leaders) established for 2019. Stage Meetings
Evaluation processes and impact assessment	\$34 700	\$11 500	\$6 200	\$10 550	\$5 050	\$6 050	\$3 500	\$2 500
	■ □ □	□ □ □	□ □ □	□ □ □	□ □ □	□ □ □	□ □ □	□ □ □
Resources								Total: \$80 050

Strategic Direction 2: Quality Teaching

Purpose

To ensure staff is prepared to deliver explicit, data driven, high level educational practices to significantly improve student learning outcomes across all key learning areas, specifically Literacy and numeracy, through collaboration with all stake holders.

Improvement Measures

Increase student growth in NAPLAN with a focus on the lowest and highest performing students.

Develop teaching and learning programs that allow greater curriculum integration.

Increase student growth in school-based assessments and standardized samples such as ACARA.

People

Students:

To engage students in being a quality learner of literacy and numeracy in the class and home environments. Can expect the experiences in their classroom to allow them to increase their expectations, capacity and achievement. Levels of achievement in Literacy and Numeracy will be improved through the implementation of differentiated and contextualised learning experiences, designed to build on current knowledge and meet individual learning needs. Using differentiated, integrated and future focused student learning.

Staff:

To develop staff capabilities by designing training and schoolwide systems and structures to support and extend high performing students, as well as laterally and vertically extend and/or accelerate high-performing and gifted and talented students. Design and implement differentiated teaching and learning experiences and assessment that encompasses deep thinking, innovation and creativity.

Participate in professional learning that will increase their skills in differentiated learning including, meeting the needs of gifted and talented students and specific learning needs.

Parents/Carers:

To establish a collaborative learning community by providing opportunities for parents and teachers to work together to improve the intellectual quality of educational programs in the school. This will include providing community learning sessions on Literacy, Numeracy and new NSW NESA syllabus documents. Families will

Processes

Differentiation

Review whole school structures that allow for student differentiation in order to optimise their learning and meet the full range of their abilities across a variety of KLAs.

Authentic Integration

Investigate teaching and learning strategies across a variety of KLAs to integrate curriculum expectations and enrich the learning environment and potential of students.

Growth and Performance

Review the school-wide assessment and reporting processes that are used to drive continuous improvement.

Product & Practices

Differentiation

Product: All staff will differentiate their teaching and learning programs to deliver high level practices that cater for the full range of abilities and optimise the educational opportunities of all students.

Practice: Every teacher uses data to inform and differentiate their teaching and learning by tracking student progress on the learning progressions.

Authentic Integration

Product: All staff authentically integrates teaching and learning strategies to meet curriculum expectations and enrich learning environments.

Practice: Every teacher will cater for future focused learning and authentically integrate a variety of curriculum areas through clearly defined learning goals that enable critical and creative thinking opportunities.

Growth and Performance

Product: All staff will use genuine and reliable data to track and inform their teaching and learning practices.

Practice: Every teacher will demonstrate commitment to employing effective assessment and reporting processes that deliver continuous improvement.

engage with children's learning and new and innovative programs will continue to build expectations of parents.

Community members:

Engage other research practices and experts to support the implementation and evaluation of pedagogical practice.

Leaders:

Continue to initiate specific and whole school programs to meet the needs of our students' learning. Leaders will regularly evaluate school plans and data in consultation with staff, leading informed adjustments to current programs and/or practices where required.

Strategic Direction 2: Quality Teaching

Purpose

To ensure staff is prepared to deliver explicit, data driven, high level educational practices to significantly improve student learning outcomes across all key learning areas through collaboration with all stakeholders.

2018	TERM 1		TERM 2		TERM 3		TERM 4	
PROCESS	MID TERM	END TERM	MID TERM	END TERM	PROCESS	MID TERM	END TERM	MID TERM
<p>Differentiation</p> <p>Review whole school structures that allow for student differentiation in order to optimise their learning and meet the full range of their abilities across a variety of KLAs.</p>	<p>Establish Maths Mentor program and strategies utilising data (FTE entitlement) using the 2017-2020 Numeracy Strategy. A teaching expert working in the classroom with other teachers as an instructional leader to focus on early intervention, improved assessments, teacher support, quality training and evaluation</p>	<p>Implement Maths Mentor program utilising targeted whole-school mentoring, demonstration lessons and team teaching to drive differentiation in Maths for students in Band 5 in Yr 4</p>	<p>A continued focus on the implementation of the Maths Mentor program guiding explicit teaching and diagnostic assessment to improve differentiation in Maths across K-6</p>	<p>Review of the effectiveness and structure of the Maths Mentor program including the teacher training organisation. Redefine if needed</p>	<p>A continued focus on the implementation of the Maths Mentor program guiding explicit teaching and diagnostic assessment to improve differentiation in Maths across K-6</p>	<p>Ongoing implementation of the Maths Mentor program targeting whole-school mentoring, demonstration lessons and team teaching to drive differentiation in Maths</p>	<p>A continued focus on the implementation of the Maths Mentor program guiding explicit teaching and diagnostic assessment to improve differentiation in Maths across K-6</p>	<p>Review of the Maths Mentor program including the rigorous evaluation of the overall impact of the program effectiveness and structure, and subsequent directions for 2019. Redefine if needed</p>
	<p>Wk5 One-to-one professional development of identified staff to drive Maths differentiation within classrooms (3x casuals =</p>	<p>Wk10 One-to-one professional development of identified staff to drive Maths differentiation within classrooms (3x casuals =</p>	<p>Wk 5 One-to-one professional development of identified staff to drive Maths differentiation within classrooms (3x casuals =</p>	<p>Wk10 One-to-one professional development of identified staff to drive Maths differentiation within classrooms (3x casuals =</p>	<p>Wk5 One-to-one professional development of identified staff to drive Maths differentiation within classrooms (3x casuals =</p>	<p>Wk10 One-to-one professional development of identified staff to drive Maths differentiation within classrooms (3x casuals =</p>	<p>Wk5 One-to-one professional development of identified staff to drive Maths differentiation within classrooms (3x casuals =</p>	<p>Wk10 One-to-one professional development of identified staff to drive Maths differentiation within classrooms (3x casuals =</p>

<p>\$1,500) <u>Maths</u></p> <p>Maths Mentor organisation, resourcing and timeline implementation established (resources reflected in SD1)</p> <p>Utilising current student data, staff set clear learning goals on whole school specific focus areas in literacy and numeracy to begin developing their differentiation skills</p>	<p>\$1,500) <u>Maths</u></p> <p>Selected Stage 3 students sit two assessments to apply for the Maths Olympiad team (highest 15 selected) (Resources - \$200) <u>Maths</u></p> <p>School staff meetings providing opportunities for staff to be introduced to the DoE Literacy and Numeracy Strategy 2017-2020 and professional development that drives effective differentiation in literacy and numeracy e.g TELL, Progressions to assist with differentiation in their programs</p>	<p>\$1,500) <u>Maths</u></p> <p>Targeted students undertake extension Problem Solving activities within the Math Olympiad program</p> <p>Students sit for assessments. The Maths Mentor evaluates student results and uploads the Maths Olympiad data</p> <p>Implement strategies to deepen teachers' content knowledge and facilitate the development of staff to effectively differentiate literacy and numeracy</p> <p>Staff undertake quality training during stage meetings which also serve to provide a forum for staff to review and evaluate their differentiation strategies in</p>	<p>\$1,500) <u>Maths</u></p> <p>A sustained focus for targeted students undertaking extension Problem Solving activities within the Math Olympiad program</p> <p>Ongoing student assessments. The Maths Mentor evaluates student results and uploads the Maths Olympiad data</p> <p>A sustained focus on the implementation of strategies to effectively differentiate literacy and numeracy</p> <p>Staff monitor and evaluate strategies utilised to differentiate literacy and numeracy</p>	<p>\$1,500) <u>Maths</u></p> <p>A sustained focus for targeted students undertaking extension Problem Solving activities within the Math Olympiad program</p> <p>Students continue to sit for assessments and Maths Mentor evaluates student results and uploads the Maths Olympiad data</p> <p>A continued focus on implementation of strategies to effectively differentiate literacy and numeracy</p> <p>School staff meetings providing opportunities for staff to review and rigorously evaluate growth data in the literacy and numeracy differentiated focus areas</p>	<p>\$1,500) <u>Maths</u></p> <p>A sustained focus for targeted students undertaking extension Problem Solving activities within the Math Olympiad program</p> <p>Ongoing student assessments. The Maths Mentor evaluates student results and uploads the Maths Olympiad data</p> <p>Ongoing school staff meetings providing opportunities for staff to review and evaluate the impact of the DoE Literacy and Numeracy Strategy 2017-2020 and realign professional development to focus investment and effort on areas demonstrating success to assist with differentiation in their programs</p>	<p>\$1,500) <u>Maths</u></p> <p>Maths Mentor selects students for Improvement and Overall Effort awards for Presentation Day</p> <p>A continued focus on implementation of strategies to effectively differentiate literacy and numeracy</p> <p>Staff monitor and evaluate strategies utilised to differentiate literacy and numeracy</p>	<p>\$1,500) <u>Maths</u></p> <p>Register for 2019 Maths Olympiad (Resources - \$200) <u>Maths</u></p>
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		<p>Personalised Learning Pathways (PLPs) developed and incorporated into teaching and learning programs for students from an Aboriginal background. Student voice creates short term and long term goals within the plans. (7x casuals = \$3,500) Resources = \$766 <u>Aboriginal Education</u></p> <p>Personalised Learning and Support Plans (PL&SP) developed with SLSO support and incorporated into teaching and learning programs for students with identified needs (6x casuals =</p>	<p>literacy and numeracy</p> <p>Initial investigation of the Aboriginal Education Strategy and Policy and implementation of Aboriginal Education within CPPS. Establishment of Aboriginal Education Consultative Group (5 casuals = \$2 500) <u>Aboriginal Education</u></p>	<p>Parent/Community workshop clearly outlining whole school learning goals in Literacy (Hospitality = \$50) <u>English</u></p> <p>Personalised Learning Pathways and Support Plans (PL&SPs and PLPs) reviewed following parent/teacher interviews. Students monitor and review their progress towards</p>	<p>Provide parents with developed guides, including 'Helping your child learn about grammar; Helping your child learn to read; and Helping your child learn to write.'</p>		<p>Parent/Community workshop clearly outlining whole school learning goals in Numeracy (Hospitality = \$50) <u>Maths</u></p> <p>Continuation of the Aboriginal Education Strategy and Policy and implementation of Aboriginal Education within CPPS. Ongoing support of Aboriginal Education Consultative Group (5x casuals = \$2 500) <u>Aboriginal Education</u></p> <p>Transition of PL&SP students and other identified students, i.e. anxiety to their 2019 classroom teachers (6x casuals = \$3,000) <u>Student Welfare</u></p>	<p>Provide parents with developed guides, including 'Helping your child learn to do mathematics'</p> <p>Personalised Learning Pathways and Support Plans (PL&SPs and PLPs) reviewed for 2019. Students review their progress towards their short term and long term goals.</p>
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		<p>\$3,000) <u>Student Welfare</u></p> <p>Consultation with parents to discuss the specific learning adjustments and modifications for students e.g. PLPs and PL&SPs. (Hospitality = \$50) <u>Student Welfare</u></p>		<p>their short term and long term goals.</p>				
	<p>EAL/D specialists to analyse EAL/D and NAP data to determine EAL/D support to classes of greatest need. Effective timetables established</p>	<p>Kindergarten CL, EAL/D, EI and STLA groupings established for 2018</p>		<p>Student progress in CL, EAL/D, EI and STLA groupings tracked, monitored and reviewed by staff and changes made for Semester 2</p>				<p>Student progress in CL, EAL/D, EI and STLA groupings tracked and monitored and established for Yrs1-6 2019</p>
	<p>Early Intervention –Bump It Up Strategy (EI - Using the 2017 - 2020 Literacy strategy focusing on early intervention, improved assessments, teacher support, quality training and evaluation). Effective timetables established</p>	<p>EI groupings reviewed and student progress tracked and monitored. Team teaching by EI expert working in K-2 classrooms to develop the literacy skills of staff to target support of at-risk Kindergarten to Year 2 students.</p>	<p>Maintain and increase the focus on EI groupings. Rigorously review groups; student progress tracked and monitored. Team teaching by EI expert working in K-2 classrooms to develop the literacy skills of staff to target support of at-risk Kindergarten to Year 2 students.</p>		<p>Maintain and increase the focus on targeted students who have not acquired sufficient reading skills within EI groupings. Rigorously review groups; student progress tracked and monitored. Team teaching by EI expert working in K-2 classrooms to develop the literacy skills of</p>	<p>EI groupings reviewed and student progress tracked and monitored. Team teaching by EI expert working in K-2 classrooms to develop the literacy skills of staff to target support of at-risk Kindergarten to Year 2 students.</p>	<p>Maintain and increase the focus on EI groupings. Rigorously review groups; student progress tracked and monitored. Team teaching by EI expert working in K-2 classrooms to develop the literacy skills of staff to target support of at-risk Kindergarten to Year 2 students.</p>	

	<p>Community Languages (CL) and STLA groupings for Yrs 1-6 established using current PLAN data. Effective timetables established (resources = <u>CL</u> \$3,000, <u>EI</u> \$2,000, <u>EAL/D</u> \$2,000 & <u>STLA</u> \$500) <u>Student Welfare</u></p> <p>LST established and meet fortnightly to discuss student referrals, and the impact of accommodations and adjustments. Support focused on tiered interventions to meet individual, identified student needs. (resources = \$2,000) <u>Student Welfare</u></p> <p>Establish the procedures to refer and monitor students through the LST for 2018</p> <p>SLSO and LAP</p>	<p>Ongoing LST meetings to discuss student referrals, and the impact of accommodations and adjustments.</p>	<p>Ongoing LST meetings to discuss student referrals, and the impact of accommodations and adjustments. Support focused on tiered interventions to meet individual, identified student needs.</p>	<p>Ongoing LST meetings to discuss student referrals, and the impact of accommodations and adjustments</p> <p>Refine the procedures to refer and monitor students through the LST</p>	<p>staff to target support of at-risk Kindergarten to Year 2 students.</p> <p>Ongoing LST meetings to discuss student referrals, and the impact of accommodations and adjustments. Support focused on tiered interventions to meet individual, identified student needs.</p> <p>SLSO and LAP</p>	<p>Ongoing LST meetings to discuss student referrals, and the impact of accommodations and adjustments</p>	<p>Ongoing LST meetings to discuss student referrals, and the impact of accommodations and adjustments. Support focused on tiered interventions to meet individual, identified student needs.</p> <p>SLSO and LAP</p>	<p>Ongoing LST meetings to discuss student referrals, and the impact of accommodations and adjustments</p> <p>Review the procedures to refer and monitor students through the LST. Update changes for 2019.</p> <p>SLSO and LAP</p>
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	<p>groups created based on current PLAN data, timetable allocated for 2019</p> <p>Implement Inquiry Based Learning (IBL / SOLE) program (0.2 FTE entitlement) Using the 2017 - 2020 Numeracy and Literacy strategy to focus on early intervention, improved assessments, teacher support, quality training and evaluation A team teaching model is used to drive independent student self-interest projects, critical thinking and problem solving. Effective timetables established</p> <p>Staff download current PLAN data and use other evidence to assist with the initial formation of fluid and flexible groups in Writing, Reading and Numeracy within their</p>	<p>A continued focus on the implementation and rigorous review of the IBL/SOLE program.</p> <p>Provide Stage 3 professional learning in IBL/SOLE. Stage 3 teachers use data and other evidence to constantly assess how well their students are progressing and tailor their teaching accordingly.</p> <p>Staff demonstrate effective groupings throughout their teaching and learning programs that appropriately challenge the needs of their students e.g. Extension</p>	<p>groups and timetable rigorously reviewed</p> <p>A continued focus on the implementation and rigorous review of the IBL/SOLE program.</p> <p>Provide Stage 2 professional learning in IBL/SOLE. Stage 2 teachers use data and other evidence to constantly assess how well their students are progressing and tailor their teaching accordingly.</p> <p>Staff download PLAN data during a staff meeting and use other evidence to assist with the formation of fluid and flexible groups within their classrooms and to assess how well</p>	<p>Rigorous review on the impact, effectiveness and structure of the IBL/SOLE program. Redefine if needed</p> <p>teachers use data and other evidence to constantly</p>	<p>groups and timetable rigorously reviewed</p> <p>A continued focus on the implementation and rigorous review of the IBL/SOLE program.</p> <p>Provide Stage 1 professional learning in IBL/SOLE. Stage 1 teachers use data and other evidence to constantly assess how well their students are progressing and tailor their teaching accordingly.</p> <p>Staff download PLAN data and use other evidence to assist with the formation of fluid and flexible groups within their classrooms and to assess how well their students are</p>	<p>Ongoing implementation of IBL/SOLE program</p>	<p>groups and timetable rigorously reviewed</p> <p>A continued focus on the implementation and rigorous review of the IBL/SOLE program.</p> <p>Provide Early Stage 1 professional learning in IBL/SOLE. Early Stage 1 teachers use data and other evidence to constantly assess how well their students are progressing and tailor their teaching accordingly.</p> <p>Staff download PLAN data and use other evidence to assist with the formation of fluid and flexible groups within their classrooms and to assess how well their students are</p>	<p>allocation and timetable determined for 2019</p> <p>Rigorous review on the impact, effectiveness and structure of the IBL/SOLE program. Redefine if needed</p>
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	classrooms and develop a class profile for their program		their students are progressing and tailor their teaching accordingly.		progressing and tailor their teaching accordingly.		progressing and tailor their teaching accordingly.	
		Staff complete their Term 1 programs by Wk7 with appropriate accommodations and adjustments made to suit the individual learning needs of their students focused on a specific area	Staff complete their Term 2 programs by Wk5 with appropriate accommodations and adjustments made to suit the individual learning needs of their students focused on a specific area		Staff complete their Term 3 programs by Wk5 with appropriate accommodations and adjustments made to suit the individual learning needs of their students focused on a specific area		Staff complete their Term 4 programs by Wk5 with appropriate accommodations and adjustments made to suit the individual learning needs of their students focused on a specific area	
	Allocated Literacy and Numeracy Support time with Specialist staff. Grouping established reflecting student needs. 4x 40mins/wk timetabled to reduce group numbers and support staff to further target teaching strategies	Literacy and Numeracy support time and groups rigorously reviewed and adjustments made to ensure students receive correctly targeted support	Literacy and Numeracy support time and groups rigorously reviewed and adjustments made to ensure students receive correctly targeted support	Literacy and Numeracy support time and groups rigorously reviewed and adjustments made to ensure students receive correctly targeted support	Literacy and Numeracy support time and groups rigorously reviewed and adjustments made to ensure students receive correctly targeted support	Literacy and Numeracy support time and groups rigorously reviewed and adjustments made to ensure students receive correctly targeted support	Literacy and Numeracy support time and groups rigorously reviewed and adjustments made to ensure students receive correctly targeted support	Literacy and Numeracy support time and groups rigorously reviewed and adjustments made to ensure students receive correctly targeted support
	Stage, specialist, student and parent representatives join the School Homework Policy Committee. Initiate	Staff to review homework practices across K-6 during stage meetings and begin to draft the	Staff investigate differentiated assessment strategies School Homework Policy Committee gather data and information at stage meetings to reflect current	School Homework Policy Committee meet to continue to draft policy document	School Homework Policy Committee discuss draft document at stage meetings	School Homework Policy Committee finalise policy for publication	Staff investigate differentiated assessment strategies	

	the writing of a formal School Homework Policy	document	school practice					
<p>Authentic Integration</p> <p>Investigate teaching and learning strategies across a variety of KLAs to integrate curriculum expectations and enrich the learning environment and potential of students.</p>	<p>ICT Committee established and led by Teacher/Librarian (See SD 3 resources = FTE 0.4)</p> <p>Staff review teaching and learning scope and sequences for all KLAs linking Numeracy to Science and another KLA as a focus during cooperative planning on SDD</p> <p>Staff introduced to concepts within English programs on SDD 1 and utilise quality texts that enable integration across KLAs</p> <p>Staff investigate and embed Critical and Creative thinking approaches and research informed pedagogy such as STEAM; Genius Hour; Minds Wide</p>	<p>ICT Committee develop a scope and sequence reflecting DoE policy and school need meeting ICT general capabilities</p> <p>ICT review Coding strategies utilised in classrooms and develop greater KLA integration (See SD 3 resources)</p> <p>Staff explore concepts within English programs during Cooperative Planning and utilise quality texts that enable integration across KLAs</p>	<p>ICT Committee implement the scope and sequence</p> <p>Stage/Grade Meetings and Cooperative Planning continue to focus on authentic integration of KLAs</p>	<p>ICT Committee reflect on the implementation of the ICT scope and sequence and redefine if needed</p> <p>ICT review Coding strategies utilised in classrooms and develop greater KLA integration</p> <p>Staff continue to explore concepts within English programs during Cooperative Planning and utilise quality texts that enable integration across</p>	<p>Ongoing implementation of the ICT scope and sequence and investigate future focused learning opportunities</p> <p>Stage/Grade Meetings and Cooperative Planning continue to focus on authentic integration of KLAs</p> <p>Staff investigate and embed Critical and Creative thinking approaches on SDD 3 and research informed pedagogy such as STEAM; Genius</p>	<p>ICT Committee continue to implement the scope and sequence</p> <p>ICT review Coding strategies utilised in classrooms and develop greater KLA integration</p> <p>Staff continue to explore concepts within English programs during Cooperative Planning and utilise quality texts that enable integration across</p>	<p>ICT Committee continue to implement the scope and sequence</p> <p>Stage/Grade Meetings and Cooperative Planning continue to focus on authentic integration of KLAs</p>	<p>ICT Committee reflect on the implementation of technological scope and sequence and make necessary adjustments</p> <p>ICT review Coding strategies utilised in classrooms and develop greater KLA integration</p>

	Open as a future focus across all stages			KLAs	Hour; Minds Wide Open as a future focus across all stages establish strategies that reflect school needs (resources = \$3,500)	KLAs		
	Teacher/Librarian to organise Premier's Reading Challenge (PRC) K-6 2018	Engage students by learning through a variety of extracurricular programs to develop their capabilities through clearly defined learning goals and pathways to personal success eg Public Speaking; Debating	Engage students by learning through a variety of extracurricular programs to develop their capabilities through clearly defined learning goals and pathways to personal success eg Stage 1 Dance to be Fit; Year 6 Interrelate; Year 6 Study Trip		Engage students by learning through a variety of extracurricular programs to develop their capabilities through clearly defined learning goals and pathways to personal success eg Public Speaking	Engage students by learning through a variety of extracurricular programs to develop their capabilities through clearly defined learning goals and pathways to personal success eg Kindergarten Fundamental Movement Skills program; Year 3 Gymnastics; Year 4 AFL; Year 5 Dancesport; CPSMF	Engage students by learning through a variety of extracurricular programs to develop their capabilities through clearly defined learning goals and pathways to personal success eg Year 6 Camp; Stage 2 Camp; Year 2 Swim Scheme	
Growth and Performance	Create a school leadership team for external validation. Establish roles and responsibilities within the team for the validation	In preparation for Validation, School Excellence Framework Self-Assessment Survey and Report conducted by leadership team	School leadership team to gather evidence and data sets for external (4x casuals = \$2,000) <u>Validation</u>	School leadership team track and monitor progress towards external validation	School leadership team to gather evidence and data sets for external (4x casuals = \$2,000) <u>Validation</u>	Leadership Team review SEF V2 data reports and SCOUT including NAPLAN data of percentage of students in top 2 bands (including	Print the PRC certificates	Leadership team incorporates aspects of external validation report into Annual Report
Review the school-wide assessment and reporting processes that are used to drive								

<p>continuous improvement.</p>	<p>process</p> <p>All executive to undertake further training in SCOUT. Staff including specialists interested in utilising SCOUT to undertake training to gain and track data (8x casuals = \$4,000) <u>Leadership</u></p> <p>Students to complete TTFM survey (1x casual = \$500) <u>Student Welfare</u></p> <p>Selected students undertake the Selective High School Assessment</p> <p>Establish an Assessment Committee with a</p>	<p>(4x casuals = \$2,000) <u>Validation</u></p> <p>Parent Workshop to develop knowledge and understanding of NAPLAN procedures and expectations</p> <p>Demonstrated commitment of staff to upload</p>	<p>Raise community awareness of Opportunity Class Online Application process</p>	<p>All executive to undertake further training in SCOUT. Staff including specialists interested in utilising SCOUT to undertake training to gain data (8x casuals = \$4,000) <u>Leadership</u></p> <p>Stage 2 staff collaborate at stage meetings to improve the consistency of student ranking according to assessment data for Opportunity Class placements</p> <p>Stage teams to evaluate student achievement</p>	<p>Staff and Parents to complete TTFM survey</p> <p>School leadership team data analysis on NAPLAN results during Executive meetings Selected students undertake the OC Assessment</p> <p>Committee coordinators organise and</p>	<p>tracking of ATSI students)</p> <p>School staff meetings providing opportunities for staff data analysis on NAPLAN results and student growth (Year 5)</p> <p>Demonstrated commitment of staff to upload</p>	<p>Leadership Team use TTFM data to determine future directions</p> <p>Leadership Team use NAPLAN data to determine future directions</p> <p>Data collected based on OC Placement results</p> <p>Raise community awareness of 2019 Selective High Online Application process</p> <p>Professional Development for Kindergarten staff</p>	<p>Stage 3 staff collaborate at stage meetings to improve the consistency of student ranking according to assessment data for Selective High School placements</p> <p>Professional Development for Stage 1 staff using</p>
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	<p>representative from each stage and one specialist staff member to reflect upon and establish a consistent data base collection in line with school's assessment matrix. Committee investigate the use of relevant ACER assessment to improve monitoring and tracking of students (5x casuals = \$2,500) <u>Validation</u></p>	<p>ESR/PLAN data and EAL/D Progression</p> <p>Planning Week focusing on Assessment strategies, matrix and databases (4x Casuals = \$2,000)</p> <p>Parent communication to raise awareness of ICAS assessment process</p> <p>Staff engage in CTJ experiences through professional dialogue at Stage meetings to moderate student work samples using rubrics.</p>		<p>against whole school standardised testing. Demonstrated commitment of staff to upload ESR/PLAN data and EAL/D Progression</p> <p>Assessment Committee to monitor the effectiveness of assessment and reporting strategies utilised to improve the monitoring and tracking of students</p> <p>Committee coordinators organise and conduct ICAS Computer Skills, Science, Spelling and Writing assessments</p> <p>Staff engage in CTJ experiences through professional dialogue at Stage meetings to moderate student work samples using rubrics.</p>	<p>conduct ICAS English and Mathematics assessments conducted</p>	<p>ESR/PLAN data and EAL/D Progression</p> <p>Staff engage in CTJ experiences through professional dialogue at Stage meetings to moderate student work samples using rubrics.</p>	<p>on revised Best Start (5x casuals = \$2,500) <u>English</u></p> <p>Assessment Committee to review the effectiveness of assessment and reporting strategies utilised to improve the monitoring and tracking of students (5x casuals = \$2,500) <u>English</u></p>	<p>PLAN2 (8x casuals = \$4,000)</p> <p>Stage teams to evaluate student achievement against whole school standardised testing. Demonstrated commitment of staff to upload ESR/PLAN data and EAL/D Progression</p> <p>Staff engage in CTJ experiences through professional dialogue at Stage meetings to moderate student work samples using rubrics.</p>
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		<p>Conduct 'Meet the Teacher' evenings to outline year expectations Plan and create 2018 CPPS Reporting Guidelines in accordance with NSW Department of Education content style guide</p> <p>Specialist EAL/D staff to complete the LBOTE Online Survey</p>		<p>Demonstrated commitment to efficient and effective teacher reporting to parents through Semester 1 report</p> <p>Conduct three way interviews to discuss curriculum learning goals and progress with parents, students and staff Specialist EAL/D staff to complete the EAL/D Online Survey (2x casuals = \$1,000) EAL/D</p>	<p>Review and refine 2018 CPPS Reporting Guidelines in accordance with NSW Department of Education content style guide</p>		<p>Demonstrated commitment to efficient and effective teacher reporting to parents through Semester 2 report</p>	
Evaluation processes and impact assessment	\$18 000	\$13 016	\$6 000	\$6 550	\$7 000	\$1 500	\$12 050	\$5 700
Resources	■ □ □	□ □ □	□ □ □	□ □ □	□ □ □	□ □ □	□ □ □	□ □ □
								Total: \$69 816

Strategic Direction 3: Quality Leading

Purpose

To embed a culture of authentic educational leadership opportunities for all stakeholders and a shared sense of responsibility for engagement, learning, development and success.

Improvement Measures

Increase the number of students, staff and parents that have fulfilled a leadership role.

Increase collaboration with staff and the local community, where appropriate, on decisions about, and access to, school resources, delivering benefit to all stakeholders.

Increase the understanding of students, staff and community in the processes involved with the review and evaluation of whole school plans and policies.

People

Students:

Students are provided with the skills to partake in shared student leadership, which are valued and implemented at all levels at CPPS. Students are encouraged to develop leadership qualities and are inspired to become self-directed knowledgeable, thoughtful global citizens as lifelong learners.

Staff:

To develop a culture a continuous professional improvement, collegial practice and professional respect for all staff as leaders in our school.

Develop capacity of staff through the processes involved in the Performance and Development Plan and the School Excellence Framework.

Staff will develop a deep understanding of the Australian Professional Standards for Teachers, and are actively engaged in refining their skills and be accountable for their own accreditation.

Parent/Carers:

To engage Parents/Carers in their child's learning and encouraged to undertake leadership opportunities, through the P & C, fundraising and classroom helpers. Parents/Carers will work together with staff to support and build the capacity of every student to become a confident and successful leader.

Community Members:

Promote and build upon learning alliances which allow for the leadership of students, staff and community beyond the school in exploring innovative

Processes

Building Leadership Capacity

Enhance the school culture in which all members take responsibility for their leadership and ongoing learning.

School Resources

Review the physical, financial and staff resources to provide a shared sense of responsibility for engagement, learning, development and success.

School Planning, Implementation and Reporting

Develop a clearer understanding of the strengths and areas to develop of the school.

Product & Practices

Building Leadership Capacity

Product: Enhanced leadership capacity, reflected in greater collaboration, self-reflection, higher expectations and cohesive school teams.

Practice: Shared school-wide responsibility is evident through purposeful leadership, quality teaching and learning, and community engagement.

School Resources

Product: CPPS resources are purposefully used to achieve improved student outcomes and high quality delivery.

Practice: CPPS collaborates with local community, where appropriate, on decisions about, and access to, school assets and resources, delivering benefit to all stakeholders.

School Planning, Implementation and Reporting

Product: CPPS is acknowledged as a leader for its impact on learning progress, its effective practices and continuous improvement, and its active support of other schools.

Practice: Leadership team actively supports change that leads to improvement, creating opportunities where feedback about the impact of change can be reviewed and evaluated.

practice. (Community of Schools working together for the benefit of all students, parents/carers and staff within the community.)

Leaders:

Build leadership capacity of school executives and aspiring leaders through professional learning goals aligned to National Standards for leadership and mentoring. Share best practice through innovative, dynamic pedagogical practice and the continued development of future based pedagogies.

Strategic Direction 3: Quality Leading

Purpose

To ensure authentic educational leadership opportunities for all stakeholders and a shared sense of responsibility for engagement, learning, development and success.

2018	TERM 1		TERM 2		TERM 3		TERM 4	
PROCESS	MID TERM	END TERM	MID TERM	END TERM	MID TERM	END TERM	MID TERM	END TERM
<p>Building Leadership Capacity</p> <p>Enhance the school culture in which all members take responsibility for their leadership and ongoing learning.</p>	<p>Information kit pre 2004 teachers (NESA) and transition into the profession. Time line developed for maintaining (before 2004) and obtaining accreditation Staff Meeting</p> <p>Establish a database for levels of accreditation and provide teachers with a frame work for ongoing professional development.</p> <p>Establish a bank of staff experts for use of staff to</p>	<p>Mentoring by accredited staff members – 30m in Stage Meetings to log NESA training</p> <p>Ongoing working on Accreditation standards.</p> <p>Staff meeting to clearly link the Australian Standards linked to improvement programs and goal setting.</p> <p>Week 7 PDP</p>	<p>Mentoring by accredited staff members – 30m in Stage Meetings to log NESA training</p> <p>Ongoing working on Accreditation standards.</p> <p>Staff to begin maintenance of Accreditation by upkeep of Professional Learning Log \$2000 for PL</p> <p>Support of teachers for</p>	<p>Mentoring by accredited staff members – 30m in Stage Meetings to log NESA training</p> <p>Ongoing working on Accreditation standards.</p> <p>PDP self-</p>	<p>Mentoring by accredited staff members – 30m in Stage Meetings to log NESA training</p> <p>Ongoing working on Accreditation standards.</p> <p>Staff to continue maintenance of Accreditation by upkeep of Professional Learning Log</p> <p>Engage staff in further Professional Teaching Standards through staff meeting using GTIL led by the leadership team.</p> <p>Training in</p>	<p>Principal in the process of providing NESA with the details of pre 2004 teachers which have been identified as eligible for accreditation. (including WWCC)</p> <p>Ongoing working on Accreditation standards.</p> <p>2nd observation completed</p>	<p>Mentoring by accredited staff members – 30m in Stage Meetings</p> <p>On-going working on Accreditation standards. Pre - 2004 teachers online “2018 and beyond” in-service</p> <p>Staff to continue maintenance of Accreditation by upkeep of Professional Learning Log</p> <p>Review and completion of</p>	<p>Mentoring by accredited staff members – 30m in Stage Meetings</p> <p>On-going working on Accreditation standards. NESA contact pre 2004 teachers to confirm they will be accredited 1/1/2018</p>

	<p>support each other in all KLA's</p> <p>Maintain, Implement and refine PDP \$6,000 – 1 Hour / staff member Staff (including SASS) develop PDP for 2018 in alignment with Professional Teaching Standards. <u>Leadership</u></p> <p>Induction of new staff</p> <p>EOI review of policy if required. Open for all leadership positions. Wk 2 EOI Written submission due</p> <p>Stage Curriculum leaders are established. Roles and Responsibilities for all Curriculum Committees and Leaders for all KLA's and extra-curricular activities</p>	<p>writing with supervisor (1 hr)</p> <p>SASS staff to write PDP with supervisor</p> <p>All staff have undertaken local level WHS Induction</p> <p>Week 4 EOI Panel meet to select interviewees Established positions for EOI</p> <p>Committees to meet to project budget and direction needs. Job allocation if any.</p>	<p>improvement areas (observe other teachers as experts to gain ideas and improve practice)</p> <p>Training in constructive feedback for observing staff in line with PDP (AITSL online course – to be done in staff meeting)</p> <p>Check in with new staff that are tracking well</p> <p>Curriculum meetings for ongoing budget assessment, directions and resources</p> <p>Ongoing monitoring of the program and</p>	<p>evaluation and review</p> <p>1st observation and mid review completed</p> <p>All staff have undertaken local level WHS Inducti</p> <p>Semester 2 EOI for all leadership positions are open</p> <p>Committee Meetings</p> <p>Extra curricula and special events to be determined and scheduled</p>	<p>constructive feedback for observing staff in line with PDP (AITSL online course – to be done in staff meeting)</p> <p>Check in with new staff that are tracking well</p> <p>Established positions for EOI</p> <p>Curriculum meetings for ongoing budget assessment, directions and resources</p> <p>Kindergarten</p>	<p>All staff have undertaken local level WHS Induction</p> <p>Committee Meetings</p> <p>Extra curricula and special events to be determined and scheduled</p>	<p>self-evaluation and goals, 2 observations with Supervisor. Begin goal projection for following year \$6,000 – 1 hour per staff member <u>Leadership</u></p> <p>EOI for casuals and Temps for following year</p> <p>Finalisation of Curriculum Committee budgets into LMBR</p>	<p>All staff have undertaken local level WHS Induction</p> <p>Temporary Engagements due</p> <p>Stage Curriculum leaders are reviewed for</p>
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	<p>Selection of Student Leadership Roles EST, SRC, Sports Captains and Library Monitors Leadership Assembly</p> <p>Public speakers selected</p> <p>Students offered involvement in 100% of the PSSA sports proposed by the Wiley Park Zone for the Summer and Winter seasons \$500 Fees <u>PDHPE</u></p> <p>Priorities to build the capacity of the community through the inclusion of the P&C and community visitors and volunteers to develop our school identify e.g. Multilit, Banking \$500 Hospitality <u>Admin</u></p>	<p>Leadership training day WK 6</p> <p>Public Speaking multicultural (\$100) <u>English</u></p> <p>Community learning sessions to be established for staff, students and parents to come together and engage in capacity building. These will be run at different times of the day and will</p>	<p>budget</p> <p>Students offered involvement in 100% of the PSSA sports proposed by the Wiley Park Zone for the Summer and Winter seasons</p>	<p>Community learning sessions will be established for staff, students and parents to come together and engage in capacity building. These will be run at different times</p>	<p>Leadership Assembly Wk3</p> <p>Students offered involvement in 100% of the PSSA sports proposed by the Wiley Park Zone for the Summer and Winter seasons</p>	<p>Public Speaking General (\$100) <u>English</u></p> <p>Community learning sessions will be established for staff, students and parents to come together and engage in capacity building. These will be run at different times</p>	<p>Students offered involvement in 100% of the PSSA sports proposed by the Wiley Park Zone for the Summer and Winter seasons</p>	<p>following year. Roles and Responsibilities for all Curriculum Committees and Leaders for all KLA's and extra-curricular activities</p> <p>Select Committee members and leaders for the following year</p> <p>Prefect and Captains elected for following year And Citizenship Awards</p>
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	<p>Multilit interest gauged</p> <p>Parent elected class reps for 2018 P&C to keep classes up to date with events</p>	<p>be held once a term. Fund raising committee meetings</p> <p>Multilit program established</p> <p>Multilit Parent workshop in week 7</p> <p>P&C to keep classes up to date with events. Discuss streamlining this process and how it can be made easier.</p>		<p>of the day and will be held once a term.</p> <p>Notification of events from P&C that affect class</p>	<p>Assess Multilit program with parents</p>	<p>of the day and will be held once a term.</p> <p>Notification of events from P&C that affect class</p>	<p>Assess Multilit program with parents</p>	
<p>School Resources</p> <p>Review the physical, financial and staff resources to provide a shared sense of responsibility for engagement, learning, development and success.</p>	<p>Review ICT structures to enable optimal learning e.g. lab, iPads, ET4L rollout including teacher borrowing of ICT resources (e.g. iPads, laptops, coding resources, arobra etc) (\$40,000)</p> <p><u>ICT</u></p> <p>ICT staff meeting to assist with embedding</p>		<p>On-Line Learning and technology integration in all curriculum areas.</p> <p>ICT staff meeting to assist with embedding understanding in the curriculum.</p>	<p>Review and update coding programs across each stage.</p>	<p>ICT staff meeting to update staff on any new software available</p>		<p>ICT staff meeting to assist with embedding understanding in the curriculum</p>	<p>Evaluate coding programs across each stage.</p>

	<p>understanding in the curriculum using our resources.</p> <p>Flexible Learning Environment (Physical learning spaces are used flexibly) pilot staff to attend professional development in consultation with 'Futures Learning Unit' (NESA)</p> <p>3 x pilot classrooms (, 3-6 class and computer lab to demonstrate and experiment with the flexible learning pedagogy (\$10,000 for furniture & PL) <u>English</u></p> <p>Human Resources LAP, Student learning support officer, multilit, home reading, Occupational Therapists (OT) specialists staff LAP / SLSLO –</p>	<p>Interschool visits to see how other schools have incorporated flexible learning into their schools</p> <p>Purchase portable whiteboards for classes to support visible learning. (\$11,000) <u>English</u></p> <p>Initiatives and fundraising mapped out for 2018 by parent leaders and established leaders of the school (eg SRC,</p>	<p>Parent led initiatives that encourage inclusivity and diversity among all members of the school community, e.g. Mothers' Day. Easter Hat</p>	<p>Review flexible learning programs across each stage.</p> <p>Students enhance their relationship and understanding of the local community through their</p>	<p>At a staff meeting, pilot staff evaluate the effectiveness of flexible learning and discuss strategies used</p> <p>Register for Class Cover September 2018 - September 2019 train exec staff on updates. (\$1,000) <u>ICT</u></p>	<p>Staff assess their own classrooms and evaluate what furniture is relevant to their style and also any furniture that may be suitable to specific students (autistic, OT issues, Dyslexia etc) (\$5,000 for furniture) <u>Student Welfare</u></p> <p>Parent led initiatives that encourage inclusivity and diversity among all member of the school community, e.g. Fathers' Day.</p>		<p>Evaluate flexible learning programs across each stage.</p>
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	<p>\$122 020 (Socio Economic, Low Level Adjustment for Disability & English Language Proficiency) <u>Student Welfare</u></p> <p>Stock take of first aid equipment completed and resources purchased. (Resources = \$1000) <u>Admin</u></p> <p>Financial management – Professional Learning to initiate strategic financial management, upskilling in LMBR (Learning Management and Business Reform) and RAM (Resource Allocation Model) (\$5000) <u>Admin</u></p> <p>School website Establish community partnerships for newsletter to continue effective</p>	<p>EST, band, school)</p> <p>Dave Byrne LMBR Implementation team (resources = \$5,000) <u>Admin</u></p> <p>Positive relationships between school and home as a result of a shared</p>	<p>Parade Mid-Year Band & Choir Concert</p> <p>School website Continue effective communication</p>	<p>involvement in Walk Safely to School Day.</p> <p>Participation in initiatives that support National Tree Day</p> <p>Dave Byrne LMBR Implementation team</p> <p>Positive relationships between school and home as a result of a shared</p>	<p>Financial management – Continue Professional Learning to initiate strategic financial management, upskilling in LMBR (Learning Management and Business Reform) and RAM (Resource Allocation Model) (\$5000) <u>Admin</u></p> <p>School website Continue effective communication</p>	<p>Collaboration of staff, students and school community to culminate in completion of CPPS project Band students participate with the COS in a combined workshop and concert.</p> <p>Positive relationships between school and home as a result of a shared understanding of</p>	<p>Dave Byrne LMBR Implementation team</p> <p>School website Continue effective communication</p>	<p>Stock take of first aid equipment completed and resources purchased. (Resources = \$1,000) <u>Admin</u></p> <p>Review milestone to seek professional support to monitor spending</p>
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	<p>communication.</p> <p>Maintain Website (\$1000) <u>ICT</u></p> <p>Community leases written for external community organisations - After School Greek /Chinese/ Canteen /Gowrie Preschool, After school care and Music Bus.</p>	<p>understanding of events and activities stemming from clear communication</p> <p>A positive attitude from families about the practices of CPPS in and out of the classroom</p> <p>Review and evaluate milestones for 2018</p>		<p>understanding of events and activities stemming from clear communication</p> <p>A positive attitude from families about the practices of CPPS in and out of the classroom</p> <p>Continue effective communication with external community organisations</p> <p>Review and evaluate milestones for 2018</p>		<p>events and activities stemming from clear communication</p> <p>A positive attitude from families about the practices of CPPS in and out of the classroom</p> <p>Continue effective communication with external community organisations</p> <p>Review and evaluate milestones for 2018</p>		<p>Community learning sessions will be established for staff, students and parents to come together and engage in capacity building. These will be run at different times of the day and will be held once a term. The Term 4</p>
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								<p>focus will be reviewing and evaluating the milestones from 2017 and planning the 2018 milestones. (Hospitality = \$50) <u>Admin</u> Continue effective communication with external community organisations</p> <p>Review and evaluate milestones for 2018 and plan for 2019 milestones. (each term, using the budgeting tool T1 professional learning on the budgeting tool Professional learning for the executive and the committee coordinators (part of new strategic financial management) Budget meetings every 5 weeks Term 1 – professional support in implementing budgeting into cost centres</p>
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<p>School Planning, Implementation and Reporting</p> <p>Develop a clearer understanding of the strengths and areas to develop of the school.</p>	<p>Staff actively engage in professional development on the School Excellence Framework (SEF V2) focused on the Learning Domain</p> <p>AZT Policy Implementation</p>	<p>School staff meetings providing opportunities for staff to evaluate and review how they utilise the SEF V2 Learning Domain within their programs</p> <p>School staff meetings providing opportunities to review and evaluate milestones reflected in School Planning and Reporting Online (SPaRO) led by the Leadership Team</p> <p>Committee to meet to finalise the Annual Report (AR)</p> <p>Update policy as indicated by AZT implementation</p> <p>Staff meeting held to outline the Learning Domain</p>	<p>Staff actively engage in professional development on the SEF V2 focused on Teaching Domain</p> <p>Executive staff meetings providing opportunities for the Leadership Team to develop knowledge of SPaRO</p> <p>Staff, executive receive training using the AZT implementation tool as policies listed for review (we complete one policy each term)</p>	<p>School staff meetings providing opportunities for staff to evaluate and review how they utilise the SEF V2 Teaching Domain within their programs</p> <p>School staff meetings providing opportunities to review and evaluate milestones reflected in SPaRO</p> <p>Update policy as indicated by AZT implementation</p> <p>School staff meetings providing opportunities to review and</p>	<p>Staff actively engage in professional development on the SEF V2 focused on Leading Domain</p> <p>Staff, executive receive training using the AZT implementation tool as policies listed for review (we complete one policy each term)</p>	<p>School staff meetings providing opportunities for staff to evaluate and review how they utilise the SEF V2 Leading Domain within their programs</p> <p>School staff meetings providing opportunities to review and evaluate milestones reflected in SPaRO</p> <p>Committee to meet to delegate roles and responsibilities for the writing of the AR</p> <p>Update policy as indicated by AZT implementation</p> <p>Staff meeting held to outline the Leading Domain</p>	<p>Ongoing staff professional learning and engagement around the SEF V2</p> <p>Executive staff meetings providing opportunities to develop knowledge of SPaRO</p> <p>Committee to meet to update progress on the writing of the AR</p> <p>Staff, executive receive training using the AZT implementation tool as policies listed for review (we complete one policy each term)</p>	<p>Staff complete a survey to drive further SEF V2 learning for 2019</p> <p>School staff meetings providing opportunities for staff review and evaluate milestones for 2018 and plan for 2019 milestones</p> <p>Committee to meet to finalise the writing of the AR (5 casual teachers \$2500)</p>
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	<p>Staff, executive receive training using the AZT implementation tool as policies listed for review (we complete one policy each term) Staff actively engage in professional development on 2 New School Reforms that are imperative to our school.</p> <ul style="list-style-type: none"> - Great Teaching, Inspired Learning - Award Initiatives - Connected Communities - Early Action for Success - Local Schools, Local Decisions - Rural & Remote Education Blueprint - Quality Teaching, Successful Students - Innovative Education, Successful Students - School Leadership Strategy - Literacy & Numeracy Strategy 2017- 	<p>School staff meetings providing opportunities to re evaluate</p> <ul style="list-style-type: none"> - <i>Great Teaching, Inspired Learning</i> - <i>Literacy & Numeracy Strategy 2017-2020 (reference SD2)</i> school reforms. 	<p>Staff actively engage in professional development on School Reforms that are imperative to our school.</p>	<p>evaluate the school reforms.</p> <p>Staff meeting held to outline the Teaching Domain</p>	<p>Staff actively engage in professional development on School Reforms that are imperative to our school.</p>	<p>School staff meetings providing opportunities to review and evaluate the school reforms.</p>	<p>Staff actively engage in professional development on School Reforms that are imperative to our school.</p>	<p>Update policy as indicated by AZT implementation</p> <p>School staff meetings providing opportunities to review and evaluate the school reforms</p>
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	2020	K-2 combined meeting and Yrs 3-6 combined meeting (professional learning, information sharing to ensure continuous collaboration and flow of learning between stages)		K-2 combined meeting and Yrs 3-6 combined meeting		K-2 combined meeting and Yrs 3-6 combined meeting		K-2 combined meeting and Yrs 3-6 combined meeting
Evaluation processes and impact assessment	\$186 020	\$16 100	\$2 000	\$0	\$6 000	\$5 100	\$6 000	\$3 550
Resources	■ □ □	□ □ □	□ □ □	□ □ □	■ □ □	□ □ □	□ □ □	□ □ □
								Total: \$224 770

Key funding initiatives: progress monitoring of initiatives, impact and resources-RAM

Off track Implementation delayed On track

2018	TERM 1		TERM 2		TERM 3		TERM 4	
KEY INITIATIVES	MID TERM	END TERM	MID TERM	END TERM	MID TERM	END TERM	MID TERM	END TERM
1. Aboriginal background funding	PLSP writing SD2 (staff) Resources / charts for classrooms	Initial investigation of the Aboriginal Education Strategy and Policy and implementation of Aboriginal Education within CPPS. Establishment of Aboriginal Education	Resources / charts for classrooms		Resources / charts for classrooms	Continuation investigation of the Aboriginal Education Strategy and Policy and implementation of Aboriginal Education within CPPS. Establishment of Aboriginal Education	Resources / charts for classrooms	Annual Milestones

		Consultative Group				Consultative Group		
	□ □ □	□ □ □	□ □ □	□ □ □	□ □ □	□ □ □	□ □ □	□ □ □
Evaluation processes and impact assessment	□ □ □	□ □ □	□ □ □	□ □ □	□ □ □	□ □ □	□ □ □	□ □ □
PLSP Resources	\$3 500 – PLSP \$191.50	\$2 5000.00	\$191.50		\$191.50	\$2 5000.00	\$191.50	
\$9226.00	□ □ □	□ □ □	□ □ □	□ □ □	□ □ □	□ □ □	□ □ □	□ □ □

2.English language proficiency funding	Develop and implement suitable programs and resources for EAL/D students requiring receiving SLSO support; \$4 421.00 allocated □ □ □	Develop and implement suitable programs and resources for EAL/D students requiring receiving SLSO support; □ □ □	Develop and implement suitable programs and resources for EAL/D students requiring receiving SLSO support; □ □ □	Develop and implement suitable programs and resources for EAL/D students requiring receiving SLSO support; □ □ □	Develop and implement suitable programs and resources for EAL/D students requiring receiving SLSO support; □ □ □	Develop and implement suitable programs and resources for EAL/D students requiring receiving SLSO support; □ □ □	Develop and implement suitable programs and resources for EAL/D students requiring receiving SLSO support; □ □ □	Annual Milestone Develop and implement suitable programs and resources for EAL/D students requiring receiving SLSO support; \$4 421.00 allocated □ □ □
Evaluation processes and impact assessment	\$4 421.00	\$4 421.00	\$4 421.00	\$4 421.00	\$4 421.00	\$4 421.00	\$4 421.00	\$4 421.00
Resources	□ □ □	□ □ □	□ □ □	□ □ □	□ □ □	□ □ □	□ □ □	□ □ □
\$35 370.00	□ □ □	□ □ □	□ □ □	□ □ □	□ □ □	□ □ □	□ □ □	□ □ □

KEY INITIATIVES	MID TERM	END TERM	MID TERM	END TERM	MID TERM	END TERM	MID TERM	END TERM
3. Socio-economic background funding	Develop and implement suitable programs and resources for students receiving SLSO support; \$4 768.00	Develop and implement suitable programs and resources for students receiving SLSO support; \$4 768.00	Develop and implement suitable programs and resources for students receiving SLSO support; \$4 768.00	Develop and implement suitable programs and resources for students receiving SLSO support; \$4 768.00	Develop and implement suitable programs and resources for students receiving SLSO support; \$4 768.00	Develop and implement suitable programs and resources for students receiving SLSO support; \$4 768.00	Develop and implement suitable programs and resources for students receiving SLSO support; \$4 768.00	Annual Milestone

	allocated □ □ □	allocated □ □ □	allocated □ □ □	allocated □ □ □	allocated □ □ □	allocated □ □ □	allocated □ □ □	□ □ □
Evaluation processes and impact assessment	Timetable for SLSO written and SLSO supporting appropriate students □ □ □							
Resources	\$4 768.00	\$4 768.00	\$4 768.00	\$4 768.00	\$4 768.00	\$4 768.00	\$4 768.00	\$4 768.00
\$38 151.00	□ □ □	□ □ □	□ □ □	□ □ □	□ □ □	□ □ □	□ □ □	□ □ □

4. Low level adjustment for disability funding	Develop and implement suitable programs and resources for students receiving SLSO support; □ □ □	Develop and implement suitable programs and resources for students receiving SLSO support; □ □ □	Develop and implement suitable programs and resources for students receiving SLSO support; □ □ □	Develop and implement suitable programs and resources for students receiving SLSO support; □ □ □	Develop and implement suitable programs and resources for students receiving SLSO support; □ □ □	Develop and implement suitable programs and resources for students receiving SLSO support; □ □ □	Develop and implement suitable programs and resources for students receiving SLSO support; □ □ □	Annual Milestone □ □ □
Evaluation processes and impact assessment	Timetable for SLSO written and SLSO supporting appropriate students □ □ □							
Resources \$48 499.00	\$6 062.00	\$6 062.00	\$6 062.00	\$6 062.00	\$6 062.00	\$6 062.00	\$6 062.00	\$6 062.00
	□ □ □	□ □ □	□ □ □	□ □ □	□ □ □	□ □ □	□ □ □	□ □ □

Key funding initiatives: progress monitoring of initiatives, impact and resources

Off track Implementation delayed On track

Clemton Park Public School Plan

Collaboration



ICT
Budget Manager: Mary
ES1 Rep: Emily
S1 Rep: Anthony
S2 Rep: Rosa
S3 Rep: David
Specialist: Natalie Z & Annie

ABORIGINAL EDUCATION
Budget Manager: Christina
ES1 Rep: Dezi
S1 Rep: Melissa
S2 Rep: Paula
S3 Rep: Christina
Specialist: Annie

WHS
Budget Manager: Peta
ES1 Rep: Peta
S1 Rep: Anthony
S2 Rep: Anna Sexton
S3 Rep: Maria
Specialist: Anna Sk & Elizabeth / Urania

WELLBEING
Budget Manager: Sally
ES1 Rep: Emily
S1 Rep: Fiona / Simone
S2 Rep: Anna Sexton
S3 Rep: Aida
Specialist: Annie, Lisa & Angela

LEADERSHIP
Budget Manager: Cameron
ES1 Rep: Colleen
S1 Rep: Kris
S2 Rep: Cameron
S3 Rep: Chris
Specialist: Angela

VALIDATION
Budget Manager: Sally
ES1 Rep: Peta
S1 Rep: Marjorie
S2 Rep: Cameron
S3 Rep: David
Specialist: Anna B & Stamatia

Strategic Direction 1:
 To ensure all stakeholders achieve maximum personal learning growth; empowered with resilience to learn successfully in preparation for the challenges of future learning and work environments.

Strategic Direction 3:
 To ensure authentic educational leadership opportunities for all stakeholders and a shared sense of responsibility for engagement, learning, development and success.
Led By: Executive Committee: All Staff

Strategic Direction 2:
 To ensure staff is prepared to deliver explicit, data driven, high level educational practices to significantly improve student learning outcomes across all key learning areas through collaboration with all stakeholders.
Led by: Executive

**Paul
 Principal (Relieving)**

SPECIALIST STAFF 2018

EAL/D
Members: Jo, Irene & Tina

LIBRARY
Members: Mary, Natalie & Maria D

LANGUAGES
Members: Angela, Anna SK, Elizabeth, Stamatia & Urania

STLA & EI & Numeracy
Members: Evlin, Lisa, Annie & Anna B

CREATIVE ARTS
Budget Manager: Patricia
ES1 Rep: Patricia
S1 Rep: Yana
S2 Rep: Natalie F
S3 Rep: Rene
Specialist: Anna Sk & Evlin

SCIENCE
Budget Manager: Mary
ES1 Rep: Vivian
S1 Rep: Therese
S2 Rep: Bronwyn
S3 Rep: Aida
Specialist: Natalie Z

ENGLISH
Budget Manager: Marjorie
ES1 Rep: Vivian
S1 Rep: Kris
S2 Rep: Rosa
S3 Rep: Christina
Specialist: Evlin & Urania / Elizabeth

MATHS
Budget Manager: Peta
ES1 Rep: Colleen
S1 Rep: Therese
S2 Rep: Bronwyn
S3 Rep: Maria
Specialist: Anna B

HISTORY / GEOGRAPHY
Budget Manager: Mary
ES1 Rep: Patricia
S1 Rep: Fiona/Simone & Melissa/Samantha
S2 Rep: Paula / Sia
S3 Rep: Chris
Specialist: Jo & Stamatia

PD/H/PE
Budget Manager: Chris
ES1 Rep: Dezi
S1 Rep: Yana
S2 Rep: Natalie F
S3 Rep: Rene
Specialist: Jo

REVENUE 2018-exclusion of HR	
Total Balance Carried Forward	\$300 000.00
RAM SUMMARY	
<u>S1 BASE GLOBALS</u>	
School Operation Funding	256 818.00
Urgent Minor Maintenance	12 556.00
Utilities	74 267.00
Other banking/support classes	2 260.00
Sub Total	345 901.00
<u>INITIATIVES</u>	
Professional Learning	39 369.00
School Support Allocation	31 282.00
Literacy and Numeracy	22 400.00
Sub Total	93 051.00
<u>RAM MODEL</u>	
Per Capita	114 281.00
Sub Total	114 281.00
<u>S2 EQUITY</u>	
Socio-economic background	38 151.00
Aboriginal background	9 226.00
English language Proficiency	35 370.00
Low level adjustment for disability	48 499.00
<u>S3 TARGETED</u>	
Integration funding support	
Sub Total	131 246.00
<u>OTHER REVENUE</u>	
School Generated Revenue	95 000.00
Canteen Sales	20 00.00
Commission	1 300.00
Sub Total	116 300.00
TOTAL REVENUE 2018	1 100 779.00

EXPENDITURE 2018	
ENGLISH	\$57 250.00
MATHS	\$35 150.00
SCIENCE	\$7 000.00
HISTORY / GEOGRAPHY	\$10 000.00
PDHPE	\$31 100.00
CREATIVE ARTS	\$20 000.00
ICT	\$85 050.00
COMMUNITY LANGUAGES	\$12 150.00
EAL/D	\$6 500.00
LIBRARY	\$17 850.00
ABORIGINAL EDUCATION	\$9 266.00
WELLBEING	\$169 120.00
LEADERSHIP	\$38 100.00
VAILDATION	\$13 000.00
WH&S	\$2 000.00
ADMINISTRATION	\$587 243.00
TOTAL EXPENDITURE 2018	\$1 100 779.00
Teaching and Learning (Budget)	\$147 200
Salaries (Budget)	\$158 500

Clemton Park Public School Plan

Individual Budgets



ENGLISH (Cost Centre: English)	LEADERS	PRODUCT	X When used	TOTAL \$
TEACHING AND LEARNING RESOURCES	MARJORIE	Public Speaking entry fees		\$200.00
		Incidental Professional Learning		\$3 000
		Early stage 1 resources (Synthetic phonics kits x5)		\$5 000
		Updated Levelled reading kits years 3-6		\$5 000
		GROWTH mindset resources		\$500.00
		Bump It Up walls resources		\$1 000.00
		Teach meet hospitality		\$50.00
		GROWTH mindset books for students		\$1 500.00
		Visible learning wall for staffroom		\$200.00
		Parent workshop hospitality: Visible learning		\$50.00
		Parent workshop hospitality: Literacy		\$50.00
		Visible learning: Furniture		\$10 000.00
		Visible learning: Whiteboards		\$11 000.00
		Resources (\$500 per grade)		\$3 500.00
		Additional Resources (Visible learning)		\$1 200.00
		Sub total		\$42 250.00
SALARIES		GROWTH mindset professional learning		\$1 000.00
		Bump It Up walls professional learning		\$ 1000.00
		Visible learning wall for staffroom		\$1 000.00
		PLAN 2 Professional learning: Executive		\$2 500.00
		PLAN 2 Professional learning: Early Stage 1		\$2 500.00
		PLAN 2 Professional learning: Stage 1		\$4 000.00
		Incidental Professional Learning		\$3 000.00
		Sub total		\$15 000.00
		Total		\$57 250.00

ABORIGINAL EDUCATION	LEADERS	PRODUCT	X When used	TOTAL \$
TEACHING AND LEARNING RESOURCES	CHRISTINA	Resources		\$766.00
		Sub total		\$766.00
SALARIES		Incidental Professional Learning		\$3 000.00
		PLSP review – Aboriginal students (RAM: Ab Edn) – 7 casuals		\$3 500.00

		Implementation of Aboriginal Education Strategy and Policy		\$ 2000.00
			Sub total	\$8 500.00
			Total	\$9 266.00

MATHS (Cost Centre: Maths)	LEADERS	PRODUCT	X When used	TOTAL \$
TEACHING AND LEARNING RESOURCES	PETA	Maths intervention program resources		\$2 000.00
		Resources (\$500 per grade)		\$3 500.00
		Maths Olympiad resources		\$400.00
		Parent workshop hospitality: Numeracy		\$50.00
		Additional Resources		\$11 200.00
			Sub total	\$17 150.00
SALARIES		PLAN updating and tracking		\$3 000.00
		Maths intervention program teacher release (6 per term)		\$12 000.00
		Incidental Professional Learning		\$3 000.00
			Sub total	\$18 000.00
			Total	\$35 150.00

HISTORY / GEOGRAPHY (Cost Centre: History/Geography)	LEADERS	PRODUCT	X When used	TOTAL \$
TEACHING AND LEARNING RESOURCES	CHRIS	History Resources (\$500 per grade)		\$3 500.00
		Geography Resources (\$500 per grade)		\$3 500.00
			Sub total	\$7 000.00
SALARIES		Incidental Professional Learning		\$3 000.00
			Sub total	\$3 000.00
			Total	\$10 000.00

CREATIVE ARTS (Cost Centre: Creative Arts)	LEADERS	PRODUCT	X When used	TOTAL \$
TEACHING AND LEARNING RESOURCES	PATRICIA	DanceSport purchase of supplies for performance		1 200.00
		Operation Art entries, preparation. 1 per Stage		615.00
		Performances throughout the year – supplies (Open Day performance)		1 500.00
		Craft room supplies \$1600 per term		6 400.00
		Purchase of professional teacher resources		285.00
		Sub total		\$10 000.00
SALARIES		Release days for CA TPL x 4		\$2 000.00
		Choir 2x Casual days for co-ordination		\$1 000.00
		DanceSport 2x Casual released days for organisation		\$1 000.00
		Stocktake of Costume cupboard 1 x Casual release days		\$500.00
		Craft room stock take 4x 1/2 day casual		\$1 000.00
		Combined Public Schools Music Festival – 3 casuals (reflected in Strategic Direction 3)		\$1 500.00
		Incidental Professional Learning		\$3 000.00
		Sub total		\$10 000.00
		Total		\$20 000.00

COMMUNITY LANGUAGES (Internal Order: Community Languages)	LEADERS	PRODUCT	X When used	TOTAL \$
TEACHING AND LEARNING RESOURCES	DEPUTY PRINCIPAL	Literary texts in the languages of Italian and Greek		\$500.00
		Course fees (x4)		\$500.00
		MLTA Membership		\$200.00
		MLTA course fees		\$600.00
		Apps for Languages / Subscription fees		\$350.00
		Resources to support language programs		\$3 000.00
		Sub total		\$5 150.00
SALARIES		Greek Conference (Casuals x3)		1 500.00
		Italian Conference (Casuals x 2)		1 000.00
		MLTA Conference – 5 casuals		2 500.00
		Incidental Professional Learning		\$3 000.00
		Sub total		\$7 000.00
		Total		\$12 150.00

LIBRARY (Cost Centre: Library)	LEADERS	PRODUCT	X When used	TOTAL \$
TEACHING AND LEARNING RESOURCES	MARY	General purchases to replace & add for students borrowing		\$6 000.00
		SCIS – subscription for cataloguing (Global Budget)		\$500.00
		Stationary to maintain, cover resources and purchase time to do so (all KLAs)		\$5000.00
		Book Week promotion & BOOK Author Talk		\$150.00
		Improve library space- Circulation desks/chairs/wheels of bookshelves		\$2500.00
		Lunchtime “Creativity” Maker space: eg puppets, crafts		\$200.00
		TL Network Meeting & Doe TL Conference x2 \$???		\$500.00
		Sub total		\$14 850.00
SALARIES		TL Professional Network meeting x 4 (alternate Mary & Nat attend) 2x DoE TL meeting (Nat & Mary) 2 days total		\$3 000.00
		Sub total		\$3 000.00
		Total		\$17 850.00

PDHPE (Cost Centre: PDHPE)	LEADERS	PRODUCT	X When used	TOTAL \$
TEACHING AND LEARNING RESOURCES	CHRIS	K-6 Athletics Carnival		\$300.00
		3-6 Swimming Carnival		\$300.00
		Sports equipment		\$5 000.00
		PDHPE resources for new syllabus (\$1 000 per grade)		\$7 000.00
		Professional Development for stage leaders		\$4 000.00
		PSSA fees		\$500.00
		Sub total		\$17 100.00
SALARIES		Casual relief for sporting carnivals, knock outs, gala days etc – 9 casuals		\$4 000.00
		Professional Learning new syllabus		\$5 000.00
		Staff Professional Learning on New Syllabus- 4 casuals (Planning week)		\$2 000.00
		Incidental Professional Learning		\$3 000.00
		Sub total		\$14 000.00
		Total		\$31 100.00

SCIENCE (Cost Centre: Science)	LEADERS	PRODUCT	X When used	TOTAL \$
TEACHING AND LEARNING RESOURCES	MARY	Resources (\$500 per grade)		\$3 500.00
		Sub total		\$3 500.00
SALARIES		Stock take science room – 1 casual		\$500.00
		Incidental Professional Learning		\$3 000.00
		Sub total		\$3 500.00
		Total		\$7 000.00

LEADERSHIP (Cost Centre: Educational Delivery)	LEADERS	PRODUCT	X When used	TOTAL \$
TEACHING AND LEARNING RESOURCES	CAMERON	Executive members to attend conference – course fees		\$400.00
		SRC led Community based project		\$1 000.00
		Clean Up Australia day - gloves and bags		\$150.00
		Participate in kNOw waste school education program		\$450.00
		Replacing trees with Australian natives		\$300.00
		Gardening Project- purchase fruit and vegie seedlings/plants		\$300.00
		National Tree Day - purchase trees		\$200.00
		Make a litter meter		\$500.00
		EST initiatives		\$250.00
		Hospitality: Connections with local girls' high school		\$50.00
		Harmony Day resources		\$500.00
		Sub total		\$4 100.00
SALARIES		Executive Professional Learning and Planning Days – 9 casuals		\$4 500.00
		Executive develop AITSL template for staff to use – 3 casuals		\$1 500.00
		Executive members to attend conference – 4 casuals		\$2 000.00
		Cooperative Planning		\$6 000.00
		2018 PDP development and review		\$12 000.00
		SCOUT Professional learning for Executive		\$8 000.00
		Sub total		\$34 000
		Total		\$38 100.00

WELLBEING (Cost Centre: Educational Delivery)	LEADERS	PRODUCT	X When used	TOTAL \$
TEACHING AND LEARNING RESOURCES	DEPUTY PRINCIPAL	Implementing awards/discipline code		\$2 000.00
		Resources for special buddy activities		\$1 000.00
		Welfare committee to investigate resources		\$1 000.00
		Wet weather resources		\$3 000.00
		Specific furniture requirements		\$5 000.00
		Recognition of achievement through Presentation Day		\$4 000.00
		Parent Workshop (Wellbeing) – Hospitality		\$50.00
		Parent morning tea (PLSP) – Hospitality		\$50.00
		Anti-Bullying day resources		\$200.00
		White Ribbon day resources		\$200.00
		Establishment of WOW wall for staff		\$100.00
		Student Assistance		\$3 000.00
		Resources to support STLA and LST initiatives		\$2 500.00
		Resources to support Early Intervention Initiatives		\$2 000.00
		Mindfulness and Moral resources		\$2 000.00
		Sub total		\$26 100.00
SALARIES		PLSP writing Term 1 (RAM: Socio Economic, Low Level Adjustment for Disability & English Language Proficiency)		\$3 000.00
		PLSP review Term 4 (RAM: Socio Economic, Low Level Adjustment for Disability & English Language Proficiency)		\$3 000.00
		Students with additional learning needs supported with SLSO (RAM: Socio Economic, Low Level Adjustment for Disability & English Language Proficiency & RAM-\$8000		\$124 020.00
		Develop student feedback framework		\$4 000.00
		LMBR Professional learning		\$5 000.00
		Mindfulness and Moral Program 2 casuals for SDD		\$1 000.00
		Mindfulness and Moral Program 6 casuals for Demo lessons		\$3 000.00
			Sub total	\$143 120.00
			Total	\$169 120.00

ADMINISTRATION (Cost Centre: Educational Delivery)	LEADERS	PRODUCT	X When used	TOTAL \$
	ANGELICA	Saving for big ticket items - refurbishment		127 835.00
ADMIN		Hospitality		3 500.00
		Individual non consumable resources per classroom \$500 per room		20 000.00
		Office supplies		6 000.00
		Classroom resources		12 000.00
		Laminator - minor equipment		3 000.00
		Photocopy paper		11 000.00
		First aid		2 000.00
		Security banking		3 000.00
OTHER STAFF & CONTRACTOR COSTS		ESR Momentum subscription		2 616.00
		School eNews subscription/website		495.00
		Class cover		1 000.00
		LMBR – David Byrne		3 000.00
PRINTING		Service agreement - photocopiers		30 000.00
PROPERTY MAINTENANCE		Building maintenance and repairs		25 000.00
		Pest control		4 000.00
		Grounds maintenance and repairs		20 000.00
		Equipment maintenance and repairs		5 000.00
UTILITIES		Electricity		57 617.00
		Gas		5 000.00
		Water and Sewerage		30 000.00
CLEANING		Trade Waste		12 000.00
		Sanitary Disposal		900.00
		Hygiene products		5 500.00
POSTAGE		Postage		1 500.00
TELEPHONE		Telephone		5 000.00
STAFF SHORT TERM RELIEF COSTS (Internal Order: 2004000320)		Teacher Relief		120 000.00
		SASS Relief		2 500.00
PROFESSIONAL LEARNING		Professional Learning: RAM		39 369.00
SCHOOL SUPPORT ALLOCATION (Principal Support)		0.288 (AP Non-Teaching)		28 411.00
			Total	\$587 243 .00

VALIDATION (Internal Order: Validation)	LEADERS	PRODUCT	X When used	TOTAL \$
TEACHING AND LEARNING RESOURCES	DEPUTY PRINCIPAL			
		Sub total		
SALARIES		Professional Learning: Visible learning		\$2 000.00
		School Excellence Framework data collection		\$8 000.00
		Assessment Committee to review assessment		\$5 000.00
		Sub total		\$15 000.00
		Total		\$15 000.00

H&S (Internal Order: H&S)	LEADERS	PRODUCT	X When used	TOTAL \$
TEACHING AND LEARNING RESOURCES	PETA			
		Sub total		
SALARIES		WH&S audit		\$2 000.00
		Sub total		\$2 000.00
		Total		\$2 000.00

ICT (Cost Centre: ICT)	LEADERS	PRODUCT	X When used	TOTAL \$
TEACHING AND LEARNING RESOURCES	MARY	Projector Globes		1 500.00
		Peripheral ICT = extension cords, replacement keys etc		500.00
		Printer Ink		2 500.00
		Apple apps/ Software upgrade/subscriptions to websites/REPAIRS		3 400.00
		iPad maintenance - Zuledesk \$9 per iPad		600
		EALD/STALA or CL rooms x 4 rooms interactive projectors update		14 000.00
		Coding software/3D printer		6 000
		Upgrading of ICT hardware –laptops 6 per room with (P&C balance)		40 000.00
		New whiteboards for Epson 595 interactive projectors		7000
		Library sever room - control climate eg aircon, vents? overheating		2000

		ICT Professional learning – course fees		500.00
		Hospitality: Parent meeting (ACMA)		\$50.00
		Lap tops in the room (\$35000.00 P&C)		
		Sub total		\$78 050.00
SALARIES		ICT Professional Development conferences – 4 casuals		\$2 000.00
		ICT Professional learning – 4 casuals		\$2 000.00
		Incidental Professional Learning		\$3 000.00
		Sub total		\$7 000.00
		Total		\$85 050.00

EAL/D (Internal Order: EAL/D)	LEADERS	PRODUCT	X When used	TOTAL \$
TEACHING AND LEARNING RESOURCES	PETA	Resourcing EAL/D in Reading, Writing, Listening & Responding – charts, books, preparing resources etc (RAM)		2,000.00
		Sub total		\$2,000.00
SALARIES		Submitting of surveys		\$1 000.00
		Attending Network meetings – 3 casual days		\$1 500.00
		Incidental Professional Learning		\$3 000.00
		Sub total		\$4 500.00
		Total		\$6 500.00

School strategic directions 2018 – 2020

STRATEGIC DIRECTION 1

Quality Learning

STRATEGIC DIRECTION 2

Quality
Teaching

STRATEGIC DIRECTION 3

Quality Leading

