

# 2018 Annual Implementation Plan

for improving student outcomes

Specimen Hill Primary School (1316)



Awaiting for review by School Principal  
Awaiting endorsement by Senior Education Improvement Leader  
Awaiting endorsement by School Council President

## Self-evaluation Summary - 2018

Specimen Hill Primary School (1316)

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

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

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

<b>Enter your reflective comments</b>	<p>Whilst the school is showing some good practice in the 6 High Impact initiatives there is still further work to be done to move from embedding to improve consistency of practice across the whole school and into the excelling level. A starting point could be to improve peer observations and feedback, as currently this is done by the School Improvement Officer during coaching sessions and through the PDP process and class walk throughs usually conducted by the leadership team. But teachers need to be spending time formally and purposefully observing their peers. Initially this could be timetabled and directed with matched staff by leadership for a common purpose, and then could move on to more flexible arrangements organised by the SIO or colleagues with a specific focus.</p> <p>Community engagement in learning was perceived as a strength by the school in the evaluation with 2 areas categorised at an excelling level although this is not necessarily reflected in the Parent Opinion Survey. Parent participation and Involvement -3 7.9 percentile. General school Satisfaction- 64.4 percentile.</p>
<b>Considerations for 2019</b>	<p>EAL teacher to work consistently with targeted students.</p> <p>Oral language teacher training for prep teachers.</p>

	Building accountability structures for managing individual student programs. Incorporating more creative and critical thinking in programs.
<b>Documents that support this plan</b>	

## Annual Implementation Plan - 2018

### FISO Improvement Initiatives and Key Improvement Strategies

Specimen Hill Primary School (1316)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative																														
Over the next 4 years staff capacity will cater for independent and curious learners in an improved capacity. This will be achieved through facilitation of improved teaching and curriculum planning resulting in improved student outcomes.	<p>By the end of 2018, the percentage of students achieving below &amp; above the expected level in Teacher Judgements as set out in the table below.</p> <table border="1"> <thead> <tr> <th colspan="3">Teacher Judgements:</th> </tr> <tr> <th></th> <th colspan="2">% students below and above expected level</th> </tr> <tr> <th></th> <th>Below</th> <th>Above</th> </tr> </thead> <tbody> <tr> <td>Mode</td> <td>2018</td> <td>2018</td> </tr> <tr> <td>R and V</td> <td>5.0</td> <td>55.0</td> </tr> <tr> <td>S and L</td> <td>3.0</td> <td>40.0</td> </tr> <tr> <td>Writing</td> <td>10.0</td> <td>30.0</td> </tr> <tr> <td>M and G</td> <td>5.0</td> <td>30.0</td> </tr> <tr> <td>N and A</td> <td>5.0</td> <td>40.0</td> </tr> <tr> <td>S and P</td> <td>5.0</td> <td>25.0</td> </tr> </tbody> </table>	Teacher Judgements:				% students below and above expected level			Below	Above	Mode	2018	2018	R and V	5.0	55.0	S and L	3.0	40.0	Writing	10.0	30.0	M and G	5.0	30.0	N and A	5.0	40.0	S and P	5.0	25.0	Yes	Outline what you want achieve in the next 12 months against your Strategic Plan target.  The school will implement the Smart Spelling program from Prep to Grade 6 to build teacher capacity in developing their skills and knowledge in the teaching of Spelling. This will result in improved outcomes enabling targets to be achieved. Target 1. Teacher Judgment targets of 25% of students above	Curriculum planning and assessment
Teacher Judgements:																																		
	% students below and above expected level																																	
	Below	Above																																
Mode	2018	2018																																
R and V	5.0	55.0																																
S and L	3.0	40.0																																
Writing	10.0	30.0																																
M and G	5.0	30.0																																
N and A	5.0	40.0																																
S and P	5.0	25.0																																

	<p>For 75 % of year 5 students, in writing, to have medium to high growth as measured by NAPLAN  For 35% of year 5 students to be performing in the top two bands in spelling, as measured by NAPLAN</p>		<p>expected level in Spelling and Punctuation and 5% below expected level.  2. In NAPLAN data for 2018 35% of students will be performing in the top 2 bands in Writing and Spelling.</p>																												
	<table border="1" data-bbox="544 600 1193 1088"> <thead> <tr> <th colspan="3">ATTITUDES TO SCHOOL SURVEY &amp; PARENT OPINION SURVEY WILL REFLECT THE FOLLOWING SCORES</th> </tr> <tr> <th></th> <th>Attitude to School</th> <th>Parent Opinion Survey</th> </tr> </thead> <tbody> <tr> <td>Mode</td> <td>2018</td> <td>2018</td> </tr> <tr> <td>School Connect</td> <td>4.50</td> <td>60.0</td> </tr> <tr> <td>Stimulated Learning</td> <td>4.40</td> <td>68.0</td> </tr> <tr> <td>Student Motivation</td> <td>4.70</td> <td>67.0</td> </tr> <tr> <th colspan="3">STUDENT ABSENCES</th> </tr> <tr> <th>Year Level</th> <th>2015</th> <th>2018</th> </tr> <tr> <td>P-6</td> <td>13.72</td> <td>12.0</td> </tr> </tbody> </table> <p>By the end of 2018 Student Attendance rates will have decreased to 12 days.</p>	ATTITUDES TO SCHOOL SURVEY & PARENT OPINION SURVEY WILL REFLECT THE FOLLOWING SCORES				Attitude to School	Parent Opinion Survey	Mode	2018	2018	School Connect	4.50	60.0	Stimulated Learning	4.40	68.0	Student Motivation	4.70	67.0	STUDENT ABSENCES			Year Level	2015	2018	P-6	13.72	12.0	<p>Yes</p>	<p>To develop a consistent and shared understanding by all stakeholders of the 5 key school Values and to implement them across the school and community. Values: Respect, Excellence, Persistence, Resilience and Honesty.  This will be reflected in the following outcomes:  in the  Attitudes to School survey and Parent Opinion Survey:  School connectedness to school-ATS- 4.50  POS- 60.0  Stimulated learning-ATS -4.40 POS- 68.0  Student motivation-ATS- 4.70 POS- 67.0  Student absences-from 13.72 school mean in</p>	<p>Curriculum planning and assessment</p>
ATTITUDES TO SCHOOL SURVEY & PARENT OPINION SURVEY WILL REFLECT THE FOLLOWING SCORES																															
	Attitude to School	Parent Opinion Survey																													
Mode	2018	2018																													
School Connect	4.50	60.0																													
Stimulated Learning	4.40	68.0																													
Student Motivation	4.70	67.0																													
STUDENT ABSENCES																															
Year Level	2015	2018																													
P-6	13.72	12.0																													

			2015 to 12.0 in 2018.(13.85 in 2017)																			
	<p>Over the next 4 years the school's philosophy, policies and practice will reflect the diversity of the community which will be reflected in all planning, teaching and resources. This will enable all students to work to their potential.</p> <p>By the end of 2018 the results from the Attitudes to Schools Survey and Parent Opinion Survey will be:</p> <table border="1"> <thead> <tr> <th colspan="3">ATTITUDES TO SCHOOL &amp; PARENT OPINION SURVEY</th> </tr> <tr> <th></th> <th>Attitude to School</th> <th>Parent Opinion Survey</th> </tr> </thead> <tbody> <tr> <td>Mode</td> <td>2018</td> <td>2018</td> </tr> <tr> <td>Connectedness to Peers</td> <td>4.80</td> <td>55.0</td> </tr> <tr> <td>Student Safety</td> <td>4.90</td> <td>40.0</td> </tr> <tr> <td>Classroom Behaviour</td> <td>4.50</td> <td>55.0</td> </tr> </tbody> </table>	ATTITUDES TO SCHOOL & PARENT OPINION SURVEY				Attitude to School	Parent Opinion Survey	Mode	2018	2018	Connectedness to Peers	4.80	55.0	Student Safety	4.90	40.0	Classroom Behaviour	4.50	55.0	Yes	<p>To build the capacity of staff to develop engaging purposeful units of study</p> <p>Results in 2018 from the Attitudes to school survey and Parent Opinion Survey will be:</p> <p>Connectedness to Peers- ATS-4.80 POS- 55.0</p> <p>Student Safety- ATS- Higher than 4.90, POS 40.0</p> <p>Classroom Behaviour- ATS-Higher than 4.50, POS- 55.0</p>	Empowering students and building school pride
ATTITUDES TO SCHOOL & PARENT OPINION SURVEY																						
	Attitude to School	Parent Opinion Survey																				
Mode	2018	2018																				
Connectedness to Peers	4.80	55.0																				
Student Safety	4.90	40.0																				
Classroom Behaviour	4.50	55.0																				

**Improvement Initiatives Rationale**

In consideration of the outcomes in the NAPLAN data, Parent Opinion Survey, Attitudes to school and Staff Opinion data there is more work to be done on improving teacher capacity in a number of areas. Planning for highly effective Communities of Practice with specific leadership and literacy training through Bastow for team leaders is imperative. Whole school training of the SMART Spelling Program is planned as this was indicated as a key area of improvement from the 2017 NAPLAN data. In the Attitudes to School data there is still concern around connectedness to peers and student safety although this is not 'felt' across the school. A recent whole school bullying survey conducted by the Junior School Council members supports the ATS findings.

**Goal 1**

Over the next 4 years staff capacity will cater for independent and curious learners in an improved capacity. This will be achieved through facilitation of improved teaching and curriculum planning resulting in improved student outcomes.

<b>12 month target 1.1</b>	The school will implement the Smart Spelling program from Prep to Grade 6 to build teacher capacity in developing their skills and knowledge in the teaching of Spelling. This will result in improved outcomes enabling targets to be achieved. Target 1. Teacher Judgment targets of 25% of students above expected level in Spelling and Punctuation and 5% below expected level. 2. In NAPLAN data for 2018 35% of students will be performing in the top 2 bands in Writing and Spelling.
<b>FISO Initiative</b>	Curriculum planning and assessment
<b>Key Improvement Strategies</b>	
KIS 1	If we develop a common approach across the school that combines the SMART Spelling program in partnership with each child's personalised word lists, this will improve student outcomes in spelling.
KIS 2	Investigate a whole school writing program which identifies key teaching points for each text type at all levels. This will include adoption of whole school planning templates.
KIS 3	Professional Development sessions that focus on writing.
KIS 4	Celebration of students writing.

<b>Goal 2</b>	Over the next 4 years teachers will improve their capacity to plan and implement a more student centred program encompassing personalised/modified programs catering for the diversity of the school community.
<b>12 month target 2.1</b>	To develop a consistent and shared understanding by all stakeholders of the 5 key school Values and to implement them across the school and community. Values: Respect, Excellence, Persistence, Resilience and Honesty. This will be reflected in the following outcomes: in the Attitudes to School survey and Parent Opinion Survey: School connectedness to school-ATS- 4.50 POS- 60.0 Stimulated learning-ATS -4.40 POS- 68.0 Student motivation-ATS- 4.70 POS- 67.0 Student absences-from 13.72 school mean in 2015 to 12.0 in 2018.(13.85 in 2017)
<b>FISO Initiative</b>	Curriculum planning and assessment

<b>Key Improvement Strategies</b>	
KIS 1	If we develop units of study that enables personalised learning for all students, then students will be engaged and learning at their optimum level.
KIS 2	If we implement a whole school structured schedule for SSG/IEP's and BSP's students will be taught at their point of need. This includes students operating under PSDMS, Koorie, EAL and students operating at 12 months above or below in multiple strands.
KIS 3	Targeted professional development led by the Assistant Principal
KIS 4	Implement an extension and enrichment program targeting students interests
<b>12 month target 2.2</b>	To build the capacity of staff to develop engaging purposeful units of study Results in 2018 from the Attitudes to school survey and Parent Opinion Survey will be: Connectedness to Peers- ATS-4.80 POS-55.0 Student Safety- ATS-Higher than 4.90, POS 40.0 Classroom Behaviour- ATS-Higher than 4.50, POS- 55.0
<b>FISO Initiative</b>	Empowering students and building school pride
<b>Key Improvement Strategies</b>	
KIS 1	If we develop a rubric, based on the school values, that clearly indicates the expected behaviours for all stakeholders, this will further develop the school's positive culture.

## Define Evidence of Impact and Activities and Milestones - 2018

Specimen Hill Primary School (1316)

<b>Goal 1</b>	Over the next 4 years staff capacity will cater for independent and curious learners in an improved capacity. This will be achieved through facilitation of improved teaching and curriculum planning resulting in improved student outcomes.
---------------	---



<b>12 month target 1.1</b>	The school will implement the Smart Spelling program from Prep to Grade 6 to build teacher capacity in developing their skills and knowledge in the teaching of Spelling. This will result in improved outcomes enabling targets to be achieved. Target 1. Teacher Judgment targets of 25% of students above expected level in Spelling and Punctuation and 5% below expected level. 2. In NAPLAN data for 2018 35% of students will be performing in the top 2 bands in Writing and Spelling.			
<b>FISO Initiative</b>	Curriculum planning and assessment			
<b>Key Improvement Strategy 1</b>	If we develop a common approach across the school that combines the SMART Spelling program in partnership with each child's personalised word lists, this will improve student outcomes in spelling.			
Actions	To commit to professional development of the Smart Spelling program in Term One To include the Smart Spelling program into the classroom on a daily basis To combine the Smart Spelling Program with individualised word lists from childrens' writing			
Evidence of impact	To improve teacher capacity and understanding of how students learn to spell and how to support this through the literacy program. To develop teacher knowledge and capacity to plan and implement differentiated teaching strategies in Spelling. To develop teacher knowledge and capacity to work and to plan in effective teams to improve Spelling outcomes. For all students to demonstrate improvement in their Spelling strategies and outcomes.			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>
Smart Spelling PD.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Professional development focussing on the school values	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used

<b>Goal 1</b>	Over the next 4 years staff capacity will cater for independent and curious learners in an improved capacity. This will be achieved through facilitation of improved teaching and curriculum planning resulting in improved student outcomes.			
<b>12 month target 1.1</b>	The school will implement the Smart Spelling program from Prep to Grade 6 to build teacher capacity in developing their skills and knowledge in the teaching of Spelling. This will result in improved outcomes enabling targets to be achieved. Target 1. Teacher Judgment targets of 25% of students above expected level in Spelling and Punctuation and 5% below expected level. 2. In NAPLAN data for 2018 35% of students will be performing in the top 2 bands in Writing and Spelling.			
<b>FISO Initiative</b>	Curriculum planning and assessment			
<b>Key Improvement Strategy 2</b>	Investigate a whole school writing program which identifies key teaching points for each text type at all levels. This will include adoption of whole school planning templates.			
Actions				
Evidence of impact				
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>

<b>Goal 1</b>	Over the next 4 years staff capacity will cater for independent and curious learners in an improved capacity. This will be achieved through facilitation of improved teaching and curriculum planning resulting in improved student outcomes.			
<b>12 month target 1.1</b>	The school will implement the Smart Spelling program from Prep to Grade 6 to build teacher capacity in developing their skills and knowledge in the teaching of Spelling. This will result in improved outcomes enabling targets to be achieved. Target 1. Teacher Judgment targets of 25% of students above expected level in Spelling and Punctuation and 5% below expected level. 2. In NAPLAN data for 2018 35% of students will be performing in the top 2 bands in Writing and Spelling.			

<b>FISO Initiative</b>	Curriculum planning and assessment			
<b>Key Improvement Strategy 3</b>	Professional Development sessions that focus on writing.			
Actions				
Evidence of impact				
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>
		<input type="checkbox"/> No	from: to:	<input type="checkbox"/> Equity funding will be used

<b>Goal 1</b>	Over the next 4 years staff capacity will cater for independent and curious learners in an improved capacity. This will be achieved through facilitation of improved teaching and curriculum planning resulting in improved student outcomes.
<b>12 month target 1.1</b>	The school will implement the Smart Spelling program from Prep to Grade 6 to build teacher capacity in developing their skills and knowledge in the teaching of Spelling. This will result in improved outcomes enabling targets to be achieved. Target 1. Teacher Judgment targets of 25% of students above expected level in Spelling and Punctuation and 5% below expected level. 2. In NAPLAN data for 2018 35% of students will be performing in the top 2 bands in Writing and Spelling.
<b>FISO Initiative</b>	Curriculum planning and assessment
<b>Key Improvement Strategy 4</b>	Celebration of students writing.
Actions	
Evidence of impact	

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
		<input type="checkbox"/> No	from: to:	<input type="checkbox"/> Equity funding will be used

<b>Goal 2</b>	Over the next 4 years teachers will improve their capacity to plan and implement a more student centred program encompassing personalised/modified programs catering for the diversity of the school community.
<b>12 month target 2.1</b>	To develop a consistent and shared understanding by all stakeholders of the 5 key school Values and to implement them across the school and community. Values: Respect, Excellence, Persistence, Resilience and Honesty. This will be reflected in the following outcomes: in the Attitudes to School survey and Parent Opinion Survey: School connectedness to school-ATS- 4.50 POS- 60.0 Stimulated learning-ATS -4.40 POS- 68.0 Student motivation-ATS- 4.70 POS- 67.0 Student absences-from 13.72 school mean in 2015 to 12.0 in 2018.(13.85 in 2017)
<b>FISO Initiative</b>	Curriculum planning and assessment
<b>Key Improvement Strategy 1</b>	If we develop units of study that enables personalised learning for all students, then students will be engaged and learning at their optimum level.
Actions	Develop a common understanding of the the clearly defined behaviours and attitudes expected by all stakeholders. Develop the capacity for teachers, students and parents to implement the strategies required to achieve the Values expectations. Develop an effective rubric that clearly articulates Values expectations for the whole school community.
Evidence of impact	Develop an improved understanding and demonstration of the 5 key Values by all stakeholders. Develop improved behaviour and attitudes from and towards all stakeholders.

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Professional Development to develop school expectationsmatrix	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used

<b>Goal 2</b>	Over the next 4 years teachers will improve their capacity to plan and implement a more student centred program encompassing personalised/modified programs catering for the diversity of the school community.
<b>12 month target 2.1</b>	To develop a consistent and shared understanding by all stakeholders of the 5 key school Values and to implement them across the school and community. Values: Respect, Excellence, Persistence, Resilience and Honesty. This will be reflected in the following outcomes: in the Attitudes to School survey and Parent Opinion Survey: School connectedness to school-ATS- 4.50 POS- 60.0 Stimulated learning-ATS -4.40 POS- 68.0 Student motivation-ATS- 4.70 POS- 67.0 Student absences-from 13.72 school mean in 2015 to 12.0 in 2018.(13.85 in 2017)
<b>FISO Initiative</b>	Curriculum planning and assessment
<b>Key Improvement Strategy 2</b>	If we implement a whole school structured schedule for SSG/IEP's and BSP's students will be taught at their point of need. This includes students operating under PSDMS, Koorie, EAL and students operating at 12 months above or below in multiple strands.
Actions	Develop an agreed structured schedule to align student plans to practice across the school. Develop the capacity for teachers to implement and review targeted SMART goals for students operating under PSDMS Koori, EAL or working at 12 months above or below in multiple strands.
Evidence of impact	Development of more targeted individual goals for students. Improved differentiation of teaching and learning to improved student progress and engagement.

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
		<input type="checkbox"/> No	from: to:	<input type="checkbox"/> Equity funding will be used

<b>Goal 2</b>	Over the next 4 years teachers will improve their capacity to plan and implement a more student centred program encompassing personalised/modified programs catering for the diversity of the school community.			
<b>12 month target 2.1</b>	To develop a consistent and shared understanding by all stakeholders of the 5 key school Values and to implement them across the school and community. Values: Respect, Excellence, Persistence, Resilience and Honesty. This will be reflected in the following outcomes: in the Attitudes to School survey and Parent Opinion Survey: School connectedness to school-ATS- 4.50 POS- 60.0 Stimulated learning-ATS -4.40 POS- 68.0 Student motivation-ATS- 4.70 POS- 67.0 Student absences-from 13.72 school mean in 2015 to 12.0 in 2018.(13.85 in 2017)			
<b>FISO Initiative</b>	Curriculum planning and assessment			
<b>Key Improvement Strategy 3</b>	Targeted professional development led by the Assistant Principal			
Actions	Targeted professional development which builds teacher capacity to write targeted SMART goals			
Evidence of impact	Students goals are aligned			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget

		<input type="checkbox"/> No	from: to:	<input type="checkbox"/> Equity funding will be used
--	--	-----------------------------	--------------	--

<b>Goal 2</b>	Over the next 4 years teachers will improve their capacity to plan and implement a more student centred program encompassing personalised/modified programs catering for the diversity of the school community.			
<b>12 month target 2.1</b>	To develop a consistent and shared understanding by all stakeholders of the 5 key school Values and to implement them across the school and community. Values: Respect, Excellence, Persistence, Resilience and Honesty. This will be reflected in the following outcomes: in the Attitudes to School survey and Parent Opinion Survey: School connectedness to school-ATS- 4.50 POS- 60.0 Stimulated learning-ATS -4.40 POS- 68.0 Student motivation-ATS- 4.70 POS- 67.0 Student absences-from 13.72 school mean in 2015 to 12.0 in 2018.(13.85 in 2017)			
<b>FISO Initiative</b>	Curriculum planning and assessment			
<b>Key Improvement Strategy 4</b>	Implement an extension and enrichment program targeting students interests			
Actions				
Evidence of impact				
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>
		<input type="checkbox"/> No	from: to:	<input type="checkbox"/> Equity funding will be used

<b>Goal 2</b>	Over the next 4 years teachers will improve their capacity to plan and implement a more student centred program encompassing personalised/modified programs catering for the diversity of the school community.			
<b>12 month target 2.2</b>	To build the capacity of staff to develop engaging purposeful units of study Results in 2018 from the Attitudes to school survey and Parent Opinion Survey will be: Connectedness to Peers- ATS-4.80 POS-55.0 Student Safety- ATS-Higher than 4.90, POS 40.0 Classroom Behaviour- ATS-Higher than 4.50, POS- 55.0			
<b>FISO Initiative</b>	Empowering students and building school pride			
<b>Key Improvement Strategy 1</b>	If we develop a rubric, based on the school values, that clearly indicates the expected behaviours for all stakeholders, this will further develop the school's positive culture.			
Actions	Develop teacher capacity and understanding of Inquiry Based learning. Develop staff capacity in teaching the strategies required to implement Inquiry Based Learning. Develop staff capacity to work in teams to collaborate and to plan an effective Inquiry Based program.			
Evidence of impact				
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>
		<input type="checkbox"/> No	from: to:	<input type="checkbox"/> Equity funding will be used

## Professional Learning and Development Plan - 2018

Specimen Hill Primary School (1316)



Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Smart Spelling PD.	Teacher(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> External consultants  Michelle Hutchinson	
Professional development focussing on the school values	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff	
Professional Development to develop school expectationsmatrix	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> External consultants  Regional recommendation	

### Documents that support the plan

The school has uploaded the following documents to support the self-evaluation.