**2019 Annual Implementation Plan**

Submitted for review by Heather Kennedy (School Principal) on 31 January, 2019 at 01:28 PM  
Endorsed by Scott Watson (Senior Education Improvement Leader) on 31 January, 2019 at 01:56 PM  
Awaiting endorsement by School Council President

**for improving student outcomes**

Toolamba Primary School (1455)



**Self-evaluation Summary - 2019**

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|  | FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red. | | Self-evaluation Level |
| **Excellence in teaching and learning** |  | Building practice excellence | Embedding |
|  | Curriculum planning and assessment | Evolving moving towards Embedding |
|  | Evidence-based high-impact teaching strategies | Embedding |
|  | Evaluating impact on learning | Embedding |

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| **Professional leadership** |  | Building leadership teams | Embedding |
|  | Instructional and shared leadership | Embedding |
|  | Strategic resource management | Embedding |
|  | Vision, values and culture | Embedding |

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

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

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| **Enter your reflective comments** | In 2018 our FISO initiatives were to Build Practice Excellence and Building Leadership Teams. Toolamba PS has a culture of collaboration and collective responsibility. We are continually striving to build teacher capacity to improve student outcomes. There is a strong line of site between our Strategic Plan, AIP and PDPs. This ensures we have a shared vision for our school. All professional learning is linked to goals in our AIP. Student outcome data is used to measure the impact of professional learning on teacher practice and student achievement. Our involvement with UMNOS16 has had dramatic impact on the teaching of literacy across the school. We have to embed the Gradual Release of Responsibility instructional model across all subject areas. This model ensures that students learning is scaffolded and supported. It aligns with the High Impact Teaching Strategies (HITS). Our key focus this year has been on Explicit Teaching, Multiple Exposures and Feedback. • Throughout the year we have continued to build on our PLCs so that we create a culture of working collaboratively to continuously improve teaching and learning. The teams use an inquiry cycle to measure the impact of their teaching and identify areas for professional learning. Teams meet on a weekly basis for their PLC. They collect and analyse multiple sources of data to assess learning impact and build capacity in curriculum and assessment, and instructional and pedagogical content practices. The focus is on the learning that needs to happen across the classroom to drive student outcomes. Through this approach teachers are able to continuously monitor the impact. It has also developed a culture of trust, quality relationships and individual and collective accountability. |
| **Considerations for 2019** | As a school improvement team, we feel that we will continue to target explicit teaching, multiple exposures and student feedback. All staff have identified student feedback as an area for improvement. To ensure this is we feel our next focus area is around documentation of our current curriculum. We also feel our planning could be improved so that it includes more detail around the use of the HITS, not just the content. Not only about what we teach but how we will teach it to engage the students in the learning process. We would like to introduce Google documents so that we enhance the collaborative practices already happening in the school. Continue to embed the PLC culture across the school by timetabling, resourcing and documentation. • Fine tune the process so that data sets are used to continually drive student growth. • Investigate the use of Google Doc to encourage collaborative planning.  • Work with our SIP school to further develop collaborative practice. • Build a time into PLTS where teams share their focus and successes. |
| **Documents that support this plan** |  |

**SSP Goals Targets and KIS**

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| Goal 1 | To continue to improve relative growth across Literacy and Numeracy from Foundation to Grade 6 |
| Target 1.1 | NAPLAN data shows that there is a decrease in the area of low growth and an increase in the area of high growth.   |  |  |  |  | | --- | --- | --- | --- | | **Year** | **Low** | **Medium** | **High** | | Numeracy 2015 | 15.38 | 69.23 | 15.38 | | 2019 | <25 | 50 | 25 | | Reading 2015 | 23.08 | 75 | 16.67 | | 2019 | <25 | 50 | 25 | | Writing 2015 | 8.33 | 75 | 16.67 | | 2019 | <25 | 50 | 25 | | Spelling 2015 | 38.8 | 46.15 | 15.38 | | 2019 | <25 | 50 | 25 | | Grammar & Punctuation2015 | 38.46 | 46.15 | 15.38 | | 2019 | <25 | 50 | 25 |     NAPLAN data shows and increase/maintain  in the % in the top three bands   |  |  |  |  | | --- | --- | --- | --- | | Domain | Year | 2015 | 2019 | | Reading | 3 | 91.1 | >90% | | Writing | 3 | 94% | >90% | | Spelling | 3 | 84.9% | >85% | | Grammar | 3 | 90.9% | >90% | | Numeracy | 3 | 87.9% | >85% | | Reading | 5 | 53.3% | >65% | | Writing | 5 | 53% | >65% | | Spelling | 5 | 66.7% | >70% | | Grammar | 5 | 60% | >65% | | Numeracy | 5 | 60% | >65% |     Teacher Judgement data shows that the relative growth of at least 1 level from Semester 2 –Semester 2.   |  |  |  |  | | --- | --- | --- | --- | | **Foundation  to 1** | **Reading** | **Writing** | **Number** | | 2015 | 1.23 | 1.06 | 1.27 | | 2019 | >1.25 | .1.2 | .1.3 | | Grade 1to 2 | Reading | Writing | Number | | 2015 | 1.23 | 1.06 | 1.27 | | 2019 | >1.25 | >1.2 | >1.3 | | Grade  2 to 3 | Reading | Writing | Number | | 2015 | 1.13 | 1.05 | 1.22 | | 2019 | >1.2 | >1.15 | >1.3 | | Grade 3 to 4 | Reading | Writing | Number | | 2015 | .94 | .89 | .72 | | 2019 | >1.1 | >1.1 | >1 | | Grade 4-5 | Reading | Writing | Number | | 2015 | 1.1 | 1.27 | 1.1 | | 2019 | >1.2 | >1.3 | .1.2 | | Grade 5 to 6 | Reading | Writing | Number | | 2015 | 1.18 | .93 | .93 | | 2019 | 1.2 | >1 | >1 | |
| Key Improvement Strategy 1.a Evidence-based high-impact teaching strategies | Use the learning and inquiry cycle of a PLC to guide analysis of practice and student data and to inform future learning. |
| Goal 2 | Improve student engagement with a particular focus on high quality instructional practice. |
| Target 2.1 | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Attitudes to School Survey** to show an increase in School Connectedness, Stimulated Learning and Learning Confidence.   |  |  |  | | --- | --- | --- | |  | 2015 | 2019 | | Connectedness | 20.4 | >50 | | Stimulating. Learning | 62.1 | >65 | | Learn Conf. | 19.6 | >50 |     **Parent Opinion Survey** to show an increase in Connected to Peers, Student motivation, Social Skills and School Connectedness.   |  |  |  | | --- | --- | --- | |  | 2015 | 2019 | | Connected to Peers | 60.8 | >67 | | Student Motivation | 25.6 | >50 | | Social Skills | 67.5 | >69 | | School Connectedness | 18 | >50 |     Average student absence days (F-6) to be reduced   |  |  |  | | --- | --- | --- | | **2014** | **2015** | **2019** | | 9.2 | 9.16 | <9 | | |
| Key Improvement Strategy 2.a Building practice excellence | Teachers continue to refine and expand their repertoire of high impact teaching strategies. |

**Select Annual Goals and KIS**

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| Four Year Strategic Goals | Is this selected for focus this year? | **Four Year Strategic Targets** | 12 month targetThe 12 month target is an incremental step towards meeting the 4-year target, using the same data set. |
| To continue to improve relative growth across Literacy and Numeracy from Foundation to Grade 6 | Yes | NAPLAN data shows that there is a decrease in the area of low growth and an increase in the area of high growth.   |  |  |  |  | | --- | --- | --- | --- | | **Year** | **Low** | **Medium** | **High** | | Numeracy 2015 | 15.38 | 69.23 | 15.38 | | 2019 | <25 | 50 | 25 | | Reading 2015 | 23.08 | 75 | 16.67 | | 2019 | <25 | 50 | 25 | | Writing 2015 | 8.33 | 75 | 16.67 | | 2019 | <25 | 50 | 25 | | Spelling 2015 | 38.8 | 46.15 | 15.38 | | 2019 | <25 | 50 | 25 | | Grammar & Punctuation2015 | 38.46 | 46.15 | 15.38 | | 2019 | <25 | 50 | 25 |     NAPLAN data shows and increase/maintain  in the % in the top three bands   |  |  |  |  | | --- | --- | --- | --- | | Domain | Year | 2015 | 2019 | | Reading | 3 | 91.1 | >90% | | Writing | 3 | 94% | >90% | | Spelling | 3 | 84.9% | >85% | | Grammar | 3 | 90.9% | >90% | | Numeracy | 3 | 87.9% | >85% | | Reading | 5 | 53.3% | >65% | | Writing | 5 | 53% | >65% | | Spelling | 5 | 66.7% | >70% | | Grammar | 5 | 60% | >65% | | Numeracy | 5 | 60% | >65% |     Teacher Judgement data shows that the relative growth of at least 1 level from Semester 2 –Semester 2.   |  |  |  |  | | --- | --- | --- | --- | | **Foundation  to 1** | **Reading** | **Writing** | **Number** | | 2015 | 1.23 | 1.06 | 1.27 | | 2019 | >1.25 | .1.2 | .1.3 | | Grade 1to 2 | Reading | Writing | Number | | 2015 | 1.23 | 1.06 | 1.27 | | 2019 | >1.25 | >1.2 | >1.3 | | Grade  2 to 3 | Reading | Writing | Number | | 2015 | 1.13 | 1.05 | 1.22 | | 2019 | >1.2 | >1.15 | >1.3 | | Grade 3 to 4 | Reading | Writing | Number | | 2015 | .94 | .89 | .72 | | 2019 | >1.1 | >1.1 | >1 | | Grade 4-5 | Reading | Writing | Number | | 2015 | 1.1 | 1.27 | 1.1 | | 2019 | >1.2 | >1.3 | .1.2 | | Grade 5 to 6 | Reading | Writing | Number | | 2015 | 1.18 | .93 | .93 | | 2019 | 1.2 | >1 | >1 | | To increase or maintain the number of students achieving medium and high relative growth in NAPLAN. Teacher Judgement data shows that the relative growth of at least 1 level from Semester 2 –Semester 2. |
| Improve student engagement with a particular focus on high quality instructional practice. | Yes | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Attitudes to School Survey** to show an increase in School Connectedness, Stimulated Learning and Learning Confidence.   |  |  |  | | --- | --- | --- | |  | 2015 | 2019 | | Connectedness | 20.4 | >50 | | Stimulating. Learning | 62.1 | >65 | | Learn Conf. | 19.6 | >50 |     **Parent Opinion Survey** to show an increase in Connected to Peers, Student motivation, Social Skills and School Connectedness.   |  |  |  | | --- | --- | --- | |  | 2015 | 2019 | | Connected to Peers | 60.8 | >67 | | Student Motivation | 25.6 | >50 | | Social Skills | 67.5 | >69 | | School Connectedness | 18 | >50 |     Average student absence days (F-6) to be reduced   |  |  |  | | --- | --- | --- | | **2014** | **2015** | **2019** | | 9.2 | 9.16 | <9 | | | Attitudes to School Survey. Connectedness >85% (2018 89%)Stimulating Learning >80% (2018 80%)Learning Confidence >85% (2018 88%)Parent Opinion Survey School Connectedness > 85%(2018 100%) Promoting Positive Behaviour >85% (2018 93%)Student Motivation >85%(2018 85% |

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| Goal 1 | To continue to improve relative growth across Literacy and Numeracy from Foundation to Grade 6 | |
| 12 Month Target 1.1 | To increase or maintain the number of students achieving medium and high relative growth in NAPLAN. Teacher Judgement data shows that the relative growth of at least 1 level from Semester 2 –Semester 2. | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1**  Evidence-based high-impact teaching strategies | Use the learning and inquiry cycle of a PLC to guide analysis of practice and student data and to inform future learning. | Yes |
| Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention. | As a staff we believe the inquiry cycle of a PLC is a powerful way to impact on student outcomes and build a collaborative culture of improvement in our school.This KIS aligns with our Strategic Plan and our targets to improve growth. In 2018 data sets show that we increased the number of students with Medium Growth in Reading to 60%( 2017- 55.1%), the number of students with High Growth in Spelling to 50% (2017-37.9%) and 40%( 2017-27.59%) in Writing.  Reading results did not demonstrate the High Growth we had in 2017. In 2017 we had 37.93% with High Growth and in 2018 we had only 13.33%). However the Mean Score was above the State Mean and Teacher Judgement and results of PAT Reading indicate gains above what is expected.(Teacher Judgement 1.22 years growth.) Writing results show a significant increase % of student in the High Growth area, in 2017 there were 27.59% and in 2018 40%.  However Grammar and Punctuation there was a significant number of students with Low Growth-(50%) compared to 24.12% in 2017 despite the fact that the School Mean score was 532 above the State (508.) Numeracy results remained fairly consistent with 86% of students with Medium to High growth in 2018 compared to 93% in 2017.  Focus 2019: Continue to embed the Readers and Writers Workshops across the school Build on our PLC model. Further document the curriculum, with an emphasis on scope and sequences across subject area -English, Mathematics and Science. Continue to use data to inform teaching and learning Use Google Docs as a platform to store documents to enable collaborative work Introduce Learning Walks. | |
| Goal 2 | Improve student engagement with a particular focus on high quality instructional practice. | |
| 12 Month Target 2.1 | Attitudes to School Survey. Connectedness >85% (2018 89%)Stimulating Learning >80% (2018 80%)Learning Confidence >85% (2018 88%)Parent Opinion Survey School Connectedness > 85%(2018 100%) Promoting Positive Behaviour >85% (2018 93%)Student Motivation >85%(2018 85% | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1**  Building practice excellence | Teachers continue to refine and expand their repertoire of high impact teaching strategies. | Yes |
| Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention. | As part of the P&D proces all staff have plotted and tracked themselves on the HITS continuum, setting personal goals for what they would like to achieve. As a whole school we selected three target areas- explicit teaching, multiple exposures and feedback. (See attachment) To begin with, teachers explicitly model the learning that needs to happen at the beginning of every lesson (I do). Co-developed success criteria ensure that students are aware of the learning that they will be doing. Students then have the opportunity to work in a supportive environment with the teacher (we do). Once the teacher feels the students are ready to continue the learning on their own, they have multiple opportunities to take this learning to fluency (You do). Co-constructed anchor charts have become a powerful teaching tool at our school. They have become the third teacher in the classroom, a valuable resource for children to refer to on an ongoing basis. Each Friday teachers have timetabled a revision session to ensure that concepts taught early in the term are revisited so that they become embedded in student’s long term memory. Observations and discussions with staff demonstrate that teachers make a concerted effort to access prior knowledge and link new learning to what students have done in the past.  Our targets for this area were met. ATTITUDES TO SCHOOL SURVEY  STIMULATING LEARNING : TARGET >75% ACTUAL: 80% LEARNING CONFIDENCE: TARGET >75% ACTUAL: 88% PARENT OPINION SURVEY  CONNECTEDNESS: TARGET >85% ACTUAL: 100% PROMOTING POSITVE BEHAVIOUR: TARGET >85% ACTUAL 93% STUDENT MOTIVATION: TARGET >85% ACTUAL 85% Focus For 2019: Continue to embed the HITS across all areas of the curriculum Further develop student voice. PL calendar Formalise Team Meeting /PLT Agendas | |

**Define Actions, Outcomes and Activities**

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| Goal 1 | To continue to improve relative growth across Literacy and Numeracy from Foundation to Grade 6 | | | | |
| 12 Month Target 1.1 | To increase or maintain the number of students achieving medium and high relative growth in NAPLAN. Teacher Judgement data shows that the relative growth of at least 1 level from Semester 2 –Semester 2. | | | | |
| KIS 1 Evidence-based high-impact teaching strategies | Use the learning and inquiry cycle of a PLC to guide analysis of practice and student data and to inform future learning. | | | | |
| **Actions** | Staff will: Collaborate through the PLC process using the inquiry cycle to identify the learning needed to drive student improvement. Continue to use data sets to inform all teaching and learning and provide feedback to students  Articulate to students the learning focus and work with students to develop shared success criteria Participate in the development of a term planner for focus areas and documentation of PLC activities Unpack the Victorian Curriculum and develop a whole school curriculum plan along with Scope and Sequences  Use Google Docs as a platform to store documents to enable collaborative work Participate in Learning Walks Leaders will: Consistently work beside the teams to develop teacher capacity to improve student outcomes. Review assessment tools used and track growth across the school on a regular basis Document a term planner for Inquiry Cycles, formalise PLC &PLT records and processes. Provide professional learning and professional reading to develop teacher capacity Lead the documentation of whole school curriculum Develop their expertise to use Google Docs as a collaborative work space Develop a protocol for and participate in Learning Walks   Students will have the opportunity to: Set individual learning goals and reflect on their progress regularly-at least once a term Reflect on their progress by looking at evidence of their learning and growth-constructed success criteria and developmental pathways. Develop shared success criteria with teachers. Give feedback to staff through Learning Walks. | | | | |
| **Outcomes** | Staff will evidence:. Development of their capacity to scaffold student learning. A refined capacity to monitor student growth and adjust teaching accordingly Collaboration via Google Docs Detailed planning documents reflecting increased knowledge of the curriculum Learning Walk notes  Leaders will evidence: Targeted professional learning and readings to meet staff needs  A Google Docs platform up and operational A documented curriculum Through Learning Walks documentation.  Students will have the opportunity to:  Reflect on their learning and respond consistently, with purpose, to the following prompts: 1. What or why are you learning? 2. How are you going? 3. How do you know? 4. Where do you go for help? 5. Where do you go from here, how do you improve? | | | | |
| **Success Indicators** | NAPLAN DATA Teacher judgement On Demand/Pat Reading & Numeracy  Pre and post testing Conference notes, work samples Observation notes from Learning Walks | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Teams meet weekly to analyse Common Assessment task (CAT). Through this analysis teachers and principal will not only ensure that children are taught but ensure that they are provided with the opportunity to share what they have learnt. There will be a shift from a focus on teaching to a focus on learning. Three questions will drive the work in the PLCS. 1. What do we want the children to learn? 2. How will we know they have learnt it? 3. How will we respond when they have difficulty learning it? | | 🗹 All Staff | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Allocate a curriculum day to documenting Whole School Curriculum and developing scope and sequences. Use the expertise of Kate Bird to lead the documentation. Resource School Improvement Team members to meet and continue with documentation | | 🗹 All Staff | 🗹 PLP Priority | from: Term 1  to: Term 4 | $2,000.00  🗹 Equity funding will be used |
| Google Documents will be used to store all curriculum, scope and sequences, term planners and teacher planning documents. Leaders will research and develop their expertise by working with staff from other schools who have this platform up and functional. | | 🗹 All Staff | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| All students will have co-constructed individual learning goals which are reflected on throughout and at the end of teaching units. Students will be have a clear line of sight as to what is their next milestone.  A consistent method of recording them will be developed across the school. | | 🗹 All Staff | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Goal 2 | Improve student engagement with a particular focus on high quality instructional practice. | | | | |
| 12 Month Target 2.1 | Attitudes to School Survey. Connectedness >85% (2018 89%)Stimulating Learning >80% (2018 80%)Learning Confidence >85% (2018 88%)Parent Opinion Survey School Connectedness > 85%(2018 100%) Promoting Positive Behaviour >85% (2018 93%)Student Motivation >85%(2018 85% | | | | |
| KIS 1 Building practice excellence | Teachers continue to refine and expand their repertoire of high impact teaching strategies. | | | | |
| **Actions** | Teachers to evidence use of:: The HITS with an emphasis on Multiple Exposures, Explicit Teaching and Feedback Planning documents to reflect focus HITS areas  The Gradual Release of Responsibility instructional with an emphasis on reflection and student feedback Student learning goals to monitor and progress learning Student goal setting booklets (aiming for consistency of practice across the school) Student Reading goals via Reading Conferences, Writing to cold writes and Numeracy to pre testing results PLTs to develop their knowledge around Readers and Writers Workshops. Writers and Readers Workshops as a structure to embed HITS.  Concepts of the You Can Do It program into the classrooms  The values of Respect, Inclusion and Trust  Leaders to: Use Learning Walks to gain feedback on High Impact Teaching Strategies and Instructional Model implementation. Mentor and coach staff as required Oversee the development of goal setting booklets for all students Attend Literacy and Numeracy Leaders Days to develop their capacity to drive improvement across the school.  Monitor progress towards goals Promote school values across the community Students to have the opportunity to: Be engaged in the learning process(Reference Amplify) Co-construct success criteria and learning goals on an ongoing basis.  Track their progress through the use of rubrics, scope and sequences and feedback Feel safe, valued and ready to learn | | | | |
| **Outcomes** | Students able to: Articulate clear understanding of learning intentions and success criteria as evidenced through regular learning walks Given opportunities to collaborate and make decisions around what and how they learn Take responsibility for their learning and be able to self-regulate. Provide feedback to the teacher in a variety of ways on an ongoing basis. Feel engaged in the learning process.  Teachers refine their:: Planning documentation throughout the term/year Skills in conducting Learning Walks. Capacity to explain to students what they need to know and what they will be able to do by the end of the lesson Ability to provide timely feedback on areas well done and suggestions for improvement Leaders Will develop their capacity to drive improvement across the school through the expansion of their repertoire of leadership qualities. Through collaboration with other schools expand their network of professional colleagues | | | | |
| **Success Indicators** | Data sets:   Attitudes to School Survey-Stimulating learning(2018 80%) Learning Confidence (2018 88%) Student Voice and Agency (2018 73%) Parent Survey- Stimulating Learning (2018 83%) Student Voice and Agency (2018 87%) Effective Teaching (2018 86%) | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Redesign of planning documents to reflect the focus on HITS. | | 🗹 All Staff | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| In teams investigate opportunities to embed multiple exposures in to classroom planning | | 🗹 All Staff | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Staff participate in professional learning around the Readers and Writers Workshop with a focus on teaching the 6 traits of writing as opposed to teaching genres. Through PLTS facilitate by literacy leader, we will aim to align the reading and writers workshop so they are fluid and not segmented. The use of Exemplar texts will enable this transition to happen. Literacy leader will mentor and coach staff through the process. Learning Walks will give feedback on the process. Opportunities for whole school professional learning with Misty Adoniou to develop capacity to teach writing  Documentation of the reading and writing curriculum | | 🗹 All Staff | 🗹 PLP Priority | from: Term 1  to: Term 3 | $5,000.00  🗹 Equity funding will be used |
| Teachers to plan for the inclusion of student voice. Firstly we will develop a shared understanding of what student voice looks like through professional reading of Amplify-Empowering Student through voice, agency and leadership. Once we have developed this shared understanding we will document what this will look like at Toolamba PS and develop an action plan | | 🗹 All Staff | 🗹 PLP Priority | from: Term 1  to: Term 2 | $850.00  🞎 Equity funding will be used |

**Equity Funding Planner**

Equity Spending Totals

|  |  |  |
| --- | --- | --- |
| **Category** | **Total proposed budget ($)** | **Spend ($)** |
| Equity funding associated with Activities and Milestones | $7,000.00 | 0.00 |
| Additional Equity funding | $0.00 | $0.00 |
| **Grand Total** | $7,000.00 | $0.00 |

Activities and Milestones

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activities and Milestones** | **When** | **Category** | **Total proposed budget ($)** | **Equity Spend ($)** |
| Allocate a curriculum day to documenting Whole School Curriculum and developing scope and sequences. Use the expertise of Kate Bird to lead the documentation. Resource School Improvement Team members to meet and continue with documentation | from: Term 1  to: Term 4 |  | $2,000.00 |  |
| Staff participate in professional learning around the Readers and Writers Workshop with a focus on teaching the 6 traits of writing as opposed to teaching genres. Through PLTS facilitate by literacy leader, we will aim to align the reading and writers workshop so they are fluid and not segmented. The use of Exemplar texts will enable this transition to happen. Literacy leader will mentor and coach staff through the process. Learning Walks will give feedback on the process. Opportunities for whole school professional learning with Misty Adoniou to develop capacity to teach writing  Documentation of the reading and writing curriculum | from: Term 1  to: Term 3 |  | $5,000.00 |  |
| **Totals** | | | $7,000.00 |  |

Additional Equity spend

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| --- | --- | --- | --- | --- |
| **Outline here any additional Equity spend for 2019** | **When** | **Category** | **Total proposed budget ($)** | **Equity Spend ($)** |
| **Totals** | | | $0.00 | $0.00 |

**Professional Learning and Development Plan**

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| --- | --- | --- | --- | --- | --- | --- |
| Professional Learning Priority | Who | When | Key Professional Learning Strategies | Organisational Structure | Expertise Accessed | Where |
| Teams meet weekly to analyse Common Assessment task (CAT). Through this analysis teachers and principal will not only ensure that children are taught but ensure that they are provided with the opportunity to share what they have learnt. There will be a shift from a focus on teaching to a focus on learning. Three questions will drive the work in the PLCS. 1. What do we want the children to learn? 2. How will we know they have learnt it? 3. How will we respond when they have difficulty learning it? | 🗹 All Staff | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Moderated assessment of student learning  🗹 Collaborative Inquiry/Action Research team | 🗹 PLC/PLT Meeting | 🗹 School improvement partnerships  🗹 Internal staff  🗹 Literacy Leaders | 🗹 On-site |
| Allocate a curriculum day to documenting Whole School Curriculum and developing scope and sequences. Use the expertise of Kate Bird to lead the documentation. Resource School Improvement Team members to meet and continue with documentation | 🗹 All Staff | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Curriculum development | 🗹 Whole School Pupil Free Day | 🗹 SEIL  🗹 Learning Specialist | 🗹 On-site |
| Google Documents will be used to store all curriculum, scope and sequences, term planners and teacher planning documents. Leaders will research and develop their expertise by working with staff from other schools who have this platform up and functional. | 🗹 All Staff | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Curriculum development | 🗹 PLC/PLT Meeting | 🗹 Internal staff | 🗹 On-site |
| Staff participate in professional learning around the Readers and Writers Workshop with a focus on teaching the 6 traits of writing as opposed to teaching genres. Through PLTS facilitate by literacy leader, we will aim to align the reading and writers workshop so they are fluid and not segmented. The use of Exemplar texts will enable this transition to happen. Literacy leader will mentor and coach staff through the process. Learning Walks will give feedback on the process. Opportunities for whole school professional learning with Misty Adoniou to develop capacity to teach writing  Documentation of the reading and writing curriculum | 🗹 All Staff | from: Term 1  to: Term 3 | 🗹 Planning  🗹 Preparation  🗹 Curriculum development | 🗹 Whole School Pupil Free Day  🗹 PLC/PLT Meeting | 🗹 External consultants  Misty Adoniou professional learning around writing | 🗹 Off-site  To be determined in partnership with SIP |
| Teachers to plan for the inclusion of student voice. Firstly we will develop a shared understanding of what student voice looks like through professional reading of Amplify-Empowering Student through voice, agency and leadership. Once we have developed this shared understanding we will document what this will look like at Toolamba PS and develop an action plan | 🗹 All Staff | from: Term 1  to: Term 2 | 🗹 Planning  🗹 Preparation  🗹 Student voice, including input and feedback | 🗹 Timetabled Planning Day | 🗹 Internal staff | 🗹 On-site |