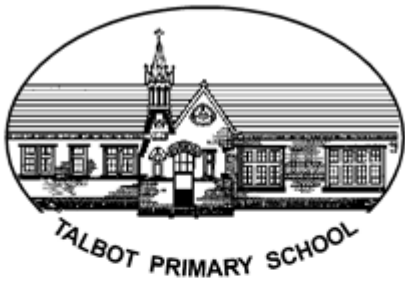


2020 Annual Implementation Plan

for improving student outcomes

Talbot Primary School (0954)



Submitted for review by Christina Drummond (School Principal) on 16 January, 2020 at 12:27 PM
Endorsed by Leonie Roberts (Senior Education Improvement Leader) on 16 January, 2020 at 02:39 PM
Endorsed by Amanda Conn (School Council President) on 06 March, 2020 at 03:31 PM

Self-evaluation Summary - 2020

Talbot Primary School (0954)

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

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

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

Enter your reflective comments	We acknowledge that some fantastic work in the area of writing and ICT development has been done over the past few years.
Considerations for 2020	Writing has been a major focus but it is now time to focus on reading and improving our student voice and agency in learning. Curriculum planning and assessment is an area of growth with different things happening in different classrooms. We also need to develop parents as partners in learning.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	To maximise student learning growth with particular reference to Literacy, Numeracy and Science.																																																																							
Target 1.1	<p>KIS</p> <p><i>Build a culture of community partnership which focuses on maximising student learning.</i></p> <p>TARGET</p> <p>Student Outcomes:</p> <p>Whole school average student data improvement to show at least one year's growth in each calendar year as measured by:</p> <p>-NAPLAN cohort growth yr 3-5</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="text-align: left;">SUBJECT</th> <th colspan="2">2016</th> <th colspan="2">2017</th> <th colspan="2">2018</th> <th colspan="2">2019 TARGET</th> </tr> <tr> <th style="text-align: left;">GROWTH/TOP 2 BANDS</th> <th>M/H %</th> <th>T2 %</th> <th>M/H %</th> <th>T2 %</th> <th>M/H %</th> <th>T2 %</th> <th>M/H %</th> <th>T2 %</th> </tr> </thead> <tbody> <tr> <td style="text-align: left;">READING</td> <td>80</td> <td>27</td> <td>84</td> <td>17</td> <td>0</td> <td>0</td> <td>80</td> <td>30</td> </tr> <tr> <td style="text-align: left;">SPELLING</td> <td>70</td> <td>10</td> <td>75</td> <td>9</td> <td>100</td> <td>0</td> <td>80</td> <td>20</td> </tr> <tr> <td style="text-align: left;">WRITING</td> <td>40</td> <td>14</td> <td>64</td> <td>0</td> <td>100</td> <td>0</td> <td>80</td> <td>20</td> </tr> <tr> <td style="text-align: left;">G&P</td> <td>80</td> <td>20</td> <td>67</td> <td>25</td> <td>50</td> <td>33</td> <td>80</td> <td>40</td> </tr> <tr> <td style="text-align: left;">NUMERACY</td> <td>70</td> <td>27</td> <td>63</td> <td>18</td> <td>0</td> <td>0</td> <td>70</td> <td>30</td> </tr> </tbody> </table> <p>- On Demand Yrs 3-6 -Victorian Curriculum teacher judgements</p> <p>Koorie outcomes: all Koorie students will have at least 90% attendance Involvement with outside agencies: Relevant outside agencies attend at least 80% of SSG's Staff opinion survey:</p>									SUBJECT	2016		2017		2018		2019 TARGET		GROWTH/TOP 2 BANDS	M/H %	T2 %	M/H %	T2 %	M/H %	T2 %	M/H %	T2 %	READING	80	27	84	17	0	0	80	30	SPELLING	70	10	75	9	100	0	80	20	WRITING	40	14	64	0	100	0	80	20	G&P	80	20	67	25	50	33	80	40	NUMERACY	70	27	63	18	0	0	70	30
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	<p>Academic emphasis overall score to be consistently above 80%</p> <p>Teacher collaboration whole school mean to remain above 85%</p> <p>Parent & community involvement whole school mean score to be above 80%</p> <p>Collective Focus on student learning whole school mean to remain above 90%</p> <p>Parent opinion survey:</p> <p>Stimulating learning whole school mean to remain above 6.0</p> <p>Learning focus whole school mean to be above 6.0</p>
<p>Target 1.2</p>	<p><i>KIS</i></p> <p><i>Build teacher capacity to implement the agreed instructional model across the school, which will have feedback as a major component.</i></p> <p>TARGETS</p> <p>Teacher Performance and Development plans will have a goal specifically aimed at building their capacity through peer feedback and coaching. 80% of teachers will have successfully achieved their goal related to the building of teacher capacity</p> <p>Whole school instructional model will be in place that builds effective instruction and incorporates personalising learning for students.</p> <p>Staff opinion survey: Teaching and Learning</p> <p>Setting objectives and providing feedback score to be at or above 80%</p> <p>FISO: To be in the embedding phase of Building Practice Excellence – Collaborative, involving reflection and feedback</p>
<p>Target 1.3</p>	<p><i>KIS</i></p> <p><i>Design and implement a differentiated and personalised curriculum specific to the school.</i></p>

	<p>TARGETS</p> <p>Attitudes to school: Learning confidence score to be consistently above 4.3 Student motivation, teacher effectiveness and teacher empathy to be consistently above 4.5 Stimulating learning to be consistently above 4.2</p> <p>Student Outcomes: As above Framework for Improving Student Outcomes Published: February 2016 School-based Wellbeing/Attitudes to School surveys to show an average of 80% positive response across all questions.</p>
<p>Key Improvement Strategy 1.a Building practice excellence</p>	<p>Build teacher capacity to implement the agreed instructional model across the school, which will have feedback as a major component.</p>
<p>Key Improvement Strategy 1.b Curriculum planning and assessment</p>	<p>Design and implement a differentiated and personalised curriculum specific to the school, with a significant focus on improving student learning in writing.</p>
<p>Key Improvement Strategy 1.c Building communities</p>	<p>Build a culture of community partnership which focuses on maximising student learning.</p>
<p>Goal 2</p>	<p>To build a culture of intellectual engagement where student voice and self-motivation are developed through a strong learning model.</p>
<p>Target 2.1</p>	<p>KIS</p> <p><i>Develop student capacity to take an active role in monitoring and directing their own learning, including:</i></p> <ul style="list-style-type: none"> <i>-learning goal setting</i> <i>-strategies and approaches to learning achievement</i> <i>-monitoring their own learning growth progress</i> <i>-structured conversations with students to explore opinion survey data</i>

	<p>TARGETS</p> <p>Student Outcomes:</p> <p>Whole school average student data improvement to show at least one year's growth in each calendar year as measured by:</p> <ul style="list-style-type: none"> ? NAPLAN cohort growth yr 3-5 ? On Demand Yrs 3-6 ? Victorian Curriculum teacher judgements <p>Attitudes to school:</p> <p>Learning confidence score to be consistently above 4.3</p> <p>Student motivation, teacher effectiveness and teacher empathy to be consistently above 4.5</p> <p>Stimulating learning to be consistently above 4.2</p>
<p>Target 2.2</p>	<p>KIS</p> <p><i>Enhance opportunities for student voice across all year levels with a greater link to student learning and school decision making.</i></p> <p>TARGETS</p> <p>As above</p> <p>Student voice to be reflected in whole school curriculum planning SRC, with support from other school leaders, to organise and run at least 1 in school event per term and 2 broader school community events each year.</p>
<p>Target 2.3</p>	<p>KIS</p> <p><i>Developing the engagement influence of ICT through ICT scope and sequence development and an enhanced focus on professional learning support for teacher capability.</i></p>

	<p>TARGETS ICT scope and sequence reflected in whole school curriculum planners Record of ongoing staff PD Attitudes to School: student motivation to be consistently above 4.5</p>
<p>Key Improvement Strategy 2.a Empowering students and building school pride</p>	<p>Enhance opportunities for student voice across all year levels with a greater link to student learning and school decision making.</p>
<p>Goal 3</p>	<p>To develop a whole school approach towards student wellbeing that builds learning confidence, resilience and perseverance.</p>
<p>Target 3.1</p>	<p><i>KIS</i></p> <p><i>Build a culture of community partnership which focuses on maximising student wellbeing.</i></p> <p>TARGETS Parent Opinion Survey: Over the four year period to increase the percentage of Parent Opinion Surveys returned to 63% or above General satisfaction to be consistently above 6.0 Student Safety & Classroom Behaviour to be consistently above State means. School Community attendance at information nights to be above 50% of families</p>
<p>Target 3.2</p>	<p><i>KIS</i></p> <p><i>Refine and embed a whole school approach to student well-being which incorporates:</i> <i>-Measuring and tracking student behaviour</i> <i>-Regular review of discipline and well-being policy</i></p>

	<p><i>- Embedding a sequential values based program that incorporates the Berry Street Educational Model (BSEM)</i></p> <p>TARGETS Yearly review of Student Wellbeing and Discipline policy to have occurred</p> <p>Attitudes to school: Classroom behaviour to be above 3.5 by the end of the strategic plan Student safety to be consistently above 4.6 Student distress and student morale to be above region and state means</p>
<p>Target 3.3</p>	<p><i>KIS</i></p> <p><i>Develop a scope and sequence with a whole school approach to ethical learning and values.</i></p> <p>TARGETS Attitudes to school: Classroom behaviour to be above 3.2 2018 and 3.5 by the end of the strategic plan Student safety to be consistently above 4.6 Student distress and student morale to be above region and state means</p>
<p>Key Improvement Strategy 3.a Building communities</p>	<p>Build a culture of community partnership which focuses on maximising student wellbeing.</p>

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target																																																																							
To maximise student learning growth with particular reference to Literacy, Numeracy and Science.	Yes	<p>KIS</p> <p><i>Build a culture of community partnership which focuses on maximising student learning.</i></p> <p>TARGET</p> <p>Student Outcomes:</p> <p>Whole school average student data improvement to show at least one year's growth in each calendar year as measured by:</p> <p>-NAPLAN cohort growth yr 3-5</p> <table border="1" data-bbox="730 954 1637 1311"> <thead> <tr> <th rowspan="2">SUBJECT</th> <th colspan="2">2016</th> <th colspan="2">2017</th> <th colspan="2">2018</th> <th colspan="2">2019 TARGET</th> </tr> <tr> <th>M/H %</th> <th>T2 %</th> <th>M/H %</th> <th>T2 %</th> <th>M/H %</th> <th>T2 %</th> <th>M/H %</th> <th>T2 %</th> </tr> </thead> <tbody> <tr> <td>GROWTH/TOP 2 BANDS</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>READING</td> <td>80</td> <td>27</td> <td>84</td> <td>17</td> <td>0</td> <td>0</td> <td>80</td> <td>30</td> </tr> <tr> <td>SPELLING</td> <td>70</td> <td>10</td> <td>75</td> <td>9</td> <td>100</td> <td>0</td> <td>80</td> <td>20</td> </tr> <tr> <td>WRITING</td> <td>40</td> <td>14</td> <td>64</td> <td>0</td> <td>100</td> <td>0</td> <td>80</td> <td>20</td> </tr> <tr> <td>G&P</td> <td>80</td> <td>20</td> <td>67</td> <td>25</td> <td>50</td> <td>33</td> <td>80</td> <td>40</td> </tr> <tr> <td>NUMERACY</td> <td>70</td> <td>27</td> <td>63</td> <td>18</td> <td>0</td> <td>0</td> <td>70</td> <td>30</td> </tr> </tbody> </table>	SUBJECT	2016		2017		2018		2019 TARGET		M/H %	T2 %	M/H %	T2 %	M/H %	T2 %	M/H %	T2 %	GROWTH/TOP 2 BANDS									READING	80	27	84	17	0	0	80	30	SPELLING	70	10	75	9	100	0	80	20	WRITING	40	14	64	0	100	0	80	20	G&P	80	20	67	25	50	33	80	40	NUMERACY	70	27	63	18	0	0	70	30	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>NAPLAN Increase high growth in NAPLAN relative growth in reading from 11.1% in 2019 to 25% in 2020 Increase medium growth in NAPLAN relative growth in reading from 44.4% in 2019 to 60% in 2020</p> <p>Parent Opinion Survey Increase percentage of positive response from 83% in 2019 to 95% in 2020 in the area of stimulating learning</p>
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<p>To build a culture of intellectual engagement where student voice and self-motivation are developed through a strong learning model.</p>	<p>Yes</p>	<p>KIS</p> <p><i>Develop student capacity to take an active role in monitoring and directing their own learning, including: -learning goal setting</i></p>	<p>Attitudes to School Survey Increase the percentage of positive responses in the area of student motivation and interest from 90% in 2019 to 100% in 2020.</p>

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		<p>KIS</p> <p><i>Developing the engagement influence of ICT through ICT scope and sequence development and an enhanced focus on professional learning support for teacher capability.</i></p> <p>TARGETS ICT scope and sequence reflected in whole school curriculum planners Record of ongoing staff PD Attitudes to School: student motivation to be consistently above 4.5</p>	N/A
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12 Month Target 1.2	<p>School Staff Survey Increase percentage of positive responses from 73% in 2019 to 90% in 2020 in the area of academic emphasis Increase percentage of positive responses from 78% in 2019 to 92% in 2020 in the area of collective efficacy</p>	
12 Month Target 1.3	<p>Attitudes to School Survey Maintain a positive percentage of responses in the area of sense of confidence at 95% or above. Maintain a positive percentage of responses in the area of stimulating learning at 100% in 2020</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Build teacher capacity to implement the agreed instructional model across the school, which will have feedback as a major component.	Yes
KIS 2 Curriculum planning and assessment	Design and implement a differentiated and personalised curriculum specific to the school, with a significant focus on improving student learning in writing.	No
KIS 3 Building communities	Build a culture of community partnership which focuses on maximising student learning.	No

<p>Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.</p>	<p>Talbot Primary School has chosen to focus on this goal in relation to reading in 2020 due to the lack of relative growth in our student reading results. There is a lack of assessment practices and evidence to monitor our students learning and ensure we are teaching at point of need. Through learning walks and observation it has been identified that although teachers are using similar approached there is no consistent instructional model.</p>	
<p>Goal 2</p>	<p>To build a culture of intellectual engagement where student voice and self-motivation are developed though a strong learning model.</p>	
<p>12 Month Target 2.1</p>	<p>Attitudes to School Survey Increase the percentage of positive responses in the area of student motivation and interest from 90% in 2019 to 100% in 2020.</p> <p>Parent Opinion Survey Increase the percentage of positive responses from 80% in 2019 to 100% in 2020 in the area of teacher communication</p>	
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<p>12 Month Target 2.3</p>	<p>N/A</p>	
<p>Key Improvement Strategies</p>		<p>Is this KIS selected for focus this year?</p>
<p>KIS 1 Empowering students and building school pride</p>	<p>Enhance opportunities for student voice across all year levels with a greater link to student learning and school decision making.</p>	<p>Yes</p>

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.

The student data is telling us that this is an area for growth and improvement. Teachers understanding of student voice in learning as apposed to SRC is an area of growth. Student are telling us that they would like more information about their learning and how they can improve.

Define Actions, Outcomes and Activities

Goal 1	To maximise student learning growth with particular reference to Literacy, Numeracy and Science.
12 Month Target 1.1	NAPLAN Increase high growth in NAPLAN relative growth in reading from 11.1% in 2019 to 25% in 2020 Increase medium growth in NAPLAN relative growth in reading from 44.4% in 2019 to 60% in 2020 Parent Opinion Survey Increase percentage of positive response from 83% in 2019 to 95% in 2020 in the area of stimulating learning
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12 Month Target 1.3	Attitudes to School Survey Maintain a positive percentage of responses in the area of sense of confidence at 95% or above. Maintain a positive percentage of responses in the area of stimulating learning at 100% in 2020
KIS 1 Building practice excellence	Build teacher capacity to implement the agreed instructional model across the school, which will have feedback as a major component.
Actions	To develop a clear and consistently applied instructional model for the teaching of reading. All staff to deeply engage with the Pre- review self evaluation.
Outcomes	Students will: Work with the teacher to review their own learning data in the form of conferencing Identify their individual learning goals and the strategies needed to reach them. Teachers will: Understand and explicitly use Fountas and Pennell (F&P) to benchmark all students Use the Fountas and Pennell continuum of learning to set student goals and drive at point of need teaching Regularly collect and input reading data on Sentral

	<p>Use the PLC cycle to analyse reading data and plan for future learning Redevelop and implement a school wide consistent instructional model in reading. Plan for reading in a consistent way. Increase the amount and quality of feedback provided to students.</p> <p>Leaders will: Co-lead professional development around Fountas and Pinnell and provide time for teachers to implement F&P Monitor the input of data on Sentral Lead learning to implement a school wide consistent instructional model. Review and increase the quality and amount of take home readers and guided readers. Monitor feedback given to students about their learning.</p>			
Success Indicators	<p>Students will improve by at least 12 months in their reading, measure by F & P</p> <p>Teachers Have planning that demonstrates the explicit use Fountas and Pennell to set student goals and drive at point of need teaching Use a school wide reading teaching/planner instructional model in reading Have evidence of reading conferences with all students. with use of a common template.</p> <p>Leaders Professional learning minutes Notes from learning walks and observations</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Implement the use of F&P to benchmark all students at Talbot Primary School	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Use the PLC cycle to analyse reading data and plan for future learning	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Redevelop and implement a school wide consistent instructional model and planning document in reading. Visit other high performing school to observe instructional model Embed the workshop model (conferencing and guided reading)	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Increase the amount and quality of feedback provided to students by learning about feedback from the HITS document and doing peer observations	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Review and increase the quality and amount of take home readers and guided readers.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Regularly collect and input reading data on Sentral	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Develop and embed consistent planning document for reading that includes the workshop model	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Goal 2	To build a culture of intellectual engagement where student voice and self-motivation are developed though a strong learning model.			

12 Month Target 2.1	<p>Attitudes to School Survey Increase the percentage of positive responses in the area of student motivation and interest from 90% in 2019 to 100% in 2020.</p> <p>Parent Opinion Survey Increase the percentage of positive responses from 80% in 2019 to 100% in 2020 in the area of teacher communication</p>
12 Month Target 2.2	<p>Attitudes to School Survey Increase percentage of students with positive response in the area of student voice and agency from 78% to 95%</p> <p>Parent Opinion Survey Increase percentage of parents with positive response in the area of student voice and agency from 83% to 95%</p>
12 Month Target 2.3	<p>N/A</p>
KIS 1 Empowering students and building school pride	<p>Enhance opportunities for student voice across all year levels with a greater link to student learning and school decision making.</p>
Actions	<p>Develop a whole school understanding of what student agency in learning looks like. Identify opportunities to activate student agency in learning whilst engaging parents.</p>
Outcomes	<p>Students and parents will: Be taught how to discuss their own learning data Set and track progress against their own individual learning goals.</p> <p>Teachers will: Be able to identify what student agency looks like in reading Explicitly teach students to set and track progress against individual learning goals Develop and monitor a consistent approach across the school to conduct reading conferences with all students Seek feedback from students about teaching practice. Goals on class dojo seeking feedback from families Implement student led conferences</p>

	<p>Leaders will: Lead professional development using the PLC cycle to articulate what student agency is at Talbot PS Regularly observe lessons to monitor implementation of student agency Review data from student feedback and discuss suitable changes to teaching practice</p>			
Success Indicators	<p>Leaders: minutes from staff meetings, professional learning presentations on student agency, agendas/minutes from SRC meetings, notes from classroom observations.</p> <p>Students Students survey about their understanding and level of student voice. individual learning goals in reading</p> <p>Teachers Implement student voice in the classroom as shown in lesson plans and curriculum plans Take part in student led conferences Have records of meeting with students in conferences to set goals</p> <p>Leaders Minutes from professional learning Have a completed plan of what student voice looks like at Talbot Primary School</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
All staff to become familiar with the Amplify document and the work of Russell Quaglia using a PLC cycle.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
All students to set individual learning goals in reading during reading conferences.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 2	<input type="checkbox"/> Equity funding will be used
As a staff develop a consistent proforma to use in all reading conferences	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Investigate the format of student led conferences and teach students to led them for term 2 interviews	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$500.00 <input type="checkbox"/> Equity funding will be used
Complete a plan of what student voice and agency looks like across each year level at Talbot primary School	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$800.00 <input type="checkbox"/> Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$23,000.00	\$18,500.00
Additional Equity funding	\$136,581.00	\$124,662.00
Grand Total	\$159,581.00	\$143,162.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Implement the use of F&P to benchmark all students at Talbot Primary School	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Assets	\$5,000.00	\$1,500.00
Redevelop and implement a school wide consistent instructional model and planning document in reading. Visit other high performing school to observe instructional model Embed the workshop model (conferencing and guided reading)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$4,000.00	\$4,000.00
Review and increase the quality and amount of take home readers and guided readers.	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Assets	\$10,000.00	\$10,000.00

Regularly collect and input reading data on Sentral	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$2,000.00	\$1,000.00
All staff to become familiar with the Amplify document and the work of Russell Quaglia using a PLC cycle.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT	\$2,000.00	\$2,000.00
Totals			\$23,000.00	\$18,500.00

Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Educational Support Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$88,581.00	\$76,662.00
School Supplies for students	from: Term 1	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$3,000.00	\$3,000.00
Camps and Excursions	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$2,000.00	\$2,000.00
Cultural Activities	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$10,000.00	\$10,000.00
Occupational Therapist	from: Term 1	<input checked="" type="checkbox"/> Support services	\$10,000.00	\$10,000.00

	to: Term 3			
Riding for the Disabled	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Other Students to attend riding for the disabled	\$3,000.00	\$3,000.00
Social Worker Support for students at risk	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Support services	\$15,000.00	\$15,000.00
Resources for Wellbeing subject to be taught to all students in 2020	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$5,000.00	\$5,000.00
Totals			\$136,581.00	\$124,662.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Implement the use of F&P to benchmark all students at Talbot Primary School	✔ All Staff	from: Term 1 to: Term 3	<ul style="list-style-type: none"> ✔ Design of formative assessments ✔ Formalised PLC/PLTs ✔ Demonstration lessons 	✔ Whole School Pupil Free Day	✔ External consultants Pearson Education	✔ On-site
Redevelop and implement a school wide consistent instructional model and planning document in reading. Visit other high performing school to observe instructional model Embed the workshop model (conferencing and guided reading)	✔ All Staff	from: Term 1 to: Term 4	<ul style="list-style-type: none"> ✔ Design of formative assessments ✔ Collaborative Inquiry/Action Research team ✔ Curriculum development 	<ul style="list-style-type: none"> ✔ Professional Practice Day ✔ PLC/PLT Meeting 	<ul style="list-style-type: none"> ✔ PLC Initiative ✔ Pedagogical Model ✔ High Impact Teaching Strategies (HITS) 	✔ Off-site Visit to another school
Increase the amount and quality of feedback provided to students by learning about feedback from the HITS document and doing peer observations	✔ All Staff	from: Term 1 to: Term 4	<ul style="list-style-type: none"> ✔ Planning ✔ Formalised PLC/PLTs ✔ Student voice, including input and feedback 	<ul style="list-style-type: none"> ✔ Professional Practice Day ✔ Formal School Meeting / Internal Professional Learning Sessions 	✔ High Impact Teaching Strategies (HITS)	✔ On-site
Regularly collect and input reading data on Sentral	✔ All Staff	from: Term 1 to: Term 4	<ul style="list-style-type: none"> ✔ Planning ✔ Moderated assessment of student learning 	<ul style="list-style-type: none"> ✔ Formal School Meeting / Internal Professional Learning Sessions ✔ Timetabled Planning Day 	✔ External consultants Sentral Staff	✔ On-site

Develop and embed consistent planning document for reading that includes the workshop model	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
All staff to become familiar with the Amplify document and the work of Russell Quaglia using a PLC cycle.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Leadership partners	<input checked="" type="checkbox"/> On-site
All students to set individual learning goals in reading during reading conferences.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Leadership partners	<input checked="" type="checkbox"/> On-site
As a staff develop a consistent proforma to use in all reading conferences	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site